

Curriculum Statement for the Academic Year 2008/ 2009

Foundation 2 (Reception Class)

The curriculum followed in the Reception class is based on the "Foundation Stage Profile" (Qualifications and Curriculum Authority for England) and planning for teaching and learning is based on the six areas of learning identified in the profile. The curriculum is organised into six main areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical development
- Creative development

The organisation of the curriculum is developmental over the academic year, initially following an integrated day with a choice of activities both focused and independent. As the year progresses the structure develops towards more formal guided tasks in preparation for the demands of Year 1.

Personal and social development

The aim is to help children develop confidence, self-esteem and to encourage them to value themselves and others. Through a variety of experiences and carefully planned activities we will encourage children to:

- Feel valued
- Express feelings
- Communicate needs and wishes
- Learn about the importance of friendships
- Explore and take responsibility for their actions
- Learn to co-operate and collaborate with others
- Develop responsibility for their own safety
- Learn to respect and care for the environment
- Have confidence to choose an activity
- Learn about their family and the community in which they live

Communication, language and literacy

Planning for teaching and learning of this curriculum area takes account of the three aspects - *Speaking and Listening, Reading and Writing*.

Speaking and listening.

The opportunities provided will encourage children to learn to:

- Communicate with others and extend their vocabulary
- Speak clearly
- Listen and act appropriately to a wide range of instructions
- Relay simple messages
- Extend their conversation skills
- Listen with increasing attention, as an individual or as part of a group

Communication, Language and Literacy continued



- Participate in conversations with other children of a real and imaginary nature

Activities will include:

story-time; circle time discussions; drama; role-play; action rhymes.

In addition, children will be encouraged to participate as speakers and listeners in all other curriculum areas.

Reading.

Children will be encouraged to look at and read a wide range of printed material including signs and labels in their environment. Throughout the year they will be encouraged to learn to:-

- Behave like a reader including treating books with respect
- Predict and discuss the content of stories
- Know each letter has a name and sound
- Know a book can tell a story
- Tell a story using the pictures
- Respond to stories and poems, forming and learning to express opinions
- Develop a range of strategies to determine unfamiliar words, including phonic, picture, contextual and grammatical cues
- Recognise and read high frequency words

Writing

The children will be helped to understand the value of writing as a means of communicating, in a variety of ways. Opportunities provided will encourage the children to learn to:-

- Develop their hand-eye co-ordination
- Use and control a variety of writing materials
- Draw recognisable pictures, which they can talk about and extend
- Form letters correctly
- Begin to make correct use of lines and insert spaces between words
- Begin to learn simple punctuation, for example capital letters and full stops
- Begin to use phonic sounds and simple blends in their writing as well as in their reading
- Begin to write high frequency words independently

Problem Solving, Reasoning and Numeracy

Mathematical development depends on becoming confident and competent in learning and using key skills such as counting, sorting, matching, seeking patterns and working with numbers, shape, space and measures. Children in the Reception Class will engage in many different activities in the classroom. Some activities will focus specifically on mathematical development whilst other activities will draw out mathematical learning, for example in art work, science, construction activities as well as in planned play activities. Through these opportunities the children will be taught to:-

- Group objects
- Sort and classify

Problem Solving, Reasoning and Numeracy continued



- Compare and contrast by increasingly complex criteria and talk about the criteria selected
- Develop an understanding of measure and use language such as heavier and lighter, longer and shorter, more or less to compare quantities and measures
- Begin to read time
- Use everyday words to describe position, direction and movement
- Name 2 dimensional shapes such as circle, rectangle, square and triangle
- Name 3 dimensional shapes such as cube, cone and sphere
- Talk about and recognise simple patterns
- Copy, continue and invent regular and repeating patterns and sequences
- Say one, two, three, four . . . to twenty and beyond
- Count objects reliably, initially to 5, then 10 and then to 20
- Use vocabulary involved in adding and subtracting
- Begin to understand and use the vocabulary related to money

Knowledge and Understanding of the World.

Children will be learning crucial skills and knowledge that will help them to make sense of the world around them. This forms the foundation for later work in science, design technology, history, geography, information and communication technology. All work and learning should be based on first hand experiences that encourage exploration, observation, problem-solving, prediction, decision making and discussion.

The children will be given opportunities and encouraged to

- Work with a wide range of materials both indoor and outdoor
- Learn to use a range of tools such as computers and magnifiers safely
- Explore a variety of construction kits
- Make models
- Use sand and water
- Develop an understanding of themselves, living things and the environment
- Make simple observations on a variety of experiments

Adults in the classroom will provide excellent role-models both in using and learning new vocabulary, showing correct health and safety methods and by challenging children to explore and explain their ideas and opinions. Much of the work in this area will be topic based. Throughout the year a selection of topics will enable us to introduce the children to simple scientific, geographical and historical terms, to compare similarities and differences between themselves and their environment and introduce them to the concept of past and present, old and new. Topics such as - *Ourselves; Journeys; Food and Health; Growth and change; People who help us; and Stories – modern and traditional*

Physical development.



The aim of physical development is to improve skills of co-ordination, control, manipulation and movement. It helps children to develop confidence and self-esteem. Structured activities and free play opportunities will:-

- Make use of indoor and outdoor equipment
- Provide tasks that are progressive
- Use games and activities
- Make use of small and large PE apparatus
- Promote the use of toys for pushing, pulling, pedalling and riding
- Allow time for children to practise and gain control over their fine and gross motor skills.
- Provide opportunities for developing fine movement - pencil control, use of scissors, art materials, construction toys, threading, musical instruments, jigsaws and malleable materials
- Develop a range of movements to improve children's control over their own bodies and awareness of space.

Creative Development

Creativity is fundamental to successful learning. In many cases it reinforces learning in other curriculum areas and so extends children's understanding. In the Reception class the children's creativity will be fostered in the following ways.

Art and Craft

Children will be encouraged to:

- develop their imagination
- improve their skills in the use of different media, tools and materials, creatively and confidently
- make choices and decisions relating to the appropriateness of the materials to the task

Activities will include:

free painting; printing; learning to mix colours; pattern making; weaving; observational drawings and paintings; collage work; painting to music; modelling with clay, dough and other similar materials; looking and talking about their own work, the work of other children and the work of other artists.

Music

Music plays an extremely important part in the Reception class curriculum as it is used daily as a basis for many areas of learning, for example in mathematics and language work. Other musical experiences will encourage children to:

- Join in with songs and rhymes
- Sing songs from memory
- Recognise repeated sounds and sound patterns
- Explore the different sounds of instruments
- Imitate and create movement in response to music
- Have opportunities to listen and respond to a variety of music
- Respond to music through movement and dance
- Move rhythmically

Role Play and Drama



Children will benefit from opportunities that allow them to express themselves through imaginative play activities.

Social Expectations

- Children should learn and follow school rules for behaviour both in and out of the classroom and on the playground.
- They should show an understanding of basic good manners both in and out of the classroom.
- They will be expected to walk in a line, following the child in front.
- They should develop their ability to listen to others and raise their hand when they wish to speak during class or group lessons.
- They will be expected to ‘have a go’ at things they find difficult.
- They should be able to take responsibility for themselves, their environment and their belongings.
- They should show an awareness of other people’s feelings and become aware of their views, needs and rights of others.
- They should learn how to share, take turns and help others.

