

**Class 1 Reception Curriculum Coverage 2017-18**

*The Reception children have followed a similar pathway to the Year 1 and 2 groups, but with a greater focus on practical learning. The following curriculum outline explains the statutory areas of learning for the Early Years Foundation Stage in relation to our school, and explains the accompanying individual Early Years Foundation Stage Profile which forms your child’s report for the end of their first year at school.*

**CHARACTERISTICS OF EFFECTIVE LEARNING:**

These characteristics underpin all areas of the curriculum and are about your child as a learner. The comments are based on observations made throughout the year whilst your child is working or playing both under adult direction and also when engaged in play activities of their own choice. We consider how a child uses their imagination and applies what they already know to new situations, whether they initiate play and are actively involved and whether they are prepared to ‘have a go’ at new activities, solving problems and embracing new challenges along the way.

**THE PRIME AREAS OF LEARNING:**

***(aspects of these run through all activities)***

**COMMUNICATION AND LANGUAGE:**

This considers the child’s ability to listen in a range of situations. It measures whether the child understands and can respond to a set of simple instructions or directions, and how well they use their spoken language, both in terms of articulation and the vocabulary they use to express themselves.

**PHYSICAL DEVELOPMENT:**

The children have many opportunities to demonstrate their coordination and motor control both in fine and gross motor activities. They need to show an awareness of themselves and others in physical spaces and be able to negotiate around other people and obstacles successfully. They also learn about the importance of factors which contribute to healthy lifestyles and personal hygiene.

**PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT:**

This area focuses on the child’s response to the experiences on offer, how they make friends, take turns and communicate their feelings. It considers how a child manages their emotions, playing and cooperating with others and learning to resolve conflicts and compromise. We observe whether the child is usually friendly and considerate, able to listen to another’s point of view and take another person’s feelings into account. We observe whether they are confident to try new activities and know when to ask for help, and how they adjust their behaviour to varying situations, taking changes of routine in their stride.

**THE SPECIFIC AREAS OF LEARNING:**

***(covered through the course of the year)***

**LITERACY:**

The skills of early writing and spelling have been taught through daily Letters and Sounds sessions, together with focused hand control and writing activities. All writing has been linked either to topic work or to shared first-hand experiences, thus giving the children something ‘real’ to write about. We share stories regularly, and the children read their own reading books with an adult at school most days.

**MATHS:**

The group has explored counting up to 20 and early addition and subtraction. We have also learned about shape, measuring (length, weight and capacity), money and simple sorting and data handling. There has been a focus on practical activities, including playing games to help understand concepts, and time for child-initiated play in all areas using the language of mathematics, moving towards an introduction to simple written methods of recording to support and consolidate understanding. Some children have moved beyond these descriptors.

UNDERSTANDING THE WORLD:

By the end of the school year the class will have covered a range of topics including Materials, Autumn, Toys, Springtime, Creatures. The emphasis in all of the above has been learning through practical activities, encouraging the children to discover and describe what they can see. We have also observed the changing natural environment during weekly welly walks and Forest School sessions. We have gained a snapshot of lives in other times and places through stories about people who lived a long time ago or who live in places which are very different from our own locality.

ICT skills have been developed through games which practice phonic and mathematical concepts, mouse control activities, using a simple art package and basic word processing skills. Independence is encouraged through regular opportunities to use familiar programs. All children have the chance to use the Smartboard in the classroom, programmable robots and CD players/cameras/iPads as opportunities arise.

**RE:** We have heard about the Christian festivals of Harvest, Advent, Christmas and Easter, and the Hindu festival of Divali; we have learned about families, friends, abiding by sets of rules and working towards personal goals. We have also explored other faiths through whole-school assemblies.

EXPRESSIVE ARTS AND DESIGN:

There have been countless opportunities for imaginative play, during focused and child-led activities both in the classroom and outside on the playground or field, including ongoing imaginative role-play games during our regular welly walks ranging from den-building to playing Pooh Sticks. Creative skills have been developed through focused art activities and during child-led sessions of drawing, cutting, sticking or painting. Art materials have been taken outside to draw buildings, flowers and trees from observation. The children have learned to mix colours in paint and then use these for making pictures. They have used a range of 2 and 3 dimensional media including pastels, chalks, charcoal, wool, paper and clay (including our own ‘clay’ dug from the field!) to create original artwork. They have created collages and pictures together, built models, made sock puppets and cards. In addition to this, there is a ready supply of paper, pens, glue and other materials giving the children access to creative activities throughout the day.

Music:

We have learned many songs including counting and alphabet rhymes, often with an extra element of participation such as clapping or actions. At Christmas everyone took part in and many showed considerable focus and confidence during the performances of our Nativity play, ‘Born in a barn’

**PHYSICAL DEVELOPMENT:**

Weekly PE sessions have been led by Mrs Coupe and Miss Bailey. In dry weather the children have worked outside, developing skills with balls and other small apparatus. During the colder, wetter months, inside activities have included dance and gymnastics skills. Year 1 and Reception children have taken part in weekly welly walks, building stamina and overcoming obstacles such as stiles, gates, mud and floods, showing determination good humour throughout.

The children have learned how to use simple tools such as scissors, knives, spoons or whisks safely when constructing and cooking, and have free access to most of the equipment to use in their games as desired. They use pencils and crayons on a daily basis as well as paintbrushes and other art equipment which all help develop their fine motor control and letter formation.

FOREST SCHOOL:

Everyone enjoys Forest School; although a victim of the bad winter weather on several occasions, we have made regular forays to the field (and occasionally the churchyard or village cricket ground) to explore a different way of learning outdoors. Forest School activities aim to build confidence and self-esteem through working together, depending on each other and learning to resolve problems together. We have participated in many art-based activities including building log sculptures and making mud faces on trees, which have required the children to work together and share out duties within a group. The activities can seem quite challenging to the children, but through the year they have become noticeably more prepared to have a go at solving issues themselves and trying to work things out together before either asking for adult help or giving up with something. Sometimes the activities require independent work, collecting things and making them into a leaf crown or a journey stick, or drawing patterns from nature. We have also learned games which involve trusting each other and working together. Whilst Forest School is undoubtedly great fun, the skills we are developing should have a positive impact on how children see themselves as learners, how they tolerate each other and how they approach new or seemingly difficult tasks.

Jane Major; June 2018