

The Curriculum for Reception Year for the Academic Year 2014-15

	<p style="text-align: center;">Autumn 2014 First half term</p> <p style="text-align: center;">All about us</p>		<p style="text-align: center;">Spring 2015 First half term</p> <p style="text-align: center;">Adventures</p>		<p style="text-align: center;">Summer 2015 First half term</p> <p style="text-align: center;">Living things & farms</p>
<p>To start our year the children find out about each other, share family experiences, explore their new school environment and meet their buddies.</p>		<p>During this half term adventures are the starting point for learning. Children will create a space ship imaginary play area for some of their adventures.</p>		<p>Observation of chicks and tadpoles will support children's learning about life cycles. Our visit to Standalone Farm is also a much anticipated event.</p>	
	<p style="text-align: center;">Autumn 2014 Second half term</p> <p style="text-align: center;">Once upon a time...</p>		<p style="text-align: center;">Spring 2015 Second half term</p> <p style="text-align: center;">Superheroes</p>		<p style="text-align: center;">Summer 2015 Second half term</p> <p style="text-align: center;">Africa & wild animals</p>
<p>Books and stories are always a large element of our themes. This half term we focus on traditional tales and imaginary worlds as a starting point for learning.</p>		<p>The spaceship role play area will change to a headquarters for superhero problem solving during this half term. Stories such as Super Daisy and Traction Man fire imaginations.</p>		<p>During our final half term children learn about another country with a focus on similarities and differences in homes, land and animals. We finish the year with a visit to Woburn Safari Park.</p>	

Reception Year - Early Years Foundation Stage (EYFS)

<p>The Characteristics of Effective Learning <i>From 'Development Matters in the Early Years Foundation Stage'.</i></p>	<p>The Prime Areas of Learning The prime areas of learning are fundamental, work together and move through to support development in all other areas. <i>From 'Early Years Outcomes', September 2013.</i></p>		
<p>Playing and exploring Engagement</p> <ul style="list-style-type: none"> • Finding out and exploring. • Playing with what they know. • Being willing to 'have a go'. <p>Active learning Motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating. • Keeping trying. • Enjoying achieving what they set out to do. <p>Creating and thinking critically Thinking</p> <ul style="list-style-type: none"> • Having their own ideas. • Making links with previous learning. • Choosing ways to do things. 	<p>Communication, language and literacy</p> <p>Listening and Attention</p> <ul style="list-style-type: none"> • Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories. • Maintaining attention, concentrating and sitting quietly during appropriate activity. • Responding to what they hear with relevant comments questions and actions. <p>Understanding</p> <ul style="list-style-type: none"> • Following instructions. • Answering 'how' and 'why' questions in response to stories or events. • Listening and responding to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> • Building of vocabulary. • Expressing self effectively, showing awareness of listeners needs. • Use of correct tense - past, present and future. 	<p>Physical development</p> <p>Moving and Handling</p> <ul style="list-style-type: none"> • Travelling with confidence and skill around, under, over, off and through balancing and climbing equipment. • Showing increasing control over an object in pushing, patting, throwing and catching or kicking it. • Handling equipment and tools effectively, including pencils for writing. <p>Health and self care</p> <ul style="list-style-type: none"> • Understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Showing understanding of how to transport and store equipment safely. • Managing own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<p>Personal, social and emotional development</p> <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Being confident to speak about own needs, wants, interests and opinions. • Being confident to try new activities and can talk about abilities. • Being able to select resources independently. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Understanding how they and others show feelings. • Understanding how actions can affect others. • Understanding and following class /school behaviour expectations. <p>Making relationships</p> <ul style="list-style-type: none"> • Taking steps to resolve conflict with others, e.g. finding a compromise. • Playing cooperatively, taking turns with others. • Taking into account the ideas of others about how to organise an activity.

Children who achieve the Early Learning Goals (expected levels of attainment) in the prime areas of learning, literacy and mathematics are considered to have reached a good level of development (GLD) for the end of the Early Years Foundation Stage.

Reception Year - Early Years Foundation Stage (EYFS)

The Specific Areas of Learning

The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

From 'Early Years Outcomes'. September 2013

Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Reading</p> <ul style="list-style-type: none"> • Recognition and generation of rhyming words. • Hearing and saying the first sound in a word. • Recognition of sounds in words, starting with a-z and progressing to combinations of letters that make one sound e.g. sh (as in shop) • Blending sounds together to read. • Recognition of tricky words (words that cannot be 'sounded out') • Enjoying a range of books. • Reading with understanding. <p>Writing</p> <ul style="list-style-type: none"> • Writing letters a-z with correct letter formation. • Listening for sounds in words to support spelling e.g. c-a-t or b-oa -t. • Remembering how to spell some key words, including some tricky words. • Leaving 'finger spaces' between words. • Putting ideas into sentences and then writing these with correct word order. • Writing sentences marked with a capital letter and full stop. 	<p>Numbers</p> <ul style="list-style-type: none"> • Counting objects accurately, progressing to objects that cannot be moved. • Recognition and sequencing of numbers to 10. 20 and then beyond. • Estimating how many. • Using 'more' and 'fewer' to compare two sets of objects. • Understanding and using vocabulary involved in addition and subtraction. • Solving problems, including doubling, halving and sharing. • Recording work using marks they can explain, starting with jottings (pictures/marks) and progressing to number statements. <p>Shape, space and measures</p> <ul style="list-style-type: none"> • Exploring and describing shapes using some mathematical terms to describe them e.g. curved, straight, cone. • Recognising, creating and describing patterns. • Using everyday language to talk about and compare size, weight, capacity, position, distance, time and money. 	<p>People and communities</p> <ul style="list-style-type: none"> • Talking about past and present events in their own lives and in the lives of family members, including customs and traditions. • Finding out about the lives of others including families, customs and traditions. • Knowing that other children don't always enjoy the same things and being sensitive to this. <p>The World</p> <ul style="list-style-type: none"> • Developing understanding of changes over time, such as seasons or life cycles. • Showing care and concern for living things and the environment. • Looking at similarities and differences in relation to places, objects, materials and living things. <p>Technology</p> <ul style="list-style-type: none"> • Learning how to complete simple programs. • Recognising that technology is used in homes and schools. • Selecting and using technology for a particular purpose, for example using a voice recorder to record ideas or using a simple graphics program to draw. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Using percussion instruments to find out how sounds can be changed. • Understanding how to mix primary colours to make a range of colours. • Using lines to create a representative drawing. • Building a repertoire of songs and dances. • Combining different media, eg adding collage materials to a painting or box model. • Constructing with a purpose in mind. • Learning how to use simple tools e.g. hole punches. • Learning different techniques e.g. different ways to make marks using a paint brush. • Selecting appropriate resources, adapting work as necessary. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Adding a storyline to play. • Using available resources to create props and construct. • Representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.