

Foundation Stage

Throughout the year the children will be encouraged to develop key skills and knowledge in 7 areas of development in line with the Early Years Foundation Stage Profile. The curriculum they experience is also influenced by their interests and child initiated ideas.

Communication and Language

One of the key areas of the curriculum in Reception is the development of the children's communication and language skills. They are encouraged to listen attentively and make responses in a range of situations, including stories and conversations, expressing themselves effectively. They are expected to develop an understanding of and be able to follow instructions during daily routines and everyday school life. The children will also be encouraged to develop and extend their language skills, increasing their vocabulary through varied experiences and interests, including talking about their own experiences and making up their own stories.

Personal, Emotional and Social

The children are encouraged to become confident, independent learners who are able to make choices and access learning opportunities with support. They are encouraged to develop positive relationships with other children and the adults they work with, seeking help and guidance confidently. Working co-operatively and being sensitive towards other's ideas, opinions and feelings are skills which are promoted in all classroom experiences. The children are also encouraged to develop a clear understanding of the rules, acceptable behaviour and consequences of their behaviour.

Physical Development

The children will have PE sessions twice a week during which they will be encouraged to develop a range of skills, including travelling confidently in a range of ways, using small and large equipment safely and with co-ordination and control and negotiating space. The development of these skills will also be encouraged throughout their learning experiences both inside and outside. They will be encouraged to use small equipment safely and accurately (including scissors, simple cooking equipment, modelling tools) and taught how to hold and use writing tools effectively. They are encouraged to understand the importance for good health, diet, exercise and basic hygiene.

Literacy

Reading: In our Reception classes we support language development and the understanding of story structures through the sharing of engaging and repetitive story books. We model book awareness (turning pages, the direction of print etc.), language patterns and support comprehension through questions, role-play and the use of puppets.

Once settled children are taught phonics daily using the Letters & Sounds Programme so that they recognise the different sounds and start to decode simple, regular words.

Alongside this children are taught to recognise irregular or 'tricky,' words that are not phonetically decodable.

Reading scheme books are introduced before the end of the Autumn Term but children continue to share real stories in class and explore context and meaning.

We work towards children reading and understanding simple sentences by the end of their Reception year, demonstrating clear understanding when talking to others about what they have read.

Writing: Being able to talk about their marks, pictures and paintings is a key skill in the development of early writing and the children will be encouraged to do so in many of their learning experiences. As their phonic knowledge and confidence develops they will be encouraged to use these to help the write simple words and sentences, forming the letters clearly and accurately.

Mathematics

In mathematics the children will be taught to count, recognise and order numbers up to at least 20, knowing the number that is 1 more/less than any number in this range. They will experience simple and practical addition and subtraction problems involving numbers up to 20, practising counting on and back to find their answers. We also introduce them to the concepts of doubling, halving and sharing. The children are encouraged to name and describe 2D and 3D shapes using the correct mathematical terms and everyday language when creating patterns, pictures and models. They will be encouraged to use everyday language when talking about size, weight, capacity, position, distance, time and money to compare and measure in simple problem solving experiences.

The World

The children will be encouraged to share their ideas about their own and their families past and present experiences, which stimulates an awareness of the similarities and differences between themselves and others. They will make observations of many aspects of the world they live in, including their own immediate environment and beyond (animals, plants, places, objects, materials and changes) and share their ideas about likes and dislikes. They will experience using simple forms of everyday technology, including cameras, remote controlled toys, programmable toys and CD players. They also have time in the computing suite where they will learn how to use simple programmes and software.

Expressive Arts and Design

The children will be given opportunities to explore a range of different materials, tools and techniques as they create and make at school. Mixing colours, combining materials, exploring textures and experimenting with designs will encourage the children to be imaginative and creative in their ideas and help them to review and adapt their work when necessary. They will have plenty of opportunities to sing songs, make music and dance, experimenting with

ways of changing them. All these ideas can then be imaginatively used for different purposes including role play, stories and movement.

PSHE

In PSHE children will be taught a range of skills and strategies which will encourage them to be confident to try new activities, explain their ideas to the teacher and to speak in a group.

They will learn to dress and undress for PE independently and be taught about basic hygiene such as the importance brushing teeth and washing daily.

The children will be encouraged to follow the school rules and consider the consequences of their words and actions for themselves and others.