



## Reception Curriculum Statement

The Early Years Foundation Stage (EYFS) framework sets the standards for learning, development and care for children from birth to 5 years. It states that 'every child deserves the best possible start in life and the support that enables them to fulfil their potential.' From September 2021 we will be using the new statutory framework – to support curriculum planning and the assessment process. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf).

### **Intent:**

At Pearl Hyde Primary School, the EYFS curriculum is designed to encourage children to be independent, inquisitive and develop a lifelong love of learning. We understand that young children develop rapidly during the early years – physically, emotionally, intellectually and socially. Our holistic curriculum maximises cross-curricular links and builds strong foundations for the future of our learners, enabling them to succeed in an atmosphere of trust and feeling valued.

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. Their prior learning is recognised, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start to school life, ensuring each individual reaches their full potential from their various starting points.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that follows children's interests and ideas, supported by the use of high quality texts and a range of experiences to bring the curriculum to life. We also recognise that all children are unique, celebrating and welcoming differences within our school community and providing opportunity for the children to share and celebrate their culture and heritage.

Underpinning all of this are our school values; and our very own '**Pearl Hyde Way**'.

**Perseverance**

**Excellence**

**Acceptance**

**Respect &**

**Leadership**

### **Implementation**

Our Reception curriculum follows the 2021 Early Years Statutory Framework for the Early Years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum.

Through our knowledge of each child and formative assessments the EYFS team plan **exciting and engaging** activities that will move the children's learning forward. Using the ambitious, concept-driven and knowledge-rich Cornerstones Curriculum as a foundation for our learning, the children

are taught a range of projects that are relevant to their age and stage. This curriculum is built on a sequenced knowledge and skills framework, and is informed by the latest findings from cognitive science about how children learn best. These projects are easily adapted to meet the unique needs of the children within our school, considering children's interests or current topics/events at the point of learning (e.g. Diwali, Harvest, Eid, Holi, Safer Internet Day etc). We take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. In addition, we strive to make the most of focused moments where teaching and learning can be maximised in a one to one way with teacher and child. Our yearly overview is not set in stone and each cohort creates its own unique blend of whole class, guided, adult directed learning and independent child-initiated play activities dependant on the nature and needs of the class of individuals.

At Pearl Hyde, the children learn through **a balance of child-initiated and adult-directed activities** and challenges. The timetable is carefully structured in order for the children to have directed teaching during the day. The timetable changes throughout the year to take into consideration the developmental needs of the children. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' within our indoor and outdoor classrooms. The learning environment is planned and organised to encourage children to become independent, creative, self-motivated and in control of their own learning. All areas are planned in a cross-curricular way to enable all aspects of the children's development to be connected, including Understanding the World and Expressive Arts and Design, to promote sustained thinking and active learning.

### **Reading & Phonics:**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Age appropriate, high-quality texts are chosen as a stimulus for learning, to enhance themes and to provide good models for writing. Children enjoy story time and re-telling stories in their play. They also read a variety of books inside and outside of school through guided reading sessions, as part of the daily phonics session and independent reading with adults.

Children follow the highly successful Read Write Inc Phonics Program to ensure consistency across the school. Throughout the year, they will develop Grapheme Phoneme Correspondence (GPC) and segmenting and blending skills to decode words. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting.

Children are encouraged to read at home too, both books from school and their own books. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

### **Maths:**

We follow the **Maths Mastery** approach in Reception with an emphasis on studying key skills of number, calculation and shape to support children to develop deep understanding and the acquisition of Mathematical language. Explicit connections are made where possible. For example, when focusing on the number 3, we discuss how the number 3 relates to triangles etc. Children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help children remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. All children are exposed to the same learning, support is given where necessary in terms of pre-teach sessions and follow up sessions to secure understanding. Our

confident mathematicians are encouraged to talk about their maths and develop their ability to reason.

**Our inclusive approach** means that all children learn together whilst also using a range of additional intervention and support to enhance and scaffold learning for those children who may not be reaching their potential or to facilitate and extend the learning of those who require further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

The Reception team gather evidence of children's learning through work completed in their Literacy books and observations and photos collated in their 'Learning Journey'. These are shared with parents and carers each term when their 'Learning Journey' is sent home. Parents and carers are invited to add contributions of any experiences or achievements made outside of school. This means that parents can engage with children about their learning and can contribute to the knowledge we have of the child in school. In addition, the characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

The team in Year R strive to ensure that children are surrounded by a kind, caring and happy environment which helps them develop and make good progress. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

### **Impact**

At Pearl Hyde we aim to ensure all children progress through a balanced, creative curriculum. We strive to ensure each child makes a very good level of progress through the Early Learning Goals, from their individual starting points. We aim to provide all children with the best possible start to their own 'Learning Journey' which will allow them to develop the knowledge and skills to reach and exceed their potential in KS1.

To check that we are achieving this we take the following measures;

### **Baseline:**

Prior to children starting, staff spend time speaking to the child's parents and previous settings to gain an understanding of them as the whole child and at what stage their strengths and development points are. During the first half term, we use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each learner's starting points in all areas so we can plan experiences to ensure progress. This information is tracked on a system called Otrack and serves to inform us about the progress and attainment of each learner.

As the children enter school, we will carry out the statutory Reception Baseline Assessment (RBA). This activity-based assessment focuses on children's starting points in 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception all the way through to the end of KS2.

### **Ongoing Observation:**

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing. Some observations are recorded and evidenced with photographs within each child's individual 'Learning Journey'.

### **Assessment:**

Phonic assessments are carried out every half term to quickly identify those children who are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Summative assessments are completed termly to judge each child's progress across the 7 areas of learning and their progress against the Development Matters age related expectations is tracked. This allows us to assess the impact of our teaching and identify specific children who may need extra support or challenge.

In Summer Term 2, the Early Years Foundation Stage Profile (EYFSP) is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents/carers and the Year 1 teacher regarding this.

Any assessment judgements made are moderated internally within the Reception and Key Stage 1 team and externally by other schools in the MAT and school network.

Impact is also evident through the successful transition of our children into Year 1. Reception staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave Year R with the skills, knowledge and confidence to continue their 'Irresistible Story of Learning' as well rounded, happy and confident learners.

In summary, our curriculum in Reception is used to promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

