

<p>Equality of Opportunity</p> <p>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</p> <p>Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills</p>	<p>Force for positive change</p> <p>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</p> <p>Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy</p>
<p>- Circle time: children to discuss why it is important to take care of our environment.</p>	<p>- Exploring recyclable materials. - Talk about why recycling is important.</p>	<p>-Talk about how can we help our environment and protect our planet.</p>	<p>- Children to design and make new products out of recyclable materials. Display to be created on topic board in classroom.</p>

Reception

Title: Our Environment (Reduce, Reuse, Recycle)

BIG BANG - walk around the school discussing where and what we recycle?

Celebration - children's work displayed on topic board.

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

Personal, Social and Emotional Development

Child initiated learning, adult directed activities and play partnering.

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Communication and Language

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

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

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

- Continue to develop their movement, balancing, riding and ball skills.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Revise and refine the fundamental movement skills they have already acquired:
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

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

- Understand the five key concepts about print:
 - print has meaning - the names of the different parts of a book
 - print can have different purposes - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

Mathematics

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

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.

Expressive Arts and Design

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

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Create collaboratively sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Understanding the World

Weekly Learning Journey topic.

- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Talk about the differences between materials and changes they notice.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.