

Reception Curriculum Information

At St. Catherine's Primary School children are at the centre of what we do and we believe that children learn best when they are interested, inquisitive and engaged, which at this age and stage of development, is best achieved through play.

Play gives children the opportunity to explore their own interests, enquire, plan and take risks. Additionally, play also allows children to use their creativity, develop their imagination, build on their dexterity and physical skills, not to mention supporting the development of cognitive and emotional strength. Play is important to healthy brain development. It is through play that children engage and interact in the world around them.

Delivery of the 'Early Years Foundation Stage' curriculum (EYFS) involves a continuous cycle of three parts:

1) Observing children

We observe what the children can do and what do they know. These observations support what their next steps will be and plan how to teach the next step?

We have different 'focus children' each week, which means that these are the children with whom our observations will be focused upon. This means that each half term every child will have the opportunity to be a focus child. This does not mean that the other children are not learning, or getting adult interaction but rather that they are continuing with their own learning journeys independently, whilst we ensure that each child has equal opportunity for quality teaching and learning.

'In The Moment Planning' means that rather than adults deciding what children will be learning ahead of time and working with children in small groups, we engage with the children at activities they have chosen and teach the children 'in the moment'. Through play, children have access to all aspects of the Early Years Foundation Stage curriculum, all of the time, without limits or adult agenda. This mean that we can meet the needs of individuals more effectively.

2) Teachers Role



In this model of 'In The Moment Planning' the role of the teacher looks a little different. The children will have free-flow access to the provision, which means that the children can choose where their learning takes place. The adult will stand back and **observe** what the children are doing, **assess** what they need to do/know/learn next and **plan** their teaching, which will be delivered there and then. This means that next steps for individual children are not something that are to be delivered at a point in the future, but right there 'In The Moment'.

An observer may notice the adult standing back and watching. This is important part of our planning as adults need to be clear what the children are doing, to ensure that they can engage appropriately and enhance, not interrupt their play.



We continue to lead pre –planned sessions for R.E., structured story time, phonics, maths, P.E. and music, as well as 1:1 Speech & Language support with specific children. If a child is not a focus child for the week, this is not a concern as they will still be learning through these adult planned and led activities.

3) Parent/carer Role

We value the knowledge and understanding parents have of their child and really appreciate when they share anything significant happening in the child's life at that moment with us. Together we can then plan activities to meet the child's individual needs and help develop their future learning.

Also, in the week following being a 'focus child' the parents are invited in for a parent/teacher meeting, allowing us to share the child's development, learning goals and work recorded in their Learning Journey.

Documenting Planning

Any adult led inputs are recorded. We plan sessions which are practical, engaging and active, giving the children the skills they can use when accessing the environment independently.

Environment

We have a workshop style environment indoors and outdoors where there are opportunities for reading, writing and maths in all areas. Our learning environment consists of various different areas where children can direct their own learning. Each area is equally important and provides children with a range of resources and equipment to enable children to learn, working towards both the 'Characteristics of Effective Learning' and the 'Early Years Foundation Stage' outcomes.

We believe through this approach to teaching and learning our children will be: independent, confident, risk takers, resilient, thinkers, doers, curious, self-motivated, observant and inquisitive.

