



**Reception and Year One
Curriculum booklet
2021-22**

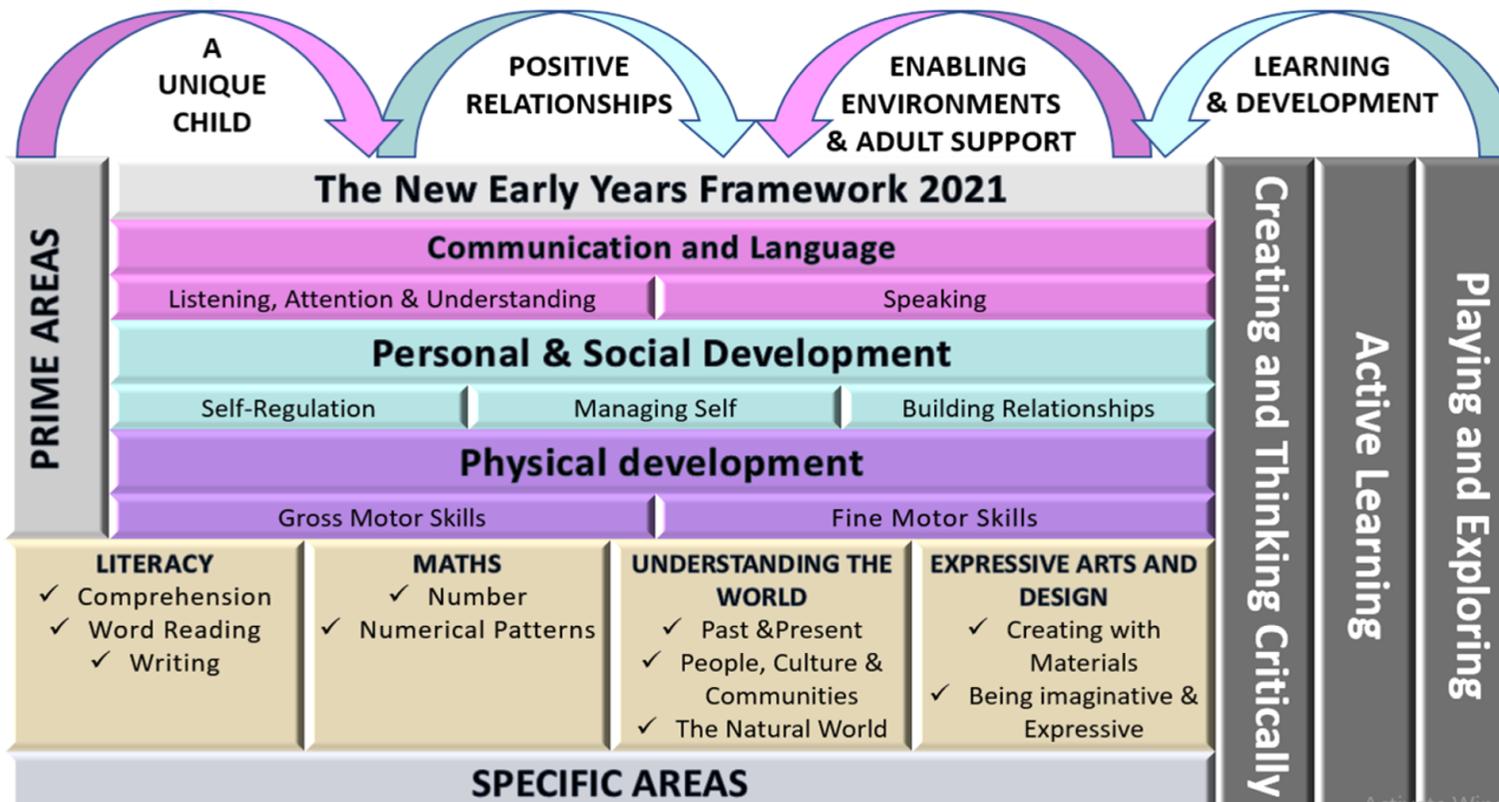
Reception and Year One

The main focus of the first years of school is to foster children's curiosity and love of learning. It should enable the children in the class to realise they have power and ownership over learning and their own progress. School should encourage self-reflection and perseverance. Children should ultimately learn how to learn and the learning itself should be a little bit magical. To achieve these aims we deliver a playful curriculum through child-led topics. We are constantly observing the children and their learning and steer the weekly topics to reflect the children's interests .

In September we will be using the new EYFS framework 21 and new Development Matters document written by Julian Grenier to guide our curriculum.

EVERY CHILD DESERVES THE BEST POSSIBLE START
IN LIFE AND THE SUPPORT THAT ENABLES THEM
TO FULFIL THEIR POTENTIAL.

EYFS FRAMEWORK 21'



Children will be offered an abundance of opportunities to learn through a playful curriculum. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We will deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS Framework21 and children's interests.

English/Communication and Language and Literacy

English focuses on developing each child's ability to understand and use language as an integral part of learning in all areas. This enables them to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through Talking and Listening, and Reading and Writing) using a variety of skills and media. Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. English is therefore key to learning, enjoyment and personal growth.



Fine Motor group

This is a differentiated short, quick-paced session where the children work on their fine motor control, their pencil grip and their handwriting. The children complete hands-on activities which focus on motor skill development by improving the muscles in the fingers and hands, strengthening hand grip, and developing wrist movement to aide writing.



C and L, L rotation/ English

The basis of this lesson is a rotation of activities that are linked to a book, text or the topic of the week. In this lesson we really hope to bring the learning to life. The activities should be as fun and magical as we can make them to ensure that the children develop a real love of stories and writing.

Phonics

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. During this differentiated session children play phonics games and complete practical phonic activities to aid their reading skills. The children are heard to read daily.

Tricky word tickets

At the end of the day right before home time we listen to the tricky word song. We revise the tricky words learnt so far and learn a new tricky word each day. Tricky words are words that cannot be sounded out using phonics. To be able to go home the children need a tricky word ticket. They must be able to read the tricky word of the day -if they are successful they get the tricky word to take home with them.



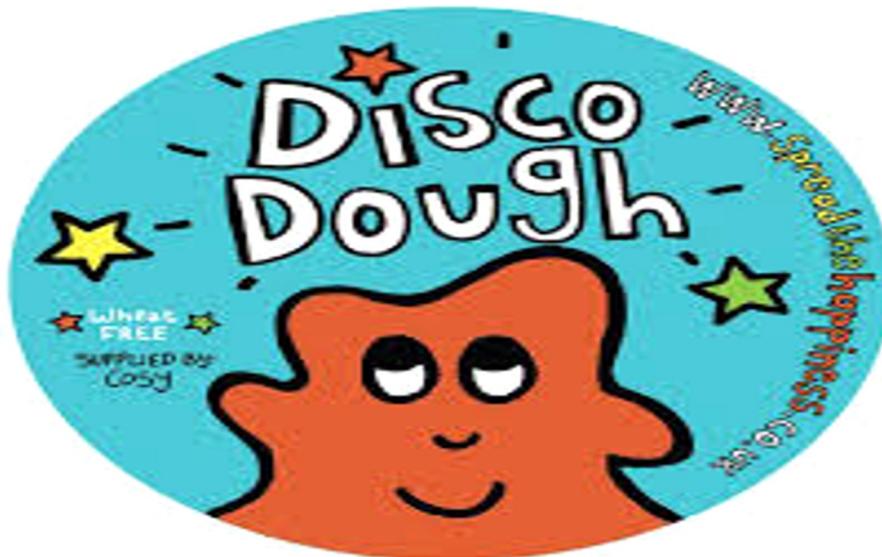
SQUIGGLE WHILST YOU WIGGLE

By Shonette Bason



Squiggle whilst you Wiggle

Squiggle whilst you Wiggle is a kinaesthetic approach to stimulate early writing. It encourages children to focus on making large scale movements to loud music. The children then mirror these movements using pens on paper. It is basically handwriting practice delivered in a super fun, lively way and it has been shown to increase handwriting confidence and progress.



Dough disco

Dough disco uses the neuroscience approach of tapping. By completing movements with playdough to music it aids the children's motor skills and their ability to write.

We will be using the 'Letters and Sounds' document to scaffold our phonic learning. 'Letters and Sounds' aims to build children's speaking and listening skills in their own right as well as preparing children for reading by developing their phonic knowledge. It sets out a detailed and systematic programme for teaching phonic skills.

Phase 1 builds important foundations crucial for a child to be able to read with confidence. Through fun games and activities it encourages children to listen for sounds, promotes good speaking and listening skills and encourages children to start orally segmenting sounds in words.

Once children can hear sounds in words and recognise rhyme and rhythm we start to teach the basic phonetic code (see below). We then encourage the children to begin word building. Alongside this it is crucial that children memorise tricky words that can't be sounded out in order to be able to access a broader range of texts.

Lower School teaching order

Phase 2:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3:

j, v, w, x, y, z, zz, qu, ch, th, ng, ai, ee, igh, oa, oo, ar, or,
ur, ow, oi, ear, air, ure, er

Phase 5:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a_e, e_e,
i_e, o_e, u_e

Mathematics Year R

Mathematics is one of the four specific areas within the EYFS. It is subdivided into Number and Numerical Patterns.

Children learn to count and learn the value of numbers helping them to solve problems, use money and calculate more or less. Children are also supported to understand size, weight, capacity, position, distance, time and money and compare quantities, objects and solve problems. Children learn about maths through play and their daily experiences, the more meaningful to them and hands on it is the better.

Mathematics Year One

Mathematics is the development and application of mathematics across the curriculum and in real-life situations.

Numeracy skills help pupils to make informed and responsible choices and decisions throughout their lives.

Mathematics and Numeracy includes: Processes in Mathematics, Number, Measures, Shape and Space and Handling Data. Pupils engage in a wide range of purposeful activities that involve them in different modes of mathematical learning. These include playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.



Mathematics rotation

At the centre of this lesson is a carousel of Mathematics activities linked to the week's topic. The activities are as hands on and as creative as possible . The children will engage in activities that will encourage their problem solving skills and encourage logical thinking. The aim of this session is to promote a positive attitude towards Maths and develop a Mathematical curiosity.

Year R

Understanding the world

Understanding of the World promotes learning about other people, the place where they live and about all aspects of the environment.

Expressive Arts and Design

Within EAD children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. EAD is also about children's explorations into the world of their imagination building on their experiences of the real world and transforming them into something new – whether through role play, music, imaginary play, block play or small world play or a range of other areas.

PD

Physical development is a prime area of the EYFS as young children undergo rapid and wide-ranging physical and psychological developments in their early years which contribute to their future health and well-being.

Year One: Topic lessons

The title 'topic' is an umbrella title for Science, History, Art, ICT, DT and Geography. We cover topic objectives by adopting a 'creative curriculum' approach.

A creative curriculum approach encourages:

Skills development: embedding learning and curriculum skills that children will need in later life.

Cross-curricular links that encourage creativity: establishing links that require children to use their learning and skills imaginatively within applied contexts.

Meeting children's needs and interests: an inclusive approach in which children are able to receive appropriate challenge and bespoke extension work.

Every term, we talk to the children to find out what their interests are and what they want to learn. Then the teachers build the curriculum around the children's interests, meaning no two Lower School terms are ever the same. Children will not be taught an 'off the shelf' lesson that is rolled out year after year, ignoring the children's interests.

Our Creative Curriculum really is the most stimulating and exciting way to teach and learn. It encourages children to become self-motivated learners. It's our opportunity to create those very special memories about learning to last the whole of their lives.



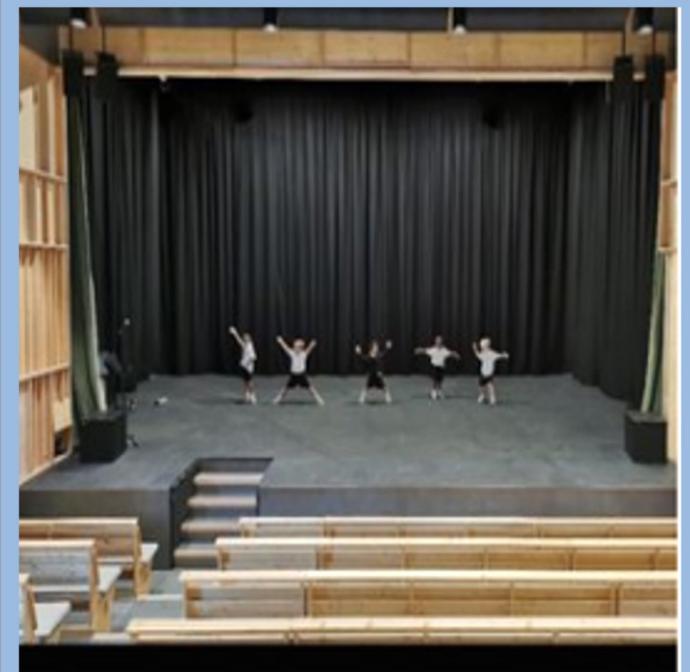
Topic

The topics we choose reflect the children's interests and the direction we take with the topics is down to the children's curiosity and questioning. Many children possess sophisticated thinking skills and creativity which can be fostered by providing the time and space for them to explore in depth those things which fascinate them.



Music with Mrs Barlow

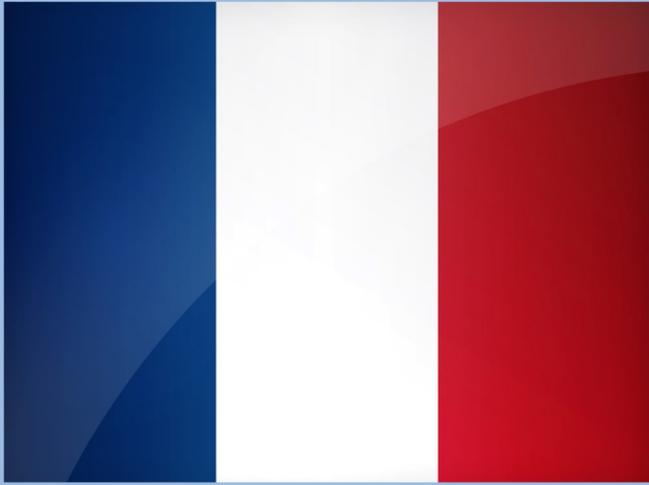
The value of music in the EYFS lies in its contribution to enjoyment and enrichment, for its social benefits. High quality music education enables lifelong participation in, and enjoyment of, music. Music is a twice-weekly fun session where children are provided with opportunities to explore music, using a variety of songs and some musical instruments.



Drama with Miss Anderson

Drama is invaluable as a means for developing communication skills, encouraging positive social interaction, increasing physical control and teaching children how to listen and respond appropriately.

Drama enables pupils to develop their understanding of the world. They have opportunities to engage in a range of creative and imaginative role play situations, on their own and with others.



French with Mrs Moss

Our aim is to give children self-confidence to communicate naturally and spontaneously in French. We show the children that learning a foreign language can be recreational and fun. To this end, a lot of stimulating activities are employed, such as finger rhymes, short stories, songs and games using puppets. At this young age, it is purely oral work and activities that give a chance for all children to be motivated and to achieve.



Wild Child Charter

We encourage children to explore their environment in order to develop healthy bodies and minds, encourage social skills, improve motivation and concentration and develop a respect for the natural world. The natural environment is used to stimulate imagination, creativity and investigation. They will learn to work independently and also in groups. This offers the children the opportunity to take risks, take care and take responsibility whilst having fun.



PE with Mr Maher

Children have four sessions weekly with the PE teachers. Sessions labelled games involve ball skills and working with others. Gymnastic activities include travel, weight bearing, body control and jumping. We also have dance which is often related to our topics. In every session we aim to improve our fitness and have fun.

Personal, Social, Emotional development

Personal, Social and Emotional Development (PSED) are the three building blocks of future success in life. They are closely linked to each other and often bracketed together as one area of learning and development. PSED is a prime subject within the EYFS curriculum.

Personal development (Being me) – how we come to understand who we are and what we can do, how we look after ourselves.

Social development (Being social) – how we come to understand ourselves in relation to others, how we make friends, understand the rules of society and behave towards others.

Emotional development (Having feelings) – how we come to understand our own and others' feelings and develop our ability to 'stand in someone else's shoes' and see things from their point of view, referred to as empathy.



Chimp tea party

The children take part in circle time based on Steve Peter's Chimp Paradox where they discuss a range of different issues from making friendships, resolving arguments, feeling good about themselves, special people in their lives and managing and identifying feelings. The Circle times link to the Show Me Five rules. We also have a weekly class forum where we discuss the learning of the week and reflect on it.

Assemblies

On Monday we have Headmaster's assembly which sets the tone for the week. On Tuesdays we have a department assembly that links to the circle time curriculum. On Thursdays we join the Upper School in the chapel and on Friday we have Huzzah assembly which celebrates children who have followed the Show Me Five rules and achieved academically or made marked progress throughout the week.

Independent Play

Research indicates that children learn best in an environment which allows them to explore, discover, and **play**. Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.



In Reception and Year One our continuous provision provides children with stimulating, active play experiences that interest and inspire them to learn. Our enhanced provision is changed weekly to link with the class topic. It is a time for children to play with others and for staff to help them develop their ideas and language skills

