

## Reception

### Intent:

In Reception, we recognise children's interests and prior learning before planning learning opportunities. We endeavour to provide first-hand experiences which make our curriculum purposeful and relevant. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required.

Throughout Reception, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn-taking & sharing and are given opportunities to practise these skills in a safe and nurturing environment. We use a Conscious Discipline approach to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

### Implementation:

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis. We constantly provide enhancement opportunities to engage learners and link to our topics. We encourage children to be independent in the continuous provision through the use of "challenges". We support children to be intrinsically motivated to complete the challenges and therefore take ownership of their own learning. As well as learning through the continuous provision, children also access Adult Directed activities in which adults teach children particular skills, with objectives taken from Development Matters. Children also take part in daily synthetic phonics sessions, which follow the Read Write Inc. scheme. Children are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing in the continuous provision.

We plan a broad and balanced curriculum which provides children with a range of first-hand experiences and opportunities to get out into the local community. Our specific aims for every child to complete are:

Observe a caterpillar turn into a butterfly	
Make a pancake	
Perform in a 'Winter Songs' recital	
Visit the local train station	

Meet some minibeasts at the Wild Roadshow	
Meet a teacher's pet	
Post a letter	
Take part in a Family Fun Day	
Look up where you live on a map	
Visit the Sea Life Centre in Manchester	

**Impact:**

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving a 'Good level of development' (GLD) by the end of the Reception year.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to have all six of our school's core values embedded by the time they leave Reception. These are: *Respect, Ambition, Creativity, Determination, Confidence and Enthusiasm*. When children leave Reception, not only are they Year One ready, but well-rounded individuals with positive attitudes towards learning.