

Learning Meeting for Reception 2025



Welcome

to

Captain Cook Primary School



Securing Firm Foundations.



Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 14 July 2025

Effective: 01 September 2025

Early Learning Goals

Communication and Language Listening, Understanding and Reading 1. Listen attentively and respond to what they hear with relevant gestures, facial expressions and body language during play and learning activities. 2. Understand and respond to what they hear and see in a range of contexts. 3. Understand and respond to what they hear and see in a range of contexts.	Personal, Social and Emotional Development Self-Regulation 1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 2. Follow simple rules and instructions. 3. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Physical Development Fine Motor 1. Handle objects and materials with increasing accuracy. 2. Use tools and equipment to make marks, being able to use them with control and accuracy. 3. Use tools and equipment to make marks, being able to use them with control and accuracy.
Understanding the World Knowledge and Understanding 1. Make connections between people, places and things in the world. 2. Understand and respond to what they hear and see in a range of contexts. 3. Understand and respond to what they hear and see in a range of contexts.	Expressive Arts and Design Creative Development 1. Explore and experiment with a variety of materials, tools and techniques. 2. Use their imagination and creativity to make marks, being able to use them with control and accuracy. 3. Use their imagination and creativity to make marks, being able to use them with control and accuracy.	Mathematics Counting and Understanding 1. Show an understanding of the number 10. 2. Understand and respond to what they hear and see in a range of contexts. 3. Understand and respond to what they hear and see in a range of contexts.

Reception is the final year in the Foundation Stage. In this critical year, we strive to ensure our pupils are ready for their future time in school. We are guided by the Statutory Framework.

Children are assessed and supported to make progress in all areas of learning throughout their time in Reception. At the end of the year we assess all children against the Early Learning Goals and let parents know which ELGs they have met and which they are still working towards in an end of year report.

Early Years Expectations

Nursery

Trust Ready

Lingfield
Education Trust



A nursery curriculum, planning and assessment document to ensure that children are ready for the demands of Reception – and beyond.

September 24 U

Early Years Expectations

Reception

Trust Ready



Lingfield
Education Trust

A reception curriculum, planning and assessment document to ensure that children are ready for the demands of Year 1 – and beyond.

September 24 Update

Behaviour for Life and Learning



We use the Zones of Regulation approach to talk about our feelings and what we can do to manage them.

The Zones of Regulation



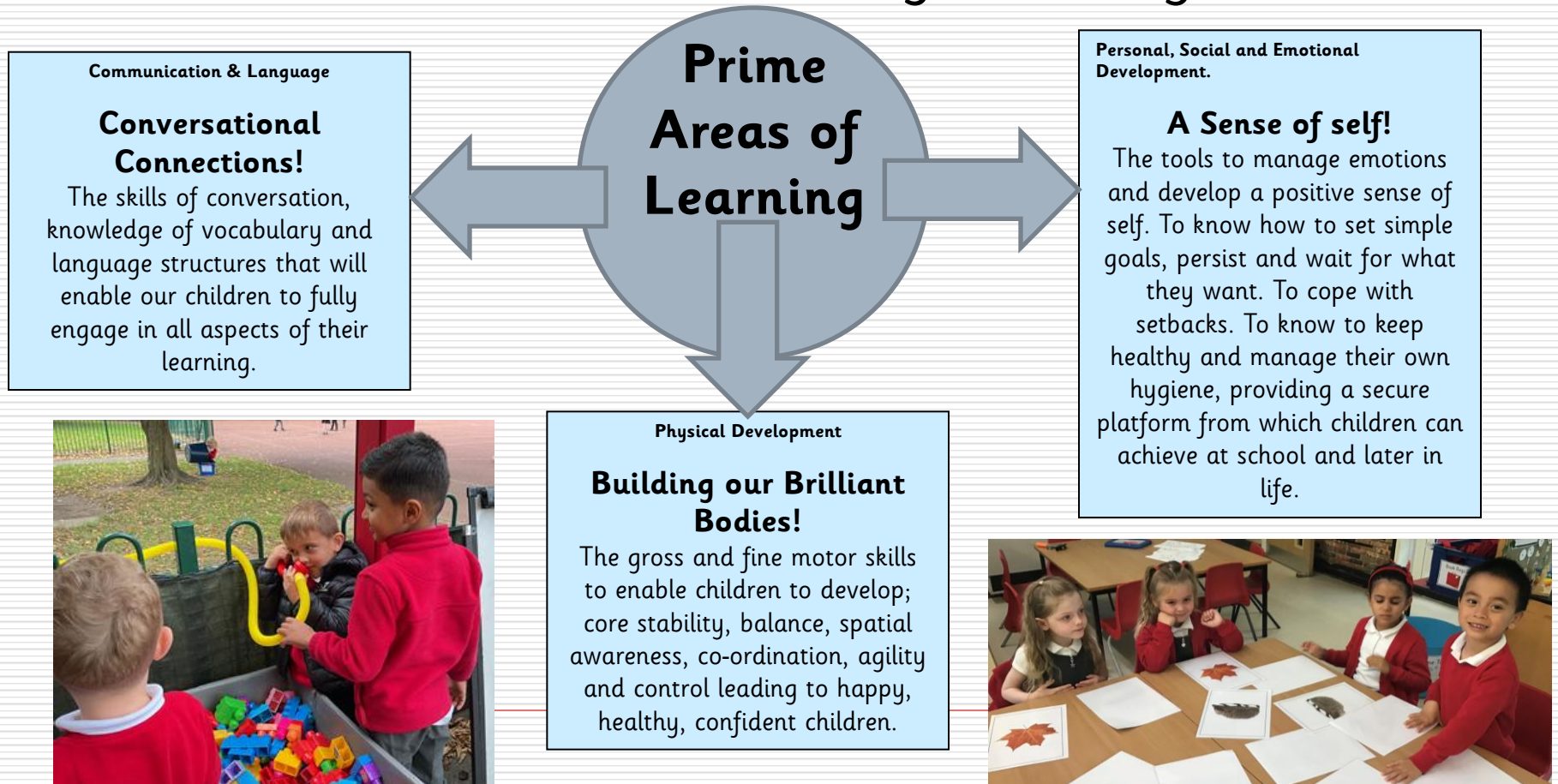
Characteristics of Effective Learning

Playing & Exploring	Active Learning	Creating & Thinking Critically
- Realise that their actions have an effect on the world, so they want to keep repeating them - Plan and think ahead about how they will explore and play with objects - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing - Make independent choices - Bring their own interests and fascinations into Early Years settings. This helps them to develop their learning - Respond to new experiences that you bring to their attention	- Participate in routines - Begin to predict sequences because they know routines - Show goal-directed behaviour - Begin to correct their mistakes for themselves - Keep on trying when things are difficult	- Take part in simple pretend play - Sort materials - Review their progress as they try to achieve a goal. Check how well they are doing - Solve real problems - Use pretend play to think beyond the here and now and to understand another perspective - Know more, so feel confident coming up with their own ideas. Make more links between those ideas - Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

We work hard to help our children develop the behaviour and attitudes our children need to be happy and successful learners. Our curriculum and teaching is guided by the Characteristics of Effective Learning. Children will need to demonstrate all of these expectations to fully succeed at school. We use the rainbow and Class Dojo to support them recognise when they are doing well. High expectations are matched by warm relationships and positive praise from all staff in the setting. Class Dojo, prizes and certificates motivate our children and let parents know their child is making progress.

At Captain Cook we have a bold, broad and balanced curriculum.

What are we teaching and why?



How do we teach these things?

☐ Through play.

Lots of opportunities to develop language and learn new vocabulary by playing alongside adults and peers.

Lots of physical activities that encourage gross and fine motor skills.

Lots of times to get along, fall out, and be taught how to get along again!

☐ Through quality texts, topics and themes.

Reading, reading, reading

Singing, singing, singing

New vocabulary is introduced in all of our topics; All Change, A Long Time Ago , Captain Cook....

Art and crafts linked to the theme teaches new skills and developing fine and gross motor skills.

Weekly PE lessons including sessions with Mr Cromack and Gym Jo.

☐ Through all adults being invested in supporting children to achieve.

We always work alongside parents. Ask us, we can help.

We find out what individual children can do and what **they** need to do next.

Identifying and supporting children and families with Special Educational Needs and Disabilities.

Celebrating children's achievements and taking the time to support them when they need extra help.



How can you support at home?

- ☐ Listening and talking. Modelling clear speech and introducing new vocabulary.
- ☐ Reading **to** your child regularly.
- ☐ Encouraging physical activity, healthy eating and self-care.
- ☐ Supporting your child through the challenges of life. Talk through what happened and help them solve problems and sort them out.
- ☐ Encourage manners and positive behaviour.
- ☐ Celebrate the good things they say and do.
- ☐ Keep on talking to school if you have questions or are worried.

Yes please.
No thank you.

Please can I
have turn?

Did you tell a
grown up?
Did they sort it
out?

Please stop
doing that. I
don't like it.

What are we teaching and why?

Literacy

A Love of Literacy!

The knowledge, skills and confidence to become readers and writers. This will ensure our children develop a life-long love of reading and realise the power of communication through the written word.



Understanding the World

Wide – Eyed Wonder!

To begin to make sense of their physical world and community, enabling them to foster a fascination and love of our culturally, socially, technologically and ecologically diverse world.



Mathematics

Mastering Maths!

The base of knowledge, vocabulary and a positive attitude from which to develop maths mastery, ensuring the foundation from which to excel mathematically.



Expressive Arts and Design

Capturing Creativity!

To appreciate and experience different ways to express creativity, through which, they can explore and celebrate their ideas and feelings.



Specific
Areas of
Learning

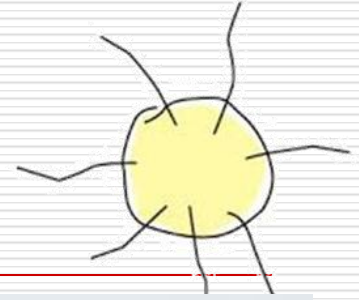
How do we teach these things?

- ❑ Through direct, daily teaching of comprehension, phonics and maths.
 - ❑ Immersing our children in reading and daily shared stories.
 - ❑ Getting creative; showing how to use scissors, glue, painting, playdough, clay, models, drawing.
 - ❑ Handwriting practise, following shapes, lines and patterns. Writing our name, letters and numbers.
 - ❑ In our Areas of Provision
 - ❑ Outdoor learning; The Wild Area, The Big Area.
 - ❑ Topics and themes to spark interest and raise questions.
 - ❑ Trips and visitors.
 - ❑ Responsive provision. Encouraging and developing children's personal interests and fascinations.
 - ❑ Performances, attending assemblies, whole school events.
 - ❑ Learning about other cultures, faiths, languages and places around the world.
-

How can you support at home?

- ☐ Notice and talk about the world around you.
 - ☐ Subitise everything; steps, sweets, pennies.
 - ☐ Use the language of maths; “What can you see and how can you see it?” “altogether”, “more than”, “fewer”, “the same”, “pattern”.
 - ☐ Trips out and about.
 - ☐ Encouraging practical play and “helping” with jobs such as cooking, cleaning and building.
 - ☐ Attending Parent’s Evening and Stay and Play events throughout the year.
-

How to become a reader.



1. By being read to.

How to support at home:

Sharing songs, rhymes, stories.

Helping them hearing the sounds and rhythms of the English language.

Developing their increasing vocabulary.

Encouraging them to anticipate events, noticing rhymes.

Showing that print carries meaning.

Showing that you can read. Reading fun and is important!



How to become a reader.

2. Through developing speaking and listening skills.

How to support at home:

Pronouncing things clearly, correcting misconceptions.

Identifying the sounds we make
when we say words.

Playing games to practice blending and segmenting skills.

Can you get me the /c/ - /a/ - /t/?

(Remember to verbalise the spoken
sounds – not the letter names!)



**I spy with my little
eye, something
beginning with /a/....**

(Remember to verbalise
the spoken sound – not
the letter name!)

How to become a reader.

3. Through linking spoken sounds to the symbols that represent them.

Time to begin your Synthetic Phonics journey!



You can watch the examples we demonstrated using the Sounds-Write approach by signing up to the free online course.

Visit the website:

www.sounds-write.co.uk

<https://www.udemy.com/course/help-your-child-to-read-and-write>

How to become a reader.

4. Practise, practise, practise!

Name: _____ Date: _____

 Captain Cook EYFS Sounds-Write Unit 1 CVC Reading Set 1

mat	sit	sat
am	it	Tin



I can see a...(robot talk)

..... what sound can you hear at the beginning of.....what else begins with... ?

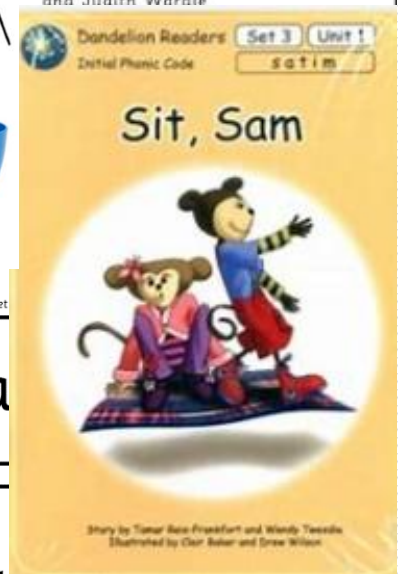
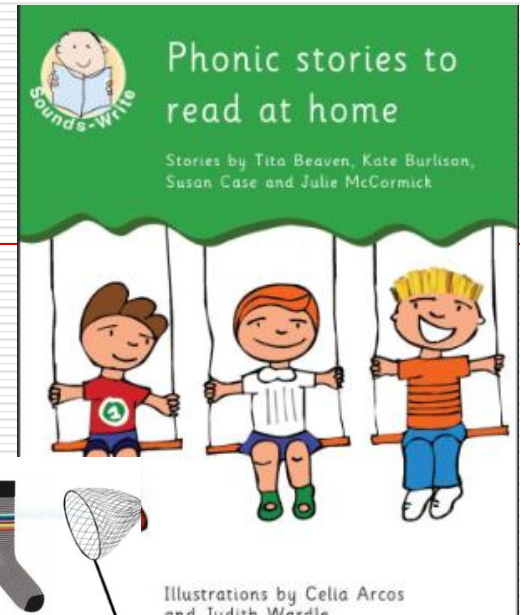


Captain Cook EYFS Sounds Write Caption Card 1

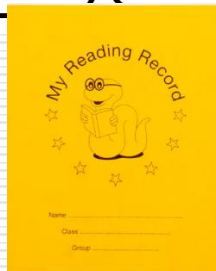
Unit 2 Set

A man sat on a ma

A pot is on a pan



Keep up with Dojo to watch videos and read tips on how to practise at home.



Write in your child's Reading Record regularly to let us know that you are practising at home.



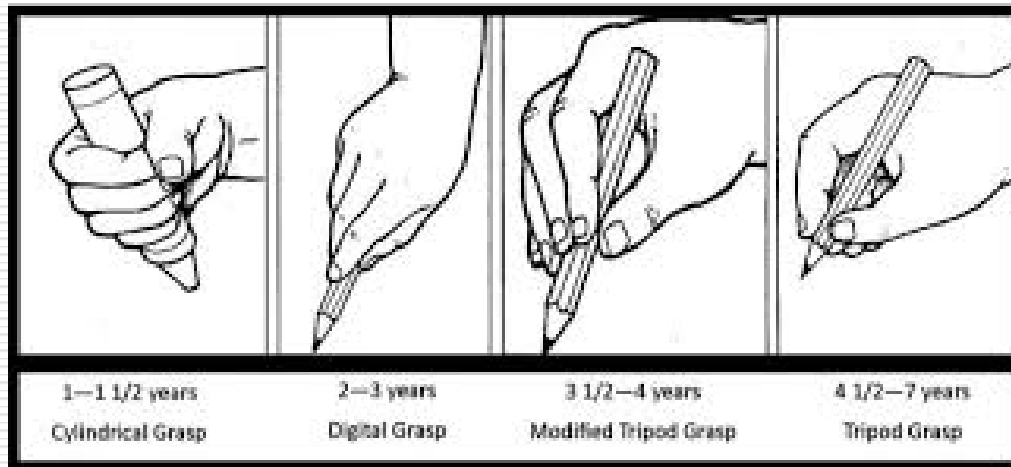
What about writing?



We teach handwriting daily and ensure children learn to hold a pencil correctly.

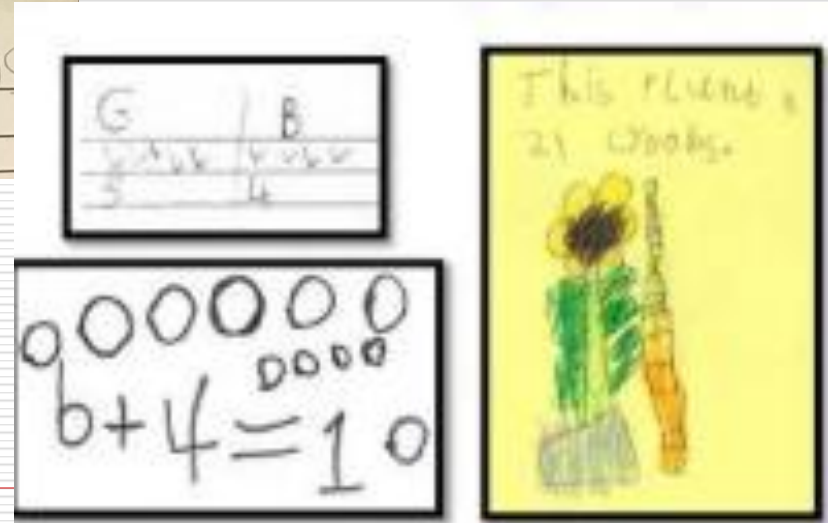
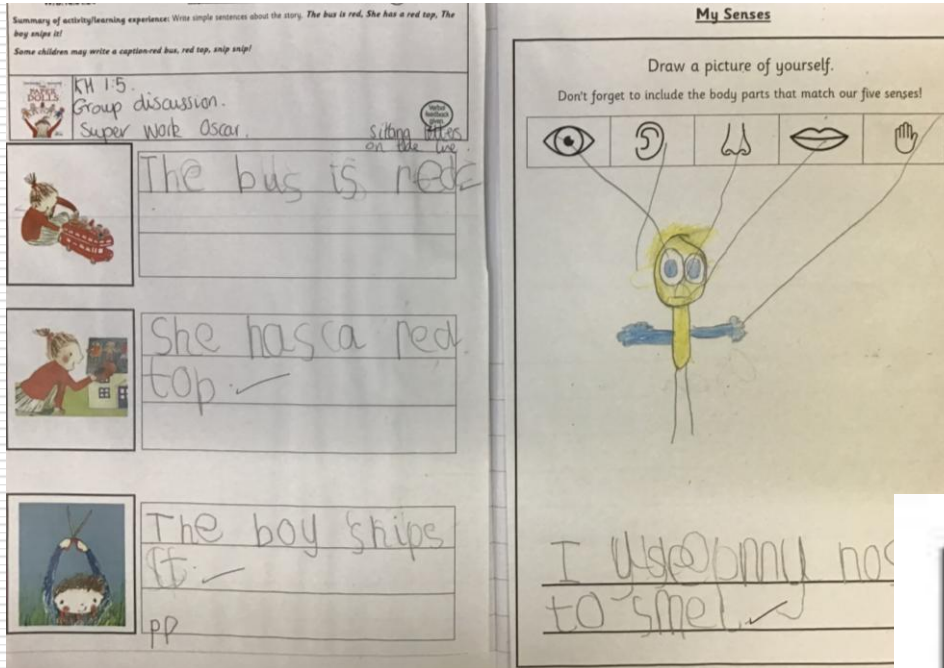
We promote drawing and writing in all of our play and activities.

You can support by encouraging mark making, drawing and fine motor skills. Support your child to find a comfortable tripod pencil grip as they grow and develop their hand muscles.

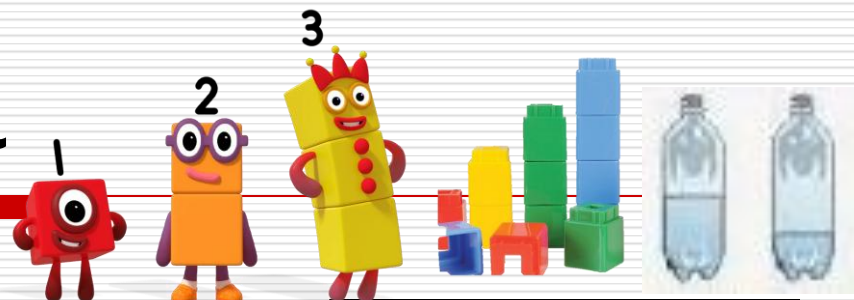


Reception are writers!

Examples of reading and writing at the end of Reception.



Maths in Reception



Maths

Number!

- Having a **DEEP** understanding of numbers to 10 including the composition of 10.
- Subitise up to 5

What is subitising?

Children can subitise when they can instantly recognise a small amount without counting.



Maths Areas of Learning

Maths

Space, shape and measure!

- Exploring capacity in the Water Area and Sand Area
- Identifying basic shapes and talking about the properties of shapes

Maths

Pattern!

- Understanding of the counting pattern
- 1:1 correspondence when counting
- Repeating patterns



What we have been up to so far...



- “It is a **match** because both of the pictures are the **same**.
“A **set** is when 2 things go **together**.”
“The pictures do not match because they are **different**.”

- “My **pattern** goes red, blue, red and then blue.”
- Counting blocks out when making repeating patterns
- “This cup is **nearly full** this cup is **empty**.”
- “This cup has **more** water than this one does.”
- “I am going to pour **less** water in.”



“I **know** it is a **triangle** because it has **3 corners**.”

“This is **not a circle** because it has **straight sides**.”



How can you support at home?

- ☐ Count/subitise everything; steps, sweets, pennies. Talk about different ways we could count objects too.
 - ☐ Notice numbers when you are out and about.
 - ☐ Use lots of vocabulary to describe what is happening. For example “full, empty”. Don’t be afraid to be precise with language.
 - ☐ Providing children with opportunities to experiment with space, shape and measure.
 - ☐ Talk about shapes and patterns you see all around.
 - ☐ **READING!** Reading plays a huge part in the development of mathematical understanding.
-

Resources that compliment what we teach in school.



Visit www.sounds-write.co.uk

<https://www.udemy.com/course/help-your-child-to-read-and-write/>

Read quality texts.

www.lovereadings4kids.co.uk/blog/50-books-that-every-child-should-read-according-to-the-national-literacy-trust-6483

