

# Reception Year

At Wylde Green Primary School we believe every child is unique and deserves the best possible start in life to support them to reach their full potential. The Reception Year lays vital foundations that children build upon as they progress through our school.

## Intent - we aim to...



Deliver a high-quality, child-centred, 'whole-child' approach to education which enables children to achieve their full potential from their unique starting points.



Provide a safe, nurturing environment in which children can grow in confidence and resilience to become independent life-long learners and well-rounded individuals socially and emotionally.



Develop and foster strong relationships with children, and respectful partnerships with parents which enable children to develop a sense of community.



Ensure that disadvantaged and SEND children are provided with additional support to enable them to thrive and make good progress.



Prepare children for the next stage of their learning and ensure that children are emotionally as well as academically prepared for the Key Stage 1 curriculum.



### Continuous Provision

Within Reception, classrooms and outdoor areas are organised for continuous provision. We ensure that activities and experiences allow children to display the **characteristics of effective learning** and teachers make use of both indoor and outdoor spaces. We recognise that learning outdoors is important for children to explore the world around them.

## Implementation - How do we achieve our aims?





Our EYFS curriculum is:

child-centered.....thematic.....awe-inspiring.....inclusive.....challenging

A strong approach:

Our EYFS curriculum is underpinned by the statutory **EYFS Framework** and the non-statutory **Development Matters** guidance. The EYFS curriculum ensures that learning is centred around the **four principles** and that learning opportunities provided to children cover the **seven areas of learning**.

### Four Principles

 <b>The Unique Child</b> We recognise every child is unique. With support and nurture, all can become independent, resilient and confident learners.	 <b>Enabling Environments</b> We provide enabling environments in which experiences respond to individual needs, and there are strong partnerships with parents.
 <b>Positive Relationships</b> We recognise the importance of strong relationships with children in order for them to feel safe and empowered to learn.	 <b>Learning and Development</b> We recognise that children learn and develop in different ways and at a different rates, but our provision is inclusive of all children.

### Seven Areas of Learning

**Prime Areas**.....

**Specific Areas**.....

Personal, Social & Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
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## Implementation (continued)

### Characteristics of Effective Learning

#### Engagement – Playing & Exploring



The learning environments and activities planned are engaging for children, and appeal to their **individual interests**. Sensory play experiences stimulate their curiosity, and allow them to explore new materials, objects or ideas. Providing activities and toys that they know allows them to feel comfortable in the learning environment. Children have the freedom to explore a wide range of activities and are encouraged gently by adults to 'have a go' at trying new things.

#### Motivation - Active Learning



Activities are regularly changed and enhanced, and children are kept motivated by the inclusion of open-ended tasks; problem solving activities that promote questioning; and the introduction of new or unusual objects and artefacts to explore, which instil a sense of **awe and wonder**. Activities allow children to work collaboratively to encourage talk, concentration and sharing of ideas. Perseverance is fostered by adults encouraging children to keep trying.

#### Thinking – Creating & Thinking Critically



Activities in Reception allow children to express themselves. Open-ended or problem-solving tasks allow children to think critically, explore new vocabulary and deepen their understanding. Adults support children in **making connections** to prior learning to support them in learning new concepts

### Classroom and Outdoor Areas



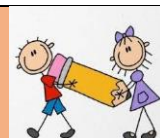
Construction



Role-Play



Maths



Writing



Small World



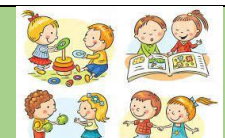
Investigation



Reading



Music



Creative

## Implementation (continued)

### **Ongoing Assessment**



Assessment is **part of daily practice** in EYFS. Children are baseline assessed in September and learning is planned in accordance with the needs of children, based on assessment analysis. Teachers carry out ongoing formative assessment through observation and questioning. Each half-term, teachers carry out phonics checks, and identify off-track children in different areas. At the end of each term, assessments identify those who have caught up and those who need additional support. Teachers moderate together to ensure consistency. At the end of the year, children are assessed against the Early Learning Goals.

### **Strong Pedagogy**



Our Reception team is well-trained and the EYFS lead provides training and support where required. Practitioners use a range of pedagogical approaches to support and enhance children's learning. These include child-initiated play, adult-led activities, direct instruction (particularly in phonics), scaffolding, and enquiry-led learning. Adults know when to sensitively interact, and when to take a more active guiding role.

### **Language-rich Environments**



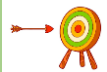
We know that strong language skills are a determiner in **future academic success**. Our Reception classrooms are language-rich environments in which talk is a part of everyday learning and play. Adults talk to children and children talk to each other, using new vocabulary learnt. The daily sharing of stories also allows children to develop their vocabulary and use new words and structures within their imaginative play.

### **Preparing for KS1**



Our children are well-prepared for KS1 as we have **high expectations** of all. EYFS lay strong foundations in all areas of learning and children are supported to be emotionally ready for the next stage of learning. In Reception, as the year progresses, children engage in more directed collaborative tasks and they learn to become more independent, focused, active and resilient learners.

## Impact - How will we know we have achieved our aims?



Children make strong progress from their individual starting points as a result of the offer of a broad curriculum which meets the needs of every child.



Children enjoy coming to school and feel happy and safe. They demonstrate high levels of engagement and motivation which supports them to become life-long learners.



Children will have developed strong, positive relationships with adults in school, and parental engagement in their children's learning is effective.



All children access a balanced and challenging curriculum regardless of backgrounds, needs and abilities and those with SEND make good progress.



Children demonstrate strong characteristics of effective learning and this is evidenced in both their motivation to learn and their engagement.

