

## CURRICULUM OVERVIEW FOR FOUNDATION STAGE 2020-21

The children's learning in Reception is completely integrated with all 7 areas of learning addressed through a variety of 'topics'. These have been carefully chosen and developed to appeal to the wide range of interests that girls and boys have at this age and are as follows:

<b>Term 1-</b> Starting School and Under the Sea	<b>Term 4-</b> Elmer Stories and Elephants
<b>Term 2-</b> Cultures and Celebrations and Christmas	<b>Term 5-</b> Mini-beasts and a visit to the zoo
<b>Term 3-</b> Bears – real bears and fictional bears	<b>Term 6-</b> Growing/Moving On

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

This area of learning is fundamental to everything we do in Reception. It is essential that children feel safe, secure, valued and happy at school and we aim to achieve this through addressing the social and emotional needs of each individual child as they arise in all situations. We aim to personally develop the children through play, discussions, stories and assemblies. We help the children to form positive relationships and to learn that conforming to a set of basic school rules where the feelings, opinions and beliefs of others are considered and respected. This can lead to a sense of belonging and inner well-being. This is the essence of being a pupil at Boringdon.

### **COMMUNICATION AND LANGUAGE**

This area of learning is divided into 2 areas:

**Listening, Attention and Understanding** the children will learn to listen attentively and respond to what they hear with relevant questions, comments and actions. They will learn to make comments about what they have heard and ask questions to clarify their understanding.

**Speaking** the children are encouraged to feel confident to speak in a range of situations and use conversation to express their needs, feelings and opinions. Children's speaking skills are developed through play, stories, drama, conversation and role modelling by the teaching staff. Their vocabulary is extended and developed making use of recently introduced vocabulary and speaking using full sentences, including use of past, present and future tenses. The voice of every child is valued.

### **PHYSICAL DEVELOPMENT**

This area of learning is divided into 2 parts:

**Gross Motor Skills** in PE children will learn to negotiate space and obstacles safely through playing games. They will develop their strength, balance and coordination when playing and through using the apparatus. They will have opportunities to develop their jumping, dancing, running, hopping and skipping skills.

**Fine Motor Skills** Through exploring a range of small tools such as scissors, paintbrushes, tweezers they will develop their fine motor skills and the children will develop an effective tripod pencil grip. They will have lots of opportunities to develop their drawing skills by drawing bears, mini-beasts and develop their accuracy.



### **LITERACY**

This is divided into 3 areas:

**Word reading:** Children are taught to read individually at Boringdon as it is our belief that every child learns to read in a slightly different way and the teaching of reading has to be individualised to meet each child's needs. A range of strategies are used to teach reading, including phonics. Our core reading schemes are Phonics Bug and Oxford Reading Tree but other schemes are used to supplement this to meet the needs of all children. Large book corners in each class and in our outside learning area are continually available to the children. They also enjoy a weekly visit to the Library Area to actively develop a love of books and reading.

**Comprehension:** Shared stories such as Elmer and Handa's Surprise, help the children to develop their own story telling skills and their understanding of stories. Through the emersion of different types of books, the children develop their vocabulary and are able to use this in their own role play and the theatre.

**Writing:** Children are taught how to hold a pencil correctly to form letters with the correct orientation from memory. Children are shown how to phonetically sound out words and to write simple sentences. We teach joined writing from the beginning, which is our school handwriting policy.

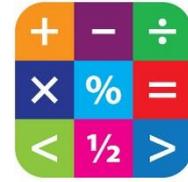
verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant

Children are given exciting and varied opportunities to practice their writing in their play by writing cards, lists, captions, labels and notes to their friends inside and outside of the classroom.

### MATHS

This is divided into 2 areas:

**Number:** Children are taught how to count and calculate with numbers to at least 10 and beyond. A firm understanding of the composition of each number is developed through a range of play and 'taught' activities. Through songs and exploration children learn to recall number bonds to 5 and some number bonds to 10. Children's subitising skills are developed so they can quickly recognise amounts to at least 5.



**Numerical patterns:** Children are taught how to count beyond 20 and to be able to recognise patterns within the counting system such as odds and evens. Children are encouraged to develop their maths understanding by solving problems including doubling, and sharing numbers.

### UNDERSTANDING THE WORLD

This is divided into 3 areas of learning:

**People, Culture and Communities:** Stories, role play and experiences are used to teach children that we all have similarities and differences amongst our families, communities and traditions. The topic called Cultures and Celebrations is used to directly teach children about some of these differences as many are beyond their direct experience. The children are continually taught the importance of respecting and accepting differences as an integral part of forming relationships with adults and peers at school.



**The Natural World:** Children are encouraged to explore their natural world around them through the use of the outside area and by taking part in outdoor learning. They learn to make observations about animals and plants in their environment and observe the changes that happen in the seasons. Through topics such as Elmer and elephants they learn about differences in the natural world around them and the contrasting environment of Africa. Each child's ability to

observe and explain why some things occur and talk about changes is also developed.

**Past and Present:** Through our topic on Bears children are taught about similarities and differences in Teddies in the past and present. The children talk about the lives of the people around them and explore some of the jobs that people who help us do.



### EXPRESSIVE ARTS AND DESIGN

This is divided in 2 parts:

**Creating and materials:** Children are encouraged to explore different materials and tools to create models and pictures. They are then encouraged to freely explore colour, design, texture, form and function using what they have been taught. A weekly teacher led art activity related to our chosen topic is used to teach each of these aspects of art and design. In addition, we have creative tables both in the classroom and outside during free-flow in the afternoons. The children have opportunities to create props to use in the theatre and their role play.

**Being imaginative and Expressive:** Children are encouraged to invent stories and narratives with their friends. The weekly drama session is invaluable in supporting children to feel confident with being imaginative. The theatre and role play area in our outdoor learning area is also used to develop all of the above. Music and dance lessons ensure the development of this area for all children and there are innumerable opportunities for children to develop this themselves through child initiated play activities.

