

# Reception Curriculum Guide for Parents

## September 2023 – July 2024

We follow The Statutory framework for the early years foundation stage (EYFS) which came into effect as of September 2021. This framework is a means of ensuring high standards of early education and care that will reassure parents that their child’s development is being fully supported.

The first stage of the EYFS curriculum begins at Meriden CE Primary School when children enter Nursery (FS1 – Foundation Stage 1) and continues until the end of Reception (FS2 – Foundation Stage 2). The EYFS underpins all future learning by supporting and fostering the children’s personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

Assessment in Nursery is done in line with the ‘Development Matters 2020’ for 3 to 4 year olds and in Reception the statements for ‘Children in Reception’ also from Development Matters 2020 are followed. Click on the links on our Foundation Stage page of the website to read these statements in detail. Staff work and play with and observe the children with these statements in mind and guide the interactions we have with each child and support staff to ensure progress is made. If parents would like to discuss their child’s progress they can request to do this at any time, not only at the formal parents’ evenings held twice a year. A formal report about each child’s progress is issued to parents at the end of the Autumn, Spring and Summer Terms

The Early Years Foundation Stage is divided into the following areas of learning:

| <b>Prime Areas</b>  | <b>Specific Areas</b>  |
|---|--|
| <b>Communication and Language</b><br>- Listening, Attention and Understanding<br>- Speaking                           | <b>Literacy</b><br>- Comprehension<br>- Word Reading<br>- Writing  |
| <b>Personal, Social and Emotional Development</b><br>- Self-Regulation<br>- Managing Self<br>- Building Relationships | <b>Mathematics</b><br>- Number<br>- Numerical Patterns   |
| <b>Physical Development</b><br>- Gross Motor Skills<br>- Fine Motor Skills  | <b>Understanding the World</b><br>- Past and Present<br>- People, Culture and Communities<br>- The Natural World |
|   | <b>Expressive Arts and Design</b><br>- Creating with Materials<br>- Being Imaginative and Expressive             |

During the EYFS, these areas of learning are covered through a variety of topics. See below the topics covered in **Reception**.

### Autumn Term 1

| Topic 1 – ‘It’s Good to Be Me!’                           |   |
|---|---|
| Week 1 – Ourselves/Whole School topic                     | To begin the Autumn term, we think about ourselves. From this we explore our new beginnings in school and learn about the people in our class as we develop new friendships. We build on self-confidence as we get to know each other and understand how to manage our feelings and behaviour in the school environment. We then talk about and draw our families. We learn that all families are different and use books such as the ‘The Large Family’ by Jill Murphy and ‘Living With Mum and Living With Dad’ by Melanie Walsh. Through our exploration of families, we will begin to realise that there are different countries in the world with different homes and we will investigate these different types of homes. We will then travel to Africa through the story ‘Grace and Family’! Through the setting of the story, we will begin to look at maps and different countries in the world with different natural features to our environment. |
| Week 2 – Ourselves/Families                               |   |
| Week 3 – Ourselves/Families Homes/houses around the world |   |
| Week 4 - Grace and Family                                 |   |
| Week 5 - Grace and Family                                 |   |
| Topic 2 – ‘The World Around Us’                           |   |
| Week 6 - Autumn   | Before half term, we begin our second topic. As the season progresses, we go on an Autumn Walk around the school grounds, wrapping up warm and putting on Wellington boots to go stomping through the fallen leaves and learning about all the fruits and vegetables of the season. Percy the park keeper books are a wonderful introduction to exploring the seasons and the natural world around us. it’s bonfire celebrations and fire safety! We follow the adventures of Ellie the Fire Dog through stories and short videos on how to be safe around fire.  |
| Week 7 – Autumn   |   |
| Week 8 – Fire Safety                                      |   |

| Autumn Term 2                                |  |
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| Topic 2 (continued) – ‘The World Around Us!’ |  |
| Week 1 – Diwali                              | After half term, it’s Diwali time! During this week, we learn about the Hindu festival of lights and explore different crafts associated with this festival. Then, it is World Nursery Rhyme Week! We’ll spend the week listening to and singing nursery rhymes. We will use instruments to add music and sound effects to improve the nursery rhymes and perform the nursery rhymes in front of our friends. After this, we begin to think about people who help us; doctors, police, postmen/women etc and what we would like to do when we grow up. During this time, we will also learn about transport and vehicles and the different ways we can travel. Finally, we then throw ourselves into Christmas! First, we learn about the Nativity Story and then we create some precious Christmas keepsake crafts for you to treasure for years to come. |
| Week 2 - World Nursery Rhyme Week            |  |
| Week 3 – People Who Help Us                  |  |
| Week 4 – People Who Help Us                  |  |
| Week 5 - The Nativity                        |  |
| Week 6 - Christmas Crafts and Songs          |  |
| Week 7 - Christmas Crafts and Songs          |  |

| <b>Spring Term 1</b>   |  |
|--|--|
| Topic 3 – ‘Adventure Above and Below the Clouds!’                |  |
| Weeks 1&2 – Thank you’s and sentence writing/seasons and weather | To start the Spring Term off we reflect on all of our Christmas experiences. As well as sharing our tales of presents we received we recall other things like what we left out for Santa and meals with our families, before writing thank you letters. We will begin to learn what a sentence is and how to write one. We will then learn about the different seasons and weathers, how the weather has changed since we were at school in December and what new plants and animals we can see. After this, we’ll be zooming up to Space! We will learn the planets in our solar system, the phases of the moon, learn about the moon landing and make our very own rockets! During this time we will be starting our whole school writing scheme ‘The write stuff’ Where we develop our writing skills. After spending time in Space, we will celebrate Chinese New Year which falls on 10 <sup>th</sup> February 2024. This is a wonderful topic which enables children to begin to understand and respect each other’s different beliefs and customs. We explore some of the stories, music, crafts, and traditions around Chinese New Year and sample a variety of foods. |
| Week 3&4- Space/The write stuff                                  |  |
| Weeks 5 – Chinese New Year                                       |  |

| <b>Spring Term 2</b>      |  |
|---------------------------|--|
| Topic 4 – ‘Celebrations!’ |  |
| Week 1 – Noah’s Ark       | Next, we will learn about the story of ‘Noah’s Ark’ where we will enjoy looking at the many different animals in our world, how to count in twos of course, floating and sinking and mixing colours to make all of the colours of the rainbow. During these two weeks we will be learning about other stories from our Children’s Bible which gives age-appropriate illustrations and explanations of some of the stories of Jesus. We then spend two weeks celebrating all the lovely women in our lives, including our mummy’s, and all that they do for us by learning some songs and creating an assembly, which you will all be invited to watch. We then naturally move onto learning about springtime and Easter where we teach the children that Easter is a time to celebrate Jesus’s new life in heaven and the new life that spring brings, explaining that this is why we have eggs at this time of year as they are a symbol of new life. |
| Weeks 2&3 – Mother’s Day  |  |
| Weeks 4&5 - Easter        |  |

| <b>Summer Term 1</b>                              |   |
|---|---|
| Topic 5 – ‘Tell Me a Tale!’                       |   |
| Week 1 – The Gingerbread Man                      | To begin the term, we will then begin with the Gingerbread Man! We will read different versions of the story and make some gingerbread men, perhaps one will run away! We will then read the stories of the 3 Billy Goats Gruff, Goldilocks and the Three Bears and Little Red Riding Hood. During this time, we will be focusing on story language such as ‘Once Upon a Time’ and ‘Happily Ever After’ and writing our own traditional tales! We will then be looking at exercise and healthy eating during Sports Week!<br><br>During our traditional tales unit, we will take the opportunity to care for our earth. We will plant different types of seeds, learn about what plants need to survive and create a watering rota to ensure our seeds get watered. We will also look at food packaging and learn about recycling and picking up rubbish in line with World Earth Day (22 <sup>nd</sup> April). |
| Week 2 – 3 Billy Goats Gruff                      |   |
| Week 3 – Our Earth (planting seeds and recycling) |   |
| Week 4 – Goldilocks and the Three Bears           |   |
| Week 5 – Little Red Riding Hood                   |   |
| Week 6 – Sports Week (subject to change)          |   |

| <b>Summer Term 2</b>                                |   |
|---|---|
| Topic 6 – ‘The Great Outdoors!’                     |   |
| Weeks 1 – Mini-Beasts (ladybird’s)                  | For our final term in reception, we will be spending lots of time in the great outdoors! We will explore outdoor areas and search for minibeasts and habitats. We learn the life cycles of some of these minibeasts, including watching butterflies hatch from chrysalis’ and learn all about the importance of bees! We will also be celebrating Father’s Day. As the term draws to an end, we’ll read stories about holidays, look at travel brochures and write postcards! |
| Week 2 – Fathers Day                                |   |
| Weeks 3 – Mini-Beasts (The Very Hungry Caterpillar) |   |
| Week 4 - Mini-Beasts (The Very Hungry Caterpillar)  |   |
| Week 5 – Mini-Beasts (Bees)                         |   |
| Week 6 – Mini-Beasts (Bees)                         |   |
| Weeks 7 – Holidays                                  |   |

Much emphasis is put on cross-curricular activities therefore one activity is likely to cover a range of learning. For example, children building with bricks may:

- cooperate to carry the bricks
- negotiate the best place to put them
- compare the size of different bricks

Therefore, there is opportunity to develop language, mathematical, physical, personal, and social skills through this one activity.

We plan our curriculum by providing a starting interest for children and then the weeks activities develop in line with children’s progress and interests. We use observations of children’s learning and achievements to inform planning.

Planning is differentiated throughout our Early Years and activities are planned to aid smooth transitions, continuity, and progression. Curriculum planning is continually monitored for quality, relevance, and effectiveness. Planning meetings take place to discuss and evaluate teaching objectives and outcomes and this is then fed into future planning.

### **Webpage**

Please see our class page on the school website for details of what is happening in Foundation Stage each week. Foundation Stage | Meriden CE Primary <https://www.meridenceprimaryschool.com/fs2>

### **More Information**

For more information about EYFS you can look on the following website <https://www.gov.uk/early-years-foundation-stage>

If you would like any further information about the curriculum in the EYFS, please do not hesitate to ask a member of the EYFS staff.