POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS

Love Learning, Love Life!

RECEPTION CURRICULUM

RP - Miss Harmer (Mon, Tues, Thurs, Fri) and Mrs Daggitt (Wed)
RG – Mrs Nash (Mon, Tues, Wed) and Mrs Daggitt (Thurs, Fri)

POWNALL GREEN PRIMARY SCHOOL

Curriculum design

Intent

Love learning, love life!

Our curriculum is designed to be:

Inspiring and ambitious - challenging all children to aim high

Sequenced and coherent - carefully planned to help knowledge and skills grow

Knowledge-rich and vocabulary-rich - broadening understanding and oracy

Inclusive - ensuring every child feels valued, supported and able to flourish

'The Pownall Experience' brings this to life through enrichment opportunities that go far beyond the classroom - helping children become well-rounded, enthusiastic learners who love learning and love life!

Implementation

Our curriculum is implemented through an evidence-informed approach. We draw upon the best available research to help us teach in ways that make a real difference. High-quality teaching at Pownall Green includes explicitly linking new knowledge to what children already know, breaking it down into manageable chunks, and providing clear explanations supported by helpful visuals and demonstrations. We check understanding regularly and respond to children's needs, offering scaffolded practice to help all children progress and achieve their best

Impact

The impact of our curriculum can be seen in our learners.

Our children:

- Do their best and aim high in all they do
- See choices as opportunities to grow and achieve
- Embrace challenges with confidence and resilience
- Work well collaboratively and think of others
- Are well prepared for their next steps
- love learning and love life!

Choice... Challenge...Collaboration...

POWNALL GREEN PRIMARY SCHOOL

The Pownall Experience



We are passionate about offering every child opportunities that go far beyond our ambitious curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, create lasting memories, and truly embrace the Pownall Experience. At Pownall Green, we love learning and we love life!

DAY-TO- DAY ARRANGEMENTS

The school day

Start of morning session	**EYFS and KS1 8:35am – 8:45am** KS2 – 8:40am - 8:50am
Morning register closes	**EYFS and KS1 8:45am** KS2 – 8:50am
Start of afternoon session and close of registration	**EYFS - 12:45pm** KS1 - 12:50pm KS2 – 1:15pm
End of day	**EYFS and KS1 - 3:15pm** KS2 – 3:20pm

For this year group:
PE day: Monday
Forest School: Wednesday
Library – Friday

Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

Security arrangements

If anyone other than a parent/carer or their regular known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion. If you know you are running late for collection, please inform the school office ASAP. If no one has collected by 3.25pm, your child will be taken to PG club and you will be charged accordingly.

Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents**/**carers and any other appropriate agencies to promote the welfare of our children.

School uniform

Everything that is brought in to school including all school uniform MUST BE NAMED	
Standard Uniform	• Grey pinafore dress / skirt • Gold embroidered sweatshirt / cardigan • Short sleeved embroidered yellow polo shirt • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts
Footwear	• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	• Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	• Plain white t-shirt (no other logos permitted) • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers Children can come to school on a Monday wearing their PE kit until further notice.
Other Options	• Brown Book Bag for EYFS/KS1
Jewellery, Hair and Make Up	• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	• Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	• Jumpers/cardigans should not be tied around waists.

In addition, we go outside every day. The children engage in wet, messy and muddy play so we ask that all children bring in a **named waterproof jacket, waterproof trousers (or puddle suit) and wellington boots** that can be kept at school. These can just be sent to school in a carrier bag.

Home-school communication

In Reception we keep in touch via the Seesaw learning app where we will share information about what's happening at school and some of our special moments. We prioritise practitioner interactions with the children, so although wow moments are shared, documenting learning does take staff away from scaffolding and supporting the children's learning so we do not record detailed observations of each child's learning.

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers via the admin email address and mark FAO. Teachers will endeavour to get back to you within 3 working days of receiving an email. The messaging system on the SeeSaw app is not monitored.

The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and the celebration of school life. Parents evening will take place in the Autumn and Spring term. In Reception you will receive a report informing you of your child's progress at the start of the Spring term and at the end of the year.

The Parents Page on the Website www.pownallgreen.co.uk

Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

THE EARLY YEARS FOUNDATION STAGE CURRICULUM

Our early years curriculum is organised into seven key areas of learning and development, which have been set out in the statutory framework for the early years foundation stage. We carefully plan your child's learning and activities to help them develop their knowledge, skills and understanding in all seven areas. We also use a document known as Development Matters as guidance to support our curriculum and meet the requirements of the framework. We help and support children towards achieving the 17 Early Learning Goals. Children learn, develop and progress at different rates so the activities we provide are suited to your child's unique needs and designed to be really flexible. Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outdoors. We ensure a balance of teacher and child-initiated activities, encouraging children to be independent and use the skills they have been taught as they play and learn together.

Within the seven key areas of learning there are three crucial *prime areas*: Communication and Language, Physical Development and Personal, Social and Emotional Development.

We recognise that these prime areas of learning are vital to help children become successful and happy learners.

COMMUNICATION AND LANGUAGE

In order that children can achieve well in all areas of the curriculum, we recognise how important talk and conversation is at home and at school. We provide lots of opportunities for children to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

We develop speaking and listening skills in both small and larger groups to help children:-

- talk to other adults and children in an environment where their contributions are valued, respected and supported
- talk about their experiences, share their ideas, plan, reflect and question
- experience role play, have fun with language and extend their vocabulary

We read regularly to children, engaging them actively in stories, non-fiction, rhymes and poems and then give them opportunities to use and embed new words in a range of contexts.

We also use a variety of co-operative learning structures so that all children are given the opportunity to talk and contribute equally.

Practitioners follow the ShREC approach during continuous provision time. This approach promotes high quality spoken interactions between staff and children, and our team consistently strive to up level children's use of vocabulary and spoken language.

PHYSICAL DEVELOPMENT

This area of learning provides opportunities for children to be active and interactive. Activities indoors and outdoors are designed to improve core strength, stability, balance, coordination, spatial awareness, control, manipulation and movement and are incorporated throughout all areas of the curriculum.

Children will be given opportunities to use a variety of small and large equipment and take part in a range of activities to develop their gross and fine motor skills, which will enable them to become

confident and independent individuals. Gross motor development is vital to support children in a wide range of areas, so we encourage children to dig, balance, climb and engage in activities that require the use of upper body strength. Upper body strength is also the precursor to the fine motor skills that children need to write effectively. They will also learn how to use various tools, equipment and materials correctly, including small world activities, puzzles, arts and crafts.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area of the curriculum helps children to develop a positive sense of themselves and others and have confidence in their own abilities. We support children in developing positive relationships and respect for others, understanding appropriate behaviour and social skills, managing their own feelings and understanding appropriate behaviour in groups.

Children will learn how to look after their bodies, including healthy eating, keeping themselves safe and managing their own personal needs. They are encouraged to make positive friendships, co-operate and resolve conflicts peaceably. These skills are developed throughout all areas of the curriculum and we use regular circle times to explore and reinforce these important future life skills.

In addition to these prime areas there are four *specific areas*: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

LITERACY

This area of learning involves children learning to link sounds to letters in order to read and write. We give children access to a wide range of reading materials, including, stories, rhymes, non-fiction books and poems. As well as developing a vital life skill, we also want children to love reading!

Reading

Children are taught reading skills daily through a range of activities, which include:

- Daily phonics sessions (Essential Letters and Sounds validated scheme).
- Daily story times/ rhyme sessions.
- A visit to our school library in which children will choose a library book to enjoy and read for pleasure.
- Children will read a decodable book in class once a week focusing first on decoding, then fluency and finally expression.
- Children will take home 2 decodable books a week to be read multiple times to allow children to develop decoding, fluency and expression. These books are matched to their phonics ability.
- Class teachers will hear every child read on a 1-1 basis fortnightly.
- Parent volunteers will hear some children read.
- Please use the home reading record to log all home reading.

When reading at home, we ask that each book is read three times to develop decoding skills, fluency and expression. Please tick against each book title three times in order for the reading book to be changed. **We do not require parents and carers to write a comment.**

Handwriting
First, we recognise the importance of developing children's gross and fine motor skills to help them to write. During the transition period, we focus on activities that develop children's shoulder, elbow and wrist muscles. This supports their precision with fine motor tools, including pencils for writing.

Children are taught to form letters correctly through Super Codes, first by practising writing patterns in a variety of ways, for example, with their fingers in the air, in sand and paint, with crayons, chalk, on whiteboards and with pens and pencils. They then form letter shapes, large at first and then smaller as they develop. We encourage the children, when they are ready, to practise regularly and emphasise starting points and orientation in a variety of different ways across different areas indoors and outdoors.

Writing
Writing requires the juggling of many skills and children are encouraged to write when they are ready. All their mark making and writing is valued and they have continuous access to writing materials, to practise and experiment with writing. They will have opportunities to:

- write alone, with their teacher and with other children in a print rich environment
- dictate to a scribe
- write their names
- write about what interests them
- write words, lists, captions, sentences and stories
- make their own books, cards and invitations
- make signs and labels
- use a computer keyboard
- re-read what they have written
- be creative and imaginative in an environment where their writing is valued, shared and used.

We teach children to write through 'Drawing Club.' This is an exciting approach to writing, where children draw pictures of characters, settings and adventures and then generate their own magic codes to bring their pictures to life.

MATHEMATICS

In this area of learning we develop children's skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, recognising patterns and shape, measure and spatial thinking.

Children learn through experimenting, experiencing, exploring, developing, formulating and applying. The foundations of mathematics are laid down through a focus upon practical activities and the use and understanding of mathematical language.

Children learn and use mathematical terms such as the names of shapes, for example, circle, triangle, cube etc. and positional words like under, on, over, near and next to. They are also encouraged to explain their thinking as they explore and solve mathematical problems.

They learn songs and number rhymes, practise sorting, matching, ordering, sequencing and counting, through various indoor and outdoor activities using everyday objects. They learn to recognise and seek patterns, to make connections, comparing and recognising relationships when working with numbers, shapes and measures.

They work with and use numbers to 10 and beyond. They become familiar with addition and subtraction and using a number line. They begin to solve mathematical problems using their

developing knowledge. They are encouraged to make up their own maths games, see maths all around and become confident using maths in their everyday lives. Children are encouraged to 'have a go' and not be afraid to make mistakes.

This will be achieved through group maths sessions and continuous access to mathematical equipment which the children can incorporate into their play and use the skills that they have learnt.

UNDERSTANDING THE WORLD

In this area of learning we help children to make sense of their physical world and their community through a range of experiences and opportunities where they can explore, observe and find out about people, places and the environment around them.

Past and Present

Children will be provided with opportunities to talk about themselves, their families, people who are familiar to them and past and present events in their lives and the lives of others.

People, Culture and Communities

They will be introduced to a range of different cultures and religions and be encouraged to recognise the similarities and differences between themselves and others, learning about other families, communities and traditions. We celebrate and share the things that are the same about us and the things that are different, this can be anything from how we celebrate special occasions in our families or have different beliefs to how we might support different football teams! We want children to care for and respect each other, to know that everyone isn't necessarily the same and that it is okay to be different.

The Natural World

Children will find out more about their immediate school environment and other environments, including other countries. They will be encouraged to look for similarities and differences and express opinions about the features they observe. There will be opportunities to handle natural materials such as sand, water and clay in order to begin to understand and talk about their properties. They will explore and recognise the features of living things and artefacts both natural and man-made. They will also explore, investigate and observe living things, animals and plants. They will begin to learn and use geographical and historical language e.g. far, near, close to etc. and before, long ago, past and present etc. They will learn how to draw information from a simple map. They will be encouraged to observe and talk about the changing seasons and how this affects the natural world around us.

EXPRESSIVE ARTS AND DESIGN

This area of learning allows children to explore and play using a variety of media and materials. It includes providing opportunities for children to share their thoughts, ideas and feelings through a variety of activities such as, art, music, roleplay, movement, dance, design and technology.

Creating with Materials

We plan activities which focus on using different skills and techniques and teach children how to use various tools and equipment safely and effectively. Opportunities are provided for working with different media, food and textiles. Children will be able to design and make their own pictures and models and design and build using different construction materials. They will learn the appropriate skills they may need like cutting, sticking and joining and then be given lots of opportunities to practise these skills. Children will be experimenting, recording and developing skills in colour

mixing, pattern and texture, line and tone, shape, form and space. The children will experience drawing, painting, collage, printing and pattern making, modelling with clay and other materials. They will also have the opportunity to sing songs, make music and dance.

Being Imaginative and Expressive
Children are given the opportunity to use what they have learnt about media and materials in imaginative ways. They may express themselves through design and technology, art, music, dance, role play and imaginative play. They will perform individually and with others, refining, recording and communicating their ideas. Singing is an ongoing activity throughout the school and children are continually working on diction, breathing control and other such skills, adding actions and dance.

Themes and Celebrations

We teach the curriculum through many exciting stories, themes and celebrations. In addition, children are given the opportunity to explore, develop and learn through their own interests and fascinations. Throughout the year we take the opportunity to celebrate and explore different festivals and cultures, those the children are familiar with and those celebrated by others. We will use Seesaw to keep you up to date with our learning journey.

Reception Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Communication and Language **Physical Development** **Personal, Social and Emotional Development**	The prime areas build a foundation for children to thrive and provide the basis for learning in all areas. The skills for each of the prime areas are developed throughout the curriculum across the whole year, therefore these are not broken down into half termly objectives.					
PSHE	***Transitions*** Transition and making friends The Golden Values What are rules? What are consequences?	***Healthy, positive relationships*** Playing cooperatively Making friends Resolving conflict	***Feelings and*** **emotions** Finding out about feelings Finding focus Feel good thoughts and feelings From worrysaurus to bettersaurus Feeling tense, feeling calm	**Healthy Lifestyles** Healthy routines – keeping active Healthy routines – a balanced diet Healthy routines – keeping clean Healthy routines – sleep Healthy routines – screen time	**Looking after our World** Reduce, reuse, recycle Saving energy and water Nature and habitats Looking after our local area Animals and the world	**Keeping safe and transitions** How can I play safely? How can I keep safe at school? How can I keep safe at home? NSPCC – Let's Talk Pants
Literacy	**Essential Letters and Sounds Validated Phonics Scheme**					
	Drawing Club & Super Codes					
	The Colour Monster Goes to School We are Family Ava and the Acorn Luna Loves Gardening Harvest Festival	Incredible India Arctic Animals Jesus' Christmas Party The Leaf Thief The Best Diwali Ever Rama and Sita Bonfire Night	Dogger Lost at the Toy Museum China The Great Race Lunar New Year around the World People who help us: Fire Fighter/ Police Officer The Dinosaur Police Awesome Ambulances Winter Sleep The Snow Thief	Little Red Martha Maps It Out The Three Little Wolves and the Big Bad Pig The Most Exciting Eid The Garden, the Curtain and the Cross Busy Spring That's My Flower	The Tiny Seed The Extraordinary Gardener The Very Hungry Caterpillar Growing Frogs A First Book of Dinosaurs Tree Full of Wonder	The Storm Whale The Big Book of the Blue Tropical Terry What the Ladybird Heard at the Seaside Rosa's Big Boat Experiment
Mathematics	**White Rose Mathematics Scheme**					
Understanding the World	Transition **Past and Present** My Family **The Natural World** Planting Harvest	**Past and Present** Bonfire Night **The Natural World** The Arctic & India **People, Culture & Communities** The Christmas Story Diwali **The Natural World** Autumn	**Past and Present** Christmas memories Toys from the past **People, culture and communities** China Lunar New Year People Who Help Us **The Natural World** Winter	**Past and Present** Toys from the Past **People, Cultures and Communities** Eid al-Fitr Easter **The Natural World** Maps Materials Spring	**Past and Present** Dinosaurs **The Natural World** Plants Life Cycles	**Past and Present** Holidays/days out **The Natural World** Summer Oceans and seas Travel
Expressive Arts and Design		**Colour**	**Form**	**Shape**	**Texture**	**Revisit**
	Introducing the Creation Station The Stage The Junkyard	The primary colours Mixed up Mondrian Joining materials	Clay skills Paper joining techniques 3D modelling: nature tiles, stick frames, foil sculpture, hanging sculptures	Cutting shapes (Henri Matisse) Concentric circles (Kandinsky) Squares and rectangles (Mondrian)	Textured tools Exploring combinations Painting on fabric	Transient art Form – a coral reef Colour – sea creature silhouette Salt painting Arcimboldo – fruit faces
	Exploring Sound		Music and Movement		Transport	Big Band
	Dance – The days of the week	Dance – Bollywood dancing Christmas	Dance - Dragon dance Superheroes Unite		Dance – Dinosaur Stomp	Dance - Pirate Dances Reception Graduation

Below is a summary of the seven areas of learning and 17 Early Learning Goals outlined in the statutory framework for the early years foundation stage.

Early Learning Goals – Expected Development (Prime Areas)

Communication and Language
Listening, Attention and Understanding 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; 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 teacher and peers.
Speaking Participate in small group, class and one-to-one discussions, offering 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development
Gross Motor Skills 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 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.
Personal, Social and Emotional Development
Self-Regulation 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.
Managing Self Be confident to try new 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.
Building Relationships 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.

Early Learning Goals – Expected Development (Specific Areas)

Literacy
Comprehension 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.
Word Reading 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.
Writing 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 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.
Numerical Patterns 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 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.
People, Culture and Communities 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.
The Natural World 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.
Expressive Arts and Design
Creating with Materials 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 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.

Assessment
At the beginning of the year, we spend time getting to know the children, to establish their starting points, including carrying out the statutory Reception Baseline Assessment. We continue observing and assessing the children throughout the year, noticing what they can do and what they know. We then carefully plan the curriculum and our activities to help support all our children develop and progress towards the Early Learning Goals. We use the 'Development Matters' document as guidance as we plan our curriculum and assess our children to determine if they are developing appropriately, to highlight their strengths and any areas needing further help and support. We recognise that all children are different and develop at different rates and in their own ways. By the end of the Reception year, we provide a summary of your child's attainment, known as the EYFS profile, based on our observations and their achievements. You will receive this information in the form of a report with a summary of your child's achievements at the end of the year.

How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Curriculum Meetings Share what the children are going to learn.	**Online Parents Evening** How they have settled. Strengths and development points. Parents/carers share relevant information. **Open Morning** Children will share with parents/carers their learning.	**Mid - Year Report** Current academic performance Attendance Attitude Targets	**Open Morning** Children will share with parents/carers their learning.	**Face to face Parents Evening** How they have progressed. Strengths and development points. Parents/carers share relevant information.	**End of year report** Achievement in all subjects. Personal and social comments. Targets for the next year. **Open Morning** Children will share with parents/carers their learning.

SUPPORTING YOUR CHILD'S LEARNING

All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long-lasting effect on your child's learning as they progress through the school. Even when a child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to their confidence as a young learner. (Here are just some ideas!)

- Talk about the colours, numbers, words and letters you see when out and about.
- Cook/bake together.
- Plant seeds or bulbs in a pot or garden patch.
- Use the weather – shadows, rain, puddles, snow, wind, mist and sun to extend your child's vocabulary.

- Explore the park at a different time of the year – go off the beaten track.
- Share and talk about a book. Read every day with your child.
- Talk to your child at every opportunity e.g. what you are doing that day.
- On a trip to the supermarket, talk about all the packaging shapes, count different items into your basket/trolley.
- Sing and tell nursery rhymes.
- Have mark making equipment available eg: big sheets of paper and chunky crayons, chalk or whiteboards.
- Make models and practise using tools like scissors and glue, make collage pictures.
- Play together including role-play (play house, shop etc, use puppets).

Reading

Please make time in your busy schedules to read with your child <u>every</u> day. Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors **in addition to any reading scheme books**. They also have the opportunity to choose a school library book. We want our children to love reading! Model reading all the time, read out loud and make reading fun!

Practical Maths Activities

Involving children in everyday activities that require the real-life application of mathematics can really help deepen their understanding of mathematical concepts. Activities such as baking, shopping, money, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together. Use everyday occasions to support the development of their mathematical language, to count and to talk about shape, pattern, time, size and quantity. Playing games that involve counting, counters, dice, cards, dominoes etc. can also be a big help as they develop mathematical skills as well as providing sharing, turning taking and talking opportunities.

Junk Modelling

We would gratefully receive any donations of egg boxes, boxes and small cardboard tubes. The children use these items for junk modelling and this will help us to ensure we have a good supply of the materials that they need for their creations.