

## Reception Class – Curriculum Provision

### Aspirations

**C&L: To have the language skills to be able to express themselves in a 1:1 situation (peer/adult) to ensure that needs are understood and met.**

**C&L: To be developing a broad and rich vocabulary, which they are applying in independent learning and will enable and support smooth transition to Year 1.**

**PSED: To be able to recognise my own feelings and the feelings and needs of others and be able to regulate their own behaviour accordingly.**

**PD: To have good core and upper body strength which forms the basis of good fine motor skills.**

**CofEL: To develop a curiosity and interest in learning and the world around them, enhancing provision and extending opportunities to promote enquiry and build on knowledge and understanding.**

Ongoing curricular opportunities throughout the year and in continuous and enhanced provision	
<b>Prime Areas</b>	<p><b>Communication &amp; Language</b></p> <p>Daily story times. Ongoing focus within continuous provision. Vocabulary across the curriculum identified and taught. Use of lolly sticks and displays to teach vocabulary. Chatter boxes. Whole class Learning Journal discussion each week. Role play/small world in continuous provision. Use of large blocks for construction – imaginative play.</p>
	<p><b>Personal, Social &amp; Emotional Development</b></p> <p>Resilient learner of the day. Year R/Year 1 pairings. Focus on teaching children to solve problems. Daily worship. Class Charities. Language of choices – good choices/bad choices.</p>

		<p><b>Responsible for whole school litter picking</b></p>
	<b>Physical Development</b>	<p>Use of Adventure Trail and tunnel.            Daily handwriting activities.            Use of Solent Pack resources.            Two formal PE sessions each week            Activities in continuous provision – construction area, large scale construction, sand pit            Regular Golden Mile sessions.            Use of the bikes at playtime.            Use of large blocks for construction.</p>
<b>Specific Areas</b>	<b>Literacy</b>	<p>Daily Guided reading.            Daily phonics using Little Wandle.            Literacy opportunities in enhanced, continuous provision – linked to class text.            Books in different areas of continuous provision.            Daily story times.            Box of frequently read books.            Key rhymes/poems – 3 per term.            Literacy units linked to class texts – both Reception &amp; Year 1 involved in the input.            Class 1/Class 4 reading buddies.            Keep-up for children as necessary.            Listening to story tapes and stories on the computer.</p>
	<b>Mathematics</b>	<p>Daily teacher-led Mastering Number sessions.            Mastering number activities planning into enhanced, continuous provision.            Daily routines – date – using visual resources to support.            Mental Maths Challenge Cards.            Opportunities to develop fluency – counting in the line etc.            Keep-up for children as necessary.</p>
	<b>Understanding the World</b>	<p>Daily weather and seasons.            Daily rain gauge.            Involvement in science inputs – with Year 1.            Science in enhanced, continuous provision, linked to current science, history and geography.            Small world role-play linked to topics.</p>

		<p>Involvement in history days linked to the topic with Year 1.          Involvement in RE Concept Days – with Year 1.          Class walks in the local area.          Use of Google Maps with Year 1 (geography).</p>
	<p><b>Expressive Arts &amp; Design</b></p>	<p>Music piece of the week – listened to daily.          Weekly singing worship and singing in CW.          Christmas Nativity Service.          Dance lessons as part of PE Curriculum.          Termly art days with Year 1.          Art opportunities in continuous provision, indoor and outdoor.          Construction in continuous provision – large and small scale.          'Junk modelling.</p>

**Computing**

Reading/listening to stories

2 Simple/2 Paint

Developing mouse control

Opening and closing programmes

Logging in.