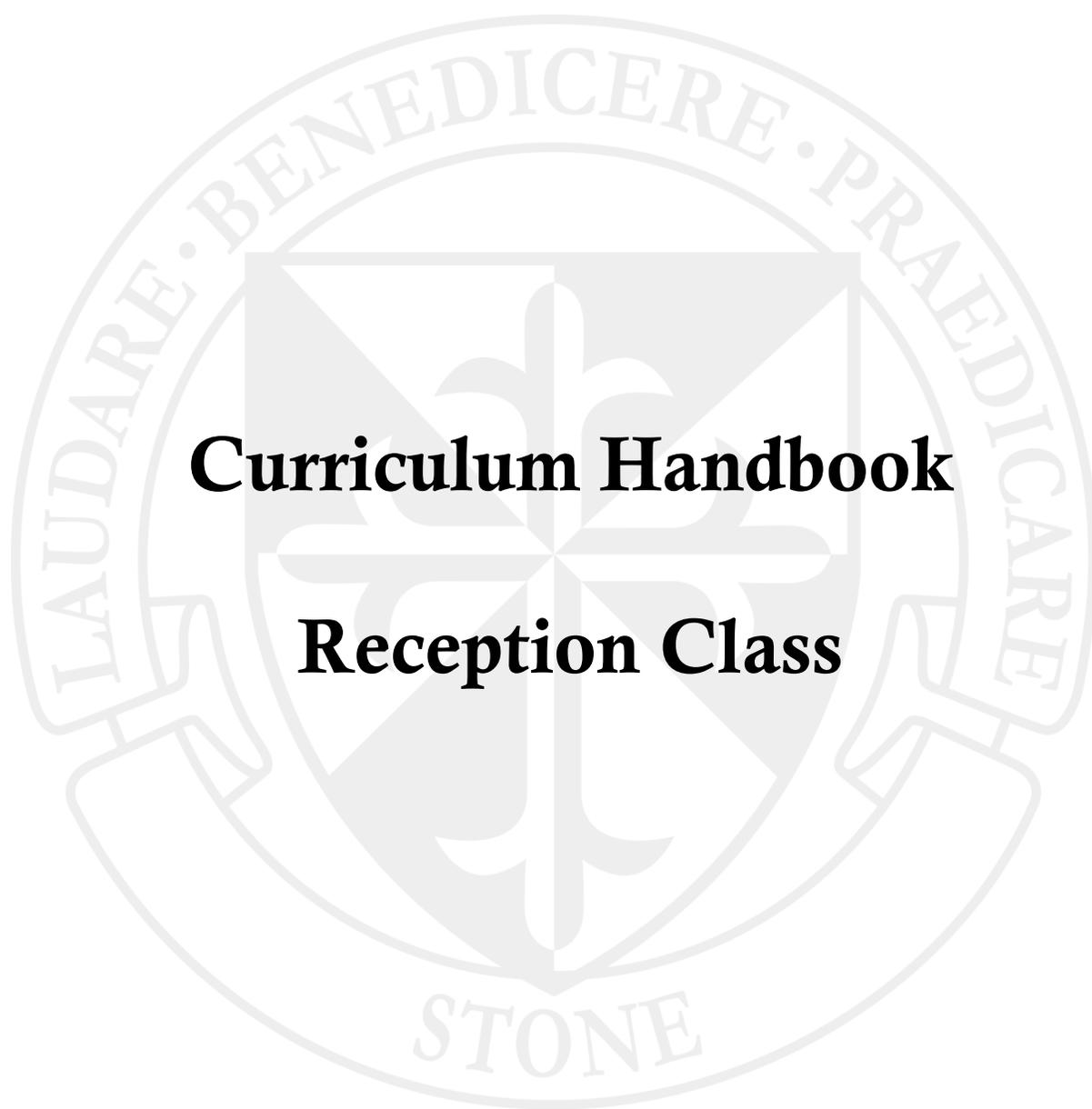


ST. DOMINIC'S PRIORY SCHOOL

Curriculum Handbook

Reception Class



EARLY YEARS FOUNDATION STAGE (EYFS) – RECEPTION CLASS

General overview

In Reception class we aim for learning to be fun, through topic based work. All lessons are taught by Mrs Cawdell, Reception class teacher, apart from the following:

Music and Music and movement – Mrs Dickson

French – Mrs Gauvin

Dance – Miss Helena

PE – Miss Capper

Rewards - The children will regularly be rewarded for good work and behaviour through verbal praise, stickers, house points and star of the week and our Sunshine Behaviour Chart.

Reading - Daily reading, at school and at home, is a major part of your child's learning. Children will be assessed during their first few weeks in school. The children will have a variety of resources that they will take home to help them with their reading from sound and word flash cards, to books with no words, progressing on to books with sentences.

Communication between home and school - When the children start they will be given a Communication book which is to travel to and from school with them. It is used as one of the main ways of communicating between school and home.

Baseline Assessment - We use the GL Assessment baseline programme on entry into Reception and on exit. The children complete a number of tasks on a computer tablet one to one. The results from the activities are generated into a report for each child to show their attainment level.

Progress reporting - Progress is reported at Parent Evening's and in a written report 3 times a year. The children will also take home a computer generated report for the Baseline assessments they undertake. You are more than welcome to make an appointment to discuss your child's progress at any time.

Helping your child at home - You will be given specific tasks to complete at home with your child. The children will have follow up work or tasks, linked to their Literacy and Maths work from that week.

I encourage that you listen to your child read every night.

Playtimes - Reception children go out to play with the rest of the school on the Prep playground both at morning and lunch break. The children have buddies from Primary 6 to help them out on the playground.

The children need to bring in a healthy snack to eat at morning break.

Phonics - We follow the Government based Letters and Sounds along with Jolly phonics and TES phonics. We have daily phonic sessions where the children complete a variety of activities.

Dough disco and Funky fingers - in order to help your child with their writing they need to be secure with their fine motor skills. This helps them to hold the pencil correctly and form letters accurately. To assist them develop these skills we have weekly 'Dough Disco' sessions. This is where the children complete a variety of moves to help develop flexibility in their shoulder, elbow and wrist joints.

We also complete Funky Finger activities which help the children practise using their fine motor skills.

Topic work - The activities are based on the child's interest. We have a new topic every half term. The role play area and lesson activities are based around the theme – previous themes have been, castles, space, superheroes, people who help us, the environment to name just a few.

Outside play - The children have a designated outdoor play area, that they can access throughout the day to complete a variety of educational activities. We also have access to the Eco garden, to learn about plants, gardening and mini beasts.

ICT - The children have their own computer log in and have a weekly ICT lesson in the newly refurbished ICT suite. The children also have access to two tablets within the Reception classroom and can complete activities on the Interactive whiteboard.

AREAS OF LEARNING

The Early Years curriculum has been revised by the Government.

Early Years Foundation Stage – Development Matters			
PRIME AREAS			
<i>Personal, Social and Emotional Development</i>	<i>Physical Development</i>	<i>Communication and Language</i>	
<ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour 	<ul style="list-style-type: none"> • Moving and handling • Health and self-care 	<ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking 	
SPECIFIC AREAS			
<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>
<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Numbers • Shape, space and measure 	<ul style="list-style-type: none"> • People and communities • The World • Technology 	<ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative

It is now divided into two key areas – Prime and Specific. Within these areas there are 7 strands of learning.

PRIME AREAS

1. Personal, Social and Emotional Development

Self confidence and self awareness:

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 and when they don't need help.

Managing feelings and behaviour:

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 in routine in their stride.

Making Relationships:

Children play cooperatively, 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 other children and adults.

2. Physical Development**Moving and handling:**

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.

Health and self-care:

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.

3. Communication and Language**Listening and attention:**

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.

Understanding:

Children follow instructions involving several ideas and actions. They answer 'how' and 'why' questions about their experiences and in response to stories and or events.

Speaking:

Children express themselves effectively, showing awareness of listener's 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.

SPECIFIC AREAS**4. Literacy****Reading:**

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.

Writing:

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 by others. Some words are spelt correctly and others are phonetically plausible.

5. Mathematics**Numbers:**

Children count reliably with numbers 1 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.

Shape, Space and Measure:

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

6. Understanding the World

People and communities:

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.

The World:

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.

Technology:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

7. Expressive Arts and Design

Exploring and using media and materials:

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 and texture, form and function.

Being imaginative:

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.

RECEPTION

MATHS

Pupils within the EYFS (Nursery and Reception) are supported in developing their understanding of Mathematics through Number, Shape, Space and Measure in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

By the end of Reception, the pupils are encouraged to:

- Say and use number names in order in familiar contexts
- Count reliably up to 20 everyday objects
- Recognise numerals 0 – 20, and place them in order
 - Say which number is one more or one less than a given number
- Use developing mathematical ideas and methods to solve practical problems
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting 2 single digit numbers and count on and back to find the answer
- Use language such as 'more' or 'less' to compare two numbers
 - Solve problems including doubling, halving and sharing
- Use everyday language to talk about size, weight, capacity, position, distance, time -and money
 - comparing quantities and objects to solve problems
- Talk about, recognise and recreate patterns
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

ICT in Maths

Use of computers in the classroom and the ICT room to promote the above.

Use of interactive whiteboard in groups or whole class.

RECEPTION

LITERACY

Daily - to include:

Communication, speaking and listening in different situations and for different purposes, being read a wide range of books, reading simple texts and writing.

- Constant opportunities to speak, listen and communicate in a variety ways.
- Linking sounds and letters.
- Beginning to read.
- Beginning to write.
- Correct letter formation.
- Emergent writing.
- Writing on lines.
- Some punctuation, e.g. full stops and capital letters.
- Use of own Word Book when writing.
- News and circle time.
- Use of own experiences, stories, rhymes etc, to motivate the children's thinking, speaking and writing.
- Use of programs on computers in the classroom and IT room to promote the above.
- Use of inter-active whiteboard in groups and as a whole class.
- Simple spellings.

RECEPTION

DANCE

1 hour lesson per fortnight

The focus of the dance curriculum is to develop student's ability to Perform, compose and appreciate dance as well as to further their knowledge and understanding of health and fitness.

In Reception students will learn to:

- Move safely and expressively in a dance with control and sensitivity to sound accompaniment.
- use memory and imagination to explore range of familiar and fantasy and movement ideas for dance.
- Show their movement ideas to others, watch other people dance and talk about actions and movement shown.

They will also learn about:

- The importance of moving safely within a designated space, as an individual or when working as a pair or in a small group.
- The basic elements of dance including: basic body actions, dynamic qualities of movement, timing and spatial aspects
- Everyday and fantasy movements linked with a theme or story book.

During the course of the year, Reception will develop their skills through set themes and styles of dance such as ballet, storytelling movements and cultural dance.

At the end of each term students will present their work, where they will be assessed on their ability to carry out a simple movement phrase with a partner or on their own. They will also be given the opportunity to add their own interpretation and ideas within the theme that is set for them.

RECEPTION

DRAMA

Drama and dramatic play are encouraged throughout the St Dominic's Priory School curriculum and in extra-curricular time. As a statutory requirement of the National Curriculum for English as part of the 'speaking and listening' strand, students constantly participate in a wide range of drama activities, ensuring that they:

- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles when working individually and with others
- comment constructively on drama they have watched or in which they have taken part

However, as well as drama that takes place within English lessons, the school also recognises the value of drama and adds weight to it by having a place of its own on the timetable, once a week. In these lessons teachers use a range of strategies that engage the students' creativity and imagination.

During their drama lessons students will learn to:

- Improvise
- Make up scripts based on fairy tales or other well know narratives.
- Learn how to use props and costumes to explore characterisation.
- Learn to develop thinking skills by exploring characterisation.
- Learn to adopt a role.
- Learn to develop movements using arms and legs.
- Learn to work in pairs to develop an understanding of movement.
- Evaluate how well they have done and how they can improve

Drama has cross curricular links with Literacy, RE, Geography, History and PS ED

RECEPTION

RELIGIOUS EDUCATION

We follow 'Come and See' the Catholic Primary Religious Programme

To include:

- Daily prayer time in the classroom.
- Prep School assemblies in Priory Hall.
- Creation – God's Gifts. To develop the idea of creation and to know that the Bible is God's book.
- People who care for us. Family relationships, caring for one another and celebrations. Hearing about times of celebration that Jesus shared with his family and friends.
- Advent. The four weeks of Advent.
- Christmas. The story of Christmas.
- Baptism. Introduction to some of the important symbols and actions of the Baptismal Rite.
- People who help us. The role of the priest as a special person in God's family and the importance of some Saints in God's family. Some stories showing the help Jesus gave to people when they needed it.
- Lent. Introduction to some of the Church's customs for the season of Lent.
- Holy Week. The last few days in the life of Jesus, including Palm Sunday, the Last Supper and Good Friday.
- Easter. The story of Easter and the Resurrection of Jesus.
- Pentecost. The story of Pentecost and receiving the gift of the Holy Spirit.
- Prayer. Reasons for Prayer and different styles of prayer.
- Bible Stories.
- Universal Church – learning about different religions.

RECEPTION

TOPIC WORK

Developing knowledge, skills and understanding that help to make sense of the world, using activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. This forms the foundation for later work in Science, design Technology, History, Geography, and Information Technology. Learning to investigate, be curious, be enthusiastic, experiment, solve problems, pose questions, use appropriate language and be conscious about health, safety and hygiene.

You will be informed of Topic areas to be covered ½ termly/termly at the beginning of each term.

ART/CRAFT

Art and Craft activities relating to topics covered in all areas of the curriculum, using a variety of resources to stimulate creativity, development and expressiveness. To explore and experiment with ideas, materials and activities, feeling secure trying new experiences and ways of doing things.

RECEPTION

MUSIC

Three lessons per fortnight

Pupils understanding and enjoyment of music is developed through activities that bring together Performing, Composing, Listening and Appreciation.

Pupils perform solo/in small groups and as a whole class.

Pupils begin composing very simple rhythm patterns.

Pupils will listen to a variety of music and move in response to it.

Syllabus

Singing:

Pupils will sing many types of songs, to include action songs, song for different occasions, chants and question and answer songs. They will be encouraged to join in, learn to sing in tune with some rhythmic awareness and sense of pitch. Pupils will learn the difference between melody and rhythm, learn songs from memory and sing clearly, with understanding of the words.

Instruments:

Pupils will be introduced to a variety of percussion instruments, learn the correct names and the type of sound that is produced. They will learn to play in time to the pulse of the music and make up some short rhythmic patterns.

Movement:

Pupils will move freely to music and also learn to follow given instructions. They will begin to understand differences in texture, dynamics, tempo and moods.

Performance:

Children in Reception will be introduced to performance at the main religious celebrations, Christmas and Easter, as well as assemblies, end of year concert and more informal situations in the class music lessons. Those who wish to sing solos in the lesson will be encouraged to do so, otherwise small group performances to each other take place.

The Prep department have a wide range of percussion instruments both tuned and untuned. We also use CD, DVD, Video and recording equipment.

Music is a subject where the pupils can feel a sense of achievement. They can provide enjoyment for others and themselves and it is both relaxing and stimulating. It helps develop listening skills, recognition of patterns, co-ordination, memory and aural perception, teamwork and independence as well as life long enjoyment.

Music in Reception caters for all levels of ability.

How parents can help

Do take an interest in the subject, perhaps listen to them singing some of the songs they are learning and play a variety of music in the car and at home. Please communicate with the Prep department over any queries or concerns.

RECEPTION

FRENCH

1 hour lesson per week

Course: Entre dans la ronde (La Jolie Ronde) for 3-5 year olds

Pupils are introduced to French through songs, rhymes, stories and games. The emphasis is on learning to listen carefully and repeat, and to enjoy learning a new language.

Throughout the year they will learn to recognize and use phrases covered by the following topics:

- Greetings and introductions
- Families
- House
- Animals
- Toys
- Clothes
- Holidays
- A fairy story
- Transport

You can help by encouraging your child to repeat any rhymes and songs they have learnt, to help develop their confidence, and by talking to them about France, to encourage them to take an interest

RECEPTION

PHYSICAL EDUCATION

GAMES

- To develop an enjoyment of physical education
- To introduce and develop fundamental movement patterns and motor skills
- To develop an awareness of the importance of using space with consideration for others
- Early development of sending, receiving and travelling with skills
- To build confidence in the use of a range of equipment
- The early development of sending, receiving and travelling with skills
- To give opportunities for pupils to work both competitively and co-operatively
- Running, chasing and avoiding games to encourage mobility and awareness of space and others
- Rolling, kicking, bouncing and throwing to aim at targets
- To develop general co-ordination and confidence in using a range of apparatus
- Basic bat/racket hand-eye co-ordination
- To establish safety routines

Free play/Free choice

Child-centred exploration of equipment. Individual guidance and challenge to promote skill improvement.

Restricted choice

Teacher set challenges, guided learning through a particular type of equipment or the development of a specific skill.

Individual and group activities based on running and chasing to encourage children to develop core movement skills. Activities which encourage anticipation of movement of others.

Key skills to work on:

Sending

Rolling, throwing, kicking

Receiving

Self-feed – chasing and picking up

Rebounding – from a wall etc

Catching from a self-fed bounce or throw
Trapping with the feet

Travelling with

Dribble – with feet or hand
Run and carry
Run, carry and avoid
Moving with awareness of others
Run, chase and avoid
Run and stop
Run and change direction
Follow, copy

GYMNASTICS

- To introduce fundamental movement patterns.
- To establish safety routines.

Movement vocabulary and movement to include use of

- Feet, hands and feet, seat front and back, individual joints, actions – extension and flexion, swinging etc
- Experiencing and learning the names of apparatus

Key skills to work on:

Travelling and stopping – using feet, using hands and feet, directions, control – quick and slow, variety of body parts.

Jumping and landing – using feet, using hands and feet, directions.

Developing rolling – various positions, body parts, directions.

Turning

Body shape – control – stretching and curling, moving

Balance

RECEPTION

INFORMATION TECHNOLOGY

Use of a variety of equipment including CD/tape player, Digi Blue camera, Computer and Interactive White Board in the classroom and in the IT Room. Individual, group and class work.

- Ability to use computers independently, logging on and off and navigating a variety of programs.
- Learning drag and drop technique and mouse control.
- Creating pictures.
- Independent use of CD/tape player.
- Use of inter-active white board, teacher led and independently.

RECEPTION

PSHE – PERSONAL, SOCIAL, HEALTH EDUCATION

Half an hour session a week

This academic year we are starting to follow our own PSHE scheme following guidelines from the Department for Education and Skills.

The resource has been designed to develop children's social and emotional skills.

The key areas we follow during the year are: settling in and routines, forming friendships, building friendships and learning to negotiate and share.

These ideas will be introduced to the children by stories read in assembly.

The units address key social and emotional aspects of learning such as:

Empathy,
Self-awareness,
Motivation,
Managing feelings,
Social Skills.

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.