



## Reception Curriculum

As part of the Foundation Stage the Reception Curriculum explores Seven areas of learning. These include the Prime Areas:

- Personal, Social and Emotional Development (Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour)
- Physical Development (Moving and Handling and Health and Self Care)
- Communication and Language (Listening and Attention, Understanding and Speaking)
- and the Specific Areas:
- Literacy (Reading and Writing)
- Mathematics (Numbers and Shape, Space and Measures)
- Understanding the World (People and Communities, The World and Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials and Being Imaginative)

Each of these areas is explored across the indoor and outdoor areas throughout the year and within a range of topics. There is a balance of Child Initiated and Adult Led activities.

In planning children's activities we consider the different ways in which children learn. The three characteristics of effective teaching and learning are:

- **Playing and exploring**-children investigate and experience things and 'have a go'
- **Active Learning**- children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and Thinking critically**-children have and develop their own ideas, make links between ideas and develop strategies for doing things.

**(EYFS Statutory Guidance 2012)**

Each term a newsletter will be added to this page informing you about the ways in which each of the seven areas of learning are taught as well as giving you some suggestions about things you can do at home, including targets you can work on with your children.

You can also find out more about the Foundation Stage

at <http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

### **Reading and Writing**

In Reception we develop early reading skills throughout our curriculum. Pupils are given the opportunity to access books from our Reading Scheme which is based upon the national book bands. They read these both in school and at home. Pupils take part in Guided Reading weekly and have access to books in the classroom and outdoor environment. Children are also provided with opportunities to read and share books at home through borrowing a book from school.

Our phonics work is based upon Letters and Sounds but is also supplemented by activities from Jolly Phonics and the Child Monitoring Tool in order to ensure that all pupils receive a range of opportunities to develop and expand upon their phonic awareness and application of phonic knowledge to different situations and activities.

Pupils are encouraged to make marks using a range of writing materials on a daily basis. They have access to Writing Areas indoors and outdoors and writing materials are provided with each activity. They take part in regular Guided Writing Activities which include opportunities for creative writing, application of skills learned in phonics and letter formation.

### **Mathematics**

This area is split into two strands: **Number** and **Shape, Space and Measures**.

We have daily Mathematics lessons where the children cover themes such as counting, number recognition, ordering, adding and subtracting, 2D and 3D shapes, patterns, height, weight, length and capacity. Activities are provided outdoors for the children to access independently and each classroom has a Numeracy Area which the children can choose to use during free flow.

To see the Early Years Foundation Stage areas of learning please click on the links below.

	Topic Cycle A	Topic Cycle B
<p><b>Term 1</b></p>	<p style="text-align: center;"><b>Familiar Settings</b></p> <p style="text-align: center;">Starting school, routines, friendships...            Ourselves: likes and dislikes, similarities and differences...            Our bodies- what they are made from, what they need...            Owl Experience/ Animal people workshops.</p> <p>UW Objectives:            22-36 Months:            Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Enjoys playing with small-world models such as a farm, a garage, or a train track. Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>30-50 Months:            Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding of growth, decay and changes over time.            Shows care and concern for living things. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>40-60 Months:            Enjoys joining in with family customs and routines. Completes a simple program on a computer.  <b>Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p>Expressive Arts Focus:            22-36 Months:            Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.</p> <p>30-50 Months:            Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences.</p> <p>40-60 Months:            Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.            Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	
<p><b>Term 2</b></p>	<p><b>Our Living World</b>            Sequences and passing of time: night and day, weeks, months, seasons...</p>	<p><b>Colour</b>            Mixing and changing colours.</p>

	<p>Autumn/ Harvest festival, singing for parents.</p> <p>UW Objectives: 22-36 Months: Notices detailed features of objects in their environment.</p> <p>30-50 Months: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p> <p>40-60 Months: Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal</b> <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p> <p>Expressive Arts Focus: 22-36 Months: Experiments with blocks, colours and marks. Creates sounds by banging, shaking, tapping or blowing. 30-50 Months: Explores colour and how colours can be changed. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Imitates movement in response to music. Taps out simple repeated rhythms. 40-60 Months: Explores what happens when they mix colours. Chooses particular colours to use for a purpose. <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p>Autumn/ Harvest festival, singing for parents.</p> <p>22-36 Months: Notices detailed features of objects in their environment.</p> <p>30-50 Months: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p> <p>40-60 Months: Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal</b> <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p> <p>Expressive Arts Focus: 22-36 Months: Experiments with blocks, colours and marks. Creates sounds by banging, shaking, tapping or blowing. 30-50 Months: Explores colour and how colours can be changed. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Imitates movement in response to music. Taps out simple repeated rhythms. 40-60 Months: Explores what happens when they mix colours. Chooses particular colours to use for a purpose. <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>
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<p><b>Term 3</b></p>	<p style="text-align: center;"><b>Books by the same author</b></p> <p style="text-align: center;">Story telling, sequencing, events, characters and settings.</p> <p style="text-align: center;">Create your own stories and illustrations, form a class book to present to parents.</p> <p>UW Objectives: 22-36 Months: Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Months: Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>40-60 Months: Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software. <b>They talk about the features of their own immediate environment.</b></p> <p>Expressive Arts focus: 22-36 Months: Joins in singing favourite songs. Beginning to make-believe by pretending.</p> <p>30-50 Months: Enjoys joining in with dancing and ring games. Sings a few familiar songs. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play.</p> <p>40-60 Months: Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	
<p><b>Term 4</b></p>	<p><b>Fairy tales</b></p> <p>Understanding of the wider world and universe, talking about things they observe, how things work...</p> <p>Mad Science Space Workshops.</p>	<p><b>Living things and habitats</b></p> <p>Mini beasts, pets, farm animals, dinosaurs... Habitats and food...</p> <p>Farm in your school workshops. Spring singing for parents.</p>
<p><b>Term 5</b></p>	<p><b>Seasonal Changes/Plants</b></p> <p>Looking after the world around us- recycling, plants and growth, pollution... what we can do to help...</p>	<p><b>Courtesy – People who help us</b></p> <p>Who helps us and how. The role of different jobs and careers...</p>
<p><b>Term 6</b></p>	<p><b>Our World: India</b></p> <p>Beginning from local and working out towards a focus country for contrast and comparison (Incorporating culture, climate, food) from around the world).</p>	<p><b>Our World: Africa</b></p> <p>Beginning from local and working out towards a focus country for contrast and comparison (Incorporating culture, climate, food) from around the world).</p>

	Multicultural workshops and trips (Nursery- tree tops). End of year assemblies.	Multicultural workshops and trips (Nursery- tree tops). End of year assemblies.
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PSED, C&L, PD, Literacy and Numeracy are ongoing throughout the topic cycles.  
Expressive Arts is ongoing throughout each term, with focus areas identified above.

To be taught in conjunction with an ongoing exploration of key festivals and celebrations throughout the year placed upon a timeline (Ongoing development of awareness of other cultures and places intertwined with development of understanding of the passing of time).