



# **Ark Blacklands Primary Academy**

## **Reception Curriculum**



## EYFS Aims

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At Ark Blacklands, our EYFS curriculum is designed to be ambitious for all pupils and **ensures that children are active participants in the learning process**; they are challenged to think, question, reflect and analyse. The EYFS framework covers the development and learning of children from birth to the end of their reception year in school. We aim to build on children's previous experiences as they enter our school from several local nurseries, to ensure a happy and purposeful year in reception. This **enables our children to be ready and confident for Key Stage 1**.

In our EYFS setting we provide a safe, nurturing and stimulating environment which supports the growth of independence, resilience, collaboration and reflects our Habits of Success. At Ark Blacklands we place a high value on vocabulary and experiences which prepare children for the rest of their school journey.

## EYFS Curriculum Approach

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Children in Reception follow our EYFS curriculum which provides the right foundations for excellent progress through Blacklands and through life. Our EYFS curriculum is language rich: inspiring stories, nursery rhymes and poems underpin each of our thematic termly topics. Children learn and hone new skills and knowledge, and demonstrate their understanding through seven areas of learning and development:

### Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These seven areas are used to plan children's learning and activities and are tailored to suit each child's individual needs. The curriculum is designed to be flexible so that staff can follow each child's unique interests.

Children in the EYFS learn by a daily mix of direct instruction; independently playing and exploring; being active and creative, and solving problems in and outside the classroom. Our specially designed EYFS outside play area gives children the chance to play safely and freely whilst simultaneously learning to assess risk and develop the skills to manage new situations. Our extensive school grounds also provide opportunities for outdoor exploration. We supplement the curriculum further with enrichment activities including visits to the local community and inviting visitors into school to engage with the pupils.

EYFS teachers quickly identify children who may need additional support and early interventions take place to ensure all children progress in their learning. Our dedicated speech and language specialist supports children with any individual speech and language needs.

Special 'wow' moments in each child's journey through EYFS is recorded in their electronic 'Learning Journey' which parents are encouraged to contribute to, allowing us to celebrate learning at home as well as at school.

At the end of the EYFS, in the summer term of the Reception year in school, teachers complete an assessment which is known as the EYFS Profile, using the Early Learning Goals. This assessment is carried out by the Reception class teachers and is based on what they, and other staff, have observed over a period of time.

### Early Reading

We firmly believe that all of our children can become fluent readers and writers, the direct teaching of which, starts with Phonics. Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.

Teachers are supported in the delivery of Phonics lessons by the Ruth Miskin Read, Write Inc (RWI) programme, which is a Department for Education validated systematic and synthetic phonics programme. The programme ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We model the application of the alphabetic code through phonics, in shared reading and writing, both inside and outside of the Phonics lesson, and across the curriculum. Through this rigorous approach to the teaching of Phonics and early reading, our readers are equipped with the tools to tackle unfamiliar words as they read.

We have a strong focus on language development for our children because we understand that vocabulary, speaking and listening are crucial skills for reading and writing in all subjects. Children participate in planned speaking and listening activities that are matched to their developing needs. We also foster a love of reading through exposing children to a wide range of reading books and storytelling. We value reading as a crucial life skill, therefore, by the time children leave us, we expect that all Reception children will have acquired the foundation skills necessary to read confidently for meaning and regularly enjoy reading for pleasure and purpose as they grow.





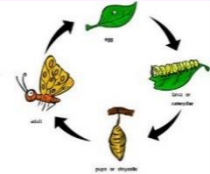

### Characteristics Of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

*PLAY: At Ark Blacklands School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. Children learn by leading their own play and by taking part in play which is guided by adults.*

### The Seven Features of Effective Practice

1. **The best for every child:** - At Ark Blacklands, children with special educational needs and disabilities are identified quickly so that all children receive any extra help they need, so they can progress well in their learning. Children are given challenges to develop depth of understanding within each of the learning areas.
2. **High-quality care:** - The child's experience is always central to the thinking of every member of the Ark Blacklands EYFS team
3. **The curriculum: what we want the children to learn:** - Our curriculum at Ark Blacklands is a top-level plan of everything we want the children to learn. It is ambitious and carefully sequenced to help children build their learning over time, while being flexible and driven by children's interests.
4. **Pedagogy: helping children to learn:** - We have an effective pedagogy with carefully organised enabling environments for high-quality play together with guided learning and direct teaching.
5. **Assessment: checking what children have learnt:** - Our assessment is led by a clear understanding of what we want the children to know and do; knowing our children well and tracking children by using Smartgrade.
6. **Self-regulation and executive function:** - We understand that language development is central to self-regulation and use language intervention programmes including The Nuffield Early Intervention Programme (NELI) and Speech and Language Link programmes. Children are invited to use the Zones of regulation poster to show how they are feeling. Children are encouraged to plan what they want to do next. Oracy is a highly valued skill at Ark Blacklands.
7. **Partnership with parents:** - We value our relationships with parents and recognise how the help that parents give their children at home has a very significant impact on their learning. We encourage parents to discuss their children through formally (parents' evenings and meetings) and informally (through discussion in the playground). Seesaw provides parents with a regular update of their child's learning at school and allows them to share their child's learning at home. Parents are invited into school for stay and play sessions; to help on school trips; phonics and reading meetings.

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic and General Themes</b>	<p><b>All about me!</b></p>  <p>About me Me and my toys My body My family My emotions My senses My friends Harvest Festival People who help us</p>	<p><b>Terrific Tales &amp; Celebrations</b></p>  <p>Traditional Tales Birthdays Fireworks Celebrating difference Remembrance Day &amp; poppies Divali Hanukah Christmas The Nativity</p>	<p><b>Out of this World!</b></p>  <p>New year and Chinese New Year What is it like in space? Going on a space journey Moon, stars &amp; planets Aliens Dreams and Goals</p>	<p><b>Amazing Animals</b></p>  <p>Local wildlife Our pets Wild animals/ Sea creatures Farm animals Pancake day Mother's Day Easter</p>	<p><b>Growth</b></p>  <p>Signs of spring Growing plants People growing Animal lifecycles – Healthy eating – fruit and vegetables Maypole Dancing Life in Africa Changing me</p>	<p><b>Journeys</b></p>  <p>Our Class Artists Our journeys to school Town and country Our journey to year one Where we live – Our Town - Hastings Our Country The Park Relationships</p>

<p><b>Wow moments</b> <b>Trips, visitors &amp; passport experiences</b></p>		<p>Every child in an Ark school can expect to take part in the same <i>passport experiences</i>. The children will add the stamps to their passport when they have taken part in that experience.</p>				
		<p>Orientation trip around my new school Visit from a paramedic/police officer <b>Speak to people who help us (Head Teacher/deputy, paramedic)</b></p>	<p>Visit St Helens Woods to look for signs of Autumn <b>Write a letter to Father Christmas and post it.</b> <b>Make a den and hide in it</b> <b>Re-tell a story to an audience (Nativity)</b></p>	<p>Space day celebrations Imaginary trip to the Moon! <b>Dance in the rain</b> Cook a mudpie</p>	<p>Visit St Helens woods to compare Spring to Autumn Visit from pets <b>Go on a hunt for some insects and small creatures</b> Make a home for an insect or small creature Taste a new fruit or vegetable</p>	<p>Visit our local library and take home a book Plant a seed and look after it</p>
<p><b>Physical development</b></p>	<p><b>Gross Motor</b></p>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. At ArkBlacklands we provide opportunities for play both indoors and outdoors, adults support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Continuous Provision</b> Throughout the year the children can play in the outside classroom, playground and adventure playground giving them opportunities to climb &amp; balance; ride on a range of wheeled resources including, trikes, balance bikes &amp; scooters and use small apparatus to support the development of hand to eye co-ordination. They also can move spontaneously to music and invent their own dances.</p>				
		<p><b>Movement for Learning:</b> - negotiating space -walking, running, curling, freezing, swinging, spinning &amp; tip toes Walking over benches Bouncing soft balls Skipping with ropes Hoopla Bat and ball</p>	<p><b>Movement for Learning:</b> - negotiating space -walking, running, curling, freezing Jumping &amp; landing Swimming in the air Waving and twirling Pencil rolling Bean bag balance Throwing skills</p>	<p><b>Gymnastics (Val Sabin)</b> Experiment with different ways of moving. Jumps off objects and lands appropriately Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p><b>Dance (Val Sabin)</b> Be aware of space and how to safely move around. Make simple shapes Travel on feet in a variety of ways Recognise repeated sounds Move in different levels and directions, including turning Recognise changes in speed of music. Move and 'freeze' with control Create pathways and patterns on the floor Work co-operatively with a partner. <b>Cosmic Yoga</b> Supporting balance, alignment &amp; co-ordination</p>	<p><b>Maypole Dancing</b> Dancing in time to music Dancing in sequence with others Skipping by hopping from one foot to the other  <b>Small Apparatus Skills</b> Practising and improving throwing, catching, rolling, spinning and balancing with balls, beanbags, hoops &amp; quoites  <b>Cosmic Yoga</b> Supporting balance, alignment &amp; co-ordination</p>
	<p><b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is linked to <b>early literacy</b>. At Ark Blacklands we provide varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allows children to develop <b>proficiency, control and confidence</b>.</p>					
<p><b>Fine Motor</b></p>	<p>Threading, cutting, weaving, playdough (dough disco) Finger gym activities (Manipulating objects with good fine motor skills) Using scissors to snip Draw lines and circles Hold pencil/paint brush/cutlery Working towards a tripod pencil grip</p>	<p>Threading, cutting, weaving, playdough (dough disco) Finger gym activities (Manipulating objects with good fine motor skills) Putting on a coat &amp; fastening a zip Using scissor to cut Increased competence in using paint brushes &amp; cutlery Using a tripod pencil grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with tripod grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Draw diagonal lines, like in a triangle / Colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego</p>



PHSE Jigsaw	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives and</b> is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p> <p>Children will be introduced to Ark Blacklands' Habits of success. They will learn about: -  <b>Aspiration, Independence, Responsibility, Curiosity, Resilience, Determination &amp; Courage</b></p> <p>The habits of success are linked to different animals and how they show each of these habits. Each week a child from each class receives the gold tie for showing one of these habits of success.</p>					
	<p><b>Being me in my world</b>  I am learning what being responsible means  How and I feeling today?  Understanding the zones of regulation  I can use gentle hands  I understand that I have rights</p>	<p><b>Celebrating Differences</b>  I can identify something I am good at and understand everyone is good at different things  I understand that being different makes us all special  I can tell you how to be a kind friend  I know what to say to stand up for myself</p>	<p><b>Dreams &amp; Goals</b>  I understand that if I persevere I can tackle challenges  I understand about not giving up  I can set a goal and work towards it  I can use kind words to encourage others  I understand there is a link between what I learn now and the job I will do later  I know what it means to feel proud</p>	<p><b>Changing Me</b>  I can name parts of my body  I understand that we all grow from babies to adult  <b>Healthy Me</b>  I understand that I need to exercise to keep my body healthy  I know which foods are healthy  I understand why sleep is important  I understand the importance of keeping clean</p>	<p><b>Relationships</b>  I know how to make friends  I can think of ways to solve a problem and stay friends  I am starting to understand the impact of unkind words  I can use Calm Me to manage my feelings  I know how to be a good friend</p>	<p><b>Healthy me</b>  I know what a stranger is and how to stay safe if a stranger approaches me  <b>Changing me</b>  I can express how I feel about moving to year 1  I can talk about my worries and what I am looking forward to  I can share my memories of Reception  Taking part in sports day - Winning and losing</p>
Communication & Language including Oracy	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, storytelling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Communication & Language including Oracy	<p>Daily plan-do-review sessions  Makaton to support language  Home Bear discussions  Weekly poem to be performed and recorded (Chop, chop, A wise old owl, Falling apples, A basket full of apples, Leaves are falling, Breezy weather)  Discussion about that term's Habit of Success  Interviewing people who help us</p>	<p>Daily plan-do-review sessions  Makaton to support language  Home Bear discussions  Weekly poem to be performed and recorded (Cup of tea, Mice, I'm a little Snowman, Father Christmas, A Chubby little Snowman)  Discussion about that term's Habit of Success</p>	<p>Daily plan-do-review sessions  Makaton to support language  Home Bear discussions  Weekly poem to be performed and recorded (Popcorn, Pancakes, I can build a snowman, Carrot nose, Spring wind)  Discussion about that term's Habit of Success</p>	<p>Daily plan-do-review sessions  Makaton to support language  Home Bear discussions  Weekly poem to be performed and recorded (Furry, furry squirrel, Hungry Birdies, A Little seed, Stepping stones, Mrs Bluebird)  Discussion about that term's Habit of Success</p>	<p>Daily plan-do-review sessions  Makaton to support language  Home Bear discussions  Weekly poem to be performed and recorded (I have a little frog, Dance, Pitter Patter, Sliced Bread, A Little shell, Five little peas)  Discussion about that term's Habit of Success</p>	<p>Daily plan-do-review sessions  Makaton to support language  Home Bear discussions  Weekly poem to be performed and recorded (The fox, Monkey Babies, Thunderstorm, Five little owls, If I were so very small, Under a stone)  Discussion about that term's Habit of Success</p>
Texts	<p>Harry and the Dinosaurs go to school  My Very Special Space  The Family Book  Funny Bones  Mr Big  We're Going on a Bear Hunt  Elmer</p>	<p>Three Little Pigs  Goldilocks  Jack and the Bean Stalk  The Gingerbread Man  The Birthday Invitation  Stick Man</p>	<p>Look into Space Whatever Next  How to Catch a Star  Aliens Love Underpants  What is the Moon?</p>	<p>The Pets You Get  Handers Surprise  Dear Zoo  Egg to Chicken  Three Little Fishes and the Big Bad Shark  Mr Impossible and the Easter Egg Hunt</p>	<p>The Tree  Oliver's Vegetables  The Hungry Caterpillar  Monkey Puzzles  Jasper's Bean Stalk  Anna Hibiscus Song</p>	<p>Voices in the Park  Town Mouse and Country Mouse  Jack and the Flum Flum Tree  The Queen's Knickers  Zog</p>
	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					

Literacy	Comprehension	<p>Join in with rhymes and showing an interest in stories with repeated refrains</p> <p>Have a favourite story/rhyme. Understand that: - Print has meaning</p> <p>We read English text from left to right and from top to bottom</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Learn new vocabulary and use these words in a sentence and in context</p>	<p>Join in with rhymes and showing an interest in stories with repeated refrains</p> <p>Help to create story maps and use them to retell familiar stories</p> <p>Act out a story</p> <p>Sequence a story</p> <p>Ask questions of a character (Hot seating)</p> <p>Recognise rhyming words</p> <p>Learn new vocabulary and use these words in a sentence and in context)</p>	<p>Identify features of fiction and non-fiction texts</p> <p>Use non-fiction books to find a topic of interest</p> <p>Ask and answer questions about a story</p> <p>Sequence the story</p> <p>Innovate a story</p> <p>Identify and think of descriptive words</p> <p>Learn new vocabulary and use these words in a sentence and in context</p>	<p>Predict what will happen in a story</p> <p>Talk about what they like/dislike in a story</p> <p>Sequence a story</p> <p>Listen and identify alliteration in a story</p> <p>Listen and identify descriptive language</p> <p>Learn new vocabulary and use these words in a sentence and in context</p>	<p>Identify and understand new vocabulary</p> <p>Story mapping and sequencing</p> <p>Looking at rhyming patterns</p> <p>Comparing texts</p> <p>Looking at unfamiliar language and understanding a character's feelings</p> <p>Hot seating a character</p> <p>Acting out a story</p> <p>Innovating a story</p> <p>Learn new vocabulary and use these words in a sentence and in context</p>	<p>Identify and understand new vocabulary</p> <p>Understanding a story through different characters</p> <p>Comparing different settings</p> <p>Story mapping and sequencing</p> <p>Learn new vocabulary and use these words in a sentence and in context</p>
	Word reading (Phonics)	<p><b>Phonic Sounds:</b> RWI</p> <p>Whole class</p> <p>All will learn: -</p> <p>Set 1 single letter sounds and word time 1.1 - 1.3</p> <p><b>Reading:</b> Initial sounds, oral blending</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>Differentiated groups</p> <p>Set 1B (expected) group will learn: -</p> <p>Single letter gaps</p> <p>Word time 1.1 - 1.4</p> <p>Spell using Fred fingers</p> <p><b>Reading:</b> Children should be verbally blending CVC words</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>Differentiated groups</p> <p>Set 1C group will learn: -</p> <p>The 24 Set 1 single letter sounds speedily</p> <p>Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4</p> <p>Spell using Fred Fingers</p> <p><b>Reading:</b> Children should be reading CVC words</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>Differentiated groups</p> <p>Ditty group will learn: -</p> <p>Set 1 Special Friends</p> <p>Read words with Special Friends: Word Time 1.5 and 1.6</p> <p>Review reading Word Time 1.1 to 1.4 speedily</p> <p>Read 3-sound nonsense words</p> <p>Spell using Fred Fingers</p> <p><b>Reading :</b> Children should be reading photocopiable Ditties → Red Ditty Books</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>Differentiated groups</p> <p>Red group will learn:</p> <p>Review reading all Set 1 Sounds speedily</p> <p>Teach reading 4/5 sound words: Word Time 1.6 and 1.7</p> <p>Review reading Word Time 1.1 to 1.5 speedily</p> <p>Read 3/4 sound nonsense words</p> <p>Spell using Fred Fingers</p> <p><b>Red Ditty Books Reading:</b> Children should be Red ditties</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>Differentiated groups</p> <p>Green group will learn : -</p> <p>Review reading all Set 1 Sounds speedily</p> <p>Read 4/5 sound words: Word Time 1.6 and 1.7</p> <p>Review Word Time 1.1 to 1.5 speedily</p> <p>Read 3/4 sound nonsense words</p> <p>Spell using Fred Fingers</p> <p><b>Red Ditty Books Reading:</b> Children should be green ditties</p>
	Writing	<p>Use of dominant hand, tripod grip, mark making, give meaning to marks and labelling.</p> <p>Drawing a picture of favourite part of book</p> <p>Write initial sounds Emergent write</p> <p>Write own names</p> <p>Whole class book making</p>	<p>Name writing</p> <p>Write a CVC word to label characters, write instructions, make party lists, find rhyming words</p> <p>Write a letter to Santa using phonic knowledge</p> <p>Write a shopping list</p>	<p>Write in response to music (CVC words or emergent)</p> <p>Write a story booklet</p> <p>Write a list of foods</p> <p>Write a postcard</p> <p>Label a picture</p> <p>Write instructions (How to make a sandwich)</p> <p>Write a caption</p> <p>Write a speech bubble</p> <p>Write a description (Of an alien)</p>	<p>Write instructions</p> <p>Write a simple sentence</p> <p>Write the beginning, middle and end of a story</p> <p>Write a sentence using alliteration</p> <p>Write a sentence using rhyming words</p> <p>Write one sentence</p>	<p>Write about a habitat</p> <p>Write an animal description</p> <p>Create a simple book</p> <p>Innovate a familiar story</p> <p>Write about how a character feels</p> <p>Create a story map and label</p> <p>Write a bean diary</p> <p>Write two or more sentences</p>	<p>Write simple sentences for their own reports</p> <p>Write a comparison between the town and the country</p> <p>Write a description of their design</p> <p>Write to describe a character</p> <p>Write an innovation of a story</p> <p>Write a letter to our new teachers</p> <p>Write three or more sentences</p>

<b>Maths</b>		<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
		<p><b>1. Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p><b>2. Pattern and early number</b> Recognise, describe, copy &amp; extend colour &amp; size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment.</p>	<p><b>3. Numbers within 6</b> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six</p> <p><b>4. Addition and subtraction within 6</b> Explore zero Explore addition and subtraction</p> <p><b>5. Measures</b> Use everyday language to estimate, order compare, discuss and explore capacity, weight and lengths</p> <p><b>6. Shape and sorting</b> Describe, and sort 2-D &amp; 3-D shapes Describe position accurately</p>	<p><b>7. Numbers within 10</b> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less</p> <p><b>8. Calendar and time</b> Days of the week, seasons Sequence daily events</p> <p><b>9. Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away</p> <p><b>10. Grouping and sharing</b> Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing</p>	<p><b>11. Numbers within 15</b> Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer</p> <p><b>12. Doubling and halving</b> Doubling and halving &amp; the relationship between them</p> <p><b>13. Shape and pattern</b> Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns</p>	<p><b>14. Securing addition and subtraction facts</b> Commutativity Explore addition and subtraction Compare two amounts •Relationship between doubling and halving</p> <p><b>15. Number patterns within 20</b> Count reliably &amp; order nos 1 – 20 1 more/less with nos to 20 Solving problems with grouping &amp; sharing to 20 Representations for nos 0 – 20 Estimate &amp; check by counting Equal/unequal groups</p>	<p><b>16. Number Patterns beyond 20</b> One more one less Estimate and count Grouping and sharing Ordering nos to 50 Solve problems involving 2s, 5s and 10s</p> <p><b>17. Money</b> Coin recognition and values Combinations to total 20p Change from 10p</p> <p><b>18. Measures</b> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths</p> <p><b>19. Exploration of patterns within number</b> Solve problems including grouping, sharing, doubling and halving Record using marks Identify own mathematical problems</p>
<b>Understanding the World</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p style="text-align: center;"><b>Curiosity cubes</b></p> <p style="text-align: center;">Each week we will have something topical for the children to discover, show curiosity and ask questions about in our curiosity cube.</p>						
<b>Understanding the World</b>	<p><b>Past &amp; present People, culture &amp; communities</b></p> <p><b>The Natural World</b></p>	<p>Finding our way around the school Key people, key places Similarities &amp; differences in ourselves and our friends Interviewing people who help us Using the ipads to take photos</p>	<p>Diwali Firework – Learning about Guy Fawkes Remembrance Day – why do we wear poppies? What is the weather like today? Which season are we in? Family birthday and celebrations discussion Hanukah and Christmas comparison Advent Recording and watching ourselves in our Nativity</p>	<p>New Year and Chinese New Year Tasting Chinese Foods Where is China? – find it on the map Valentine's Day The Planets, the stars, and the moon The moon landing – contrasting the moon to the earth Gravity experiments</p>	<p>Observing local birds What do our birds like to eat? The life-cycle of a chicken Comparing wild animals and pets Visit from a vet and pets <i>Taste a new fruit or vegetable</i> Looking at different habitats and comparing them Why do we eat pancakes on Shrove Tuesday? Why do we celebrate Easter? Visit The Rare Breeds Centre</p>	<p>Experiments to change the colour of a flower Growing grass caterpillars/ What is life like in Africa – Where is Africa on the map? How is it different to England? Signs of spring Growing plants People growing Animal lifecycles – Healthy eating – fruit and vegetables <i>Plant a seed and look after it</i> Visit St Helens Wood – comparing the season of Spring to the Autumn when we visited last</p>	<p>Comparing Hasting now and in the past Hastings – where is it on the map? Where are England, Scotland, Ireland and Wales on the map? Old and new transport Where would I go on holiday? Visit Alexandra Park Visit our year 1 classes <i>Play in a park/playground</i> <i>Re-Tell a story to an audience</i></p>







## The Early Learning Goals

At the end of reception children will be assessed against the seven areas of the Early Learning Goals

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>