

Reception Curriculum Overview

In Reception at Branfil we deliver a curriculum that is based on the Early Years Foundation Stage Guidance. We deliver this curriculum through establishing an environment that supports children in developing the key characteristics of effective learning:

- Playing and exploring: Engagement (finding out and exploring, playing with what they know and Being willing to 'have a go')
- Active learning: Motivation (being involved and concentrating, keeping on trying and enjoying achieving what they set out to do)
- Creating and thinking critically: Thinking (having their own ideas, making links and working with ideas)

We value the importance of child led learning and plan and teach 'in the moment' which directly aligns with our school curriculum intent. Through doing this we meet each child's individual needs by looking for a teachable moment while the child is engaged in an activity of their choosing. The National Strategies document states that "it is in the moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference." As teachers we can use observations to assess what the child already knows and then if appropriate build on it (in the moment) with quality interactions ensuring the children progress. Through using in the moment planning we will help the child feel valued, important, interesting, capable, and able to learn as well as gaining knowledge, skills and understanding, therefore making progress in one or several areas of the Early Years Curriculum. As teachers we are able to gain in depth knowledge of the children's skills, talents, interests and abilities.

Planning

This way of working means that all written planning is retrospective. There is a continuous provision plan to ensure the environment is challenging and maintains high levels of engagement. Areas may be enhanced during in the moment planning to reflect children's learning and interests. Each teacher will record their interactions with children stating the child's activity, the teaching strategy implemented during the interaction and how the child showed progress. Children have regular opportunities to share learning with the class and the teacher may use this as a whole class teaching opportunity or to consolidate knowledge. Phonics and maths are taught daily using weekly plans. Children will also be encouraged to participate in story scribing. These stories will be acted out during whole class session daily.

Focus children

Teachers will have 3/4 focus children each week. Parents/ carers will be informed if their child will be the focus child for the subsequent week. Parent/Carers will be given a Focus Child Information form to gather information about the child's interests, strengths and recent accomplishments, which will shape provision and interactions during the following week. This will also provide parents/carers an opportunity to raise any concerns. The focus child will be invited to bring in (or parents/carers can e-mail) photographs and items of importance for them to share with their peers and teachers to facilitate discussion around the activities, passions and accomplishments. In response to this information and prior observations, the teacher will select three areas they wish to observe during the child's focus week and will use further observations and the information gathered from the focus week to identify next steps to move the child's development on. Parents/carers will be sent a summary of their child's current areas of focus, next steps, progress and suggestions of strategies that will be implemented at school and home. This information will be shared during a face to face meeting during the following week. Parents/carers will be required to sign and return these feedback forms and a copy will be added to the child's learning journey alongside any observations from the week. All focus children will scribe a story during the week.

Forest school

All children will participate in two forest school cycles a year. These will be weekly sessions held over 5-6 consecutive weeks. They will focus on holistic development and will build a range of practical skills.

Area of Development	Autumn	Spring	Summer
Personal Social and Emotional development	<ul style="list-style-type: none"> - Settle into new school environment - Establish new friendships - Build self-confidence - Become aware of their own feelings and the feelings of others - Learn and follow rules - Becomes aware and similarities and differences between themselves and their peers 	<ul style="list-style-type: none"> - Begin to encourage all children to recognise their own strengths and celebrate them - Work together with others and taking into consideration their thought and ideas - Begin to resolve conflicts independently - Recognising that they belong to different communities and social groups 	<ul style="list-style-type: none"> - Build confidence with children recognising their own strengths and the strengths of others - Continue to develop skills to resolve conflicts independently - Prepare for transition to new environments - Naming and understand a wide range of feelings - Begin to regulate their behaviour in a widening range of situations - Begin to explain how to stay healthy
Communication and language	<ul style="list-style-type: none"> - Listen to stories and rhymes - Use games to discriminate between sounds - Respond to simple instructions - Connect ideas and talk about their experiences - Talking about things that are important to them -To speak in full sentences 	<ul style="list-style-type: none"> - Answer questions with relevant responses - Listen and act on two step instructions - Develop confidence in telling their own stories - Developing vocabulary based on experiences -Begin to ask questions to clarify their own understanding -Is able to engage in a conversation with adults and peers 	<ul style="list-style-type: none"> - Can talk, organise, sequence and clarify their thinking, feelings and ideas - listen and respond appropriately to the ideas of others - Listen in a range of situations and follow multi step instructions - Understand more complex sentences - Understand who, why, when, where and how questions

		-Begin to use the appropriate tense when expressing ideas and feelings	-Ask questions to clarify their own understanding
Physical development	<ul style="list-style-type: none"> - Hold a pencil effectively -Engage in mark making activities - Build confidence and develop skills exploring the outside area moving effectively and safely - learning how to stay safe and look after ourselves 	<ul style="list-style-type: none"> - Hold a pencil effectively using a tripod grip -Focus on forming letters correctly - Practise the appropriate joins to and from letters - Begin to discuss how to stay healthy and safe - Use tools and equipment safely - Continue to manipulate equipment with more control exploring balance, speed, skill etc... 	<ul style="list-style-type: none"> - Form letters and joins fluently when writing independently -Begin to show accuracy and care when drawing - Explore more about the importance of eating healthy and exercise - Can manage risks independently and support others -Negotiate space and obstacles safely while moving energetically
Literacy	<ul style="list-style-type: none"> - Become familiar with story structure - Link sounds to letters in phonics session - Recognise familiar words - Give meanings to marks that they make when they write independently - Listen to and join in with stories and poems - Develops awareness of rhyme, alliteration and syllables - Navigates apps and websites - Begins to write own name 	<ul style="list-style-type: none"> - Daily phonics session in targeted groups - Use their phonics knowledge to decode unfamiliar words - Begin to write key words correctly - Write sentences independently - Explore a wide variety of texts in print and digital form - Describing characters, events and setting within stories - Can retell familiar stories - Begin to create writing for different purposes in play 	<ul style="list-style-type: none"> - Write sentences independently that can be read by others - Daily targeted phonics sessions - Decode and phonetically spell most regular words and reception common exception words including digraphs - Discuss opinions and answer questions about different texts that they have read - Knows information can be retrieved from books, computers and mobile digital devices

Maths	<ul style="list-style-type: none"> - Recognise and recite number names in sequence - Match numerals with the correct quantity - Learning shapes and linking them to the shapes of everyday objects - Responds to informal language and common shape names -Begin to subitise to 5 	<ul style="list-style-type: none"> - Build number confidence with numbers to 10 - practice learning number bonds to 10 - Start to physically and visually represent calculations - knows one more and less than any number to 10 - Understands and responds to positional language - Explores and adds to simple patterns -To subitise to 5 -To count up to 20 	<ul style="list-style-type: none"> - Work confidently with and beyond numbers to 10 - Apply their knowledge of numbers to solve problems involving adding, subtracting, doubling, halving and sharing. - Explore in more depth shape, capacity, time, measure and pattern. - To count beyond 20 -Compare quantities
Understanding the world	<ul style="list-style-type: none"> - Talk about everyday events in their own lives and show interest in the lives of others - Develop an understanding of change - Understands how to use materials to demonstrate cause and effect - Ask questions and explore ideas - Talks about why things happen and why things work 	<ul style="list-style-type: none"> - Become aware of different peoples' beliefs, traditions and families - make observations and shows concern about the changing environment - build more confidence when using technology independently -Know some similarities between things in the past and now -Begin to explore maps 	<ul style="list-style-type: none"> - Observe animals, seasons, plants and places and start to question why things happen and how - Explore different religious celebration and cultural communities -Begin to explore similarities and difference between life in this country and other countries - Is aware of the effect that they can have on the environment - Knows and is sensitive to others not always enjoying the same things -To begin to create maps

Expressive Arts and Design	<ul style="list-style-type: none"> - Singing and exploring with musical instruments - Encourage to match movements to music - Explore colour, texture and pattern as they create their own work through painting, constructing and collaging. - Role play differing situation using props and materials 	<ul style="list-style-type: none"> - Children develop role play exploring situations in greater depth - Children draw inspiration from other artists (peer and famous) and begin to review and edit their work 	<ul style="list-style-type: none"> - Safely explore with a variety of different materials, tools and techniques - Represent their own thoughts and ideas through technology, music, art, role play and stories. - Builds up a collection of songs and dances performed with others -To share their creations explaining the process they've used
Characteristics of Effective Learning	<ul style="list-style-type: none"> ● 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 		
Enrichment opportunities	Autumn 1 – Indian dance workshop Autumn 2 <ul style="list-style-type: none"> - Make Christmas decoration -Learn and perform a Christmas dance 	Spring 1 – Windmill and library trip Spring 2 – Planting and growing seeds	Summer 1 – Visitor Summer 2 – sports day with preschool <ul style="list-style-type: none"> - Class assembly - Reception trip