



Reception Curriculum Expectations

Autumn 2019



Reception Curriculum Expectations Meeting Autumn 2019

Aims of Reception

As part of the Early Years Foundation Stage, we continue to aim to meet the needs of individual children to allow them to make progress at a rate that suits their needs, interests and abilities. We aim to be welcoming, supportive, and encouraging in order to ensure that all children are given equal and excellent opportunities to grow. Everything we do is intended to be fun and engaging, easing the children from home or another setting to full-time education within a relaxed and stimulating environment.

Our Topics

Our topic starting points for the year are based around two core books for each half term. We will plan learning around these texts together with significant seasonal events and from the interests of the children.

Autumn 1 We're Going On A Bear Hunt and Supertato

Autumn 2 Night Monkey, Day Monkey and Stickman

Spring 1 The Gingerbread Man and What the Ladybird Heard

Spring 2 Jack and the Beanstalk and The Very Hungry Caterpillar

Summer 1 Sharing a Shell and Zog

Summer 2 The Robot with No-bot and Whatever Next

Our detailed long term overview and core book plans are added to the website each half term.

In addition we will be joining in whole school collapsed curriculum projects.

What we will Learn and How

Through these topics, children experience 'hands-on' learning opportunities within and outside of the classroom. We always aim to make learning fun, interactive and meaningful to ensure that children are fully engaged in their learning. These opportunities enable children to develop as an individual and to make progress across all areas of learning. The curriculum is split into 7 Areas of Learning which incorporate 17 different strands.

The Prime Areas

Communication and Language (CL) Listening and Attention, Understanding, Speaking

Physical Development (PD) Moving and Handling, Health and Self Care

Personal Social and Emotional Development (PSED) Self Confidence and Awareness, Managing Feelings and Behaviour, Making Relationships

The Specific areas

Literacy L Reading, Writing

Mathematics M Numbers Shape, Space and Measure

Understanding the World UW People and Communities, The World, Technology

Expressive Arts and Design EAD Exploring Media and Materials, Being Imaginative

At the end of the year the children are expected to reach what is known as a Good Level of Development (GLD). This means that they will have met the criteria to achieve the Early Learning Goal (ELG) in all the prime areas and also Literacy and Mathematics. Until this point we continue to use the Development Matters Guidance as a base for our daily observation, assessment and planning.

How We Promote Learning In Each Area

Communication and Language

Circle Times, group activities and regular 'Talking Time' promote confident, articulate communication and offer children the opportunity to develop their understanding and use of language. All of our activities have communication at their heart, be it through action, gesture, talk or creativity.

Physical Development

Children develop fine and gross motor skills through accessing a range of tools, materials and equipment. Children learn to play games cooperatively, to move in different ways and to be safe and healthy through the choices that we make. We also have two 1-hour long PE sessions (teacher-led) to cover Dance, Gymnastics, ball games and team games.

Personal, Social and Emotional Development

Circle Times and small group games promote friendships, turn-taking and awareness of the needs, feelings and opinions of ourselves and others. We also encourage collaborative play and develop a sense of wellbeing, confidence and respect in our learning environment.

Literacy

Children experience and explore Phonics through 'Read, Write, Inc.' with some elements of 'Letters and Sounds', focusing on letter recognition and formation, letter names and sounds, using letters to decode words, and to recognise words on sight. We encourage children to enjoy books and stories, reading and writing through different activities. Initially, many children will receive books focusing on letter sounds or storytelling with pictures, but we aim to move children on to books with words, captions and sentences as soon as they are ready. Alongside Phonics and Reading, we encourage children to mark-make and write using a range of tools and materials on both large and smaller scales for different purposes at a wide range of activities. We support free-writing and interpretation through play and activities inside and out.

Mathematics

Our Circle Times and activities encourage and teach children essential mathematical skills from number recognition to counting and problem-solving. We enjoy singing songs and rhymes to learn about number, shape, space and measure, and we aim to have continuous and enhanced practical activities to support meaningful development of mathematics. Our provision allows children to be 'maths investigators' and encourages the use and development of mathematics for a wider range of purposes.

Understanding the World

Children are naturally inquisitive and this Area of Learning promotes and enhances their exploration, investigation and fact-finding skills. Children learn about the world around us, technology, cultures and communities locally and around the world. Our outdoor provision really helps us to develop the children's love of language, writing, measuring, role-playing, social play and creative play. It also supports their understanding of measure, quantity and number.

Expressive Arts and Design

Children learn to express themselves in different ways, exploring music, art, dance, drama, design and creative play. The process is valued as much as the outcome, giving children confidence to learn through play and exploration. We love to get a bit messy but we also teach children techniques and skills that will enable them to make good progress in being artistic and creative throughout the curriculum.

Your Child as a Learner

Whilst we are working alongside and observing your children we will also be looking at making reference to the characteristics of effective learning

Playing and exploring

finding out and exploring, playing with what they know, being willing to have a go

Active learning

being involved and concentrating, keeping on trying, enjoying achieving what they set out to do

Creating and thinking critically

having their own ideas, making links, choosing ways to do things and finding new ways

Organisation

Registration

In order that we can begin to teach classes on time, we would appreciate your support in ensuring that your child arrives promptly. We would also be grateful if longer parent/teacher meetings were arranged for after school or before 8.45 a.m. Registers indicate L (late) after 9.10 a.m. and routine is especially important in the Early Years, so please help us by arriving on time.

Attendance

Children are expected to attend school within the allocated term dates. Holidays will not be authorised in school time. This is the law and we would appreciate your support and politeness in this matter. Leave of absence will only be granted for bereavements, illness of a relative at a distance or for parents of service children on active service. A child's attendance is expected to be 95% unless there are medical reasons. All parents whose children's attendance is between 90-93% each term will be invited for interview so that a support package may be put in place. It is important that children are prepared for high school and the world of work and that an example of punctuality and attendance is modelled whilst they are at school.

PE

We have PE sessions twice-weekly, once on Wednesday and once on Thursday. Children are required to leave their PE kits in school and we will send them home at the end of every half term for a wash!

Outdoor Play

We have continuous access to the outdoors and love to encourage the children to explore and learn through outdoor play. To help this to happen every day, no matter what the weather, please send in a pair of wellies or old boots for your child to keep in school on their peg. This means that they can access the outdoor areas even when it is cold and wet! Please also make sure that they have a coat.

Helping at Home

Phonics

This week we are sending home a pack of Phonics cards with some suggestions about how to use them at home. In the early stages it is really important to secure sound recognition so that children can begin to blend and segment simple words for reading and writing. We ask that you use these with the letter rhymes to encourage your child to write, as well as to recognise the letters of the alphabet. As each child becomes ready, we will also send home letter rhymes for letter formation and tricky word cards to support reading and writing.

Reading

We will hear your child read individually as often as possible, changing their book or books on the day that they read with us. As your child progresses we will change books as is appropriate in order to support your child's progress with reading. In addition, we will play reading games in line with Phonics in small groups each week. To support us, we ask that you share the books with your child and comment in their log books so that we can monitor their progress accurately. If you need any tips, please ask!

Independent Skills

Please encourage and support your child to be able to dress and undress themselves, including putting on shoes and tying shoe laces! This will really help us with PE sessions as the faster they change, the more PE time we can have being active! It would also help if you could label their belongings as many children have the same size, style and colour of clothing. Also many of the children are struggling to use a knife and fork so practise of this would really help.

Promoting Positive Behaviour

During the first term we spend a lot of time modelling appropriate behaviour and discussing how we can change behaviour when we need to. We operate a star point system where children are rewarded for positive behaviour and effort. Children collect stars and work towards achieving stickers and certificates.

We begin to follow the whole school good to be green system where yellow cards are used to remind children to modify their behaviour when needed.

Learning Journeys

As part of our assessment and monitoring, we continue the Learning Journey files started in Nursery. If you would like to contribute, please send in any photos or records of activities that you do at the weekends or on holidays and these can be included in your child's Learning Journey. Things related to exploration and experiences that cannot be accessed at school are the most useful, especially if your child can talk about what they have done with the help of photos etc that you can send in.

Finally, please do not hesitate to pop in or call if you have any concerns. Don't let a little worry develop into a big problem! Thank you for your continued support,

Mrs White, Mrs Fuller and Miss Slaughter