

Reception Curriculum Overview



Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.



St. Ethelbert's RCP

Reception Curriculum Overview

EYFS Curriculum Statement of Intent

At St Ethelbert's RCP we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum emphasises the importance of language development and allows children to develop interpersonal skills, build resilience, become creative thinkers and be confident users of English. We aim to provide a fun, secure, language- rich and challenging educational environment that enables each individual to thrive and grow.

Reception and Nursery work closely with each other to ensure continuity and consistency throughout the foundation stage.

Our Mission statement '*Love learning, Care for our Community and Share our Faith in Jesus*' is at the heart of everything we do.

We place a strong emphasis on the religious, spiritual, moral and cultural development of all our pupils. Our belief in Catholic Social Justice shapes how we behave; what we say; how we build relationships and how we learn. This is incorporated into every aspect of life at St. Ethelbert's EYFS.

Every child is recognised as a unique individual and we celebrate and welcome the differences within our school community.

EYFS Curriculum Implementation

The St Ethelbert's EYFS curriculum is designed to develop the characteristics of effective learning:

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active learning – children keep on trying if they encounter difficulties, and enjoy their achievements.
- Playing and exploring – children investigate and experience things, and 'have a go'.

We use a Growth Mindset approach to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local multifaith traditions, make a variety of trips and welcome a number of visitors.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

However, the three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn. Our learning environment is designed so that the prime areas are developed throughout the setting and curriculum plans for continuous provision reflect this.

The St Ethelbert's EYFS Curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Birth2five matters; White Rose Maths; Karen Wilding Maths; Supersonic Phonic Friends phonics scheme; Helicopter stories; Colourful Semantics and 'Come and See' (RE) .

Child initiated learning is valued and encouraged. For much of the time, children's own interests are used by the adults to engage the children in higher level thinking and deeper learning. Each area of learning and development is implemented through purposeful play which is planned 'in the moment' and adult-led focused activities.

In order to identify weaknesses and track progress in spoken English, children are assessed termly: in using Wellcomm and Renfrew language scales. If children fail to achieve age related expectations in speaking and understanding, individual and group programs are set up to ensure that catch up is expedited. In order to develop language acquisition, and to support early oracy and story-telling skills, Reception children enjoy 'Rhyme of the Week' and 'Book of the Week' – the focus here, is on learning rhymes and repeated phrases.

At St Ethelbert's RCP, we believe in the importance of outdoor play and the unique opportunities it offers children to learn and develop. Children have a right to learn outdoors all year round and access to the area is available for most of the day.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child's achievements through engagement with 'Seesaw'. Each week, we have focus children when parental views about their child are sought. Strategies to engage and inform parents include 'Seesaw', 'Stay and Play' sessions, parent workshops, reading records, postings on facebook and our open door policy.

KEY TEXTS

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Brown Bear, Brown Bear Colour Monster Hairy McLary Little Red Hen Cock-a-moomoo Tap the Magic Tree 	<ul style="list-style-type: none"> Meg and Mog Pumpkin Soup Katie and the Starry Night Little Robin Red Vest The Christmas Story 	<ul style="list-style-type: none"> The Gingerbread Man A Thing called Snow Blackbird, Blackbird, What Do you Do? The Invisible String 	<ul style="list-style-type: none"> Jack and the Beanstalk Rapunzel Goldilocks and the Three Bears The Frog Prince The Easter Story 	<ul style="list-style-type: none"> Mr Gumpy's Car Oi, Get Off our Train! The Three Little Pigs Centipedes 100 shoes 	<ul style="list-style-type: none"> Handa's Surprise Not now, Noor Monkey Puzzle Anna Hibiscus Splash Snail Can you Catch a Mermaid

RHYMES

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> 1,2,3,4,5, Once I Caught a Fish Alive Hickory Dickory Dock Fox in a Box If You're Ready and You Know it 1 Elephant Came out to Play Dingle Dangle Scarecrow 	<ul style="list-style-type: none"> Five Little Pumpkins Incy Wincy Spider 5 Autumn Leaves Pointy Hat It's Raining, It's Pouring Christmas is Coming 	<ul style="list-style-type: none"> Caterpillar Cake I Hear Thunder I Can Build a Snowman Carrot Nose Mix a Pancake Wee Willie Winkie 	<ul style="list-style-type: none"> Jack and Jill 1,2, Buckle my Shoe Who has seen the Wind Spring Wind 5 Eggs and 5 Eggs Stepping Stones 	<ul style="list-style-type: none"> Mary, Mary Quite Contrary A Little Seed I Have a Little Frog A Little Shell The Fox Polly Put the Kettle On 	<ul style="list-style-type: none"> Sing a Song of Sixpence Shell (MG) Let's Go Fishy Tales Monkey Babies Hide and seek

PHONICS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Supersonic Phonic Friends <ul style="list-style-type: none"> The Basics 1 The Basics 2 – Groups 1, 2, 3 High Frequency Words 2.1 	Supersonic Phonic Friends <ul style="list-style-type: none"> The Basics 1 The Basics 2 – Groups 4, 5 High Frequency Words 2.2 	Supersonic Phonic Friends <ul style="list-style-type: none"> The Basics 3 – Groups 6, 7, 8 High Frequency Words 2.3; 3.1 	Supersonic Phonic Friends <ul style="list-style-type: none"> The Basics 3 – Groups 9, 10, 11 High Frequency Words 3.2 	Supersonic Phonic Friends <ul style="list-style-type: none"> Consolidate the Basics 3 The Basics 4 High Frequency Words 4.1; 4.2 	Supersonic Phonic Friends <ul style="list-style-type: none"> Consolidate the Basics 3 & 4 The Higher Level 5 – groups 1 & 2 High Frequency Words 5.1; 5.2

LITERACY SKILLS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Talk4Write Story-Making Use magnetic letters to segment, build & blend 	<ul style="list-style-type: none"> Talk4Write Story-Making Read cvc words & phrases 	<ul style="list-style-type: none"> Talk4Write Story-Making Read phonically decodeable sentences & short books 	<ul style="list-style-type: none"> Talk4Write Story-Making Read phonically decodeable sentences & short books 	<ul style="list-style-type: none"> Talk4Write Story-making Read phonically decodeable sentences & short books 	<ul style="list-style-type: none"> Talk4Write Story-making Read phonically decodeable sentences & short books

<ul style="list-style-type: none"> Write first name from memory 	<ul style="list-style-type: none"> Write cvc words using a phoneme mat Form all letters taught 	<ul style="list-style-type: none"> Understand 'title'; 'full stop'; 'exclamation mark'; 'question mark' Hold a sentence & write it with support 	<ul style="list-style-type: none"> Understand 'author'; 'illustrator'; 'speech bubble' Say own sentence and write it with minimal support Use spaces between words 	<ul style="list-style-type: none"> Understand 'blurb'; 'label'; 'heading'; 'speech marks' Say own sentence and write it with minimal support Use spaces between words 	<ul style="list-style-type: none"> Understand 'blurb'; 'label'; 'heading'; 'speech marks' Say own sentence and write it independently Use spaces between words
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MATHS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Matching and sorting Comparing amounts Comparing size, mass and capacity Explore pattern Representing, comparing and composition of 1,2,3 	<ul style="list-style-type: none"> Circles and triangles Positional language Representing numbers to 5 1 more/1 less to 5 Shapes with 4 sides Time Counting to 20 	<ul style="list-style-type: none"> Comparing and composition of numbers to 5 Introducing 0 Length and height Representing, comparing and composition of 6,7,8 Pairs Count to 50 	<ul style="list-style-type: none"> Representing, comparing and composition of 9, 10 Mass and capacity Number bonds for 10 Doubles Time Count in 10s 	<ul style="list-style-type: none"> Building numbers beyond 10 3D shapes Spatial awareness Numbers facts to 5 Odd and even Sharing and grouping 	<ul style="list-style-type: none"> First, then, now (addition and subtraction problems) Match rotate and manipulate shapes Pattern Counting in 2s

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Changes in cooking (Science) Senses (Science) My family and me (History/RE) On the farm (Geography) Our school community (RE) 	<ul style="list-style-type: none"> Autumn (Science) Light and dark (Science) Birthdays (History) Diwali (RE) Christmas (RE) 	<ul style="list-style-type: none"> Changes in water (Science) Winter (Science) Polar regions (Geography) Chinese New Year (RE) 	<ul style="list-style-type: none"> Planting (Science) Life cycles (Science) Spring (Science) Mother's Day (RE) 	<ul style="list-style-type: none"> Pushing and Pulling (Science) Materials (Science) Transport now and then (History) Eid (RE) 	<ul style="list-style-type: none"> Floating and sinking (Science) Summer (Science) Where we come from (Geography) Maps (Geography) Islam (RE) Judaism (RE) Father's Day (RE)

Expressive Arts and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<ul style="list-style-type: none"> • Painting skills (Art) • Construction toys (DT) 	<ul style="list-style-type: none"> • Printing (Art) • Wooden blocks (DT) Weather (Music-dynamics/beat)	<ul style="list-style-type: none"> • Sculptures/clay (Art) • Junk Models (DT) 	<ul style="list-style-type: none"> • Drawing (Art) • Making Pizza (DT) Growing (Music-pitch, tempo and rhythm)	<ul style="list-style-type: none"> • Textiles (Art) • Sewing (DT) 	<ul style="list-style-type: none"> • Collage (Art) • Woodwork (DT) • Friends (Music – all skills)
R.E.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Myself 	<ul style="list-style-type: none"> • Welcome • Birthdays • Diwali • Advent • Christmas 	<ul style="list-style-type: none"> • Celebrating • Gathering • 	<ul style="list-style-type: none"> • Gathering • Growing • Lent • Easter • Ramadam 	<ul style="list-style-type: none"> • Gathering • Good News • 	<ul style="list-style-type: none"> • Friends