

<p style="text-align: center;">Pewithall primary school Curriculum information 2023–2024 Reception</p>
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### EYFS Policy & Philosophy at Pewithall.

We deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

### EYFS Framework 2020

At Pewithall we follow the EYFS framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### EYFS learning and development requirements.

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- communication and language
- physical development

- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs. Weaving throughout the EYFS curriculum at Pewithall are three Characteristics of Effective Learning.

- playing and exploring - children investigate and experience things, and 'have a go'
  - active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
  - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

### Communication and language

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, and if needed Talk Boost interventions.

**SUPERSONIC**  
**Phonic Friends**

## Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



At Pewithall we use My Happy Mind to support our PSED learning. Learners will have the opportunity to read stories and meet characters to support their learning.

## Physical development

In Reception our children take part in Multiflex PE lessons, drama lessons with Andrew Curphy and have lots of opportunities to develop their gross motor skills in our provision and during extra sessions such as GoNoodle, Cosmic Kids Yoga, Daily Mile, further PE lessons and active lessons. We create numerous opportunities for pupils to develop their fine motor skills in the provision and also enjoy noodle drumming and dough disco.

## Literacy

### Phonics

We use Supersonic Phonics Friends programme to provide daily engaging and active phonics lessons. In phonics, we teach children that the letters of the alphabet represent sounds and that these are put together to make words. The children learn to recognise the different graphemes that they will see when they are reading or writing.

Our phonics teaching starts in Reception and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they might discover. At Pewithall we also model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum.

We have a strong focus on the development of language and language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### How we Teach Phonics

At Pewithall we:

- Teach children that phonics helps us to read and write.
- Follow a specific lesson structure and teaching sequence (revisit & review, teach, practise, apply) which promotes independence, resilience and success in all our learners.
- Ensure that all phonics teaching is delivered with pace and passion.
- Include an active element to all lessons that ensures participation for all learners.
- Ensure that children take home a book that matches their phonic ability
- Invite all parents to attend phonics and reading workshops to support their children with the development of their child's phonics skills.
- Many words are phonically regular, however, there are some exceptions, which the children know as tricky words.

## Phonics and Reading Books

When the children are starting to learn the phonic code it is important that the books they read are closely matched to the letter sounds they are learning. The books should give the children confidence and help develop fluency, we want our children to feel confident and a sense of achievement.

## Writing

### Mark making

Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose.



At Pewithall we use Greg Bottril's Message centre concept to engage pupils for a love of writing for purpose and fun.

### Pathway's to Write

At Pewithall Primary School we plan learning in a thematic approach using our English curriculum texts as a driver. We follow The Literacy Company's 'Pathways to Write' scheme which provides high quality texts and further embeds our mastery approach.

Children are given regular opportunities for telling, retelling and refining texts as a preparation for writing. We encourage the process of planning, saying, writing, checking and editing writing.

Planned teaching sequences include shared, guided and independent writing. We prepare children for the transition from shared to independent writing by use of teacher demonstrations-'modelling' writing, teacher scribing and supported composition.



## Handwriting

At Pewithall Primary School we support our pupils handwriting skills using Letterjoin handwriting programme fonts. In EYFS and year one pupils are taught Letter Join Print Plus font, with lead out lines. We send home the log in details so you can support your child at home with the fun online activities.

## Maths

There's more to maths than counting!

Children learn about maths through play and their daily experiences. The more meaningful to them and hands on it is, the better. Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go. Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world. Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment. In addition, maths is explicitly taught daily as short whole class sessions and followed up with small group work using our mastery maths scheme, Power Maths.



### **Concrete - Pictorial - Abstract**

Mastery of mathematical concepts in the EYFS takes the following approach:

**Concrete** - children use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** - children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

**Abstract** - with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.

### **Maths is everywhere!**

Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- Malleable - dough can develop mathematical language - short, long, fat, thin. Children can make shapes of different dimensions - flat shapes, 3-d shapes.

- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language - first, second, third, how many are blue, which is largest / smallest.
- Outdoors - Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. "One-two buckle my shoe" can develop number concepts, knowing direction that the print reads from left to right.

## Power Maths Reception, yearly overview

### Autumn term

Strand	Unit	Week	Week title	Early Learning Goal	
Number – number and place value	Unit 1	Numbers to 5	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number.
			2	Counting to 4	Subitise (recognise quantities without counting) up to 5.
			3	Counting to 5	Recognise the pattern of the counting system.
Number – number and place value	Unit 2	Comparing groups within 5	4	Comparing quantities of identical objects	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			5	Comparing quantities of non-identical objects	Subitise (recognise quantities without counting) up to 5.
Geometry – properties of shape	Unit 3	Shape	6	3D shapes	<i>There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.</i>
			7	2D shapes	
Number – addition and subtraction	Unit 4	Change within 5	8	One more	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			9	One less	
Number – addition and subtraction	Unit 5	Number bonds within 5	10	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
Geometry – properties of shape	Unit 6	Space	11	Spatial awareness	<i>There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</i>



## Spring term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 7	Numbers to 10	1	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number.
			2	Counting to 9 and 10	Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system).
Number – number and place value	Unit 8	Comparing numbers within 10	3	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).
Number – addition and subtraction	Unit 9	Addition to 10	4	Combining 2 groups to find the whole	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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Number – number and place value	Unit 10	Measure	5	Length, height and distance	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			6	Weight	
Number – addition and subtraction	Unit 11	Number bonds to 10	7	Using a ten frame	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.
			8	The part-whole model to 10	
Number – addition and subtraction	Unit 12	Subtraction	9	Subtraction	Have a deep understanding of number to 10, including the composition of each number.
Geometry – properties of shape	Unit 13	Exploring patterns	10	Making simple patterns	There is no specific ELG related to this unit. This unit supports the Development Matters statement Continue, copy and create repeating patterns.
			11	Exploring more complex patterns	

## Summer term

Strand	Unit		Week	Week title	Early Learning Goal
Number – addition and subtraction	Unit 14	Counting on and counting back	1	Adding by counting on	Have a deep understanding of number to 10, including the composition of each number.
			2	Taking away by counting back	
Number – number and place value	Unit 15	Numbers to 20	3	Counting to and from 20	Verbally count beyond 20, recognising the pattern of the counting system.
Number – multiplication and division	Unit 16	Numerical patterns	4	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
			5	Halving and sharing	
			6	Odds and evens	
Geometry – properties of shape	Unit 17	Shape	7	Composing and decomposing shapes	There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.
Number – number and place value	Unit 18	Measure	8	Volume and capacity	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Number – addition and subtraction	Unit 19 (Optional)	Sorting	9	Sorting into 2 groups	This unit is optional because sorting is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide an introduction to the concept of sorting, which will be useful in Year 1.
Measurement	Unit 20 (Optional)	Time	10	My day	This unit is optional because time is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide a useful introduction to time, which will be covered in Year 1.

## Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's



personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

We like to go from the children's interests throughout the year such as exploring snow, learning about cultural and significant events and sharing new topics. We use Developing Experts to support our scientific investigations.

## Expressive Arts & Design

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The



quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We use Charanga to support our music curriculum.

We use our Pewithall Reception Curricular Goals to help our children understand their learning. We discuss these goals with the children.

<p>To become a <b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>	<p>To become a <b>Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment and living things, know some reasons why Pewithall is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a <b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become an <b>Amazing Athlete</b></p> <p>who can show strength, balance and coordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a <b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become an <b>Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a <b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a <b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>
<p>To become a <b>Master of Maths</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>	<p>To become a <b>Wow Writer</b></p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become an <b>Independent Individual</b></p> <p>who can follow the School Rules (Ready, safe, respectful), set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a <b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>