

Our Reception Curriculum



In the Early Years Foundation Stage, the curriculum aims to provide children with further steps in their learning journey. They will become familiar with, understand and enjoy the world around them and learn about their place in it.

We plan an overarching focus e.g. Autumn and then develop learning opportunities, taking into account what the children themselves want to learn.

The children's success and progress in their learning is measured across 7 areas - Physical Development, Communication and Language, Personal Social and Emotional Development, Mathematics, Literacy, Expressive Arts and Design and Understanding the World. Mathematics and Literacy are taught and reinforced throughout each Reception day.

The Early Years Foundation Stage sets early learning goals, within each of the above learning areas and these provide the basis of our curriculum planning and assessment. The table below outlines the seven areas of learning and overall goals. Religious Education which plays a large role in our school is a separate and important area of learning and is planned through the diocese programme called 'Come and See'.

Emphasis is placed on investigation and inquiry and activities contain a practical element where the children are able to develop their natural curiosity while learning new skills. It has been carefully planned so that children have the best possible start to their education and establish solid foundations on which they can build. The Foundation Stage develops key learning skills: such as listening, speaking, concentration, persistence, learning to work together and co-operation with other children. Importantly, the children will be developing early communication, literacy and numeracy skills that will prepare children for Key Stage 1.

1. <u>Personal, Social and Emotional Development</u>	
<ul style="list-style-type: none">• Level of interest and motivation in learning• Confidence in a familiar group• Ability to concentrate and persevere• Awareness of own needs, views and feelings of other• Developing respect for a range of cultures and beliefs• Ability to show appropriate feelings	<ul style="list-style-type: none">• Good relationships with adults and children• Understanding of right and wrong• Independence in personal needs and hygiene• Ability to select activities and resources independently• Understanding of consequences of own words and actions
2. <u>Communication and Language</u>	
<ul style="list-style-type: none">• Level of confidence in speaking and listening• Enjoyment of stories, songs, poems and rhymes• Ability to make up stories and songs• Clarity of speech with adults and children• Degree of attentive listening and response• Take turns and share conversation• Range of vocabulary	

3. <u>Physical Development</u>	
<ul style="list-style-type: none"> • Ability to - move confidently, imaginatively, and develop control and move safely in work and play; develop co-ordination: show awareness of space, themselves and others; show some understanding about what contributes to a healthy lifestyle; recognise physical activity has an effect on the body. • Capacity to use - small and large equipment, developing balance and using climbing apparatus. • Ability to - handle tools and objects safely; work with construction materials; work with malleable materials. 	
4. <u>Mathematics</u>	
<ul style="list-style-type: none"> • Counting to 20 and beyond • Recognising numbers to 20 • Writing numbers (age, phone number, house number) • Use mathematical language to make comparisons such as- more, less, smaller, heavier etc. 	<ul style="list-style-type: none"> • In practical activities, the ability to add and subtract • Copying patterns or sequences. • Knowledge of 2D shapes such as circle, square, triangle, rectangle. • Knowledge of 3D shapes such as cube, cylinder, prism, cuboid.
5. <u>Literacy</u>	
<ul style="list-style-type: none"> • Re-telling of stories in sequence • Knowledge of initial sound of own name • Ability to read and write own name • Knowledge of sounds and letters • Level of ability in developing writing skills 	<ul style="list-style-type: none"> • Ability to hold a pencil correctly • Skills to write simple captions and sentences. • Skills to read sentences and appropriate reading books.
6. <u>Understanding the World</u>	
<ul style="list-style-type: none"> • Capacity to talk about home, environment, family, past and present experiences, their local environment, different cultures and beliefs. 	<ul style="list-style-type: none"> • Capacity to explore and recognize features of living things, natural objects and materials, similarities, differences, patterns and change • Capacity to talk about observations. • Talk about observations asking 'Why?' and 'How?' questions; record some observations.
7. <u>Expressive Arts and Design</u>	
<ul style="list-style-type: none"> • Show development in the explorations of colour, texture, shape and form in 2D and 3D. • Ability to sing songs from memory, recognise sound patterns and match movements to music • Recognise a variety of different instruments 	<ul style="list-style-type: none"> • Capacity to explore and select materials: use equipment and tools; use skills (cutting, joining, folding and building) • Use technology - mouse, keyboard, CD recorder for recording and listening. • Awareness of technology around us. Begin to use remote control vehicles etc. • Begin to use algorithms to make things happen.

Children's progress throughout the Early years Foundation Stage, is reported to parents verbally, in parent meetings and in written reports. The end of year profile also shows your child's achievement in RE and within the Early Learning Goals, which are the culmination of the Foundation Stage, of their learning journey.