



Reception Curriculum

Intent

At Middlefield, we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. We aim to create a learning environment which invites curiosity and enables individuals to explore and extend their knowledge; and to build relationships which support and encourage all children to flourish. We work collaboratively with parents and carers to develop independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. In the Nursery Curriculum, we prioritise the Prime Areas of learning these being Personal, Social and Emotional Development, Physical Development and Communication and Language. These areas are then extended and built upon in the Reception year. We value imagination and creativity and seek to extend the children's experience of the Arts by introducing them to a variety of music and artwork covering a range of genre. It is our intent to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular forest school sessions.

Implementation

Our curriculum is based on the government Statutory Early Years Framework. This is made up of **four overriding principles** which our early year's education is based upon:

- **Unique Child** - Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

We use the non-statutory guidance, Development Matters as a base on which we build the stepping stones to learning. The skills to be taught are split across the year, however, these are flexible according to the children's individual needs and abilities. The themes through which the skills are taught are based mainly around the children's interests, other adult-lead themes will be covered in order that key experiences are not missed, e.g. Celebrations, Seasons, etc. Themes are carefully chosen in order that appropriate vocabulary can be taught according to the needs of the cohort. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our timetable is carefully structured so as to have a balance of whole class and group adult lead tasks and child-initiated learning times, where individuals have opportunities to apply the knowledge and skills they have been taught. We teach phonics through the Anima Phonics validated scheme and follow the White Rose progression in maths.

Impact

Our curriculum and its delivery ensure that all children make progress from their starting points. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make progress so that many children meet the national expectation for GLD at the end of the year. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform our planning. The children at Middlefield experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning on which to build.

THEMES	<p style="text-align: center;">AUTUMN TERM Autumn 1 Settling in - Marvellous me <i>People who help us in school</i> <i>Traditional Tales</i></p>	<p style="text-align: center;">SPRING TERM Spring 1 Superheroes Winter / Winter animals Chinese New Year</p>	<p style="text-align: center;">SUMMER TERM Summer 1 Minibeasts and Growing Things Lifecycles, planting and growth.</p>
	<p style="text-align: center;">Autumn 2 Seasonal change - Autumn Festivals and Celebrations - Bonfire night / Hanukkah/ Diwali and Christmas Autumn and hibernation</p>	<p style="text-align: center;">Spring 2 Growth and change Tradition Tales St Georges Day <i>Ramadan Eid</i> <i>Easter</i></p>	<p style="text-align: center;">Summer 2 Journeys Transport - Land, air or sea. Pirates and Mermaids Transition</p>
Key Texts	The Colour Monster, Rainbow Fish, Find your Happy/In my heart, Little Red Hen, The Best Diwali Ever and The Christmas Story.	Lost and Found, Jonty Gento, Polar Bear Polar Bear what do you see? Polar Bear and the Snow Cloud, Poles Apart.	The Train Ride, The Naughty Bus, Mr Gumpy's Motor Car, Engine, Engine. Look what I've Found.
Enhancements Trips/visits	Visit from People who help us in school Local Walk Forest school	Trip to Imagine That Delivery of living eggs	Trip to the farm Butterfly Awareness Week - delivery of caterpillars
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary.	Learn new vocabulary. Use new vocabulary through the day.	Learn new vocabulary. Use new vocabulary through the day. Use talk to help work out problems and organise thinking and activities, and to

	<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases (eg. Good morning, how are you? Are you okay? Can I help you? Etc). Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Describe events in some detail.</p>	<p>Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>explain how things work and why they might happen. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Personal Social and Emotional Development</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing; regular physical activity healthy eating toothbrushing</p>

		Manage their own needs. personal hygiene	sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian
Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired: Crawling, walking jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</p>	<p>Revise and refine the fundamental movement skills they have already acquired: Crawling, walking jumping, running, hopping, skipping, climbing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes.</p>

	<p>paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes.</p>	<p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	
Literacy	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Form lower-case letters correctly. Spell words by identifying the sounds and then</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form many lower-case and some capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple captions</p>	<p>Continue to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known letter-sound correspondences. Begin to use a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case letters correctly. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen to and talk about selected non-fiction to develop a deep familiarity</p>

	writing the sound with letter/s.		with new knowledge and vocabulary (C&L)
Maths	<p>Count objects, actions and sounds.</p> <p>Subitise up to 3 in standard patterns.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare length in simple terms.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Begin to explore addition by combining two amounts.</p> <p>Explore the composition of numbers to 10.</p> <p>Subitise up to 5 in standard patterns.</p> <p>Automatically recall number bonds for numbers to 5.</p> <p>Begin to work with number bonds to 10</p> <p>Compare length, height, mass and capacity in simple terms.</p> <p>Explore the passing of time.</p> <p>Continue, copy and create repeating patterns.</p> <p>Explore 3D shape</p>	<p>Continue to explore the composition of numbers to 10.</p> <p>Subitise up to 5 in random arrays.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare length, weight and capacity in simple terms</p>

<p>Key Texts following White Rose</p>	<p>Where's my Teddy? The Bear in The Cave, Peace at Last, Seaweed Soup, Clean up Everybody, Beep Beep Vroom Vroom, The Button Box, A New House for Mouse.</p>	<p>I Spy Numbers, None the Number, Zero is the Leaves on the tree, Balancing Act, The Ugly Five, The Blue Balloon. Ten black dots.</p>	<p>Jack the Builder, One Moose, 20 Mice, one to 10 and back again, 10 on a train, 20 big trucks in the middle of the street, Which one doesn't belong.</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about things that happened before they were born (e.g. mum/dad going to school; parent's marriage; grandparent's lives) Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Observe plants and animals and make drawings to record their observations. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.</p>

	Recognise that people have different beliefs and celebrate special times in different ways.		
Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Listen attentively, move to and talk about music.</p> <p>Watch and talk about dance and performance art.</p> <p>Sing in a group or on their own.</p> <p>Begin to develop storylines in their pretend play</p>	<p>Explore, use and refine a variety of artistic effects (including colour mixing; combining media and textures) to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>

<p>Events</p>	<p>First lunch Settling into Reception / Nursery Baseline assessment Parents Evening Parent reading meeting Diwali Remembrance Day Stay and play sessions Christmas Performance</p>	<p>Chinese New Year Easter World Book Day E Safety Day Parents Evening</p>	<p>Educational visit. EID Sports Day Transition events EYFSP data submitted. Reports to parents</p>
<p>Parental Engagement</p>	<p>Parents to sign up to Tapestry to share information from school and home. School Website Open door policy each morning during self registration. Half termly newsletters Google translate</p>		