

Curriculum Coverage 2018-2019 Reception

This is an overview of some things the children will visit this year. The Foundation Stage staff have a robust understanding of the EYFS curriculum; they know what the children need to learn and how this will happen. The staff and children discuss options and create ongoing, collaborative plans which are directly linked to the children's interests and are planned for both the indoor and outdoor learning environments.

The plan below takes into account the EYFS areas of A unique child, Positive Relationships, Enabling Environments and Learning and Development.

Underpinning all that we do in the FS is our knowledge of The Unique Child and their individual Characteristics of Learning. Namely, Playing and Exploring - Engagement, Active Learning - Motivation and Creating and Thinking Critically - Thinking

PRIME AREAS

Personal, Social and Emotional Development	Communication and Language Development	Physical Development
<p>The learning will encompass all areas of PSED in the EYFS Early Years Outcomes document. Celebrations including birthdays, and elements of the Hertfordshire RE programmes</p> <p>Autumn Term: Celebrations include Harvest, Diwali and Christmas</p> <p>Spring Term: Chinese New Year, Easter</p> <p>Summer Term: May Day.</p>	<p>The learning will encompass all areas of Communication and Language in the EYFS Early Years Outcomes document. Practitioners will be developing key skills in the children within the areas of Listening and Attention, Understanding the Spoken Word and Speaking. This will be developed planned C and L sessions and during Child Initiated Learning (CIL).</p>	<p>The learning will encompass all areas of Physical Development in the EYFS Early years Outcomes document. Again, practitioners will respond to the needs of the children. This response will include the development of both gross and fine motor skills and early writing. In addition to the use of our outside area and our Forest School area. We will use dedicated PE sessions either outside or in the School Hall to hone skills with small apparatus, in games and dance.</p>

SPECIFIC AREAS

Literacy Development	Mathematical Development	Understanding the World	Expressive Arts and Design
<p>The learning will encompass all areas of Literacy in the EYFS Early Years Outcomes document. Learning will be enhanced during CIL. In addition to this are discrete daily Phonics sessions taught using Letters and Sounds and incorporating Jolly phonics.</p> <p>We have a strong focus on traditional, popular stories poems and nursery rhymes, linked to the children's interests.</p>	<p>The learning will encompass all areas of Maths in the EYFS Early Years Outcomes document. The learning is planned to address the children's needs. Ideas and resources are adapted to link to the current topics of interest to the children.</p> <p>As with all learning, experiences are planned for both our indoor and outdoor environments.</p>	<p>The learning will encompass all areas of Understanding the World in the EYFS Early Years Outcomes document.</p> <p>We will incorporate some work on our senses. There are links with the family celebrations in PSED. Opportunities are provided for Scientific Exploration during CIL, following the interest of the children. Butterflies are hatched annually during the Summer Term. Skills in Computing are taught independently in the classroom as well as other opportunities during CIL such as using Ipads, Bee Bots and other electronic equipment.</p>	<p>The learning will encompass all areas of Expressive Arts and Design in the EYFS Early Years Outcomes document. Skills in Dance are taught during PE sessions (see PD) and embedded during CIL. Skills in EAD are taught discretely or as the individual child's development requires. These skills are then developed using a variety of media and materials during CIL. A wide variety of Role Play areas are constantly on offer, both inside and outside, following the interests of the children. We use the Music Express programme to enhance the teaching of music skills to the children</p>