

Welcome to our Curriculum Workshop



**Burwell Village
College Primary**



If you hear the fire alarm, please stop what you are doing and follow the teachers outside.

A register will be taken to ensure everyone is present.

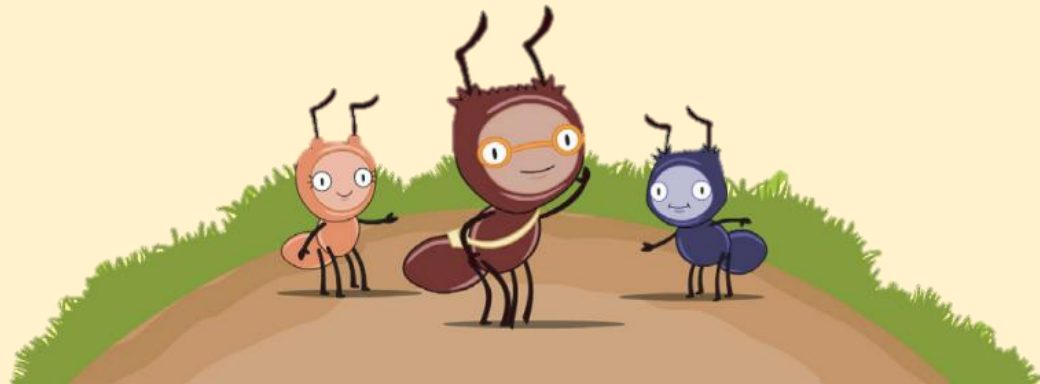
Use of mobile phones is not permitted in school. Please keep these in your bag or pocket (on silent).



The children will be brought down at 3.20 to join for the final 10 minutes.
Any siblings will be looked after by Mr Mayes and Miss Mansfield until 3.30.

Aims:

- To understand the Reception curriculum at BVC.
- To understand how phonics is taught at Burwell Village College Primary School.
- To understand how you can support your child with their phonics and reading at home.



The Foundation Stage

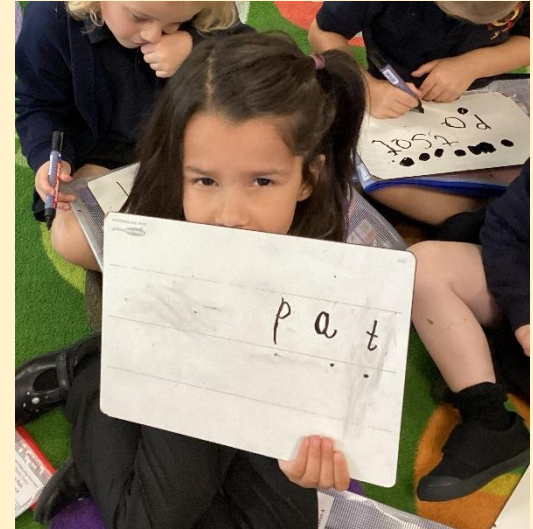
The Curriculum is based around 7 areas of learning:

Prime Areas

- *Communication and Language*
- *Personal, Social and Emotional Development*
- *Physical Development*

Specific Areas

- *Mathematics*
- *Literacy*
- *Understanding the World*
- *Expressive Arts and Design*



The children have an opportunity to develop skills in each of these areas through focused teaching input as well as cross curricular challenges that they can access throughout the week.

The Outdoor Curriculum

- Children will be learning outdoors in all weathers! It is important to provide a coat each day please.
- Please make sure the children bring a hat and have sun cream applied **before** school in warmer weather.
- Wellies – please provide your child with a pair of wellies to be kept at school - named and pegged together or in a bag.



General reminders:

- PE day is Wednesday – wear PE kit all day. No jewellery.
- Please do not send toys into school
- Please make sure water bottles only contain water
- Please make sure all items of clothing are named
- Please send reading folder in everyday



	8.30-8.45	8.45-9.00	9.00-10.00		10.00-10.20	10.20 - 10.35	10.35 -11.20	11.25 - 11.35	11.45 - 1.00	1.00 - 1.20	1.10 - 1.30	1.30-2.55	2.55 – 3.15	3.15-3.20
Monday	Welcome, Register, early morning work/handwriting	Introduce Book Hook	Explore time-learning walk		Snack time & Toilet time	Phonics teach	Explore time	Handwriting Toilet & Prepare for Lunch	Lunch	Maths	Explore time	PSED (circle time)	Get ready for home time	
Tuesday		Phonics teach	Explore time			Maths teach	Explore time			Book Hook	Explore time	UTW/ History or Geography		
Wednesday		Phonics teach	Explore time			Maths teach	Explore time			Book Hook	PD/Gross motor (PE)	UTW/ RE		
Thursday		Whole School Assembly- 8.45-9.15	Phonics teach	Explore time		Maths teach	Explore time			Book Hook	Explore time	UTW/ Science		
Friday		Singing Assembly 8.45 – 9.15	Phonics teach	Explore time		Maths teach	Explore time			EAD Music	Explore time	Celebration Assembly		

Personal Social and Emotional Development

- Self-care – managing hygiene and personal needs
- Washing hands and toilet training
- Practise putting on their coat, taking off jumper etc.

Early Learning Goals

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.



Behaviour Policy and Reward System

Reward System:

























- Class Dojo
- Dojo champion
- Star of the Week



Behaviour policy

- Warning system – 2 warnings and then a red dojo.

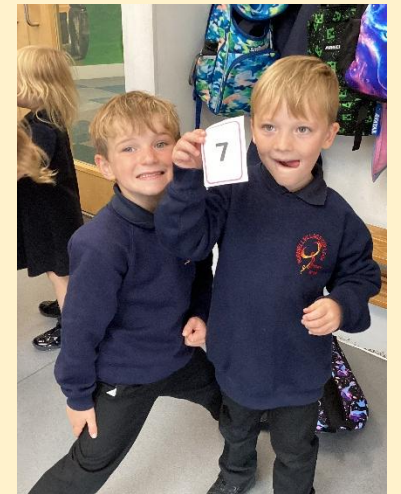


 Applying learning	 Challenging myself	 Dojo challenge	 Engaged/ Participating
 Following instructions	 Giving in reading record	 Good listening	 Handwriting/ Presentation
 Headteacher Award	 Homework	 Independence	 Kind and thoughtful
 Perseverance	 Polite and helpful	 Reading at home	 Reading at home five times
 Reading at home four times	 Reading at home three	 Reading at home two times	 Resilience/ Bravery
 Sensible behaviour	 Star effort	 Teamwork	 Tidying up

Mathematics



- Our approach to mathematics is very practical and hands on to ensure the children develop a secure understanding of number sense and the fundamental concepts that underpin the entire maths curriculum
- We use Numberblocks as a stimulus to engage the children
- We have a strong emphasis on mathematical vocabulary
- We provide the children with opportunities to experience maths in whole class, small group and individual teaching input
- The children have lots of opportunities to further develop their understanding through exploration, both inside the classroom and in the outdoor area.



Mathematics



Early Learning Goals

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, recognizing 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.

Literacy

- Daily phonics lesson using Bug Club.
- Book Hook – weekly focus book.
- We have been practising name writing at school. Please help your child to practise writing their name at home.

Early Learning Goal – 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.



Letter formation

- In Reception we teach the children print letter formation.
- Daily handwriting lessons and opportunities to practice.
- It is important that the children are continuing to develop good fine motor skills to support their emerging handwriting

Fine Motor:

- Lots of opportunities to develop their fine motor skills in the classroom

Dough Disco

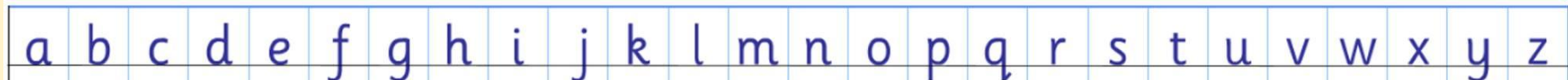
- Strengthens the hand and finger muscles

Gross motor:

- It is important that the children also develop their gross motor skills to give them good posture for sitting as well as improving their shoulder stability.
- Climbing, swinging on monkey bars, crawling, obstacle courses, yoga etc.

Early Learning Goal – Writing

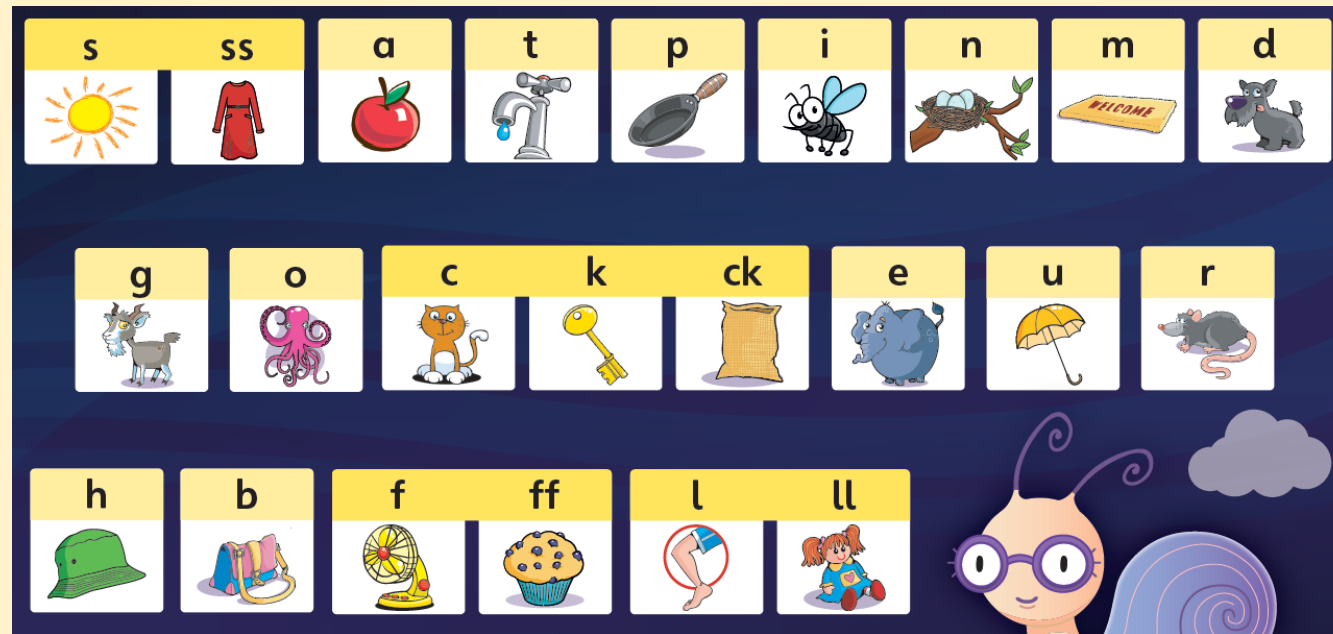
Write recognisable letters, most of which are correctly formed.



What is the progression of phonics?



- The children start by learning the sound for individual letters



What is the progression of phonics?



- They then move on to learning the sound that groups of letters make

j 	v 	w 	x 	y 	z 	zz 	qu 	ch
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure

What is the progression of phonics?



- When they are confident with recognising the sounds that letters make they can begin to put sounds together (blending) to

read words cat sat

- Identifying digraphs / trigraphs within words

coat down shop

Phonics – Vocabulary that we use

- Phoneme: The smallest unit of sound. Eg. /a/
- Grapheme: The written symbol for a sound. Eg. a
- Digraph: Two letters that make one sound. Eg. /ai/
- Trigraph: Three letters that make one sound. Eg. /igh/
- Quadgraph: Four letters that make one sound. Eg. /eigh/
- Split vowel digraph: Two letters that make one sound that are split with a consonant. Eg. /a-e/ like in cake
- Sound buttons: Each sound button indicates an individual sound.

Eg. cat rain make



- CVC word: Single syllable word made up of a consonant, vowel, consonant. Eg. Pig or light
- Irregular word: A word that does not fit with the spelling rules that the children have learnt
- High Frequency word: Words that appear most frequently in written text
- Decoding: Breaking a written word into sounds
- Blending: Joining individual sounds together to read a word
- Oral blending: Hearing the sounds in a word and putting them together
- Segmenting: Hearing the individual sounds in words to spell



What is the progression of phonics?



Writing

- Identifying initial sounds
- They learn how to represent those sounds with graphemes
- Writing simple CVC words
- Then words that contain more complex sounds or are multi-syllabic
- Then they write captions and sentences

What is the progression of phonics?

Reading and writing irregular words



a	into	they	said	there
and	her	we	have	little
to	me	are	like	one
the	be	you	so	when
no	he	all	do	out
go	my	was	some	what
of	by	live	come	oh
I	she	give	were	their



Bug Club

How do we teach phonics?

- Recap of the sounds and irregular words the children have already learnt
- Links are made with previous learning – eg. Recapping alternatives
- A new sound or irregular word is introduced
- The children practise reading words that contain that sound
- The children practise spelling words that contain that sound
- The children write sentences that contain words with the day's sound as well as known irregular words



How do we teach phonics?

In the classroom –

- Make crafts to help remember the image / sound
- Sort objects by their initial sound
- Write on whiteboards / using glitter / with chalk
- Use magnetic letters





Phonics Tracker

Regular assessment using Phonics Tracker to identify gaps in phoneme and irregular word knowledge.

and

the

no

of

I

into

her

(park)
























ar




























(fork)


























or

(pair)

air

s	ss	a	t	p	i	n	m	d
								
g	o	c	k	ck	e	u	r	
								
h	b	f	ff	l	ll			
								

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	er	ow	oi	ear	air	ure
								





wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y	
												
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	oul
												

Phase 2

Sound Mat



s	ss	a	t	p	i	n	m	d
								

	o	c	k	ck	e	u	r
							



























h		l	ll
			



Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

Phase 3

Sound Mat

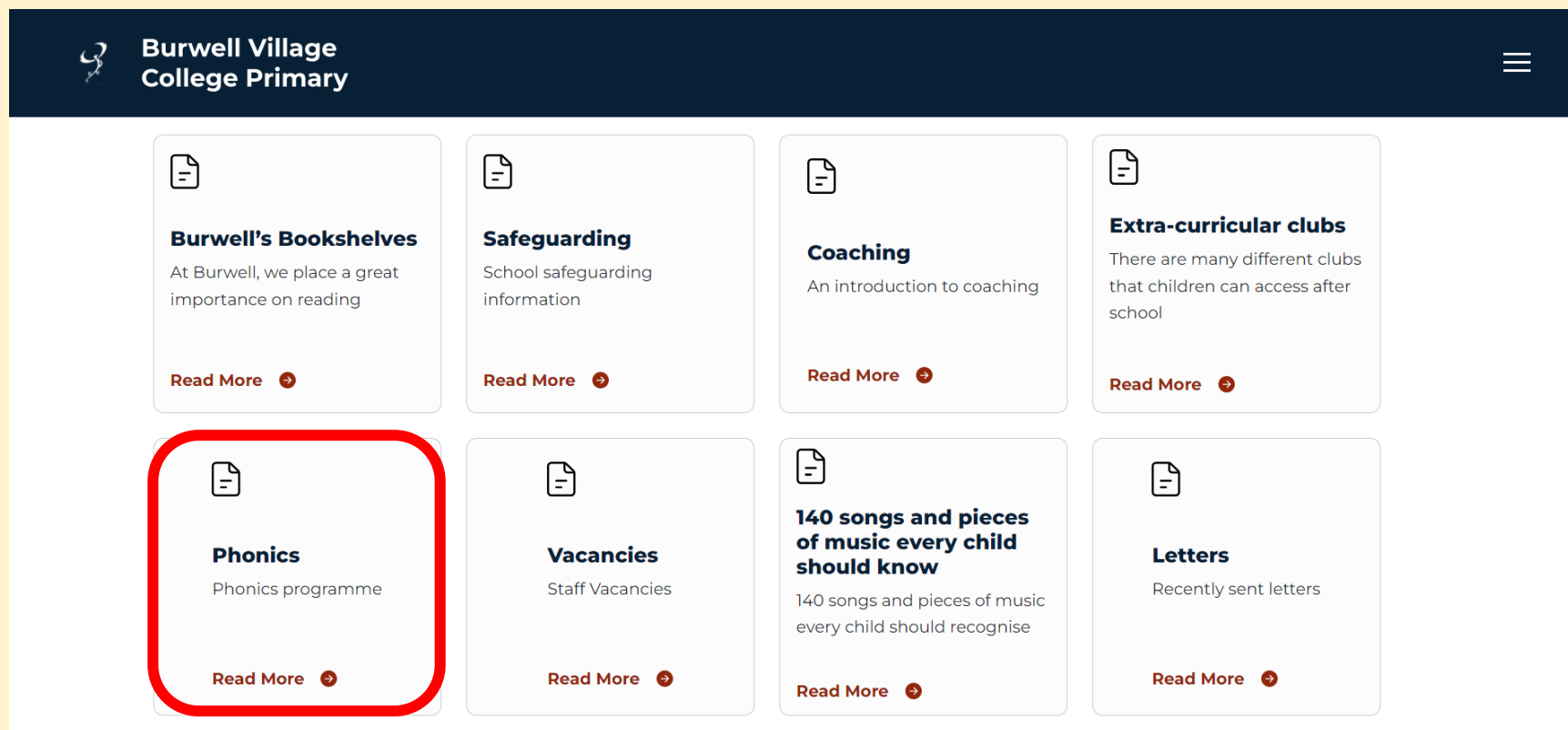
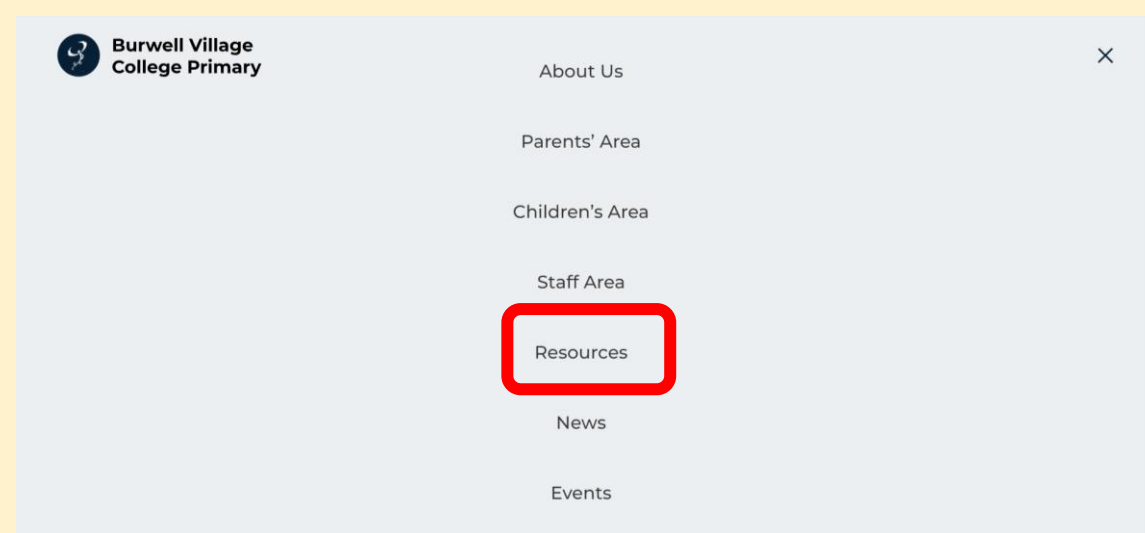
j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
c 	r 	l 	ladder 	ow 	oi 	ear 	air 	ure 

Phase 5

Sound Mat



wh 	ph 	ay 	a-e 	eigh 	ey 	ei 	ea 	e-e 	ie 	ey 	y 	
e 	-e 	y 	i 	ow 	o-e 	o 	oe 	ew 	ue 	u-e 	u 	oul
au 	al 	ir 	ear 	ou 	oy 	ere 	eer 	are 	ear 	ch 		
e) 		st(l) 	se 	se 	g(e) 	g(i) 	g(y) 	dge 	le 	mb 		
	c(ian) 	ss(ion) 	t(ion) 	ch 	ea 	s(ion) 	s(ure) 	s(ual) 				





Phase 2 Sound Mat

Download



Phase 3 Sound Mat

Download



Phase 5 Sound Mat

Download



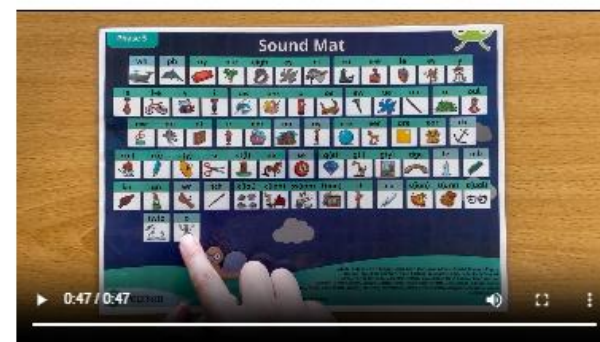
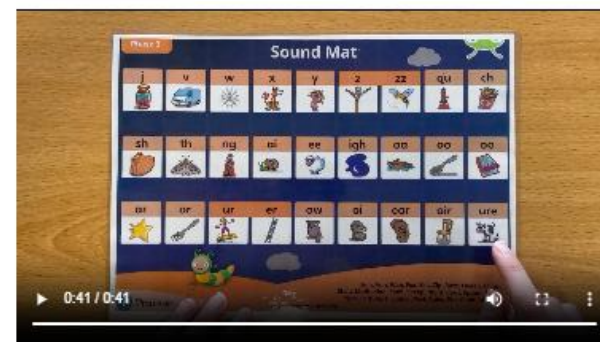
Irregular words mat (reception)

Download



Irregular words mat (Y1)

Download



Reading

- Initially picture books
- Then CVC words.
- As the children develop their phonics knowledge and ability to blend, they will move onto books with simple phrases and sentences.
- Please read with your child every day, talking through the pictures, asking questions and getting the children to retell the story.
- Reading must be constant for children. Do draw their attention to all print in the environment – shops, signs, their favourite magazine etc.
- ‘My Reading Record’ – please record and sign that your child has read their school reading book every day.
- Please bring their reading folder to school every day.
- The children will read with an adult and have their book changed once a week.

Age Related Expectations	Reception 4 - 5 years old				Year 1 5 - 6 years old			
Book Band	Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise



Lilac

How to use this wordless book

1. With your child, do the 'Sound practice' below.
2. Look at the front cover together.
3. Talk about where you should start the book.
4. Ask your child to use the pictures to tell you the story. Encourage them to talk about the things they can see in the pictures. Talk together about how each puddle is bigger than the last and that the boy's clothes get wetter as the story goes on.
5. Ask questions such as: 'What do you think will happen next?' and 'What do you think the boy is saying in each picture?'.

A

Reception

Pink

B



Sid's nits

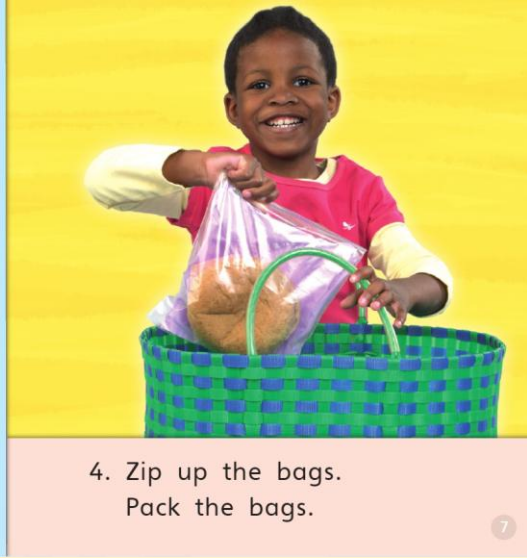
Sam's nits



The duck pecks.
Peck, peck, peck.

The ram kicks.
Kick, kick, kick.

A

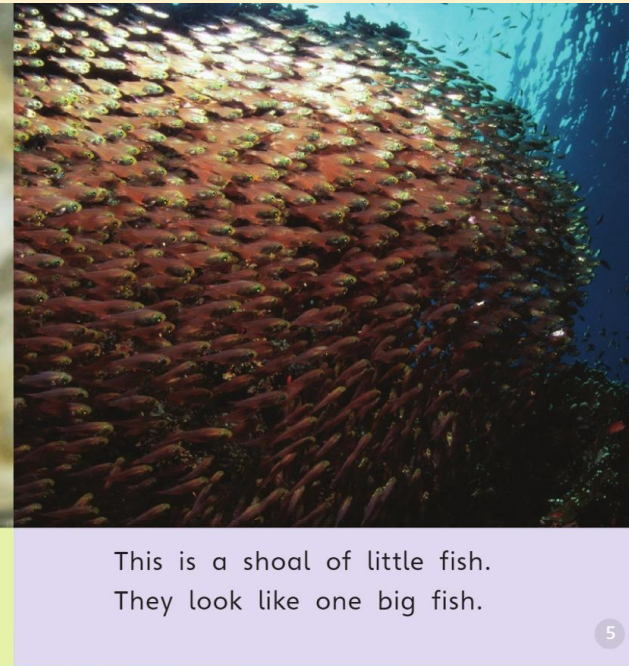


Red



B

Yellow



50 Recommended Reads for ...

Reception

(ages 4-5)

Which ones have you read?



	<input type="checkbox"/> How to Catch a Star Oliver Jeffers		<input type="checkbox"/> Puffin Peter Petr Horacek
	<input type="checkbox"/> The Tiger Who Came to Tea Judith Kerr		<input type="checkbox"/> A Great Big Cuddle Michael Rosen and Chris Riddell
	<input type="checkbox"/> Tad Benji Davies		<input type="checkbox"/> Rain Before Rainbows Smriti Halls and David Litchfield
	<input type="checkbox"/> One Springy Day Nick Butterworth		<input type="checkbox"/> Zog Julia Donaldson and Axel Scheffler
	<input type="checkbox"/> You Choose Pippa Goodhart and Nick Sharratt		<input type="checkbox"/> Fabulous Frankie Simon James Green and Garry Parsons
	<input type="checkbox"/> Super Duper You Sophy Henn		<input type="checkbox"/> The Lion Inside Rachel Bright and Jim Field
	<input type="checkbox"/> My Encyclopedia of Very Important Animals		<input type="checkbox"/> Oi Frog! Kes Gray and Jim Field
	<input type="checkbox"/> Never Teach a Stegosaurus to do Sums Rashmi Sirdeshpande and Diane Ewen		<input type="checkbox"/> Hello Friend! Rebecca Cobb
	<input type="checkbox"/> Pumpkin Soup Helen Cooper		<input type="checkbox"/> Wriggle and Roar! Julia Donaldson and Nick Sharratt
	<input type="checkbox"/> Kind Alison Green		<input type="checkbox"/> Meet the Oceans Caryl Hart and Bethan Woollvin
	<input type="checkbox"/> Ernest Shackleton Isabel Sanchez Vegara		<input type="checkbox"/> We Catch The Bus Katie Abey
	<input type="checkbox"/> Splash Claire Cashmore and Sharon Davey		<input type="checkbox"/> On the Way Home Jill Murphy
	<input type="checkbox"/> Supertato Sue Hendra		<input type="checkbox"/> My Mum is a Lioness Swapna Haddow and Dapo Adeola

50 Recommended Reads for ...

Reception

(ages 4-5)



	<input type="checkbox"/> Luna Loves Art Joseph Coelho and Fiona Lumbers		<input type="checkbox"/> The Great Explorer Chris Judge
	<input type="checkbox"/> Red Lorry, Yellow Lorry Michelle Robinson and Jez Tuya		<input type="checkbox"/> The Amazing Mrs Pepperpot Alf Proysen and Hilda Offen
	<input type="checkbox"/> Papa Penguin Lindsay Camp and Momoko Abe		<input type="checkbox"/> The Extraordinary Gardener Sam Boughton
	<input type="checkbox"/> The Colour Monster Anna Lenas		<input type="checkbox"/> Dogger Shirley Hughes
	<input type="checkbox"/> Octopus Shocktopus! Peter Bently and Steven Lenton		<input type="checkbox"/> Fair Shares Pippa Goodhart and Anna Doherty
	<input type="checkbox"/> The Body Book		<input type="checkbox"/> Zim Zam Zoom! James Carter and Nicola Colton
	<input type="checkbox"/> Afraid of the Dark Sarah Shaffi, Isabel Otter and Lucy Farfort		<input type="checkbox"/> Astro Girl Ken Wilson-Max
	<input type="checkbox"/> Rabbit's Pancake Picnic Tegen Evans and Paula Bowles		<input type="checkbox"/> Pattan's Pumpkin Chitra Soundar and Frane Lessac
	<input type="checkbox"/> The Cat and the Rat and the Hat Em Lynas and Matt Hunt		<input type="checkbox"/> Marvellous Machines Jane Wilsher and Andres Lozano
	<input type="checkbox"/> Elmer David McKee		<input type="checkbox"/> Caterpillar Cake Matt Goodfellow and Krina Patel-Sage
	<input type="checkbox"/> William Bee's Wonderful World of Things That Go! William Bee		<input type="checkbox"/> My Must-Have Mum Maudie Smith and Jen Khatun
	<input type="checkbox"/> Blue monster Wants It All! Jeanne Willis and Jenni Desmond		<input type="checkbox"/> Britannica First Big Book of Why Sally Symes, Stephanie Warren Drimmer and Kate Slater

Find more booklists for primary schools at
booksfortopics.com



Scan the QR
code to visit
the list online

Phonics – How to help your child at home:

- Magazine scavenger hunt – call out a sound and get your child to find it
- Sound or irregular word swat – write out some of the sounds or words your child needs to practise and spread them out on a table or the floor – call out a sound or word and your child needs to use a fly swatter, or their hand, to 'swat' the correct piece of paper
- Use chalk to write some sounds or words on the pavement or in your garden – get your child to jump from each sound or word identifying them as they go
- Play I-spy – *"I spy with my little eye something that begins with..."* using the sound rather than letter name – you could also try oral blending too
- Play snap or a memory game – write irregular words or sounds onto piece of paper and use them for snap or matching pairs – you could do this for alternative spellings too
- Hide sounds or words around the house for your child to find



Activities to try now:



- Activity 1: Roll a sound – Take it in turns. Choose a different coloured counter each. Cover up the grapheme.
- Activity 2: I spy – Find something on the picture that matches a sound.
- Activity 3: Roll and Read – Practise segmenting and blending the words.
- Activity 4: Word building – Use magnetic letters to build words e.g. sat, pat, pin