



CROWN  
STREET  
PRIMARY SCHOOL

# Reception Curriculum Session

*September 2026*



# CROWN STREET

PRIMARY SCHOOL

*Education on another level,  
where possibilities are endless*



**CROWN  
STREET**  
PRIMARY SCHOOL

## **School Rules**

**We are respectful**

*Everybody is valued and respected*

**We do our best**

*Everybody takes pride in all that they do*

**We make good choices**

*Everybody reflects on their behaviour and learns how to make good choices*



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# Rights Respecting - Super Learners



# Curriculum Bookshelves



Reception | Autumn Term



Year 1 | Autumn Term



# Learning and Development

```
graph TD; A[Learning and Development] --- B((A Unique Child)); A --- C((Positive Relationships)); A --- D((Enabling Environments)); B --- E[Lifelong Learners]; C --- E; D --- E;
```

The diagram illustrates the components of Learning and Development. At the top, a light blue rectangular box contains the text 'Learning and Development'. Three orange lines descend from the bottom of this box to the top of three orange-outlined circles arranged horizontally. The first circle on the left contains the text 'A Unique Child'. The middle circle contains the text 'Positive Relationships'. The third circle on the right contains the text 'Enabling Environments'. Below these three circles, centered, is the text 'Lifelong Learners'.

A Unique  
Child

Positive  
Relationships

Enabling  
Environments

**Lifelong Learners**

# Characteristics of Effective Learning

- **Playing and Exploring** – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

- **Active Learning** – motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

- **Thinking creatively and critically** – thinking

- Having their own ideas
- Making links
- Working with ideas

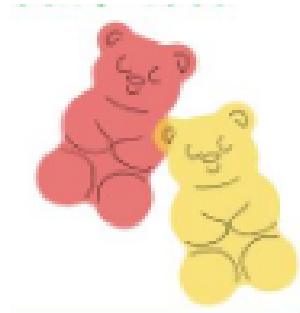
*Observing and assessing progress informs our next steps*

# Aims for Reception

- To help your child reach their potential in all areas of learning.
- To help your child become independent and responsible for themselves and their learning.
- To challenge your child.
- To support parents to be able to help their child learn.
- To create a safe and exciting learning environment in which your child wants to learn, explore and create.



# Reception Baseline Assessment

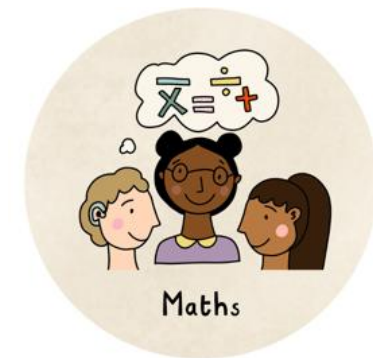
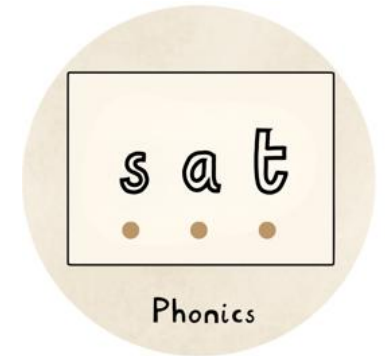


# How we teach in Reception

- Carpet inputs – whole class (across the curriculum)
- Daily phonics sessions – whole class teaching
- Daily reading sessions – small groups (starting soon)
- Daily maths sessions – NCETM Mastering Number / White Rose Maths
- Adult Led activities – small group and one to one
- Busy Learning – independent and collaborative play in provision
- Rainbow challenges – linked to curriculum area (introduced later in the year)

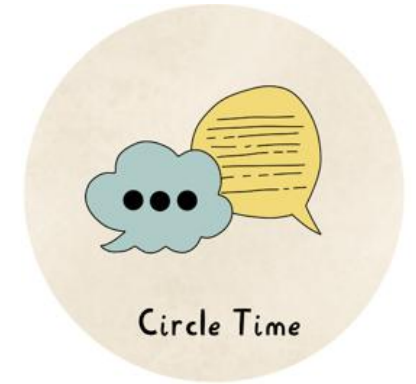
# A typical morning in Reception

- Morning activity / registration
- Movement
- Days of the week song / calendar
- Phonics
- Shared Reading (starting soon)
- Busy Learning – indoor and outdoor
- Adult led activities – small group or one to one
- Fruit circle – snack and milk + alphabet chant
- More Busy Learning and adult led activities
- Maths input



# A typical afternoon in Reception

- Afternoon registration
- Circle time – listening, PSHE, mindfulness or learning input
- Busy Learning – indoor and outdoor
- Adult led activities – small group or one to one
- Tidy up time
- Assembly (Monday and Thursday)(starting soon)
- Story time
- Home time



# The seven areas of learning and development

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

# Early Years Foundation Stage Profile

## *(End of Year)*

- Statutory assessment against 17 Early Learning Goals
- Emerging (EMG) or Expected (EXP)
- Professional judgement
- Used to support successful transition to Year 1
- Reached Good Level of Development (GLD) if graded as EXP against:
  - *Communication & Language*
  - *Personal, Social and Emotional Development*
  - *Physical Development*
  - *Literacy*
  - *Maths*

# Communication and Language

## Listening, Attention and Understanding

- Listen attentively and respond to what they hear.
- Make comments about what they have heard and ask questions.
- Hold conversation when engaged in back-and-forth exchanges with others.

## Speaking

- Participate in small group, class and one-to-one discussions.
- Offer explanations for why things might happen, making use of recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences

# Communication and Language

- Language Rich Environment
- Stories, Rhymes, Poetry
- Conversation and extending sentences – high-quality interactions
- Storytelling, roleplay
- Share ideas, support and model interactions
- Singing

# Personal, Social and Emotional Development

## Self-regulation

- Show an understanding of feelings and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want.
- Give focused attention to what the teacher says, responding appropriately.

## Managing Self

- Be confident to try new activities and show independence, resilience and perseverance.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs.

## Build relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and peers.
- Show sensitivity to their own and to others' needs.

# Personal, Social, Emotional Development

- School Rules
- Rights Respecting
- Curriculum Bookshelves
- Healthy Choices / PSHE Curriculum
- Zones of Regulation
- Listening skills
- Circle time

# Physical Development

## Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



## Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



# Physical Development

## Gross Motor Skills:

- PE
- Outdoor provision – climbing, building
- Movement in classroom
- Playground – games and equipment

## Fine Motor Skills:

- Developing skills – playdough, Lego, tweezers, scissors, threading, buttons, beads
- Drawing/colouring
- Pre-writing activities – mark making, letter formation
- Name writing

# Literacy

## Comprehension

- Demonstrate understanding of what has been read to them.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions.

## Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge.

## Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Literacy in the classroom

## Handwriting and Writing

- Letter formation – phonics
- Name writing
- Writing simple phrases and sentences – linked to bookshelf texts and curriculum learning (phonetically decodable words)
- Drawing Club



## Phonics



- Letter names and sounds
- Uppercase and lowercase letters
- Learning phonemes and graphemes
- Segmenting words into sounds and blending them back together
- Linked to Reading

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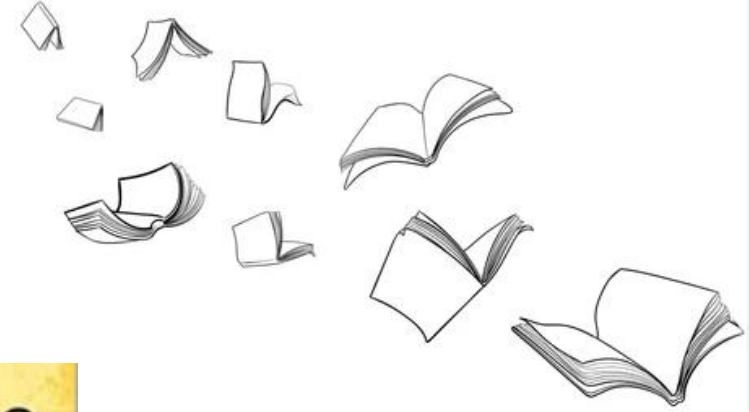
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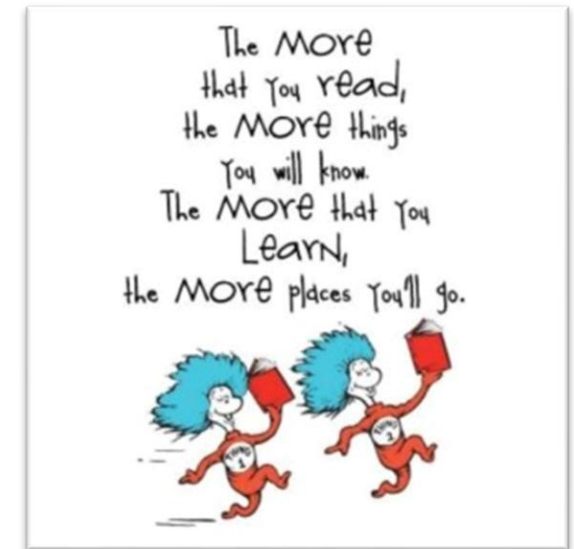
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# Reading Development



- Daily Shared Reader Sessions
  - *Shared Readers from FFT*
- Reading Strategies
- Red Word – Common Exception words
- Story time
- Library – Reading for Pleasure

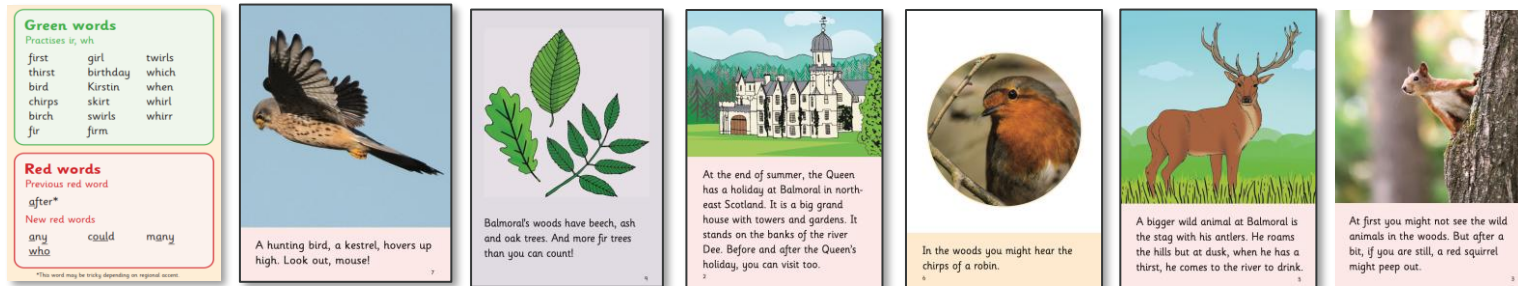


Library day – Thursday

Children's choice of book from Top 100 Recommended Reads for Reception – share at home (not expecting children to read it independently!)

# How can you support your child at home?

- Establish a reading routine at the time of day that suits you and your child
- Read little and often, to **and** with your child
- Read a variety of texts
- Adult pre-read (walk through the book, look at pictures, make predictions, discuss characters and settings)
- Green words/ red words/ flashcards
- Identify letters, digraphs, red words you have spotted in the text





## Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.

## Numerical patterns

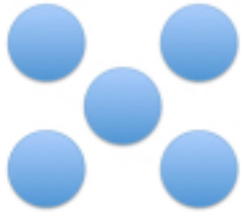
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# Subitising

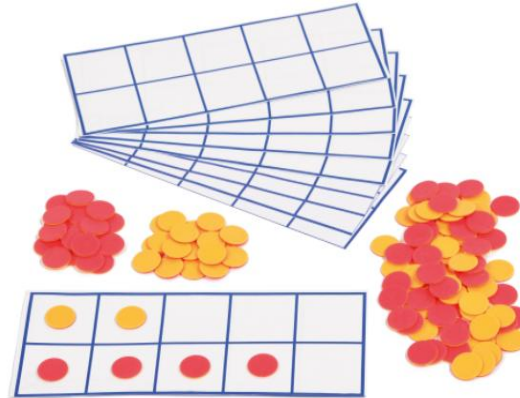
Subitising = the ability to instantaneously recognise the number of objects in a small group without the need to count them.



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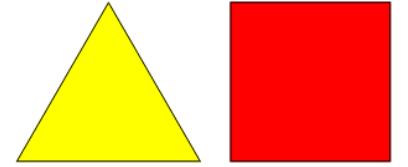


# Number skills



Five and ten frames  
Concrete resources and  
pictorial representations

# Patterns



# Supporting your child with Maths at home

| Number                                        | Geometry                                                                                  | Measure                                                                                                                                    |
|-----------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Dice Games                                    | Jigsaws<br><i>(+ positional language through play)</i>                                    | Using the vocabulary<br><i>"half full, half empty"</i><br><i>"nearly full, nearly empty"</i>                                               |
| Counting at home<br><i>(orally beyond 20)</i> | Repeating Patterns                                                                        | Making playdough or baking                                                                                                                 |
| Number bonds to 5<br>Grouping objects to 5    | Describing properties of shapes around them<br><i>"A circle has one continuous line."</i> | Comparing toys or objects<br><i>"Long, longer, longest"</i><br><i>"Small, smaller, smallest"</i>                                           |
| Number formation<br><i>(Summer term)</i>      | Making new shapes out of loose parts and describing them                                  | Using time vocabulary<br><i>"Today is Tuesday so tomorrow will be Wednesday."</i><br><i>"Before we go to bed, we will brush our teeth"</i> |
| I Minute Maths:<br>White Rose app             |                                                                                           |                                                                                                                                            |

# Understanding the World

- Past and Present
  - People, Culture and Communities
  - The Natural World
- *Manchester through time*
  - *Schools in Victorian times*
  - *Cultural and religious events around the world*
  - *Seasons*
  - *Lifecycle of animals*

# Expressive Arts and Design

- Creating with Materials
  - Being Imaginative and Expressive
- *Focus artists each term*
  - *Different mediums – drawing, painting, collage*
  - *Music – singing and rhythm*
  - *Retelling stories*
  - *Imaginative play*

# Supporting your child at home to develop their independence skills

- Independently using the toilet and washing their own hands
- Fastening their own coat and shoes
- Getting changed independently
- Independently peeling fruit
- Using a knife and fork
- Speaking positively about school

# Supporting your child at home

- Experiences inside and outside of the home  
*e.g. cooking with the family, your local park, helping with the weekly shop or visiting family and friends*
- Talking about activities and your child's ideas – regular, high-quality interactions
- Reading and listening to stories
- Writing – little and often (label for picture, card for family/friends, sign if they want to keep a construction etc.)
- Encourage creativity – paintings and drawings
- Practise their fine motor skills e.g. threading, baking, playing with playdough, building with small construction resources (e.g. Lego)
- Play board games

# Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms
- Additional appointments initiated by teacher/parent
- Tapestry, Year Books & Writing Books
- Achievement Award, House Points, Diamond Sticker
- MCAS – My Child at School

# Tapestry

- Online journal for sharing learning
- We will share photos, videos and updates
- Learning updates will be linked to the seven areas of the EYFS framework
- Encourage you to share updates from home



# Communication and Working Together

- Weekly Whole School Newsletter
- [www.crownstreetprimary.org.uk](http://www.crownstreetprimary.org.uk)
- My Child At School (MCAS)
- Tapestry Online Learning Journal
- Social Media – Facebook and Instagram
- We value home-school communication
  - *Updates, changes, different pick-ups ... etc*
- Contacting teachers:
  - Quick messages at drop off/pick up times
  - Notes in book bags
  - Available for longer conversations – organise through Admin



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# Behaviour

*To support our children to manage their own behaviour and develop into respectful and empathetic young people*



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## **School Rules**

### **We are respectful**

*Everybody is valued and respected*

### **We do our best**

*Everybody takes pride in all that they do*

### **We make good choices**

*Everybody reflects on their behaviour and learns how to make good choices*

- *'Curriculum' - teaching behaviour*
  - *School Rules, Character Traits, Rights Respecting*
  - *Routines, transitions, lessons*
- *Positive praise, rewards and achievements*
- *Scaffolds to support behaviour*
  - *Five stages*
- *Communication with parents/carers*
  - *MCAS Notification*



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# Your involvement ...

- Mystery Readers
- Stay & Play / Play & Pick-up
- Coffee Mornings
- Sharing your experiences:
  - Religions and Celebrations*
  - Careers*
  - Linked to world-events*
  - Awareness days*
- PTA

# Our website – Year Group Page

## Reception

### Welcome to Autumn Term in Reception

It is our first term at Crown Street Primary and we would like to warmly welcome our new children and their families, as well as welcome back some of our children who have moved into Reception from our Pre-School.

The Reception year is a very special part of your child's school journey. We are excited to begin a fun-filled term of exploration, learning and development.

We strive to provide a unique, challenging and inspirational curriculum based on new and memorable experiences. Establishing strong relationships with our children and families is our priority at the beginning of the school year.

During the year, we will work with your child to learn and understand their individual needs and support them in their learning and development.

Our aim is for your children to become happy and confident learners and to carry their love of learning throughout their life.

### Autumn Bookshelf

Each term our curriculum is inspired by our Curriculum Bookshelf which is filled with high quality, engaging books chosen by our team to inspire learning and to develop their love of reading.

Our Autumn bookshelf will inspire learning around new beginnings and developing new friendships by exploring our likes, dislikes and what makes us – us! It will spark our curiosity and imagination and will support us learning about our similarities and differences, celebrating our individuality and learning how we can work together.



### Character Traits

Each term, through our Curriculum Bookshelf we will focus on learning about, identifying and embodying our six character traits which will support our learning across the curriculum and support our Personal, Social and Emotional development.



Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness

### Meet the Reception Team

Miss Hopkins – Class Teacher

Miss Hayes – Learning Support Assistant

Miss Doran – Learning Support Assistant

### Important Information

- Our team will be available every day before and after school to discuss your child's day, receive messages and celebrate successes
- Your child's book bag should be brought to school each day – this will contain a Shared Reader, Library book and a Reading Record
- Each week your children will take part in PE, please ensure your child's PE kit remains in school
- Wellington boots and waterproof coats will be required for outdoor learning and can be left in school
- Please ensure **all** clothing items are labelled
- Important information will be shared via **MCAS** communication and our weekly school newsletter
- Reception use Tapestry to share your child's learning. We also love to see photographs and videos from home to talk about and celebrate in School
- At the end of the day children are dismissed directly to parents/carers. Should there be any changes to this, please inform our Admin team before the end of the day so the Class Teacher knows who to look out for

### Useful Information





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[crownstreetprimary.org.uk](https://crownstreetprimary.org.uk)