



Reception

Curriculum Statement

At Our Lady of the Rosary in Reception, we follow the EYFS (Early Years Foundation Stage curriculum) where children work towards achieving their ELG's (Early Learning Goals). We intend to offer an exciting, inspiring curriculum to engage our pupils and give them an introduction to the experiences and skills that they need to develop for life-long learning. We deliver this curriculum through purposeful play inside and out in a variety of enjoyable, challenging activities, both adult-led and child initiated. Our curriculum celebrates learning through a range of creative topics.

Our Key aims

- ♦ We approach learning in a thematic way. Where possible, we group learning experiences into themes to immerse children in and give a context to learning.
- ♦ Learning in Literacy stems from a high quality picture books, which are language rich and offer stimuli for discussion. We aim to immerse children in stories to enrich and contextualise their Phonic and English learning.
- ♦ We provide a language rich environment, teaching children a wealth of new vocabulary and modelling and encouraging it's use in everyday contexts.
- ♦ We believe that children learn best when they are confident to 'take responsible risks'; to show 'persistence' and to understand that they can learn from mistakes. This underpins the Characteristics of Effective Learning and our Habits of Mind scheme.
- ♦ We strive to ensure children develop into reflective and responsible citizens and so our curriculum is rich in embedded opportunities which foster themes of personal, social, emotional and spiritual development, as well as promote fundamental British values.





Key characteristics of Reception

- ♦ We believe children learn best through a variety of approaches and styles; through narrative, songs and hands on activities to name a few. Over the course of the day there is a balance between...
 - ⇒ **Direct teaching and adult led activity** - to teach specific skills and knowledge.
 - ⇒ **Practical, carefully planned tasks** - to enable children to practise skills and embed/extend learning.
 - ⇒ **Child-led learning** - to enable children to develop independence, rehearse and explore learnt skills in their own way and follow their own interests.
 - ⇒ **Over learning** – previous learning is repeatedly referred to and built upon to embed and develop lasting schemas.
- ♦ Learning to contribute - Children develop an awareness and appreciation of how they can use their knowledge, skills and understanding to help others and contribute to the world.



A Day in Reception

Registration

We begin each day by putting our things away so we practice our independence. Then we go through our visual timetable for the day and sing some songs about our world, like the weather or days of the week.

Maths

We begin a maths session with a whole class input together on the carpet. We like to use maths songs and rhymes to embed counting skills. Each day one group will complete a focussed task with the class teacher, whilst the other groups will be able to select from one of the carefully planned, practical activities designed to develop core mathematical skills.

Snack Time

This is a wonderful opportunity for sharing and reinforcing good manners. Children help to give out milk, water and fruit for their friends to enjoy.

Break Time

All Reception children have break time in the 'Blue Playground' together with Year 1. They can use the equipment, such as the pirate ship, tunnel and the climbing frames.

Literacy

Our Literacy follows the Talk for Writing scheme of work where high quality texts are learnt over the term to give the children a context to their learning. Each week there are five different hands on literacy based activities which children will complete with the Class Teacher, the LSA (Learning support assistant) or independently throughout the week.

Lunchtime

All Reception children have their lunch in the Dining Hall. Once the children have finished, they have another break in the 'Blue Playground'.

Phonics

We follow the Letters and Sounds phonic scheme. Each session involves speaking, listening and games, where the emphasis is on children's active participation.

Topic Time

Each term we have a different theme for our topic. We begin with some whole class learning together on the carpet. This is followed by one group completing a focussed task with the Class Teacher, whilst the other groups explore from a variety of high quality, practical activities linked to the topic.



Outdoor Learning

Over the course of an afternoon, each Reception class spends time in the outdoor area. There are a wide variety of activities set up during this time, designed to support children's development across the curriculum.

End of Day Story

Children love to hear a story at the end of the day before home time. This promotes a love of reading and reinforces reading for pleasure. Once a week we listen to our story in the library beginning from term 3.

How can I prepare my child for school?

We do not expect children to begin Reception being able to read and write, but there are some ways in which you can help them be ready for this new chapter.

Being curious and ready to learn

- ♦ Following instructions.
- ♦ Sitting and listening to a story.
- ♦ Confident and willing to try new things.
- ♦ Asking questions.



Independence

- ♦ Making choices about what they would like to play with.
- ♦ Tidying up after they have finished with something.
- ♦ Looking after my belongings e.g. hanging up their coat.
- ♦ Asking for help if needed.
- ♦ Using a knife and fork.
- ♦ Opening packets/containers (in their packed lunch)

Getting ready and Self hygiene

- ♦ Putting on their coat.
- ♦ Undoing and fastening buttons.
- ♦ Attempting to do up a zip.
- ♦ Changing in and out of their PE kits.
- ♦ Doing up their own school shoes.
- ♦ Going to the toilet unaided.
- ♦ Washing their own hands.

Relationships

- ♦ Interested in interacting with others.
- ♦ Sharing and taking turns.
- ♦ Listening to what others say.





How can I support my child's learning?

We believe the role of Parents/Carers is vital for a child's well-rounded education.

We encourage active participation through...

- ♦ *Reading everyday with your child on a regular basis is highly beneficial. We believe little and often is the best way (about 10 minutes each time to start with).*
 - ⇒ *Please use the reading record to comment on reading at home. This helps to communicate and support their reading development.*
- ♦ *Sharing stories and other texts with your child as much as possible helps develop their narrative sense and vocabulary as well as being a lovely bonding experience for all.*
- ♦ *Bring maths into everyday activities, such as counting out the correct number of forks for dinner or recognising door numbers.*
- ♦ *Talk to your child about their day and what they have learnt or enjoyed.*
- ♦ *Inform us of your child's achievements and interests out of school using ClassDojo.*
- ♦ *Use the Class Story on ClassDojo to find out about what we are learning each term and suggestions to help at home.*



Reception Curriculum Coverage

Reception Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Learn stories off by heart Draw story maps Retell stories and rhymes Labels	Learn stories off by heart Draw story maps Retell stories Orally say a sentence Write words from a story Labels Lists Captions	Learn stories off by heart Draw story maps Retell stories Orally say a sentence out loud and write a sentence Recount Captions	Learn stories off by heart Draw story maps Retell stories Orally say a sentence out loud and write a sentence Diary Instructions	Learn stories off by heart Draw story maps Retell stories Orally say a sentence out loud and write a sentence Letter	Learn stories off by heart Draw story maps Retell stories Orally say a sentence out loud and write sentences for different parts of the story.
	Nursery rhymes The Little Red Hen Owl Babies Autumn Colours poem	Rama and Sita The Gingerbread man The Elves and the shoemaker	The Naughty bus Whatever next / Mr Gumpy's outing	The gigantic turnip Titch World Book Day Text: Whatever next	What the Ladybird heard Dear zoo Giraffes can't dance	We're going on a bear hunt A Great Big Cuddle: Poems for the Very Young by Michael Rosen & Chris Riddell
Maths	Number and place value - numbers to 5 Addition / Subtraction - sorting into groups (size, amounts, differences)	Number and Place Value - comparing groups Addition / subtraction One more / one less Subitising	Number bonds to 5 Numbers to 10 2D and 3D shapes	Addition and subtraction Weight Patterns	Counting on and back Numbers to 20 Capacity Length and height	Doubling Halving and sharing Odds and evens
Science	Senses and body Seasons	Light and dark	Materials and forces	Growth / Seasons	Animals	World around us-
Humanities	Marvellous Me	Celebrations	Transport	Growing	Animals	Community
RE	Myself (Domestic Church) Judaism	Welcome (Baptism and Confirmation) Birthday (Advent)	Celebrating (Local Church) Gathering (Eucharist)	Gathering (Eucharist) Growing (Lent)	Good News (Pentecost) Islam	Friends (Reconciliation) Our World (Stewardship)
Computing	Operate simple toys	Equipment work	iPads	Technology in our homes	Computer Software	Beebots
Music	Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect on our learning
Art / DT	Drawing portraits Painting Andy Warhol	Sculpture Clay - Lanterns Jackson Pollock	DT: Using junk modelling to make different modes of transport Painting Wassily Kandinsky	Collage Mixed media Claude Monet	Printmaking Poster paint Dean Russo	Drawing Watercolour Yvonne Cumber
PSHE / RSE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Relationships and Sex Education (Life to the Full)
British Values	Where do I live?	Democracy	The rule of Law	Individual Liberty	Tolerance and Respect	
PE	Introduction to PE		Gymnastics	Multi skills throwing / aiming	Athletics	Athletics
Forest Schools					Reception - Animals Giraffes can't dance / What the ladybird heard.	
Dance					Reception - Animals Giraffes can't dance / What the ladybird heard.	
Trips and Visits		Post a Christmas card / message and take a photo	Train trip to Severn Beach	Baby visit and baby animals to visit Mother's Day Class assembly	Lawrence Weston Farm Wildplace	Kings Weston House walk
Whole school activities	OLOR Feast Day October - Rosary Living your faith day - Arboretum Judaism week	Advent Nativity Carol Service	Safer Internet Day Children's mental health week	Environment week Fairtrade fortnight Science Week Lent	Pentecost	Islam week Inspirational people week Sports Day Whole school trip - Cattle Country



Enrichment opportunities

- ♦ Our curriculum coverage shows that over the course of the year, children will attend a range of school trips, enjoy visitors to the school and take part in Forest School activities. There will also be a nativity singsong and Mother's Day class assembly, as well as Sports Day.



Assessment, Monitoring & Evaluation

- ♦ Teachers monitor children's progress and adjust their teaching accordingly. During group time activities, teachers give immediate feedback to children, which involves using language appropriate to the age and stage of the child, giving them praise, modelling and explaining how to improve.
- ♦ Teachers collect evidence of learning through observations, using an online programme called Tapestry, which form a journey of learning in individual learning diaries.
- ♦ Phonic, writing and maths assessments are carried out termly and progress of individuals, groups, and the year group as a whole is analysed. Next steps are then planned accordingly.

