

# Reception Curriculum Planning

## Topics for the Year

Term	Topic
1	All About Me
2	Season/Celebrations
3	Space
4	Spring/Growth
5	Mini-beasts
6	Seaside

## Early Learning Goals

### **Communication and Language**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical Development**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, Social, Emotional Development**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **Literacy**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## **Mathematics**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Knowledge and Understanding of the World**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## **Expressive Arts and Design**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Learning opportunities are designed to enhance the key characteristics of learning - creating and thinking critically, playing and exploring and active learning, ensuring that even our youngest children are powerful learners

### Montessori Links to EYFS/ how it's achieved

Montessori activities encompass all areas of the EYFS, as well as creating an independent learner who is able to work alone and as part of a team. We are lucky to be able to blend the Montessori and EYFS curriculum as our children can learn in a way suitable to them also working with some materials that are beyond the requirements of the EYFS.

## **Communication and Language**

All Montessori activities link to this area of learning in the EYFS. Children are encouraged to ask how and why questions through activities and conversations. We talk to children about all aspects of their learning and explain what they are working towards e.g. to write my name. Reception children attend assembly weekly, they are encouraged to listen to different teachers, children and ask/answer questions when necessary.

## **Physical Development**

PE is taught by a secondary specialist on a weekly basis. Throughout the year they cover playground games, movement and dance, (check the rest)

The children also interact and are taught by Year 9 pupils who are completing their Sports Leaders Award. To develop the child's pincer grip children have a variety of Montessori activities such as pouring, transferring and sensorial activities which all develop the child's pincer grip.

We cover healthy eating through a weekly topic on healthy eating.

Children are encouraged to manage their own basic needs and always wash their hands after the toilet, before snack and before lunch.

### **Personal, Social, Emotional Development**

The Montessori environment allows the child to express themselves in a variety of ways. The children are free to try new activities all the time. Following the Montessori Method allows the children to participate using trial and error which in turn means the child can self-correct without the help of an adult, although they are aware that an adult can help if it is required. This in turn increases motivation and the ability to choose new activities with ease. Children will happily show each other activities and work co-operatively.

Children are set ground rules and are aware of the behaviour expectations required in the environment.

### **Literacy**

Phonics- We follow the Read Write Inc. Programme for phonics. All children start from the beginning then after 4 weeks we complete an assessment, we use this to split the children into suitable groups, some will continue with single sounds, some will be blending and the others will be learning diagraphs. Children learn a sound a day.

In addition to this, Montessori allows us to use sandpaper letters on a 1:1 basis to teach through a 3 period lesson to allow the child a muscular and visual memory of the sound. In addition the Montessori pink, blue and green series allows the children to work through boxes starting with CVC words moving on to CCVC/CVCC words and the words with diagraphs. These boxes allow the children to write and read fluently.

Literacy is taught in small groups of a maximum of 6 children. We start by asking children to write initial sounds in words, then CVC words before moving on to reading and writing keywords which then enables the child to write a sentence.

Reading- children are given a reading book depending on their phonetic knowledge. The more sounds they know the easier they will find it to read. We ask parents to read with their child daily and we read in school with your child- reading book, labels, Montessori activities.

### **Mathematics**

In Montessori mathematics has a dedicated area where children can work from number formation/recognition all the way through to the decimal system. The Early Learning Goals for number and shape, space and measure can be fulfilled by using the maths and sensorial areas. We have 2D and 3D shapes in the sensorial area as well as long rods for measuring and the knobbed and knobless cylinders for space. In mathematics we have a variety of materials for number recognition, 1:1 correspondence all the way through to single and 2 digit addition and subtraction.

As well as the Montessori materials children are taught in small groups, maximum 6. This allows children to work co-operatively and use different materials to succeed within their early learning goals.

### **Knowledge and Understanding of the World**

The cultural area of Montessori allows children to work with a variety of puzzles, complete science experiments as well as learn about history and geography.

Throughout the year children have the opportunity to complete a range of activities that fall within the KUW area of learning. Children talk about their likes and dislikes, their local environment, cultural/ religious festivals and celebrations, technology they can use and use simple computer programmes. They also complete different science experiments including sink and float, candle and air, change of properties- melting and freezing.

### **Expressive Arts and Design**

Children have an art shelf where they can create their own masterpieces using a range of media.

Children sing a variety of songs, and within PE and their own 'choosing' create dances and enjoy role-play.

Children have small group lessons where they can learn different techniques and learn skills which they experiment with whilst choosing. Many Montessori materials also enable the children to be expressive in a variety of ways.