**Reception Curriculum**

**Our Approach in Early Years**

We believe that education should be enjoyable, inspiring and purposeful, delivered in an environment where each child feels safe, valued and happy.

Our aim throughout The Grove Early Years is to support every child in being happy, healthy and effective learners through providing them with a safe, secure and stimulating environment and working in partnership with parents and carers.

We consider every child to be unique and our Early Years’ team have high expectations of what all our children can achieve. We provide a personalised, play-based learning approach that supports each child in achieving their next steps in learning and helps them to overcome any personal barriers so that they can all achieve their potential.

We believe that learning should be creation, not consumption and aim for all children to be actively involved in their own learning, encouraging independence and further engagement with education. Through play-based, active and explorative learning we provide each child with a range of engaging opportunities to develop new skills in contexts that are relevant and meaningful to them. We value the importance of the indoor and outdoor environment to develop children’s skills and organise our learning environment to enable children to access the three prime areas and the four specific areas of learning at all times, both indoors and outdoors. We review our environment using the Early Childhood Environmental Rating Scale (ECERS).

The Early Years’ team promote and encourage a Growth Mindset to allow all children to develop through effort, good teaching, learning and persistence.  We are committed to giving our children the best start to their education, teaching them skills which ensure their current well-being and future success. We are ambitious for all children to develop a lifelong love of learning.

**The Grove Early Years Curriculum 2022 - 2023**

Our curriculum is built around the seven areas of learning and development and the characteristics of effective teaching and learning outlined in the Statutory Framework for the Early Years Foundation Stage. Reference is also made to ‘Working with the Revised Early Years Foundation Stage Principles into Practice’ by Julian Grenier and ‘Development Matters’. We teach reading and writing skills through a robust phonics programme, ‘Little Wandle’. Children practice and consolidate their reading skills through high quality texts that match their phonic knowledge. Our Mathematics curriculum draws on the NCETM Maths Mastery materials and ‘White Rose Maths’.

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| COEL | **Characteristics of Effective Learning**  **Playing and exploring**: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning**: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically**: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. |
| Overarching Principles | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development**: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. |

In addition to this, we have created the following outcomes that we feel are important to teach our current cohort of children based on our observations of them within play, conversations with parents, pre-school transitions and local community. This list is not exhaustive and teaching/planning will respond within the moment to the current needs, next steps and interests of the children. The threads from the EYFS Framework and Development Matters will be taught through a mainly play based curriculum with a carefully planned environment that provides children with opportunities to develop and embed new skills, alongside adults whose role is to support and move on new learning within play. Maths and Literacy skills will be delivered through discrete sessions and embedded through play within continuous and enhanced provision, as well as adult initiated activities where appropriate.

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| **Intent** | **Implementation** | **Impact** |
| All children to develop a love of stories and books. | Share high quality texts with children on a regular basis and use these as starting points to inspire and ignite children’s learning across all areas of the curriculum. Visit the library, books are utilised to embed phonic learning in real stories. Cosy book areas, story sofas. Children have opportunities to explore, adapt and re-tell stories in a range of contexts using small world toys, props, the stage etc. | Children have positive attitudes towards stories, books and reading. |
| All children to develop effective communication skills and have a broad vocabulary in-line with their age and stage of development. Narrow the gap for children with different starting points. | Communication friendly environment, sensory experiences to promote talk, all adults to prioritise language development and vocabulary through play and stories. Adults to model good communication skills and explicitly teach vocabulary and speech. Regular singing of songs and rhymes. Nuffield Early Language Intervention. | Children to have appropriate expressive and receptive language skills for their age. |
| Children to settle into school, develop positive attachments to adults within the setting and develop a sense of belonging and pride in being part of ‘Team Grove’. | Effective transition procedures: visits to pre-school settings, visiting school, All About Me booklets, communication with parents, Seesaw Learning Journals. Tour of the school. Adults talk, play and engage with the children using principles of attunement, chatting at the snack table. Whole class engagement with School Council. | Children know adults that they can trust and have a strong sense of belonging and pride in their school. |
| Children to develop positive friendships that are equal and be able to cooperate and resolve conflicts peaceably. | Adults modelling and supporting children in play to develop positive friendships. Teach children how to be a good friend. Use of key texts- How to Grow a Friend, Be Kind. | Children have good friendships and feel happy at school. |
| Children to develop an understanding of their own and others feelings and learn how to manage their own emotions and develop a positive sense of self. | Staff use a Flourish approach within the setting; labelling feelings, explicitly teaching how some behaviours can impact yourself and others through ‘The Bucket of Happiness’. Staff modelling and scaffolding children in play, praising positive behaviours and choices. Other Key Texts- Ruby’s Worry, The Colour Monster | Children have positive behaviours for learning and play. All children feel safe, valued, respected and happy at school. |
| Children to know some ways to keep themselves physically and mentally healthy. | Adults to explicitly teach and model to children ways to look after their physical and mental health. Daily Exercise, Leap into Life, Jump Start Jonny, Yoga. Cooking, 5 a day for mental health. | Children know the importance of looking after their physical and mental health and know some ways to do this. |
| To equip our children with the skills to use a range of technology to support them to express themselves creatively and rehearse and consolidate new learning and skills. | Technology within environment, use of the adult to teach skills as and when appropriate | Children will use technology to: share stories, art, explore new vocabulary and oral storytelling, music, dance and consolidation of new learning. |
| Children to have a good understanding of differences within our classroom – including SEND and medical conditions | Visual timetables, prompts, circle times around differences and inclusion for the children. Training for adults regularly. | For all children to be included in play/learning. |
| Children to embrace the natural world and love of learning through the outdoors, as well as develop their physical confidence, resilience and problem solving skills. | Forest School Sessions, stories, visits, walks. | Children will be active learners taking charge of their own learning. Children will have a lifelong respect for nature and the human impact on the environment. |
| Children to understand their impact on the environment and the world around them and use this knowledge to inform their choices. | Forest School Sessions, High quality texts, visits including ‘Don’t let Devon Go to Waste: ‘Minibeast in the Compost’ and ‘Pirates Against Plastic’ workshops. | Children respect their environment and talk about ways they can protect it. Children make positive choices for themselves and the environment. |
| For our children to have the opportunity to develop independence skills that may have been affected by lockdowns/lack of time in preschool/extra time at home etc. | Environment, role of the adult, partnership with parents. Explicit teaching and modelling of skills. | All children will be able to dress independently, use the toilet independently, access their own resources and tidy them away, make their own decisions and attempt to solve problems with a can do attitude. |
| To provide a range of opportunities for children from different backgrounds and develop their cultural capital. | Sharing a wide range of high quality picture books and resources on a daily basis. Prioritising language development. Access to technology. Forest School. For our children to enjoy many enriching experiences and opportunities and to take part in the Grove 100. For example; visiting the Elizabethan Museum, Leechwell Gardens, Library, Birdwood House, Leechwell Springs, Pennywell Farm. | Children all achieve well regardless of individual starting points. |
| Grove Mindset, empower children to have confidence in themselves and their abilities with a strong growth mindset. | Help children to understand that some things are hard and they have to overcome them, build resilience and know that it’s okay to make mistakes. Staff model and explicitly teach using key texts: Giraffes Can’t Dance, The Dot and Beautiful Oops, The Learning Pit. | Children start to develop a strong growth mind set and build resilience |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Possible Themes/ Interests/ Lines of Enquiry  These themes will be adapted to meet children’s interests and developmental needs. | All About me/ My interests/ My family/ What am I good at?  Starting School / My new class  Staying healthy /Food  Being kind / staying safe  Autumn  Nursery Rhymes  Celebrating differences | Looking after our environment.  Endangered animals/ hedgehogs/hibernation  Christmas /Nativity/ Lists/ Stockings/ Letters/ decorations  Christmas Lists  Winter | Spring  People Who Help Us/ Careers  Cave Baby/ Dinosaurs  Traditional Tales  How to Grow a Friend | Spring  Plants and Growing  Life Cycles – butterflies/ frogs/ ladybirds | Summer  Where in the world have you been?  Where do we live in the UK / world?  Summer  Recycling  Story Telling | Under the sea  Pirates  Growing Up/ transitions/ how much have we changed?  Superheroes |
| Possible Texts and  ‘old favourites’ | Owl Babies  Once there were Giants  Stick Man  The Smartest Giant  The Colour Monster  The Rainbow Fish  Funny Bones  The Big Book of Families  Pete the Cat  The Smeds and the Smoos  The Colours of Us | The Very Helpful Hedgehog, Hodge the Hedgehog  Stick Man  The Jolly Christmas Postman  Christmas Story / Nativity  Rama and Sita | The Emperors Egg  Aghh Spider!  Tiger who came to tea  Diary of a wombat  Elephant and the Bad Baby  Pig in the Pond  The Jolly Postman  Goldilocks  The Gingerbread Man | The Tiny Seed  Oliver’s Vegetables  Jack and the Beanstalk  One Plastic Bag  Jasper’s Beanstalk  Tree, Seasons come and seasons go  A stroll through the seasons  The Very Hungry Caterpillar  Tadpole’s Promise | The Snail and the Whale  The Way Back Home  The Naughty Bus  Mr. Gumpy’s Outing  The Train Ride  Bob, The Man on the Moon  The Magic Bed  The Flying Bath | Lighthouse Keeper’s Lunch  Under the Sea Non – Fiction  P is for Passport  The Journey  Zoom  Passport to Paris  World Atlases  Tiddler  The Snorgh and the Sailor |
| Key Experiences | Autumn Walks  Nursery Rhyme Show  Share something in a small group | Winter Walks  Nativity  Library Visit | Spring Walks  Visitors that do a range of jobs. | Spring Walks  Planting seeds  Nature Scavenger Hunt | Visitors talking about countries they have lived/ visited.  Food tasting – different cultures  Summer walks  Visit Totnes Elizabethan Museum | Pirate Day  Pennywell Farm Visit |
| Cultural Celebrations and Festivals | Harvest | Halloween  Bonfire Night  Diwali  Christmas  Hannukah  Remembrance Day | Chinese New Year  Holi  Nowroz | Shrove Tuesday  Lent  Easter  Mother’s Day | Ramadan  Eid | Father’s Day |