



Monkhouse Primary School



*Reception*

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*Monkhouse primary school*

# Welcome to Reception class

## Meet the staff

Mrs. C. Bryden  
Reception Class Teacher



Mrs. N. Hutchinson  
Teaching Assistant



- Register and Activate Tapestry account <https://tapestryjournal.com/>
- Follow Monkhouse school account on X @Monkhouse1
- Register for Cool Milk - free up to age 5, then payment required <https://coolmilk.com/>
- Register for Hutchison Catering and pre order weekly <https://hutchisoncatering.co.uk/primary-school/>



- PE day - Tuesday
- Book change day - Thursday, however we read with the children across the week, so please bring in books and school reading folder daily
- An overview of the week and shared learning is set each Friday
- We are outside daily in all weathers, so please bring in a pair of named wellies to leave in class
- Named water bottle



EEF findings-

Parental engagement has a positive impact on average of 4 months' additional progress

Positive effects have been detected for early reading outcomes as well as early language and number skills.



## Our School Vision

At Monkhouse we believe all children will be Ambitious, Courageous, Respectful, Resilient and Kind so that they fulfil their unique potential and become active members of the wider global community.

### Monkhouse Values



courageous



resilient



kind



respectful



ambitious

Our curriculum is designed to  
INGNITE passion  
INNOVATE thinking  
INSPIRE everyone  
and shape the future for all

And it all begins right here, in the  
Early Years Foundation Stage

The EYFS Framework sets out how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language
- Physical development
- Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

Literacy

Mathematics

Understanding the world

Expressive arts and design.



## Autumn project- Are All Journeys The Same?

In this project we begin by looking at our own families, home and local area. In doing so, we celebrate the similarities and differences between ourselves. We then explore different ways to travel and journeys through rhyme and story including; Wheels on bus, Row your boat, Little Red Hen, Emma Jane's aeroplane and Polar Express. In doing so, we focus on developing language and vocabulary as well as developing knowledge and understanding of the World around them.

In our end outcome we help to plan our own journey on the Polar Express!



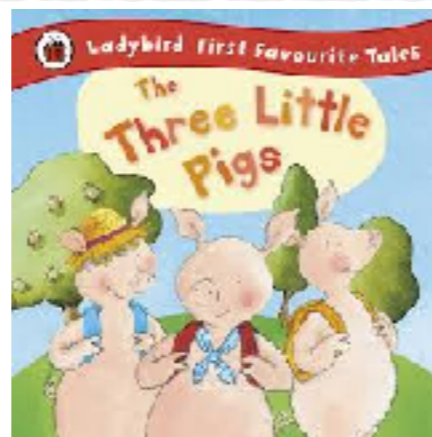
## Spring- How Can We Solve A Problem?

We launch our Spring project by coming into school dressed as 'Future Big Me' - this helps the children to learn about and explore different jobs and occupations.

We then become problem solvers - helping 'Dirty Bertie' to get rid of a bad smell! This also helps to develop our own understanding of personal hygiene and looking after ourselves.

Next, we help 'The Three Little Pigs' and solve their dilemma - What would you do if your house fell down? This provides a super opportunity for lots of budding designers and engineers and scientific enquiry as we explore the different materials used to build a house!

Finally, we help to solve the problem of what do when 'A Tiger Comes to Tea' and help to plan and prepare food for our very own Monkhouse cafe! This involves, planting and growing produce, completing our very own online shop and preparing healthy food choices. To celebrate and share our learning, we invite families into school to the opening of Monkhouse Cafe.



## Summer - How Can Superheroes Save The World?

First, we explore the qualities that make a superhero, such as resilience, hard work and kindness. In doing so, we learn about real life superheroes, such as: fire fighters, police officers, doctors and nurses and explore their role and how they help us.

Next, we begin to explore superhero animals, and we look at the important role animals play in our world, including the role of bees as important pollinators!

Then, we learn about both the negative and positive impact humans have on our Wonderful World, and explore some key environmentalists such as Greta Thunberg and David Attenborough.

Our end outcome, is a celebration and showcasing our learning to parents and carers at our summer garden party.





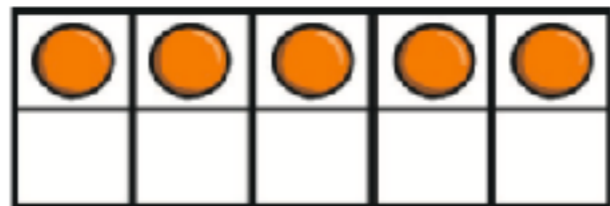
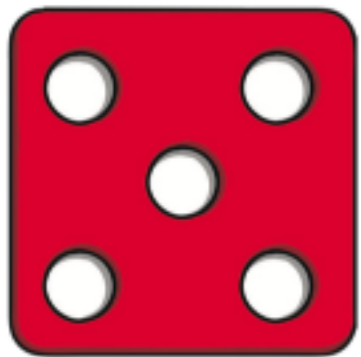
# Metacognition

Metacognition in early years learning refers to a child's ability to think about their own thinking. It's when children start to become aware of how they learn, solve problems, and understand their feelings and behaviours. For young children, this means recognising what they know, what they don't know, and how to approach tasks.

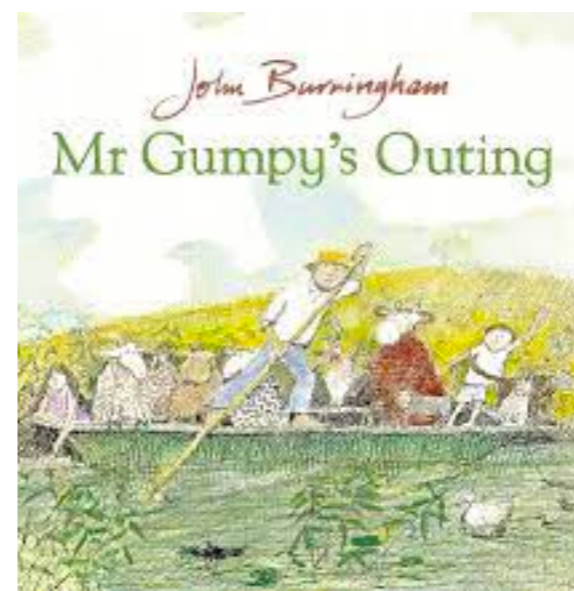
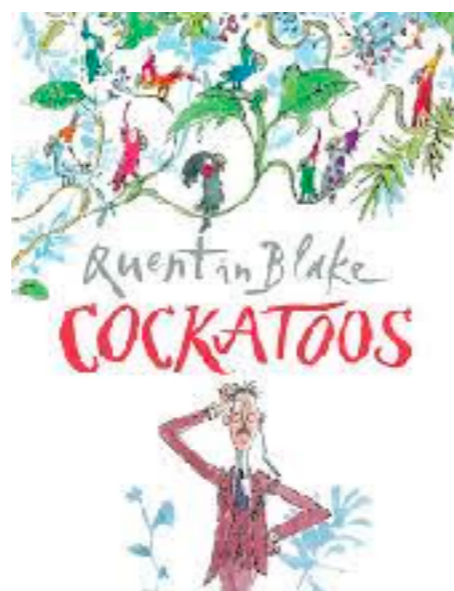
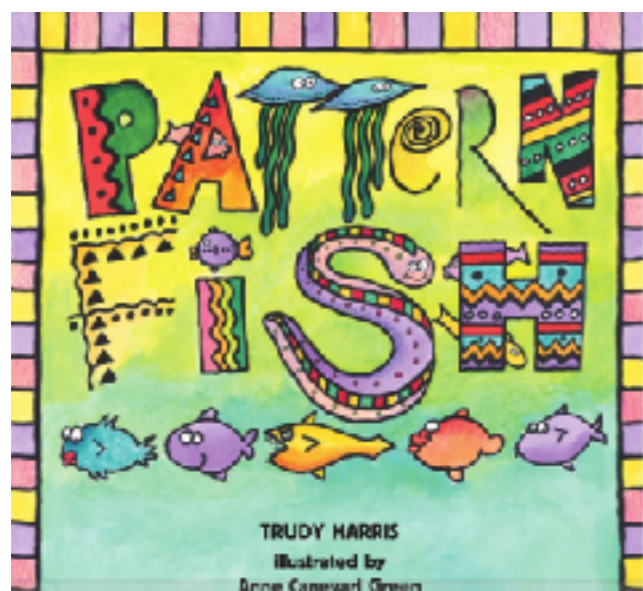
- **Thinking about Thinking:** Metacognition helps children reflect on their thoughts and actions. For example, when a child says, "I don't understand this puzzle," they are using metacognition to recognise their challenge.
- **Learning How to Learn:** Children begin to understand different strategies to solve problems. For example, if one method doesn't work, they may try another approach, like asking for help or breaking the task into smaller steps.
- **Planning and Monitoring:** Before starting an activity, a child might think, "How will I do this?" and, during the task, they may adjust their approach if it's not working. This process helps them improve their learning over time.
- **Building Confidence:** When children reflect on how they succeed or fail, they start building self-confidence. They understand that effort and strategy are key to solving problems.

Maths at Monkhouse, we teach using the NCETM Mastery in maths approach, this allows the children to gain a deep understanding of maths, allowing them to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics.

We choose to teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving.



We also use the 'Maths Through A Story' approach when teaching maths in Reception. This approach uses stories to facilitate children's mathematical thinking. Linking stories and mathematical concepts enables children to connect, understand and express mathematical ideas and understanding through a playful and engaging pedagogical approach.



# Communication & Language, Reading and Writing (Literacy)

Our focus is to make literacy fun, engaging, and filled with opportunities to develop a love for reading, storytelling, and meaningful communication.

Throughout the year we introduce children to a wide range of stories and books to spark their imagination and make reading an enjoyable and fun part of their day. We want the children to see books as a source of pleasure and excitement.

L&C is a Prime Area of Learning, developing strong language and communication skills is a key focus in Reception. Through stories, books, and real-life experiences, children expand their vocabulary and learn to express themselves clearly. We encourage children to talk, ask questions, and retell stories and talk about their real life experiences, as this all helps to strengthen their oral communication, and a wider vocabulary helps children express themselves better in both speech and writing.



# Read Write Inc.

## Phonics



Phonics Instruction: Read Write Inc. (RWI)

We teach phonics using the synthetic phonics approach, where children learn to identify sounds (phonemes) and link them to letters (graphemes). This systematic method helps children blend sounds to read words and segment words to spell them.

The programme introduces children to the individual sounds, then progresses to reading and writing words, captions, and simple sentences.

Parents are invited into school to a Phonics workshop, in which you can find out more about how we teach RWI phonics, observe a phonics session and learn about how you can support your child at home in reading.

Alongside our focus on phonics, reading, and writing, we incorporate creative methods to foster imagination, storytelling, and early writing abilities. Two key approaches we use are Talk for Writing and Drawing Club.



TalkforWriting

Talk for Writing is a powerful approach that encourages children to learn stories and language patterns through speaking before writing. We focus on immersing children in rich language, helping them understand how stories are structured, and giving them the confidence to retell and create their own stories. We also use story maps, actions, and role play to bring stories to life.



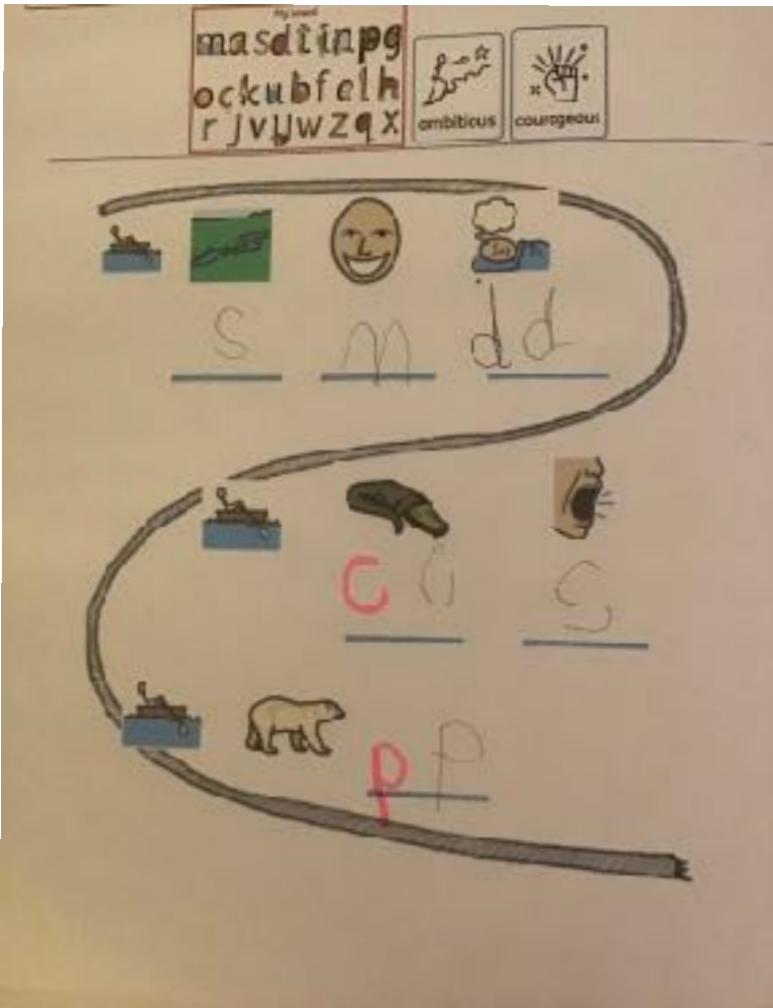
In Drawing Club sessions, children are encouraged to use drawing as a tool for storytelling. They create their own characters, settings, and plots, using their drawings as a starting point for story creation. This approach enhances their ability to think imaginatively and develop rich narratives.

## Developing Early Writing Skills

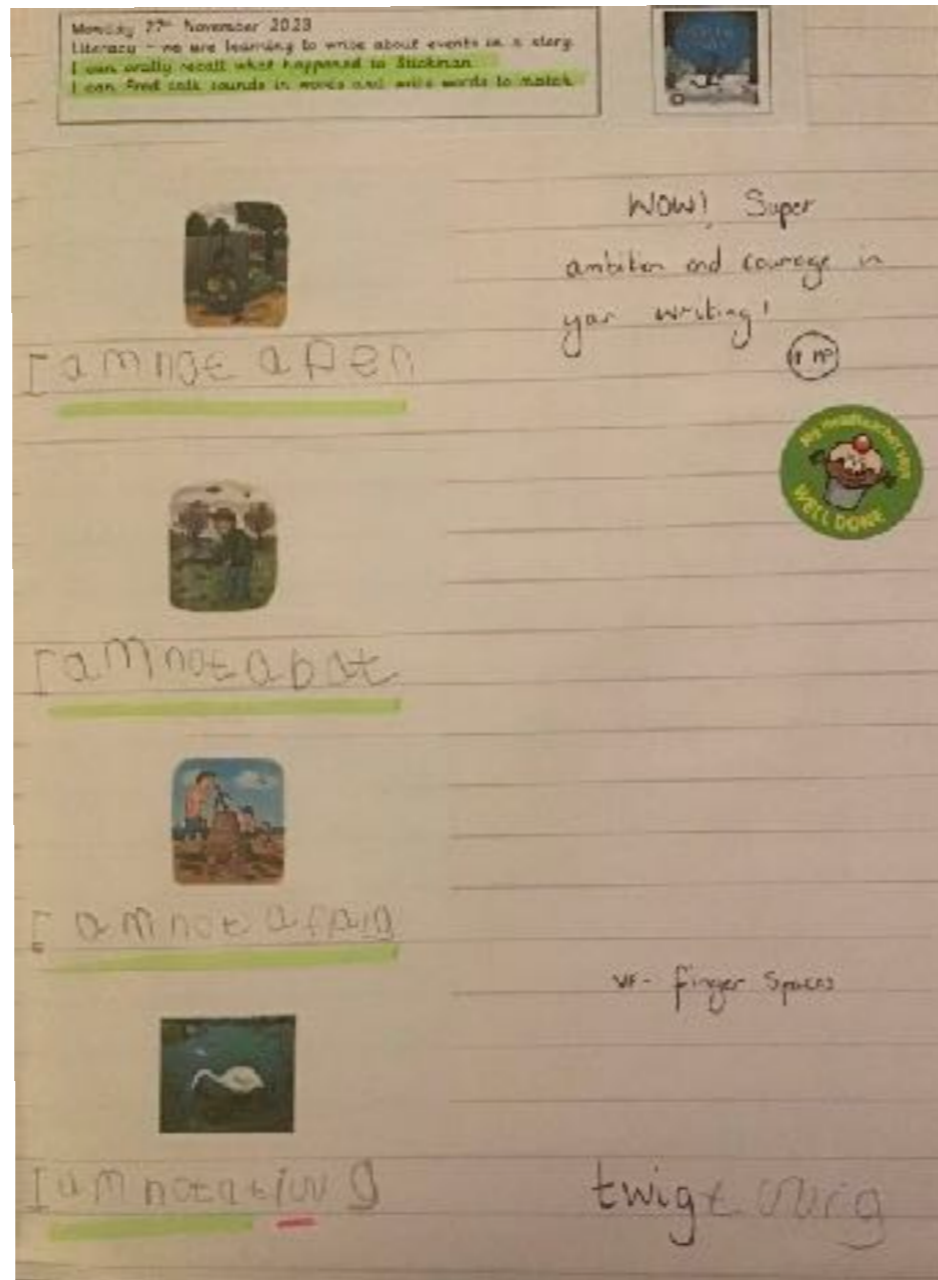
From Mark-Making to Writing Sentences: Writing development starts with mark-making and evolves through several stages:

- **Mark-Making:** Children begin by experimenting with marks, which is their first step in understanding that writing carries meaning.
- **Letter Sounds:** They learn to link sounds to letters, an important step in phonics-based learning.
- **CVC Words:** (Consonant-Vowel-Consonant words like "cat" and "dog") Children learn to blend sounds together to read and write simple words.
- **Captions and Sentences:** As they progress, children move from writing single words to creating simple captions and sentences.
- **Reception Early Learning Goal (ELG):** By the end of Reception, the goal is for children to confidently read and write simple sentences as outlined in the Early Learning Goals for reading and writing.

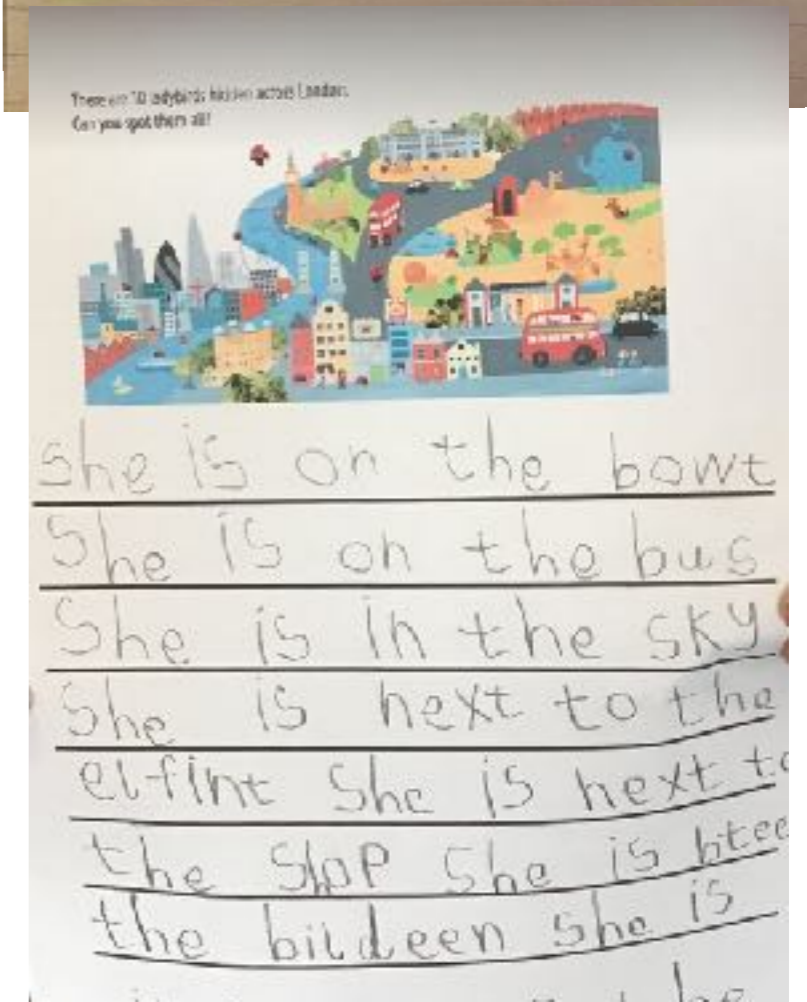
# Example of writing across the year



## Autumn 2-Spring 1 CVC words and captions



## Autumn 1- Initial letter sounds



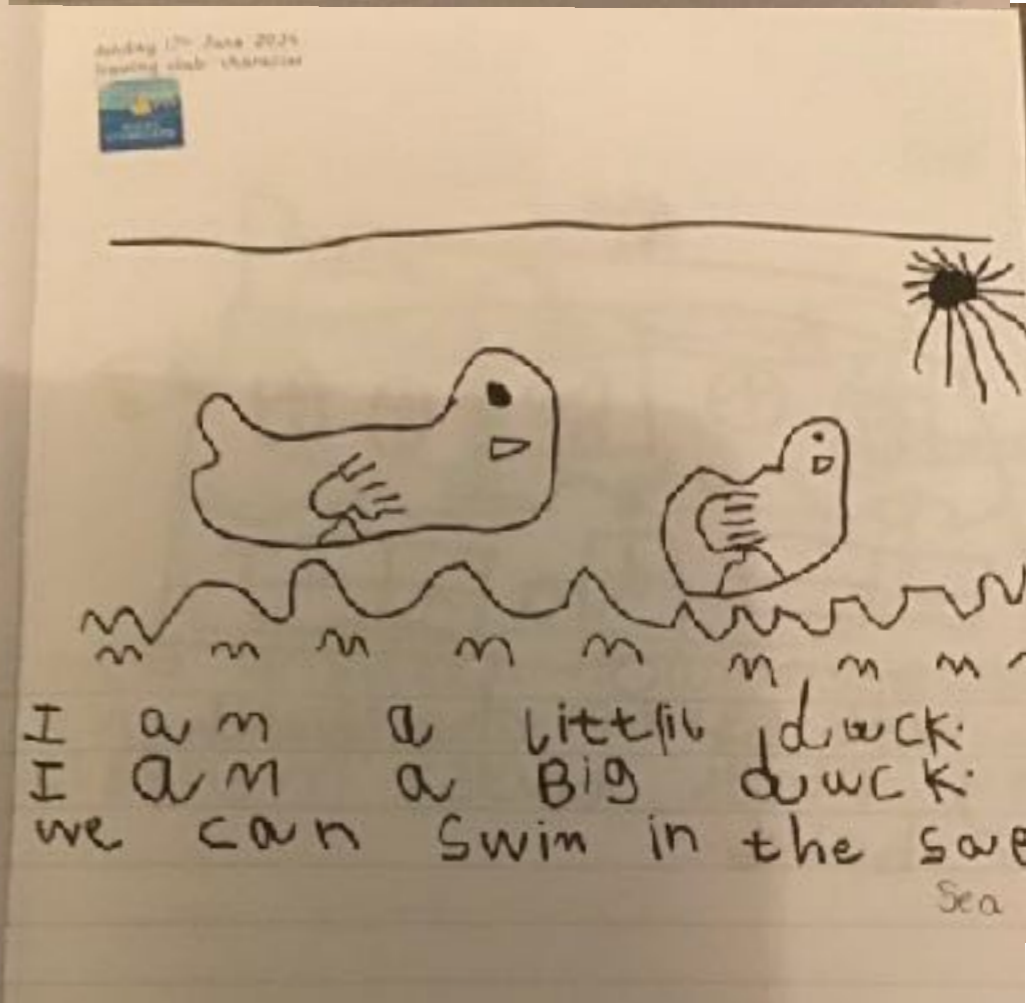
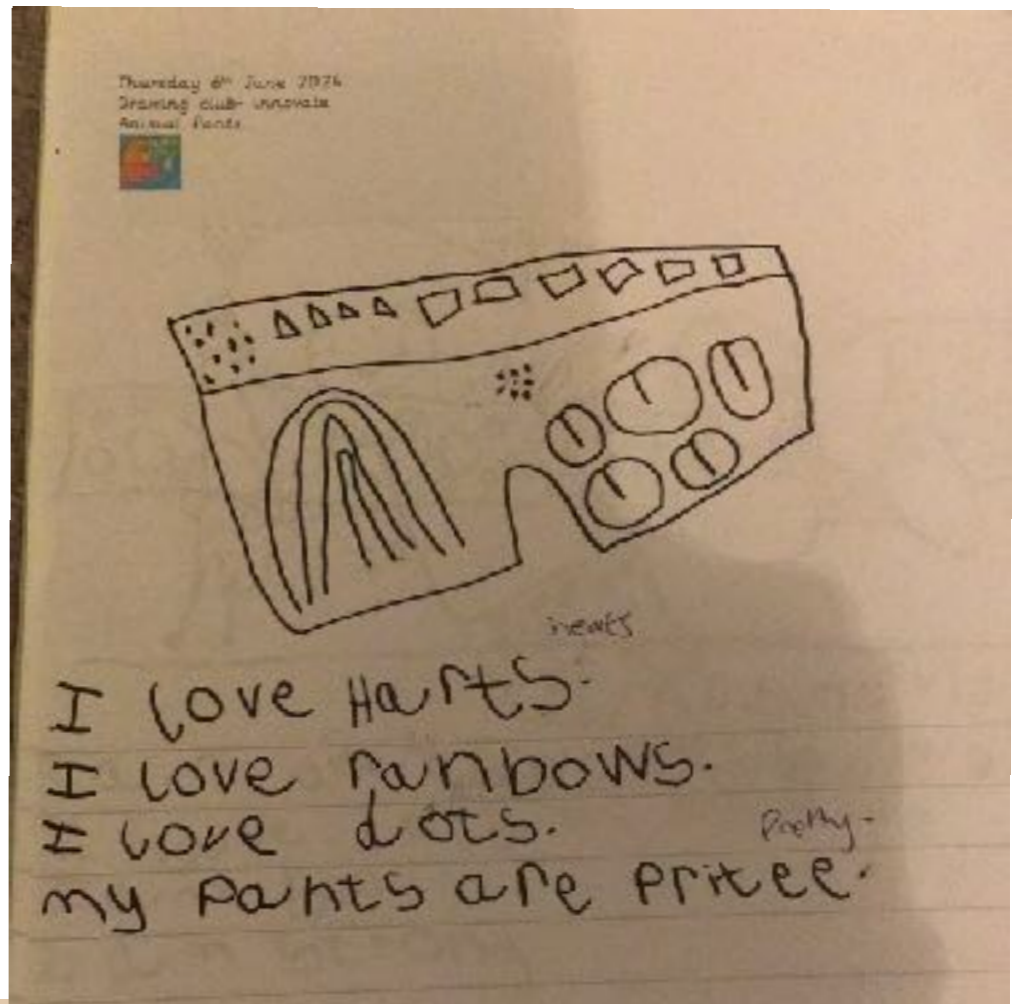
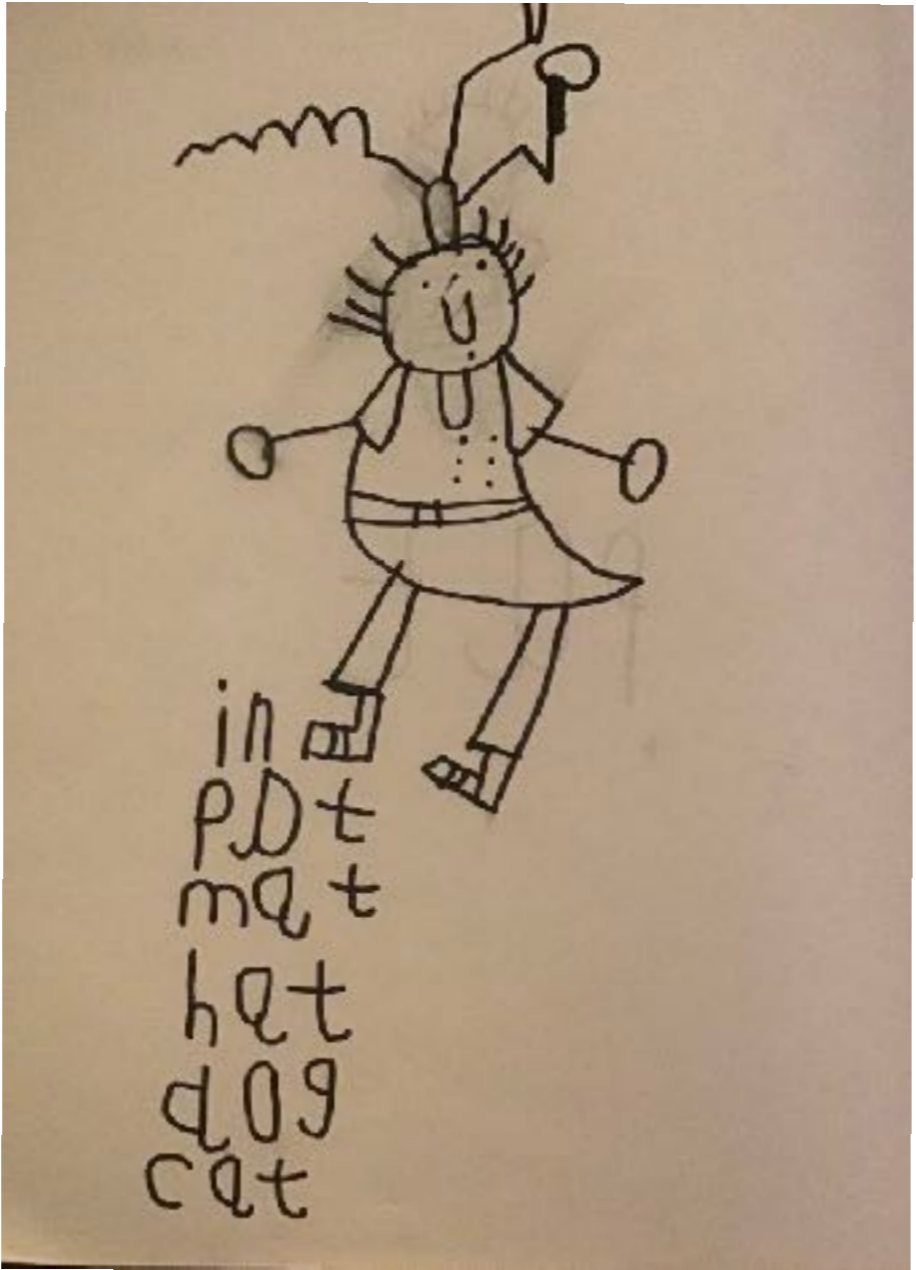
## Spring - Summer Sentences

# Example of drawing club across the year



Autumn 1-  
Initial letter  
sounds/CVC words

## Spring - Summer Sentences



# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

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

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### 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 (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) 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.

## 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 outlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### 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, including some common exception words.

### 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.

Thank you for your  
time!

Any Questions?

We would be  
grateful for any  
feedback....

