



Reception at Maidenbower Infant School and Nursery

Intent

At Maidenbower Infant School, we believe that what happens early, matters for a lifetime. Our Early Years Foundation Stage curriculum is designed to spark a lifelong learning journey, enabling children to become highly motivated, inquisitive and independent learners. We identify children's starting points and aim to build strong foundations of knowledge and skills which builds on what the children know, can remember and do. Our aim is that every child leaves Reception equipped with the knowledge, skills, self-belief and cultural capital for a successful future. We intend to create an ambitious, coherently planned and sequenced curriculum that meets the need of all children, regardless of their backgrounds, circumstances or needs.

Through our ambitious curriculum, we aim to recognise children as unique individuals and acknowledge their interests. We always strive to promote a love of learning by facilitating motivating, first hand experiences. Our loosely themed enquiry-based topic questions promote curiosity and aim to engage children's inquisitive minds. We provide a high-quality learning environment, both inside and outside that challenges and supports the development of knowledge and skills.

We aim to work in close partnership with parents and carers to encourage children to achieve their full potential. We work closely with local nurseries, including our school nursery, to ensure that children have a successful start to school. We also work closely alongside Year 1 staff to ensure a smooth transition from the Early Years Foundation Stage to Key Stage 1 and beyond. When children transition from our Early Years unit into Key Stage 1, we intend for them to be able to demonstrate a love of learning; be skilful communicators who love reading; be respectful, kind and caring children and be able to apply the knowledge and skills they have gained in a variety of different ways.



Implementation

Our day to day provision

At Maidenbower Infant School, we follow the statutory Early Years Foundation Stage Framework. This is made up of four overriding principles in which our early year's education is based upon:

- **Unique Child-** Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive relationships-** Children learn to be strong and independent through positive relationships.
- **Enabling Environments-** 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 carers.
- **Learning and Development-** Children develop and learn 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.

Our Reception curriculum provides opportunities for child-initiated, play-based learning, combined with focussed, adult led teaching sessions to ensure that children develop basic skills and make rapid progress. The children in our Reception unit are able to experience both indoor and outdoor learning opportunities, in all weather conditions. Our learning environment is a calm, neutral space, with a carefully planned timetable to provide opportunities for learning in Continuous Provision, as well as whole class learning, small group work and one to one teaching. We ensure that all teaching supports the Characteristics of Effective Teaching and Learning to ensure that high quality learning opportunities take place. These are:

- **Playing and Exploring-** Children investigate and experience things, and have a go.
- **Active Learning-** Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically-** Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Our broad and balanced curriculum is based strongly around the needs of our community, whilst also ensuring coverage of the three prime areas of learning (highlighted in bold) and four specific areas of learning:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

Early Reading

Reading is at the heart of our curriculum. The children are taught 'Little Wandle (Revised Letters and Sounds)' phonics programme with fidelity so that they make rapid progress and are confident readers; able to decode, talk about the stories they have read and read with fluency. We begin

phonics teaching at the start of the children's learning journey in Reception so that they will know a wide range of sounds and will be able to apply this knowledge in their reading and writing.

When planning our weekly teaching content, we carefully select a high-quality text to steer the learning. These texts are selected to be loosely themed around events in the year, children's interest and texts containing rich vocabulary. We aim for children to be skilful communicators and intend for them to achieve this by having exposure to a wide range of vocabulary.

Children are encouraged to practise their phonic and reading skills at home. They will take home a decodable phonics reading book that matches their phonic ability, as well as a high-quality text to share a love of reading and stories at home.

Mathematics

At Maidenbower Infant School, we use the NCETM Mastering Number scheme to enhance our mathematics planning and teaching. This scheme supports children to develop a mastery approach to number. Alongside this programme, we use White Rose Maths to support with the planning and teaching of shape, space and measures. We want children to have a deep and solid understanding of numbers, calculations and shape which will lay the foundations for future maths learning in to Key Stage 1 and beyond. We teach maths lessons practically with manipulatives and ensure that these are freely available for children to explore during child-initiated learning time. Over the week, the children have four number sessions and one session focussed on shape, space and measures. We ensure that maths manipulatives are available for children to access in provision and this is carefully planned for on a weekly basis.

Assessment

We ensure that our curriculum meets the needs of all children, including our disadvantaged pupils and those with SEND. We monitor the progress of all children carefully throughout the year to ensure that progress is good from their varied starting points. As a team, we evaluate the impact on our curriculum and make adjustments to our teaching and provision to ensure that we continue to meet the needs of every child. The child's voice is particularly important to us and we regularly communicate with the children about what they want to learn about, what is important to them with their learning and what their interests are. We ensure that this is carefully weaved in throughout our planning to ensure that our curriculum is relevant and that the children are highly-motivated and eager to learn.

In Reception, we record children's 'wow moments' as observations. We reflect on what the observation shows us and how this then impacts on future planning. We ensure that parents are involved in the process of recording 'wow moments' for their child so that we do not miss out on milestone learning at home too. In line with the changes to the Early Years Foundation Stage Framework 2021, all staff have a secure knowledge of the children in their care and recognise that this is empowered by high quality interactions between adults and children. We ensure that children's progress is shared regularly with parents informally at pick up and drop offs, through recorded 'wow moments' and through termly parents' evenings and reports.

To ensure that our curriculum is having a high impact on children's learning and progress, we regularly monitor whether children are on track with age related expectations. We use a variety of non-statutory documents to support our judgements with this such as Development Matters (2021) and Birth to 5 Matters (2021), as well as regular staff professional development opportunities such as child development training. As a school, we lead and take part in locality moderations, working

alongside other Reception teachers and moderating children's learning to ensure that our judgements are accurate. As a result of this, our staff are confident to make secure judgements about children's progress and whether they are on track to meet the Early Learning Goals (ELGs) and achieved GLD (Good Level of Development) at the end of Reception.

When we quickly identify that a child needs more support with a particular area of learning, we discuss adaptations to our curriculum and provision as a team, as well as through regular Pupil Progress Meetings with the Senior Leadership Team, including our Assistant Headteacher for Inclusion so that children who are showing significant gaps in their learning can be supported quickly to ensure progress continues. We ensure that all Reception staff are aware of children's gaps in knowledge and skills, and know how to plan appropriate and effective early interventions. Through Quality First Teaching, gaps in children's learning are quickly identified and acted upon.

The topic overview and areas of learning below demonstrate our approaches to implementing our Early Years curriculum in Reception.

Topic Question	Reception Key texts (including fiction, non-fiction, writing sequence texts and poetry)				
	Fiction	Non-fiction	Writing sequence	Poetry & Rhymes	Enrichments
Autumn 1 I wonder what makes us special?				Chop Chop (Autumn Poetry Basket) Cup of Tea (Autumn Poetry Basket)	'This is me' books
Autumn 2 I wonder how people celebrate?				Pointed Hat (Autumn poetry basket) Leaves are falling (Autumn poetry basket) Owl (Animals poetry basket)	National Poetry Day- Thurs 6 th October- Learn and perform a poem to other year groups or parents World Nursery Rhyme Week (14 th -18 th Nov) Christmas performance to parents Hedgehog and Owl visits to school
Spring 1 I wonder how people help us?				Breezy weather (Autumn poetry basket) Popcorn (Spring poetry basket) Hungry Birdies (Spring poetry basket)	Ollie Heath stories through music workshop- superheroes Visit from a dentist in school Visit from a fire engine Visits from other emergency services
Spring 2 I wonder what moves?				Pancakes (Spring poetry basket) Digging (Weather and the natural world poetry basket) Sliced Bread (Summer poetry basket) I'm a T-rex (Dinosaurs poetry basket)	The Little Red Hen- make toast (DT link) Wheels Day- bring a bike/scooter to school for a sponsored ride Farm trip
Summer 1 I wonder where they call home?				Plane Spotting (Big Green Crocodile Poems to play and say book) Crocodile Poems to play and say book Grow up! (Poems out Loud! Book) My Camel (Big Green Crocodile Poems to play and say book)	Local walk of Maidenbower Around the world food tasting Computing workshop
Summer 2 I wonder what change looks like?				Thunderstorm (Summer poetry basket) Pitter Patter (Summer poetry basket) A little seed (Spring poetry basket)	Growing caterpillars to butterflies Growing plants Forest school sessions Gardening project in the learning garden

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Ongoing provision throughout the year	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs.				
	Talking book/object	Learn new vocabulary, ask questions, engage in conversations with others.				
	Metacognition strategies- I do, we do, you do	Modelling speaking full sentences, verbalising thoughts and understanding aloud, children to verbalise their learning to a partner/the class.				
	The Poetry Basket	Reciting poems and rhymes and learning the meaning of new vocabulary				
	Discovery time (in provision)	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Term specific provision	PSHE- Keeping Safe & Risks - Fair and unfair/ right and wrong/ rules	PSHE- Feelings & Attitudes – Feeling happy and sad Emotional Resilience – Recognising feelings	PSHE- Online Content and Critical Thinking – Sources of internet information Self- image, Mental Health and Wellbeing - Online activities	PSHE- Hygiene & Protecting Your Health – Keeping clean	PSHE- Emotional Resilience - Managing feelings Feelings & attitudes- Feelings and impact on self and others	PSHE- Being Safe - Body Privacy & Saying Yes or No (PANTS rule) Worries and asking for help Feelings and Attitudes – coping with feelings and change Changes in growth
Ongoing provision throughout the year	Story time	Experience, explore and talk about positive relationships, feelings, emotions and diversity (one PSED book focus a week at least during story time).				
	Daily routines	Self-registration, book voting, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class), lunchtimes, getting ready for home.				

	Discovery time (in provision)	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others.
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Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Term specific provision	TGL PE- All about me	TGL PE- Celebrations	TGL PE- Mini-beasts	TGL PE- Castles	TGL PE- Superheroes	TGL PE- Down on the farm
Ongoing provision throughout the year	Dough disco/funky fingers	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing.				
	Cosmic Yoga	Twice a week during welcome time- Develop strength, balance and co-ordination.				
	Lunch time	Hold and use a knife and fork correctly.				
	Playground equipment	Access to playground equipment to develop gross motor/core strength by climbing, sliding, hanging, swinging on a variety of apparatus.				
Discovery time (in provision)	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills.					

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Ongoing provision throughout the year	Our school writing sequence	Verbally re-tell a bank of core texts using actions, developing story vocabulary and performing in front of others, learning and practising the skills of writing, writing sentences/texts and innovation.				
	Little Wandle Revised Letters and Sounds	Systematic Synthetic Phonics programme plus three reads a week to develop comprehension, fluency, decoding and prosody skills				
	Daily story time	Asking a selection of carefully planned questions to develop a range of comprehension skills				
	Discovery time (in provision)	Engage in and talk about books, retell stories and create their own. Engage in a variety of different types of writing within the environment and using a variety of equipment e.g. whiteboards, chalkboard, rolls of paper.				

Mathematics Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Term specific provision	White Rose Maths- Getting to know you Just like me! It's me, 1,2,3! Light and Dark	White Rose Maths- Getting to know you Just like me! It's me, 1,2,3! Light and Dark	White Rose Maths- Alive in 5! Growing 6,7,8 Building 9&10	White Rose Maths- Alive in 5! Growing 6,7,8 Building 9&10	White Rose Maths- To 20 and beyond First, then, now Find my pattern On the move	White Rose Maths- To 20 and beyond First, then, now Find my pattern On the move
Ongoing provision throughout the year	Welcome time maths focus	Mental maths focus during welcome time twice a week, rehearsing concepts taught in previous maths sessions.				
	Story/song time	Linking maths focus to books read in story time- collection of maths books				
	NCETM Mastering Number	Following the teaching structure of the NCETM Mastering Number scheme				
	Daily routines	Calendar, counting how many children are at school today				
	Discovery time (in provision)	Practise taught skills, use and apply taught skills in real-life situations. "What can you see?" "How can you see it?"				

Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Ongoing provision throughout the year	Discovery time (provision)	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts.				
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries.				
	Experiences	Caring for and hatching caterpillars into butterflies				

Expressive Art and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I wonder what makes us special?	I wonder how people celebrate?	I wonder who helps us?	I wonder what moves?	I wonder where they call home?	I wonder what change looks like?
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Ongoing provision throughout the year	Story/song time	Learning a bank of familiar nursery rhymes/poems/jingles.				
	The Poetry Basket	Learning and re-telling a bank of poetry/rhymes to an audience, performing aloud.				
	Discovery time (in provision)	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play.				

Impact

As a consequence of the successful implementation of an ambitious, well-rounded and balanced curriculum, centered around their needs and interests, pupils are able to develop the skills, knowledge and understanding that enables them to be successful learners.

Children in the Early Years are:

- happy, safe and respectful learners
- willing to take risks in their learning and challenge themselves
- inquisitive and curious about the world around them and actively want to learn more
- developing independence and beginning to apply skills learnt

Led by a highly effective EYFS leader, the Reception team regularly evaluate the impact of the curriculum. Staff check what children know and can do and are confident in their ability to continuously support children to develop the skills and knowledge they need to succeed. We use assessment information to make sure we provide support to the children who need it most, including those who are disadvantaged and have Special Educational Needs.

As a staff, we ensure that we communicate the impact of our curriculum with Key Stage 1 staff so that they can plan for the children's next steps in their learning. The children at Maidenbower Infant School and Nursery transition effectively into Key Stage 1 learning because of this.

Every member of the Reception team is committed to raising standards and ensuring that every child at Maidenbower Infant School and Nursery has the best start on their school journey.