

#### How the curriculum works

At Grange Farm we aim to deliver a curriculum to children that enables them to meet the end of key stage expectations set nationally and prepares them for the next steps in their educational journey. We also want our curriculum to prepare well-rounded individuals who will prosper in school and in their wider life.

We have constructed our curriculum using a range of sources but we strongly believe that it is important to **tailor it to the needs of children so we do not just “pick things off the shelf and use them”**. Instead, we adapt materials to ensure they are meeting the needs of the children we work with. Our curriculum is flexible and we are always looking for ways to further develop it and enhance the experience of our children.

Our Reception curriculum adheres to the core elements and values of the Early Years Foundation Stage. Children get core skills teaching in whole class sessions, in small groups and as individuals but they spent a majority of their time in child-initiated learning, engaging with a wide range of activities, opportunities and provocations, both inside and outside in their outdoor classroom.

Across the year, the children have their learning guided by a variety of topics. These vary in length and scope depending on the way that the children engage and help to develop them. We always aim to be flexible in our approach to meet the needs and interests of each cohort.

For phonics, we do not use a particular scheme but draw on a number of sources with Jolly Phonics being the one we utilise the most.

#### Overarching Principles

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

#### 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 or actions. **They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.**
- **Speaking:** 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

- **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.

#### 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 or 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 of routine in their stride.
- **Making relationships:** 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

- **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 others. Some words are spelt correctly and others are phonetically plausible.

#### Mathematics

- **Numbers:** children count reliably with numbers from 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 measures:** 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 12 characteristics of everyday objects and shapes and use mathematical language to describe them.

#### 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.

#### 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, 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.

#### More information

We provide additional support to parents in a number of ways:

- Curriculum information letters come out each term with a breakdown of what is being covered within those shorter blocks of time
- We run parental workshops for key areas (e.g. phonics, maths calculation, Sex and Relationships Education, eSafety) – materials from these workshops are then made available on the school website
- Communication with parents throughout the year through meetings and reports about the achievement of their child in school

We are also looking for more ways of providing useful information to parents to help **them support their child's learning and welcome ideas** to further improve this aspect of our work.