



What do we want the children to learn?

Prime Areas

- Communication and Language

In Reception at St Michael's School, we focus on acquiring and building vocabulary through the rich texts we read in class as well as the high-quality interactions between adults and children.

- Physical Development

In Reception at St Michael's School, we use 'Get Set 4 PE' scheme to help us to deliver PE lessons, as well as the physical challenges we set in both the indoor and outdoor areas.

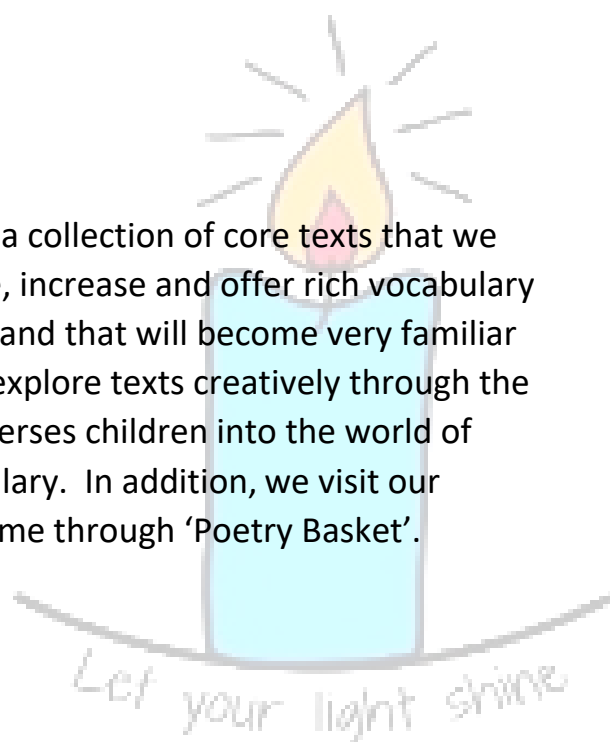
- Personal, Social and Emotional Development

'Jigsaw' is used throughout St Michael's School for PSHE. In Reception we learn through the topics: Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. We also use the NSPCC Pants Rule and celebrate National Road Safety Week and National Internet Safety Day to keep us safe.

Specific Areas

- Literacy

Each class at St Michael's School, has a collection of core texts that we hope will develop children's language, increase and offer rich vocabulary in addition to gaining a love of books and that will become very familiar to the children. In reception we also explore texts creatively through the delivery of 'Drawing Club' which immerses children into the world of story and a 'treasure trove' of vocabulary. In addition, we visit our school library weekly and explore rhyme through 'Poetry Basket'.



At St Michael's School we use 'Read, Write, Inc' (RWI) phonics scheme. Children receive high quality daily phonics teaching from experienced staff.

- Maths

At St Michael's School we follow 'White Rose Maths' and in Reception we use 'Master the Curriculum' to support and inform planning. Daily Maths lessons may come in the form of whole class learning, small groups or independent learning in the continuous provision areas. We develop skills in counting, comparison, cardinality, composition, spatial awareness, shape, pattern and measure.

We also use the NCETM 'Maths Mastery' resources in addition to Maths lessons.

- Understanding the World

In Reception at St Michael's School, we look at our own lives and make comparisons to those around us. We learn about religions, celebrations and come to understand that each person has a unique purpose in life. We learn about the natural environment and how to take care of our world, both plant and animal.

- Expressive Arts and Design

Throughout the school we use 'Kapow' to deliver rich and progressive Art lessons. In Reception we cover the units Paint my World, Marvellous Marks and Creation Station. Through exploring the continuous provision, the children can explore and create using their own ideas and imagination.

How do we learn?

Environment

Learning takes place both inside and outside all year around. We believe in the importance of connecting to nature and the seasons. We regularly enhance our provision with regular trips and visits, including exploring our locality.

Curriculum

We have worked hard with subject leaders throughout the school to ensure that our curriculum ensures progression and that in Reception we lay the foundations that future learning can be built upon. Evidence of coverage across all areas of our curriculum is displayed in high quality floor books. We have created stimulating environments that provide opportunities for child-initiated activities, which reflect what the children are learning, their own interests and the EYFS areas of learning.

High Quality Interactions

We use the ShREC approach to provide staff working within the classroom with a set of evidence informed strategies that can be embedded in everyday practice.

Share attention – pay attention to what the child is focused on.

Respond – follow the child's lead and respond to the child's communication.

Expand – repeat what the child says and build on it by adding more words.

Conversation – have extended back and forth interactions.

Directed Teaching

We use directed teaching in both whole class and small groups to focus on specific learning skill to move the children forward. We teach Maths and Phonics sessions everyday and plan weekly focused activities to extend learning across these areas.

Child Initiated Learning

Alongside directed teaching we use child initiated learning each day to help us observe children's interests and use this as a vehicle for learning. Adults scaffold learning by providing a temporary support during this time that can later be removed when children are confident to use a new skill independently.

What are we working towards?

The Early Learning Goals provide statements within each area of learning that help exemplify what is the age-appropriate expectations for the **end** of Reception.

Communication and Language

Listening, Attention and Understanding

- Be able to hold conversations when engaged in back-and-forth exchanges with their peers and educators.
- Be able to make comments about what they have heard and ask questions to clarify their understanding.
- Be able to listen attentively and respond to what they hear with relevant comments, questions, and actions when being read to and during large group discussions and small group interactions.

Speaking

- Be able to participate in small or large group or one-to-one discussions and be able to offer their own ideas using newly learnt vocabulary.
- Be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Be able to express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their educator.

Personal, Social, Emotional Development

Self-Regulation

- Be able to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Be able to set and work towards simple goals, and be able to wait for what they want and control their immediate impulses when appropriate.
- Be able to give focused attention to what their educator says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be able to be confident to try new activities and show independence, resilience, and perseverance in the face of challenges.
- Be able to explain the reasons for rules, know right from wrong and try to behave accordingly.

- Be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Be able to work and play fairly and take turns with others.
- Be able to create positive attachments to adults and build friendships with peers.
- Be able to show sensitivity to their own and to other people's needs.

Physical Development

Gross Motor Skills

- Be able to negotiate space and obstacles safely, with consideration for themselves and others.
- Be able to demonstrate strength, balance and coordination when playing.
- Be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Be able to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.
- Be able to use a range of small tools, including scissors, paint brushes and cutlery.
- Be able to start to show accuracy and care when drawing.

Literacy

Literacy Comprehension

- Be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Be able to anticipate, where appropriate, such as key events in stories.
- Be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Be able to say a sound for each letter in the alphabet and at least 10 digraphs.
- Be able to read words consistent with their phonic knowledge by sound-blending.
- Be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Be able to write recognisable letters, most of which are correctly formed.
- Be able to spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Be able to write simple phrases and sentences that can be read by others

Mathematics

Numbers

- Children should have a deep understanding of numbers up to 10, including the composition of each number.
- Being able to subitise; recognising quantities without counting up to 5.
- Be able to automatically recall without reference to rhymes, counting or other aids.
- Understand number bonds up to 5, including subtraction facts and some number bonds to 10, including double facts

Numerical Patterns

- Be able to verbally count beyond 20, recognising the pattern of the counting system.
- Be able to compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.
- Be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present

- Be able to talk about the lives of the people around them and their roles in society.
- Be able to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Be able to understand the past through settings, characters, and events encountered in books read in class and encountered in storytelling.

People, Cultures and Communities

- Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Be able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been explored in class.
- Be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

The Natural World

- Be able to explore the natural world around them, making observations and drawing pictures of animals and plants.
- Be able to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Be able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating With Materials

- Be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- Be able to share their creations, and be able to explain the process they have used.
- Be able to make use of props and materials when role-playing characters in narratives and stories.

Being Imaginative and Expressive

- Be able to invent, adapt, and recount narratives and stories with peers and their educators.
- Be able to sing a range of well-known nursery rhymes and songs.
- Be able to perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music.