

CLAIRES COURT SCHOOLS THE COLLEGE



CURRICULUM STATEMENTS 2010 – 2011 RECEPTION

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY

RECEPTION CURRICULUM STATEMENT



WELCOME TO RECEPTION!



We are pleased to welcome you and your daughter as she embarks on this very important stage of her education. Reception acts as a bridge between nursery and full-time education – a truly happy introduction to school life, where we hope that firm foundations will be laid. We believe our stimulating environment will develop in your child a love of learning that she will take with her through the rest of her life.

Your child can enter our Reception class in the term following her 4th birthday; consequently she may spend 3, 4 or 5 terms with us before entering the Year 1 class in the September following her 5th birthday.

Early Years Education

The Government requires Early Years Education to be based on the Early Years Foundation Stage.

Our varied curriculum is based on the “Early Learning Goals for children’s learning”. They emphasise early literacy, numeracy, development of personal and social skills, and contribute to children’s knowledge and understanding as well as skills in other areas. Presented as six areas of learning, they provide a foundation for later achievement.

Children progress at different rates and individual achievement will vary. However all children will follow a curriculum which enables them to make maximum progress towards these outcomes. Reception children who exceed these outcomes will be able to extend their knowledge through Key Stage 1 programmes of study from the National Curriculum. Other children will require continued support in order to achieve all or some of the outcomes.

The six areas of experience are as follows:

- **Language and Literacy**

These outcomes cover important aspects of language development and provide the foundation for literacy

- **Mathematics**

The outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas

- **Knowledge of the world**

These outcomes focus on children’s developing knowledge and understand of their environment, other people and features of the natural and a man-made world, and provide a foundation for topic work.

- **Creative development**

These outcomes focus on the development of children’s imagination and their ability to communicate and to express ideas and feelings in creative ways

- **Physical development**

These outcomes focus on children developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments

- **Personal and Social Development**

These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family.

If you have any queries please do not hesitate to get in touch.

P A Murphy
Head of Junior and Pre-Prep

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AUTUMN TERM

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Children seek and delight in new experiences.
- They have a positive approach to activities and events.
- They show confidence in linking up with others for support and guidance.
- Feel safe and secure and show a sense of trust.
- Form good relationships with adults and peers.
- Understand what is right, what is wrong and why.
- Work as a group or class, taking turns and sharing fairly.

COMMUNICATION, LANGUAGE & LITERACY

Language for Communication

- Pupils listen and respond to stories, songs, nursery rhymes and poems.
- Use spoken language to request, explain, and negotiate in role-play situations.
- Listen and respond to directions, explanations, and others point of view.
- Retell a story.

Linking Sounds and Letters

- Children enjoy rhyming and rhythmic activities.
- Hear and say the initial sounds in words.
- Link sounds to letters, naming and sounding the letters of the alphabet.

Writing

- Enable the child to understand that writing is a kind of "talking".
- Letter formation - underwriting - tracing - copy from the whiteboard.
- Write own name.

Handwriting

- Use a pencil and hold it effectively to form recognisable letters.

Reading

- Know that information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Understand the concept of a word.
- Explore and experiment with sounds, words and text.

MATHEMATICAL DEVELOPMENT

- Children learn mathematics through practical activities and discussion.
- Develop their mathematical vocabulary.
- Select and use the right equipment in the right circumstances.
- Develop observation, classification, sorting and ordering skills.
- Develop recognition of patterns.
- Recognise numerals 1 to 5.

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- Develop an understanding of estimation by comparison.

KNOWLEDGE & UNDERSTANDING OF THE WORLD

- Children retain and develop their natural sense of curiosity about the world.
- They show curiosity about why things happen and how things work.
- Show understanding of cause/effect relations.
- Notice and comment on patterns.
- Show an awareness of change.
- Find out and identify the uses of everyday technology.
- Complete a simple programme on the computer.
- Topic for the term is 'Transport'.

CREATIVE DEVELOPMENT

- Explore different media and respond to a variety of sensory experiences.
- Create simple representations of events, people and objects.
- Create constructions, collages, paintings and drawings.
- Explore colour, texture, shape, form and space in two and three dimensions.
- Express ideas, thoughts and feelings using a range of materials, tools and role-play.

MUSIC

The aim is to help children's appreciation of music by teaching action songs, rhymes and story songs, Children will use percussion instruments to accompany their songs. The difference between high/low, fast/slow and soft/loud will be taught.

FRENCH

The aim is to help children understand basic greetings, elementary counting skills, basic colours role-plays and songs e.g. Frere Jacques, Comptons Jusqu'a dix.

PHYSICAL DEVELOPMENT

The aim is to help children have confidence and ability in their movements by taking part in a wide range of sporting activities such as gymnastics and swimming. Ball skills will be gained through throwing and catching activities.

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SPRING TERM

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Children show increasing independence in selecting and carrying out activities.
- They persist for extended periods of time at an activity of their choosing.
- Talk freely about their home and community.
- Have an awareness and pride in self as having own identity and abilities.
- Show care and concern for others, for living things and the environment.
- Show confidence and the ability to stand up for own rights.
- Respond to significant experiences, showing a range of feelings when appropriate.

COMMUNICATION, LANGUAGE & LITERACY

Language for Communication

- Pupils describe an event to the teacher or another child.
- Participate in a group activity as speaker or listener in a discussion about a given task.
- Listen attentively to stories or poems and talk about them.
- Respond appropriately to a range of simple and more complex instructions.

Linking Sounds and Letters

- Recognise rhythm in spoken words.
- Continue a rhyming string.
- Hear and say sounds in words in the order in which they occur.

Writing

- Begin to break the flow of speech into words.
- Use writing as a means of recording and communicating.
- Use their phonic knowledge to write simple words.

Handwriting

Children learn to write their letters clearly with the correct formation and consistency of size.

Reading

- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Read a range of familiar and common words and simple sentences independently.
- Know that print carries meaning and in English is read from left to right and top to bottom.

MATHEMATICAL DEVELOPMENT

- Recognise count order, write and use numbers up to ten.
- Use ordinal numbers in different contexts.
- Use familiar objects and common shapes to create and recreate patterns and build models.
- Order two to three items by length or height.
- Show awareness of symmetry.
- Use everyday words to describe position.
- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes.

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KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Children investigate objects and materials by using all their senses as appropriate.
- Construct with a purpose in mind, using a variety of resources.
- Select the tools and techniques they need to shape, assemble and join materials.
- Make simple records and evaluations of work.
- Extend their knowledge of how to use a computer
- Become adept at the use of the mouse and keyboard.
- Begin to differentiate between past and present.
- The topic for the term is 'Traditional Stories'.

CREATIVE DEVELOPMENT

- Understand that different media can be combined to create new effects.
- Begin to construct,
 - stacking blocks vertically and horizontally,
 - making enclosures and creating spaces.
- Experiment to create different textures.
- Explore colour, texture, shape, form and space in two and three dimensions.
- Engage in imaginative play and role-play based on first-hand experiences.
- Play co-operatively as part of a group to act out a narrative.

MUSIC

We are working on singing and learning the names and sounds of instruments from the percussion family.

FRENCH

- Members of the immediate family, Papa, Maman, etc.
- Food and drink; use flash cards, games.
- Additional colours, colouring activities.
- Number reinforcement.
- Finger mimes and additional songs, Sur le Pont d1 Avignon, Au Clair de la Lune.

PHYSICAL DEVELOPMENT

This term we will be concentrating on Dance and Ball Skills and enabling each child to acquire, through practice and observation, the fundamental principles of objective movements in gymnastics. Pupils will also be taught to recognise safety procedures, including lifting, carrying and moving equipment.

All girls will continue to develop their skills and confidence in the water during weekly swimming lessons.

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SUMMER TERM

Personal, Social and Emotional Development

- Continue to be interested, excited and motivated to learn.
- Be confident to try new ideas and speak in a familiar group.
- Have a developing awareness of their own needs, views and feelings.
- Be sensitive to the deeds, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Have awareness of the boundaries set and of behavioural expectations in the setting.
- Consider the consequences of their words and actions for themselves and others.

COMMUNICATION, LANGUAGE AND LITERACY

Language for Communication

- Children talk about matters of immediate interest.
- Interact with others, negotiating plans and activities.
- Take turns in conversation.
- Extend their vocabulary exploring the meanings and sounds of new words.
- Speak clearly and audibly with confidence and control and show awareness of the listener.
- Use language to organise, sequence and clarify thinking, ideas, feelings and events.

Linking Sounds and Letters

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Writing

- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write things such as labels and captions.
- Begin to form simple sentences, sometimes using punctuation.

Handwriting

- Children continue to form their letters clearly and correctly with good pencil control.
- They learn to link handwriting to spelling.

Reading

- Children show an understanding of the elements of stories, such as main character, sequence of events and openings.
- Children know how information can be found in non-fiction texts to answer questions about where, who, why and how.
- They continue to read a variety of stories in the reading scheme.

MATHEMATICAL DEVELOPMENT

- Children begin to count and recognise numbers beyond 10.
- Use developing mathematical ideas and methods to solve practical problems.
- In practical activities begin to use vocabulary involved in adding and subtracting.
- Use language such as 'more' or 'less' to compare two numbers.
- Find one more or one less than a number from one to ten.
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.
- Use everyday language related to time.

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KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Children look closely at similarities, differences, patterns and change.
- Build and construct with a wide range of objects, selecting appropriate resources and adopting work where necessary.
- Use a mouse and keyboard to interact with age-appropriate computer software.
- Understand about the seasons of the year and their regularity.
- Make short-term future plans.
- Find out about past and future events in their own lives and in those of their families.
- Topic for the term is 'Mini beasts'.

CREATIVE DEVELOPMENT

The ideas for art, technology and role-play will be initiated by the children and by the term's topic.

MUSIC

Continuing with vocal development and working on simple rhythm games. The introduction of treble and bass clef will start after half term.

FRENCH

- Continuing familiar animals through story telling.
- Forms of politeness; S'il-vous plait, merci, oui, non.
- Parts of the body through songs and games.
- Revision on numbers and colours.
- New songs.

PHYSICAL DEVELOPMENT

- Varied programme of physical education.
- Children will be encouraged to build their confidence and ability in:
- Athletic activities: running, jumping, and throwing-
- Ball skills: Striking, fielding, basic tennis skills.
- Swimming: to develop confidence, variety of strokes, swim unaided on front and back.

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