

Curriculum Principles

<p>Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience</p>	<p>Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills</p>	<p>Force for positive change Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world</p>	<p>Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy</p>
<p>- Circle time – use resources, children to act out the animals that live in Africa.</p>	<p>- Exploring the 7 continents. - Talk about the countries in Africa and give examples, showing images. - Discuss the culture, community and people using visual images.</p>	<p>-Talk about the animals that live in the jungle, rainforests and deserts and discuss how to keep the animals safe.</p>	<p>- Using a range of recycled materials to create animals that live in Africa.</p>

Personal, Social and Emotional Development

Child initiated learning, adult directed activities and play partnering.

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others
- Takes steps to resolve conflicts with other children, e.g. finding a compromise
- Confident to talk to other children when playing, and will communicate freely about own home and community
- Confident to speak to others about own needs, wants interests and opinions
- Can describe self in positive terms and talk about abilities
- Aware of own feelings, and knows that some actions and words can hurt others' feelings
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy

Communication and Language

Whole class, small group and one to one discussions. Daily story session (fiction/non-fiction), songs, rhymes and poems.

- Two-channelled attention – can listen and do for short span
- Responds to instructions involving a two-part sequence
- Understands humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Questions why things happen and gives explanations e.g. who, what, when, how
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

Characteristics of Effective Learning

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Literacy

Daily RWI phonics carpet session input, adult directed focus task, child initiated learning, children's choice, cross-curricular activities indoors and outdoors.

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Begins to read words and simple sentences
- Attempts to write short sentences in meaningful contexts
- Begins to break the flow of speech into words
- Hears and says the initial sound in words
- Links sounds to letters, naming and sounding the letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name and other things such as labels

Reception
Title: Tales from Africa (Past and Present People, Culture and Community)

Expressive Arts and Design

Daily creative table top activities inside and outside. Role play area and book corner.

- Selects appropriate resources and adapts work where necessary
- Selects tools and techniques needed to shape, assemble and join materials they are using
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words
- Create simple representations of events, people and objects
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to develop and act out a narrative

Understanding the World

Weekly Learning Journey topic.

- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Enjoys joining in with family customs and routines
- Looks closely at similarities, differences, patterns and change
- Knows that information can be retrieved from computers
- Uses ICT hardware to interact with age-appropriate computer software

Physical Development

Daily wake and shake (music and movement), physical activities in the outdoor learning environment, weekly 1 hour PE session.

- Holds pencil between thumb and two fingers, no longer using whole-hand grasp
- Holds pencil near point between first two fingers and thumb and uses it with good control
- Begins to form recognisable letters
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision