

Reception Curriculum Overview and Class Routines



**Autumn Term
2020**

Me, Me, Me!

Things we may talk about this term

All about me!

Feelings - 'Elmer'

Likes and dislikes

Friends

Family

Pets

Where we live 'The three little pigs'

People who help us

Keeping healthy

Characteristics of effective learning

Values

Key skills (Superheroes)

Charter of rights

Class Expectations

We will also expect the children to:

- Be kind with their hands, feet and voices
- Display good manners
- Stop, look and listen when someone is talking
- Follow the charter of rights

Curriculum

During the Reception year we will follow the early years foundation stage (EYFS) as a comprehensive framework. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **seven areas of learning and development**. Children should mostly develop the **three prime areas** first.

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **four specific areas**.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These seven areas are used to plan your child's learning and activities, offering flexibility so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



Physical Development

30 -50 mths (M&H)

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Holds pencil near point between first two fingers and thumb and uses it with good control.

40 -60 mths

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows a preference for a dominant hand.

40 -60 mths (H&SC)

- Eats a healthy range of foodstuffs and understands need for variety in food.



Personal, Social and Emotional Development

30 - 50 mths (SC&SA)

- Can select and use activities and resources with help.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

30 -50 mths (MR)

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

30 - 50 mths (MFB)

- Can usually adapt behaviour to different events, social situations and changes in routine.

Me, Me, Me

EYFS outcomes



Communication and Language

30 - 50 mths (Listening and Attention)

- Is able to follow directions (if not intently focused on own choice of activity)
- Listens to stories with increasing attention and recall.

30 - 50 mths (Understanding)

- Beginning to understand 'why' and 'how' questions.

30 - 50 mths (Speaking)

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.



Literacy

30-50 mths (Reading)

- To look at books independently
- To listen to stories with increasing attention and recall

40 - 60 mths (Reading and Writing)

- To hear and say the initial sound s in words

30 - 50 mths (Writing)

- Ascribe meaning to marks they see in different places

40 - 60 mths (Writing)

- Gives meaning to marks they make as they draw, write and paint.



Mathematics

30 -50 mths (Numbers)

- To recite numbers in order to 10
- Sometimes matches numeral and quantity correctly.
- Beginning to represent numbers using fingers, marks on paper or pictures.

40 -60 mths

- Recognise numbers 1 to 5
- Counts actions or objects which cannot be moved.

40 -60 mths (SSM)

- Uses familiar objects and common shapes to create and recreate patterns and build models.



Understanding the world

30 - 50 mths (TW)

- Shows care and concern for living things and the environment.

30 - 50 mths (P&C)

- Shows interest in the lives of people who are familiar to them.
- 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.

30 - 50 mths (Tech)

- Knows that information can be retrieved from computers



Expressive arts and design

30 -50 mths (EAUM&M)

- Explores colour and how colours can be changed.
- Uses various construction materials.

30 -50 mths (BI)

- Uses available resources to create props to support role-play.
- Engages in imaginative role-play based on own first-hand experiences.

40 - 60 mths (BI)

- Create simple representations of events, people and objects.

Baseline Assessment

During the first half term of school, the children will all take part in a baseline assessment. The aim of this is to see how they are doing when they start school, and to help check the progress they make between now and the end of primary school, when they reach the age of 11. The assessment is not a formal test. Instead, the children will take part in enjoyable classroom activities and the teacher will note how they go about them.

The assessment looked at children's early achievements in:

- Mathematics (for example, beginning to count and make patterns with shapes)
- Communication, Language and Literacy (for example, talking, enjoying books, beginning to understand letters and sounds)
- Foundations of Learning (general readiness for school learning, for example, getting on with other children, joining in with different activities)

The assessment is only a snapshot, and your child's teacher will be able to tell you much more about how your child is settling into school at the first parent consultation evening towards the end of the half term. Your child's teacher will use the information from the assessment, along with transition notes and dialogue from previous settings, to consider the next steps for your child.

Parent contributions form an important part of your child's assessment. Each half term we will send home a sheet of stars to give you the opportunity to record anything of interest that your child says or does. We have included some examples of information you could write for all the areas of learning. E.g. Technology and events and celebrations with family.

All About Me - Home School Book. Please return these as soon as possible.
4 plus children are welcome to fill in a booklet too!

Class Routines

Reading books

When your child is ready for reading books we will send home a book and a reading diary. We encourage you to comment about your child's reading in the reading diary and to practise the key words that are sent home.

Children will read once a week individually with an adult and once a week in a group. These group sessions promote good text discussions and allow children to hear reading of their peers. Reading books will be changed twice a week on the allocated days as shown on your child's reading diary but should be in school daily in your child's book bag.

Key words will be tested by staff once a week during guided reading sessions; we will highlight a word to show the child has read it successfully. If you feel that your child can read a word, please feel free to denote the word with a small dot only so that we can maintain consistency with the testing of key words across the year group.

Homework

Homework will be set weekly. It will be sent home on a Friday and is due back the following Friday. There will be four activities to complete Monday - Thursday evening, which should take no longer than 5 minutes to undertake. Activities will include a mixture of written and discussion tasks and will be in addition to reading books and looking over key words when applicable.

PE

Children will have a formal PE lesson every week and will be wearing their PE kits when they come to school for every lesson. Please ensure that **all** items of your child's school uniform is named and request that all jewellery is removed on this day. This term's PE will be learning about finding a space!

Reception PE will be **every Friday**. Please ensure your child comes to school wearing their PE kit and that this is appropriate for the weather, e.g. tracksuit bottoms and fleeces if it is cold.

Water bottles

Children are encouraged to drink water throughout the day. Please ensure that your child has a named water bottle in school daily. This bottle should be a recycled bottle but must only contain water.

The Outdoor Classroom

Each day the children have outdoor learning in the Outdoor Classroom. This will often be based on 'Understanding the World'. Children are expected to behave in this area in the same way that they would in the 'indoor' classroom.

Break time

Children also have a play time for 15 minutes in the morning and 15 minutes in the afternoon. During this time children will be encouraged to use the climbing frame and bikes and scooters.

Celebration News

On Monday children will have the opportunity to share some of the things they have done or places they have visited over the weekend with the class.

Please speak with your child to think about news they could share.

Please can we ask for a photograph of your child as a baby for our entry point to the topic *Me, Me, Me!*

Thank you for your support

Miss Hyslop, Mrs Baker and Mrs Camino