

Reception Curriculum Overview For Parents & Carers 2025-26



Introduction: Your child will learn through a balance of direct teaching, group work and play via a range of exciting topics e.g: Planting and Growing, Amazing Animals and Our World. We will be guided by your children's interests to co-construct a curriculum which will engage your children and enable them to develop in all the areas of learning.

The Prime Areas are:

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

Specific areas

- ⦿ Maths
- ⦿ Literacy
- ⦿ Knowledge, understanding of the world
- ⦿ Expressive arts and design
- ⦿ We also assess children's 'Characteristics of Effective Learning', looking at how they play with each other, their curiosity, resilience, independence and ability to focus on an activity. These are vital skills needed to enable your child to learn.

For the first few weeks of term, we focus the time on getting to know your children individually and assessing their interests and their different strengths. This allows us to then plan to ensure all children begin making progress as soon as possible. We will complete the 'Reception Baseline assessment'. We will begin phonics teaching following Supersonc Phonics Friends from **Week 4** and this also includes handwriting practise. We will also have whole class maths sessions every week.

Every half term there will be a key theme such as 'Houses and Homes' and as much learning as possible will link to this. Throughout the week a range of indoor and outdoor activities will be provided which the children will explore through play. They will also have weekly PE, Jewish Learning and Ivrit (Hebrew) lessons.

Online profiles: Tapestry

Please make sure you sign up to the email you receive in September (check your junk email as sometimes it goes there) The observations that staff carry out on your children are a great way for you to see what they are learning in school. We really welcome your support with this by encouraging you to like and make a comment.

Reception Baseline Assessment:

- ⦿ The reception baseline assessment (RBA) is a short, task-based assessment of your child's early literacy, communication, language and mathematics skills when they begin school. It is statutory for all schools from September 2021.
- ⦿ The assessment can take place at any point in the first 6 weeks of your child starting reception. The assessment will form the start of a new measure of how schools are helping their pupils to progress between reception and year 6.
- ⦿ Your child does not need to prepare. There is no pass mark or score and your child should not realise they're doing an assessment.

What the assessment involves

- ⦿ During a short one-to-one session with their teacher or teaching assistant, your child will do several practical and interactive tasks.
- ⦿ Your child can answer questions verbally or by pointing or moving objects. The assessment has been designed to be inclusive and there are modified materials available – this means it is also accessible to children with special educational needs or disability (SEND) or English as an additional language (EAL). The teacher may pause the assessment at any time, for example, if a child needs a break.
- ⦿ **What the assessment measures**
- ⦿ The tasks are carefully designed to assess early mathematics, literacy, communication and language skills.
- ⦿ **What you need to do**
- ⦿ You do not need to do anything. Your child is unlikely to even know that they are doing an assessment when they are completing the tasks.

What will be reported to you

- ⦿ We will have a Learning Journal Meeting (LJM) at the end of the first half term where the teacher will discuss with you how your child's learning is progressing.

Reception Timetable: This is a summary timetable, showing the normal organisation of learning in Reception. The timetable is flexible and is **subject to change during the year**.

| | Mon | Tues | Weds | Thursday | Friday |
|-----------|-----------------------------------|-------------------------------------|-----------------------------------|---|------------------------------|
| AM | Phonics / Ivrit (Split then swap) | Phonics / Ivrit (Split then swap) | Phonics / Ivrit (Split then swap) | Phonics / Ivrit (Split then swap) | Kabbalat Shabbat |
| | Maths Independent learning | Maths Independent learning | Maths Independent learning | PE Show and Tell | Topic Independent learning |
| PM | Forest School | Library and 1:1/small group reading | Singing Circle Time | Jewish Learning | Writing Independent learning |
| | PE | Story and free play | Independent learning | Whole School Assembly/ Independent learning | Mystery Reader |

Supporting your child's learning in Reception:

- In Reception, a key way to support your child's learning is by reading with them regularly. The expectation is for your child to read their decodable phonics book to you for 10 minutes at least 5 times per week. Please leave a comment in their reading record books and return the books every **Tuesday**. Every child will take home a library book every Tuesday. Please read the library book to them, as well as any other books that they enjoy including non-fiction books too.
- Taking your child to visit exciting places of learning, such as museums, other learning spaces and parks can give them an opportunity to share their learning with you.
- You can help their emerging maths skills to develop by practising counting to 30 and recognising the numbers up to 20. Using objects to find more and fewer than an amount and doubling and halving within 10. As well as practicing adding and subtracting using objects and extending to writing a simple number sentence e.g. $2 + 3 = 5$.
- In order to help them with their developing writing skills, you can encourage your child/ren to write their own name, help them to form their lower case letters correctly, and practice writing and reading c-v-c (e.g. pet, dog, mud), c-v-cc words (e.g. walk, push and hand) as well as tricky words (e.g. the, she, I, some, to, put). If they draw a picture, encourage them to label it, with a c-v-c/ c-v-c-c word. If they are writing at home, it is important for them to use capital letters, finger space, full stops and to check their writing makes sense. Please don't worry about spelling as your child will be using their phonic knowledge i.e. instead of flowers, they might spell it 'fluwrs'.

Curriculum themes for Reception 2025-2026

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| <p>September-October: Houses and Homes</p> <p>As their first theme in Reception at Alma, we will look at different types of houses and homes in our environment; discussing the appearance of different types of homes as well as making comparisons to what is inside each home. We will also be talking about our homes and who lives with us. We will create Design and Technology frames of our families in our homes. During this half term, in Jewish Learning our main focus will be teaching about the chaggim (festivals) as well as the main prayers we use every day at Alma. We go on our first school trip to our local streets looking and discussing the different types of houses and homes we can see.</p> | <p>November-December: Our World</p> <p>The theme for the second half of our first term is 'Our World', looking at maps and stories from other cultures. We will also be learning and celebrating the different festivals of light that many religions celebrate over the world. We will be inviting in any parents/ grandparents and other family members to come and talk to us about their countries and cultures they have experienced. We will also learn about the different types of people who help us and will ask parents to come and speak to us about their jobs! In Jewish Learning, we will explore the biblical story of creation, along with creation stories from other cultures. We will focus on the festival of Hanukkah, exploring the theme of light and dark, learning songs, creating decorations and discovering the story of the Maccabees.</p> |
| <p>January-February: Planting and Growing</p> <p>We will look at what plants need to grow. In order to do this we will conduct an experiment to see what conditions seeds need to grow. We will also taste different fruits and vegetables and grow a variety of herbs and flowers. We will look into how different foods come from all over the world and what trees and plants give us and how we can nurture and respect them. Jewish Learning will be closely linked to our topic, as we will be learning about the festival of Tu B'shvat and why trees are important for our world. Children will learn the difference between fruit and vegetables in order to recognise why we say two different brahot (blessings).</p> | <p>March-April: Journeys and Transport</p> <p>We will explore the idea of going on a journey. How we will get there, what will we need and working on developing our problem skills. Books will include both fiction and non-fiction about the theme of Space. We also focus for part of this term on the topic of transport, looking at different types of vehicles. We will learn that some modes of transport travel in the air, on the ground and on water. Jewish learning will be focusing on Pesah (Passover). We will learn all about the story of Pesah and think about the journey the Jewish people took to flee the Pharaoh. We will also learn the story of Purim and create our own musical shakers.</p> |
| <p>April-May: Amazing Animals</p> <p>We will explore the idea of animals in the world and life cycles. We will have our own class caterpillars and observe how they change and grow. We will create our own animals out of clay and think about the different textures we can create for their fur and skin. Our Jewish learning this term will explore the story of Noah and the Ark and we will begin to learn about our responsibility to care for animals.</p> | <p>June-July: Children's choice</p> <p>This term we will explore our own theme that the children will choose. The lessons for this term will be based around the theme the children have chosen. Children will have the opportunity to develop their understanding of the world, creativity, writing and mathematical skills. The topic will be shared with you through our weekly newsmail.</p> |

Please note that these topic and topic ideas are subject to change, depending on the children's interests.