

## Year R Curriculum Overview 20-21

Our Reception Curriculum delivers the EYFS framework. This document shows an overview of our content linked to five of the seven prime and specific areas. The content for the specific areas of Literacy and Mathematics is included within our English & Maths curriculum documents. Termly curriculum letters explain how this translates into topics. The delivery of our curriculum looks to develop the characteristics of an effective learner as identified in Development Matters.

### Personal, Social & Emotional Development

#### Making Relationships

- Play cooperatively with others
- Take turns when playing with others
- When working in groups listen to others views
- Show sensitivity to other children's feelings
- Form positive relationships with adults

#### Self Confidence & Self Awareness

- Confident to try new activities
- Can describe their likes and dislikes, giving reasons
- Able to say if they do or do not need help

#### Managing Feelings & Behaviour

- Understand the behaviour that is expected
- Work in a group cooperatively
- Adjust their behaviour to different situations
- Talk about their own and others feelings

### Communication & Language

#### Listening & Attention

- Listen in a range of situations
- Give their attention to what others say
- Listen to stories and make relevant comments and questions

#### Understanding

- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events

#### Speaking

- Express themselves effectively, showing awareness of listeners' needs
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- They develop their own narratives and explanations by connecting ideas or events

### Expressive Arts & Design

#### Exploring & using media and materials

- Children sing songs, make music and dance experimenting with ways of changing them
- Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

#### Being Imaginative

- Use what they have learnt about media and materials in original ways
- Think about uses and purposes of materials
- Represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### Understanding the World

#### People & Communities

- Talk about past and present events in their own lives
- Know that other children don't always enjoy the same things, and understand why
- Know about similarities and differences between themselves and others and among families, communities and traditions

#### The World

- Know about similarities and differences in relation to places, objects, materials and living things
- Talk about the features of their own immediate environment and how environments might vary from one another
- Make observations of animals and plants and explain why some things occur, and talk about changes

#### Technology

- Recognise that a range of technology is used in places such as homes and schools
- Select and use technology for particular purposes.

### Physical Development

#### Moving & Handling

- Show good control and coordination in large and small movements
- Handle a pencil correctly
- Handle equipment and tools effectively

#### Health & Self Care

- Understand the importance of physical exercise and a healthy diet
- Explain how to keep healthy and safe

During Reception our children will experience a wide range of learning opportunities such as:

- Cooking
- Walks to the local library
- Working within the school grounds e.g. pond dipping & bug hunts
- Joining KS1 children for a Christmas show
- Educational day visits e.g. visiting Danbury park

Throughout the year children will listen to and learn traditional tales and rhymes that develop cultural capital.

### Continuous Provision and Direct Teaching

Every day exciting opportunities, indoor and outdoor, are provided for both child initiated play and adult led activities. The Reception space is designed to ensure resources, such as the creation station, are continuously available for the children to access independently. In addition, adults prepare spaces, such as the role play area, to encourage but not dictate particular curriculum foci.

Children are encouraged to focus on a single activity for an increasing period of time as the year progresses. The structure of the space however enables children to move readily to different activities and follow their interests.

Delivery of the curriculum of course does mean that at times children will be directed to a particular activity, be directly taught as a group or be part of an adult lead task with a targeted focus.

### Topics

The Autumn term is focused on settling into school and exploring the new environment. The children will be making new friends and trying new activities. Learning will be based through the topic of Rhyme Time and stories of Julia Donaldson.

In the Spring Term the topic is 'It's a Bears Life'. Activities include searching the grounds for any bears, understanding different habitats including hot & cold ones. The children prepare and enjoy a Teddy Bears picnic with a special bear from home.

During the summer the children's learning is based on the topic of Dinosaurs then Space. Initially the role play area becomes a Jurassic Discovery Centre before transforming into a space rocket. The children undertake astronaut training and communicate with aliens.