

Reception

Intent:

Together we will nurture, stimulate and challenge our children in order to lay strong foundations on which to build their future learning. In Reception classes at Hunningley, we intend to ensure all children's interests and needs are met. We endeavour to do this by considering children's individual interests and prior learning when planning learning opportunities. We celebrate uniqueness and individuals different learning styles, skills and abilities, understanding we can all learn from one another. We want children to develop self-confidence and be proud of who they are and what they achieve. We work closely with parents to help children reach their potential throughout the year, teaching them skills, concepts and values which will serve them well in future life. Whenever possible we provide first-hand experiences which make our curriculum purposeful and relevant. Children will be encouraged to form positive relationships with others and to work cooperatively in groups, developing their social skills. Alongside this, independence will also be developed through allowing children to make choices and drive much of their own learning in a stimulating and nurturing environment where it is ok to make mistakes along a learning journey. We want our children to feel part of our school community and our wider community and to begin to understand their role in contributing to this. 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 life-long success.

Implementation:

In Reception, we support children to learn and develop by teaching, encouraging and promoting all aspects of development across the seven areas of learning, which are:

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

We follow The Early Years Foundation Stage which states that the characteristics of effective learning are: playing and exploring, active learning, and creativity and critical thinking.

Playing and exploring

We provide daily opportunities for children to learn through play and adults support children through high quality discussions around children's thinking. When learning through play children are given opportunities to explore and develop learning experiences, which help them make sense of the world. They learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own, communicate with others as they investigate, solve problems and learn.

Active Learning

We have a balance of adult initiated and child-initiated activities. Phonics, mathematics, reading and literacy lessons are adult led and opportunities followed up in a rich provision through activities, and also through providing resources for children to consolidate and extend their learning through play. This encourages independence, control over their learning and most importantly enjoyment – developing a love of learning. We provide children with challenges to move their learning on and to encourage children to use the new skills and knowledge they have been taught.

Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adults support in this process and enhance their ability to think critically and ask questions. Children are given time to test out their ideas and discuss their discoveries with others, sharing their understanding and knowledge. Children are observed carefully by adults, learning and progress is tracked and next steps identified for all children. We plan a broad and balanced curriculum which covers all 7 areas of learning and have an enriching and diverse learning environment including our indoor classroom, outdoor provision and Outdoor Woodland. We visit our woodland area consistently throughout the year which allows children to learn about the world through first-hand experiences beyond a classroom environment.

Our specific aims for every child this year:

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| To experience the natural environment first-hand and the seasonal changes through learning regularly through our Outdoor Woodland Learning Sessions. |
| To experience building and cooking on a campfire. |
| To take part in a performance. |
| Bake buns |
| To try a range of different foods. |
| Plant and grow a plant |

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 uphold strong positive values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We strive 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 and future life.

Mrs Hirst, Mrs Fraser and Miss Smith