



Reception

Intent

In Reception, we build upon the foundations established in Nursery and prepare children for a successful transition into Key Stage One. Our curriculum is ambitious, engaging and carefully sequenced to ensure all children develop the knowledge, skills and confidence required for future success.

Communication and language remain central to our provision. Through our WellComm programme and the Big Book of Ideas, we continue our commitment to ensuring all children make rapid and sustained progress in vocabulary acquisition, communication and language development. We believe these skills underpin achievement across all areas of learning and prepare children to access an increasingly ambitious curriculum.

Our curriculum is delivered through the SHREC approach, combining purposeful adult interactions with carefully planned continuous provision that encourages exploration, independence and problem-solving. Children are supported to become confident, resilient and enthusiastic learners who are ready to embrace challenge.

Strong partnerships with parents and carers are integral to our work, enabling us to celebrate achievements, provide consistent support and ensure every child reaches their full potential.

A key priority throughout Reception is preparing children for the transition into Year 1. Through close collaboration with Key Stage One colleagues and carefully planned transition opportunities, we ensure children are ready to access the National Curriculum with confidence. During the Summer Term, learning becomes increasingly formalised, with expectations for structured learning gradually increasing whilst maintaining the developmental benefits and integrity of continuous provision.

Driven by clearly defined end-point expectations, our curriculum ensures children leave Reception as confident, capable and independent learners who are fully prepared for the next stage of their education.

Implementation

In Reception, we support children to learn and develop through a carefully sequenced curriculum that promotes progress across the seven areas of learning:

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



- Understanding of the World
- Expressive Arts and Design

Our curriculum is delivered through a balance of direct instruction, high-quality adult interactions, purposeful play and carefully planned learning experiences. Key knowledge, skills and vocabulary are explicitly taught and revisited regularly to strengthen understanding and retention. Staff continually check for understanding through questioning, observation and assessment, enabling misconceptions to be addressed quickly and ensuring no child is left behind.

Playing and Exploring

We provide daily opportunities for children to learn through purposeful play, exploration and investigation. Through high-quality interactions, adults model language, extend thinking and encourage children to make connections within their learning. Children are supported to explore their interests, develop their independence and build a deeper understanding of the world around them. Play provides opportunities for children to collaborate, solve problems, practise new skills and apply their learning in meaningful contexts.

Active Learning

A carefully planned balance of adult-led and child-initiated learning enables children to develop both knowledge and independence. Daily lessons in phonics, mathematics, literacy and reading provide explicit teaching of key concepts and skills. These are then reinforced through continuous provision and thoughtfully designed learning opportunities which allow children to practise, consolidate and deepen their understanding. Staff provide challenge and support where needed, ensuring all learners, particularly disadvantaged and vulnerable pupils, can achieve success.

Creativity and Critical Thinking

Children are encouraged to think creatively, ask questions and develop their own ideas. Through a wide range of experiences and resources, they learn to make connections, solve problems and reflect on their learning. Adults carefully scaffold learning, encouraging children to explain their thinking, test ideas and learn from mistakes. This supports the development of resilience, confidence and a lifelong love of learning.

Our rich learning environment includes engaging indoor and outdoor provision, as well as regular learning experiences within our woodland area. These opportunities enable children to develop their understanding through first-hand experiences whilst building cultural capital and strengthening their connection with the natural world.

Throughout the year, every child will have opportunities to:



- Experience nature and seasonal change through Outdoor Woodland Learning.
- Participate in campfire cooking and outdoor learning experiences.
- Perform in front of an audience.
- Learn how food is prepared and baked.
- Taste and explore foods from different cultures and traditions.
- Plant, grow and care for living things.
- Participate in educational visits that extend and enrich classroom learning.

These experiences are carefully planned to broaden horizons, enrich learning and ensure an equitable Education with Character offer for all children.

Impact

The impact of our Reception curriculum is seen in the confident, knowledgeable and enthusiastic learners who leave us ready for the next stage of their education. Children make strong progress from their individual starting points and develop secure foundations across all areas of learning.

Through ongoing assessment, staff monitor children's progress closely and use this information to inform teaching, provide targeted support and ensure every child can achieve their potential. Particular attention is given to disadvantaged and vulnerable pupils to ensure gaps are identified and addressed promptly.

Children develop strong communication skills, a rich vocabulary and a growing independence that enables them to approach learning with confidence. They demonstrate curiosity, resilience and positive learning behaviours, whilst developing the social and emotional skills needed to work collaboratively and contribute positively to school life.

By the end of Reception, children have developed the knowledge, skills, values and cultural capital necessary to become successful learners in Key Stage One. They leave Reception not only Year One ready, but as well-rounded individuals who embody our school values of Respect, Ambition, Creativity, Determination, Confidence and Enthusiasm, and who are excited, prepared and motivated for the next stage of their learning journey.