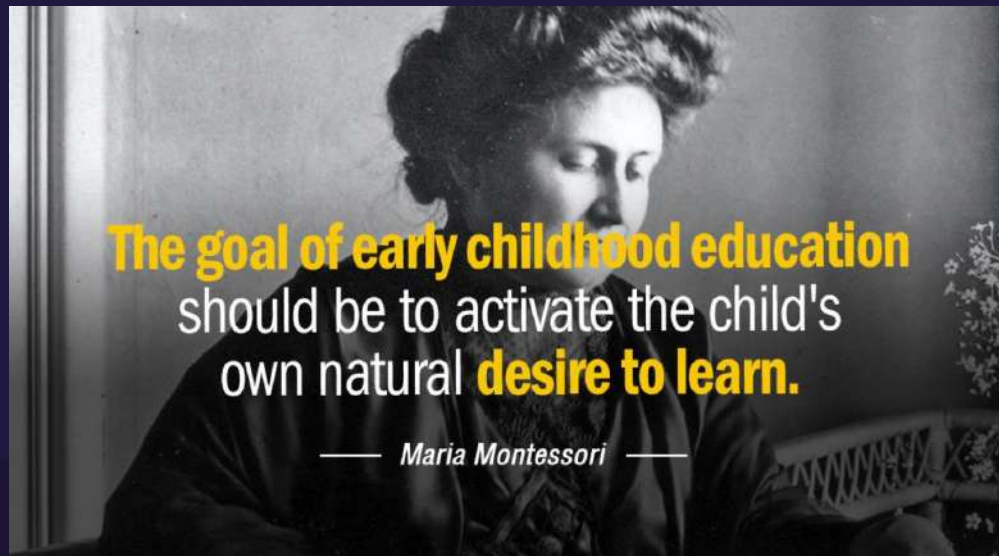
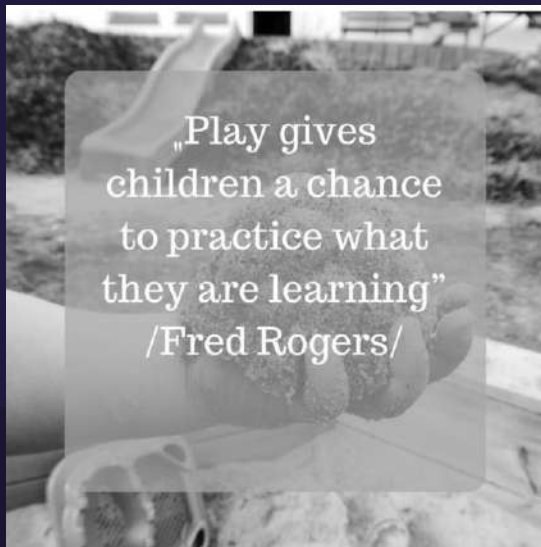
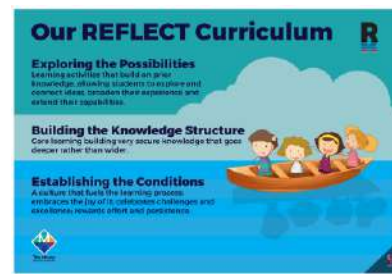




Early Years Curriculum Portfolio



Characteristics of Effective Learning



Our children are encouraged to investigate and are given opportunities to experience things. We want all of our children to have the confidence to have a go.

We use hook moments in our topic to spark curiosity and inquisitive thinking, foster a love for learning and spark the imagination.

We encourage the children to explore the world around them. Asking them open-ended questions, encouraging peer discussion, and learning about the real and fantasy world.

Deconstructed role play resources are provided to allow space for children to play their own experiences indoors and outdoors.

We encourage risky play our children are provided with opportunities to develop positive relationships and to solve problems together.



Playing and Exploring



Characteristics of Effective Learning

It is important to us that our children celebrate and enjoy their own achievements and that of their friends. We support our children to learn how to overcome difficulties they may encounter.

A growth mindset is encouraged throughout our school 'R is for resilience, we try and try again'.

This links to our school's REFLECT Values we want our children to be resilient, confident learners willing to take risks.

Active Learning



Characteristics of Effective Learning

We encourage children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We support children in solving real problems such as how to make this model better and how to overcome challenges when sharing with their friends.

We also provide the children with the language to evaluate and review how well the approach works using language such as I wonder if...

Creating and Thinking Critically

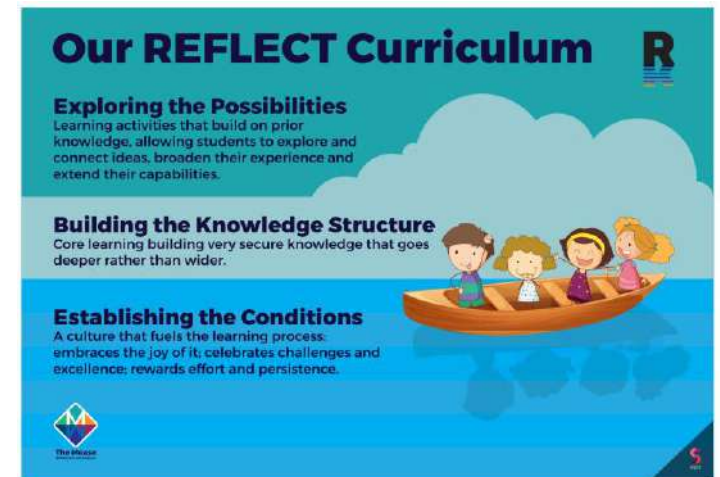


Curriculum Intent

Curriculum Intent

We aim to promote the holistic development of each child, we place great value on the development of children as individuals. The Early Years Curriculum aims to lay a secure foundation for future learning. We expect our children to leave us as happy, confident, and skillful communicators who are curious about the world around them.

Our enabling environment and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move through Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular forest school sessions.

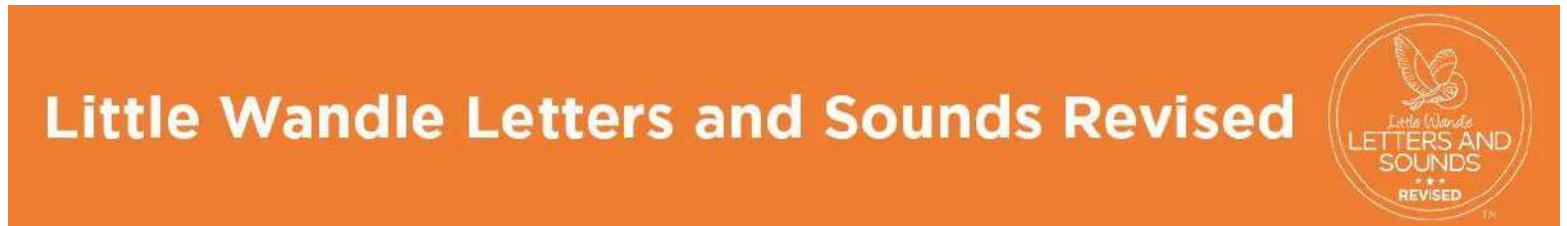
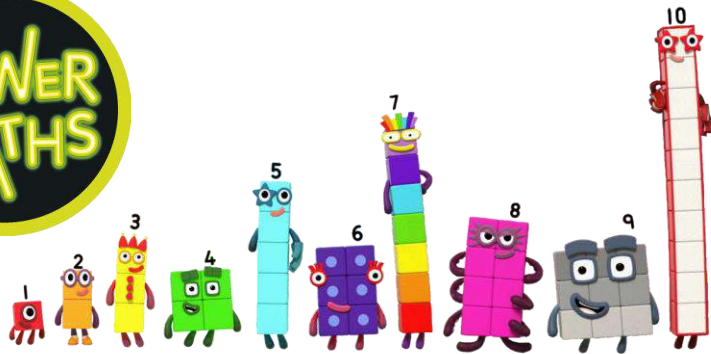
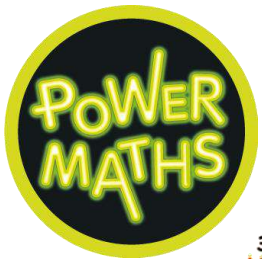


Implementation: How do we achieve our aims?

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is structured so that children have directed teaching in Phonics, Maths and English every day. These sessions are followed by group work where children work with a staff member to develop their individual targets. The focused group time means that the teacher can systematically check for understanding, identify and respond to misconceptions quickly, and provide real-time verbal feedback, resulting in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Impact: How do we know we have achieved our aims?

Our children are happy, confident, independent and have the key skills they need in reading, writing and maths to be ready for Key Stage 1.



Communication and Language

We enjoy talking to our friends about our interests and listening to them.

We love participating in weekly Show and Tell!

Listening, Attention, and Understanding

Children in Reception work towards achieving the following early learning goal: Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

We enjoy listening to our story of the week! Each week it is started with a hook to create awe and wonder.



Reception children enjoy working with a talk partner to solve problems.



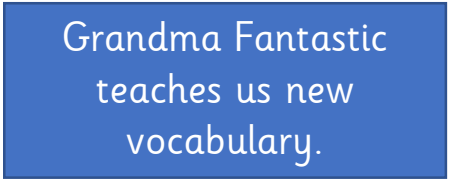
Communication and Language

Speaking

Children in Reception work towards achieving the following early learning goal: Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. 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 teacher.



We talk to our partners on the carpet and discuss our ideas.



Grandma Fantastic
teaches us new
vocabulary.

Personal, Social and Emotional Development



Self Regulation

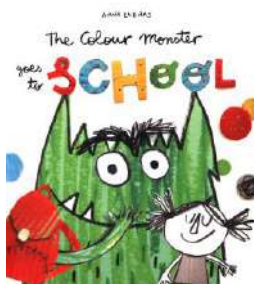
Children in Reception work towards achieving the following early learning goal:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

We use our calm down area and resources in our calm down basket to help self-regulate.



We enjoy participating in daily calm time, especially peer massage.



Every morning we register our emotions by placing our name into one of our colour monster bowls.



Personal, Social and Emotional Development

Managing Self

Children in Reception work towards achieving the following early learning goal:

Be confident activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.



Personal, Social and Emotional Development

Building Relationships

Children in Reception work towards achieving the following early learning goal:

Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs

Our special person of the week is: 

He is from: Israel
He does loads of painting: Hannah
I like the way he runs and jumps: Anthony
I like his eyes: Lili
He's from: Freddie
He is nice: Owen
I like his top: Rory
He likes painting: Victoria
He has fast shorts: Adam
I like his shoes: Billie
I like his shoes: Oscar
He plays with some: Tommy
I like him because he has hair: Frank
I like to see him all the time: Theo
I like his hands: Teodora
He is a good friend: Albie
He is super fast: Archie
He is from: Lili
I like his hair: Olivia
He has done a painting: Renee
He was playing a game with me: Billie
He runs from: Anna-Rose
I like his shoes: Iry
His hair is special: ~~Joshua~~
I like how he's been nice today: Ruby
He plays with lots of different children: Mia ~~Joshua~~

I am special because I run so fast!



We are proud to all be different.

Physical Development



Developing our fine motor skills
in our writing area!



P.E



Adventure Island



Children in Reception work towards achieving the following early learning goal:

Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children in Reception work towards achieving the following early learning goal:

Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.



Ballet



Balance bikes

Literacy

Comprehension

Children in Reception work towards achieving the following early learning goal:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

We enjoy exploring texts in our reading area and other areas of provision!



In Reception we explore a range of fiction, non-fiction and poetry texts!

We love sharing stories during DEAR time!



Literacy

Word Reading

Children in Reception work towards achieving the following early learning goal:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		



Little Wandle Letters and Sounds Revised



Literacy

Writing

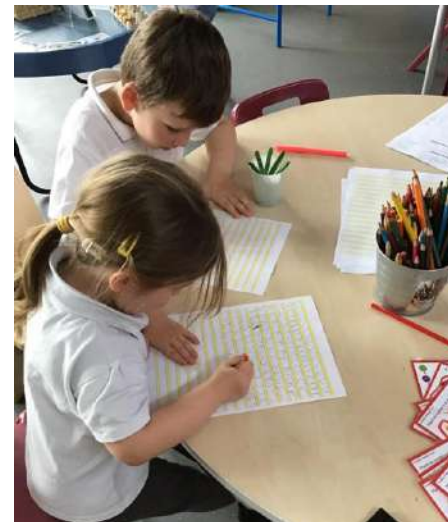
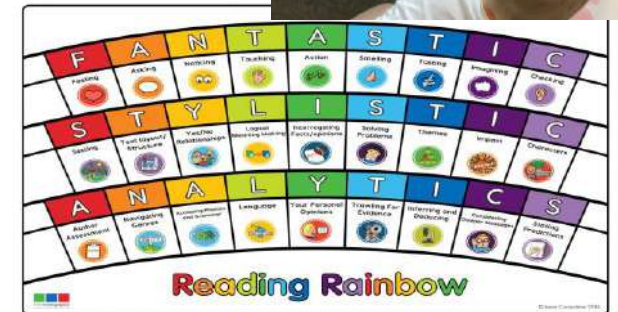
Children in Reception work towards achieving the following early learning goal:

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

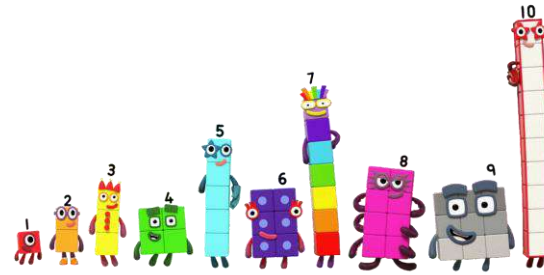
Writing

Children in Reception work towards achieving the following early learning goal:

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



Mathematics



Number

Children in Reception work towards achieving the following early learning goal:
Have a deep understanding of number to 10, including the composition of each number;
Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Mathematics

Numerical Patterns

Children in Reception work towards achieving the following early learning goal:

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



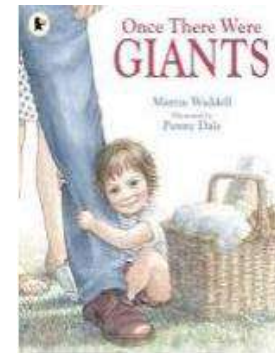
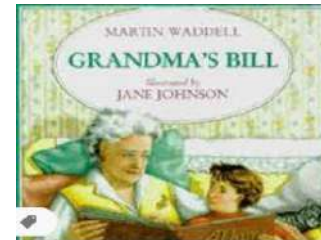
Understanding the World

Past and Present

Children in Reception will be working towards the following early learning goal:

Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;

We loved inviting our Grandparents into school to hear about their childhoods! 'Look at my Grandma's teddy from when she was little.'



We loved exploring these texts to learn more about the past!



Understanding the World

People Culture and Communities

Children in Reception will be working towards the following early learning goal:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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.



We have loved learning about different celebrations at The Mease. Especially working with our families to learn about what celebrations are important to them.

Understanding the World

The Natural World

Children in Reception will be working towards the following early learning goal:
Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Science experiments



Learning about the life cycle of a butterfly



Learning about seasons



Learning about animals and the different environments they live in



Growing plants and exploring and observing the changes in our environment



Expressive Arts and Design

Creating with Materials

Children in Reception will be working towards the following early learning goal:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children in Reception will be working towards the following early learning goal:

Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.





Supporting children with SEND:

Learning in the continuous provision can be particularly challenging as it can be a loud environment, (with the neural, auditory, articulatory, visual and motor skills children with SEND can have) therefore, we create quite and calming spaces in our classroom and the opportunity to have a sensory break. We know that early demoralisation in the classroom can have a lifelong impact, so the pressure is on – children with SEND must be set up with the fair challenge, but also chance, to learn, thrive and have a love for learning.

Pencil Grips



Sitting Supports



Visual Aids



Fine motor/ Gross Motor Interventions



Talking Tins



Sensory Breaks



Timers



Creating quiet spaces



Physical Literacy Interventions



Physical Literacy:

Using our great communication skills to act out our favourite stories and participate in helicopter stories to bring them to life and develop our communication, language and imagination.



Our children work together to physically demonstrate our understanding.



We are resilient and use Dough Disco and Squiggle Whilst you Wiggle to strengthen our muscles which then improves our handwriting.



Opportunities to be curious outside to inspire our writing.



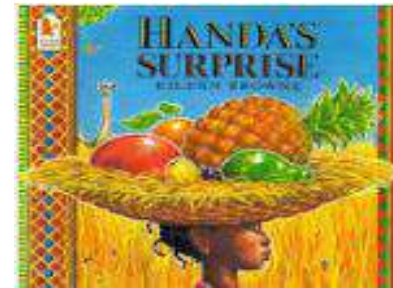
Early Language



We are resilient and confident when building and strengthening our muscles through a wide range of mark making activities inside and outside!



We have lots of opportunities to be curious through our provision and our children are often inspired to write through exciting and engaging activities- often inspired by a book!



Our children are starting to reflect upon their learning using their toolkits and understand what they need to do next to improve.

Our children work together to build vocabulary and talk about the main plot points in a story as part of our Jane Considine lessons in Summer.



Working collaboratively with our families and the community



In Reception we love collaborating with our families to support our learning!



We love inviting our families into school for workshops, Family Fridays, Breakfast with a book and Grandparents morning.



We enjoys exploring our local community!



We loved it when our friends from nearby Hilton Spencer Academy joined us during Science Week!

How can I support my child at home?

We hold parental workshops at the start of the year to introduce our Phonic and Maths Schemes. In these sessions we discuss strategies to support early reading and number and we provide resources to use at home.

Our Phonics' Scheme is Little Wandle, further information is available at <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>. To hear the pronunciation of sounds within our scheme you can find videos to support here: https://www.youtube.com/watch?v=-ZtjFIvA_fs

We communicate regularly through an application called Class Dojo, this allows us to share information and celebrate learning.



Little Wandle Parent
Information



ClassDojo



Pronunciation of Sounds

Useful Websites and Apps



Topmarks - Games and activities to support phonics and maths



ICT Games - Games and activities to support phonics and maths



Phonics Bloom - Games and activities to support phonics



Numberblocks - A game that supports maths



1-Minute Maths - A game to support early number