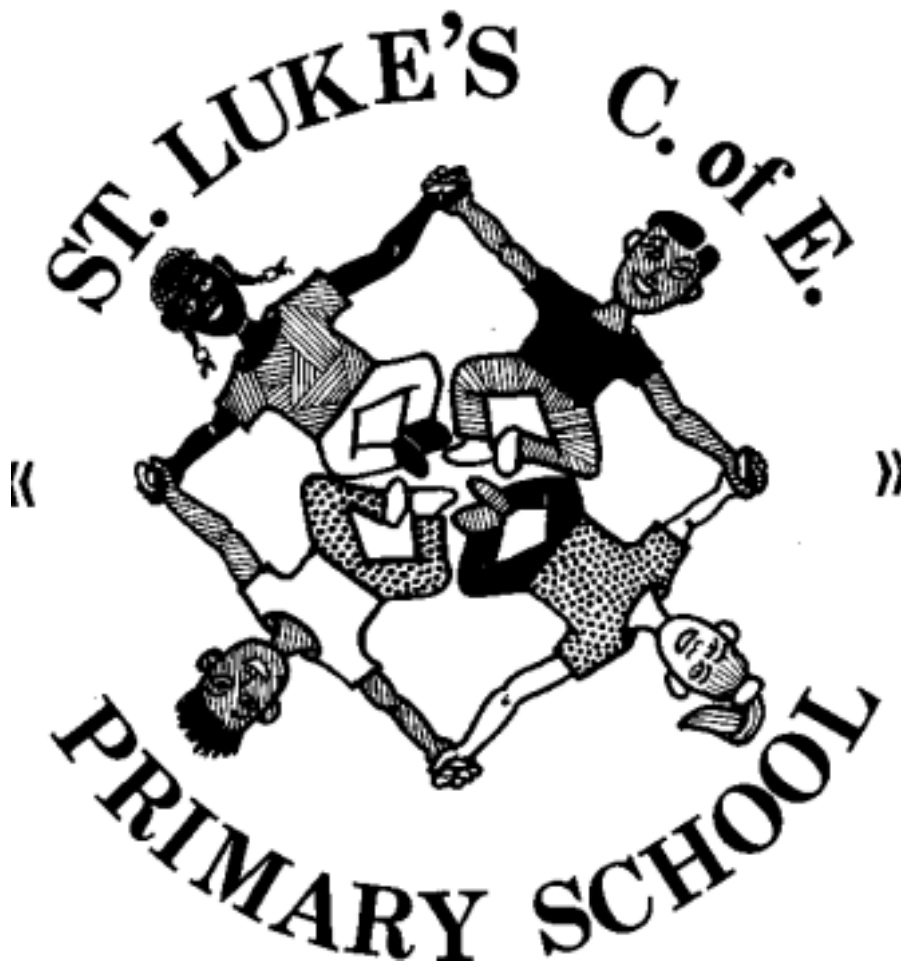


# St Luke's CE Primary School



Reception Curriculum  
2023/24

## **Aims of the school**

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self-esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self-reliance and confidence.
- To provide a broad and balanced skill based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self-discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

### **We hope that parents will work towards the school's aims by:**

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.

- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self-reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

## **MENTAL HEALTH AND WELLBEING**

Alongside our Global Citizenship and Wellbeing curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities. Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities

## **CATCH-UP CURRICULUM**

This year, a catch-up curriculum will be implemented in all year groups alongside our school's usual programmes of study due to the learning time missed over the period of school closure caused by the Covid-19 global pandemic.

The catch-up curriculum is designed to ensure that key objectives from the previous year group's curriculum are taught to secure firm foundations to build upon and to close the gaps for individuals.

Across the school, the key foci will be:

- Communication and language
- Reading
- Phonics (EYFS, KS1 and Y3 groups)
- Writing
- Key Maths skills
- In Science, 'Working Scientifically' skills and some identified content
- Identified key skills across the foundation subjects (not content)

## **EYFS CURRICULUM**

Both the Nursery and Reception classes follow the same curriculum framework; however topics will vary between the year groups. Lessons will be more focused in Reception with longer periods of whole class teaching as children are more able to focus their attention. Children are taught using a combination of teacher focus lessons, group activities, 1:1 teaching and continuous provision. Continuous provision is the term used to describe how the learning environment is organised enabling children to practise skills which they have learned, explore and investigate ideas further and consolidate their understanding. In Reception, children will also develop their physical skills through dance and gymnastics. Phonics is taught following the Bug Club Phonics scheme. Children in all classes are taught phonics using a regular and structured approach.

# Reception Curriculum

## Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> <b>Big question</b>	<b>Ourselves</b> What is a family?	<b>Festivals and Celebrations</b> How do we celebrate?	<b>Transport and Travel</b> Which transport is best for my journey?	<b>Growth and Lifecycles</b> How have I changed?	<b>Superheroes</b> Who helps me?	<b>Our Planet</b> What is life like around our policy?
<b>Numeracy</b>	<b>Number:</b> <ul style="list-style-type: none"> <li>Match, sort compare amounts</li> <li>Representing, comparing &amp; composition of 1,2,3</li> <li>Representing 1-5</li> <li>One more and one less</li> </ul> <b>MSST:</b> <ul style="list-style-type: none"> <li>Compare size, mass, capacity</li> <li>Exploring Pattern</li> <li>Circles and Triangles</li> <li>Positional Language</li> <li>Shapes with 4 sides</li> <li>Time</li> </ul>		<b>Number:</b> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing and composition of 4 ad 5</li> <li>6,7, &amp; 8</li> <li>Combining 2 amounts</li> <li>Making pairs</li> </ul> <b>MSST:</b> <ul style="list-style-type: none"> <li>Compare mass, compare capacity</li> <li>Length and height</li> <li>Time</li> <li>3D shape</li> <li>Spatial Awareness</li> <li>Patterns</li> </ul>		<b>Number:</b> <ul style="list-style-type: none"> <li>Building numbers beyond 10</li> <li>Counting patterns beyond 10</li> <li>Adding more/ taking away</li> <li>Doubling. Sharing and grouping</li> <li>Even and odd</li> <li>Deepening understanding of patterns and relationships</li> </ul> <b>MSST:</b> <ul style="list-style-type: none"> <li>Spatial <u>reasoning</u> :</li> <li>Match, rotate, manipulate</li> <li>compose and decompose</li> <li><u>visualise</u> and build</li> <li><u>mapping</u></li> </ul>	
<b>Literacy</b>	Listening and attention skills – listening to stories.  name writing, Letter formation. Hearing and saying initial sounds  <b>Texts:</b> Colour Monster Peace at Last Funny Bones	First reading skills, pointing to words. Simple recall skills.  Introduce phase 2 phonics begin segmenting/ blending writing initial and end sounds  <b>Texts:</b> The Nativity Stickman Rama and Sita	Identifying parts of a book. Developing fluency of decoding.  Continue phase 2 Phonics Begin writing labels/ captions  <b>Texts:</b> Mr Gumpy's outing Mr Gumpy's Motor Car Non-fiction texts Bear Hunt Maps: Anna to Zane	Reading sentences, applying phonics knowledge – phase 2. Develop simple inference skills.  continue phase 2 /begin phase 3 phonics.  Begin writing simple sentences  <b>Texts:</b> Tadpoles Growing Frogs Jack and the Beanstalk	<u>Reading simple</u> sentences independently applying phonics knowledge  Apply phonics accurately to writing new words and short captions.  <b>Texts: Supertato</b> Everywhere bear Non-fiction texts	Reading simple stories fluently with good recall.  Applying phonics knowledge to writing simple sentences.  <b>Texts:</b> Handa's Surprise What the ladybird heard Going on Safari Non-fiction texts

	Goldilocks and the three bears			Titch		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> </ul> <b>Harvest Festival</b>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul> <b>Diwali Hanukkah Christmas</b>	<b>Understanding of the World:</b> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Draw information from a simple map.</li> <li>Comment on images of familiar situations in the past.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <b>Chinese New Year Easter</b>	<ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <b>Holi Eid</b>	Talk about members of their immediate family and community. <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> </ul> <b>King Charles Coronation</b>	Recognise some environments that are different to the one in which they live. <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul> <b>Trip – farm Eid</b>
<b>RE/ Circle Time</b>	Which People are special and why?	Which time are special and why?	Being special: where do we belong?	What is special about our world?	What stories are special and why?	Which places are special and why?

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing, moving fluently with control.</li> <li>- Develop the overall body strength, co-ordination, balance and agility</li> <li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Combine different movements with ease and fluency.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> <li>- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary and use new vocabulary through the day and in different contexts.</li> <li>- Ask questions to find out more and to check they understand what has been said to them and articulate their own ideas and thoughts in well-formed sentences, connecting one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>- Engage in story times: Listening to and talking about stories to build familiarity and understanding, retelling the story.</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound, learning rhymes, poems and songs.</li> <li>- Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>Expressive Art &amp; Design</b>	<ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively sharing ideas, resources and skills.</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> </ul>

### Reception Key Vocabulary

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Ourselves</b> What is a family?	<b>Festivals and Celebrations</b> How do we celebrate?	<b>Transport and Travel</b> Which transport is best for my journey?	<b>Growth and Lifecycles</b> How have I changed?	<b>Superheroes</b> Who helps me?	<b>Our Planet</b> What is life like around our policy?
Family Relative (relative names , grandmother etc) Elderly Teenager Toddler Emotions (emotion names) Body parts names Healthy Unhealthy Community	Celebrate Nativity Hindu Christian Festival Decorate Special Tradition Language Community Diwali Christmas Muslim Jewish Hannukah	Vehicle (vehicle names) Transport Old New Modern Old fashioned Travel Journey Map Scale Key	Life cycle Frog spawn Hatch Egg Growth Tadpole Froglet Root Leaf Soil Shoot Metamorphosis Caterpillar Transformation Minibeasts	Community Brave Helpful Paramedic Ambulance Firefighter Detective Constable Surgeon Society Healthy Well being Safety Nutrition Superpowers	Homes Journey Language Culture Traditional Continent Country Ocean  Amphibian Mammal Reptile Minibeasts Habitat Herbivore Carnivore Predator Prey Nocturnal

## **EXTRA-CURRICULAR ACTIVITIES**

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips.

Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will available at the school office. Not all clubs are suitable for EYFS children but there will be clubs running specifically for Reception children throughout the year.

## **HOMEWORK**

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research.

We ask you to read with your child as much as possible at home. In Nursery and Reception, it is important that children listen to stories that you read to them or stories that you tell them from memory. This helps children to develop their imagination and an interest in books and stories. As they progress, they will need you to help them with letter recognition and phonics homework which your class teacher will give you further details about. Five minutes each day reading a story and sharing a book will help your child a great deal. This will also help to develop their vocabulary, understanding and fluency with their speech.

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. If illness is prolonged, or a child is self-isolating due to Covid-19 guidance, work can be sent home and parents in these circumstances are requested to contact school in order to make the necessary arrangements.