



RECEPTION
ASH CLASS

CURRICULUM

THE FOUNDATION STAGE CURRICULUM

In Reception, we follow the Early Years Foundation Stage (EYFS). The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas.

PRIME AREAS

Personal, social and emotional development, Physical Development and Communication and Language.

SPECIFIC AREAS

Literacy, Mathematics, Understanding of the World, Expressive arts and design.

The prime areas run alongside and support learning in all other areas, so these are our focused areas when the children start school.

LITERACY

READING

At Catmose Primary, we aim to equip pupils with the knowledge and understanding of how to be fluent readers who have the ability to read with prosody when they leave Y6. Our reading curriculum from EYFS to Y6, provides the teaching and application opportunities to guide pupils through each important step in their learning of how to read fluently.

In the Early Years, English is covered through all areas of learning but primarily taught through Communication and Language and Literacy and is a focus of daily interactions in the indoor and outdoor learning environments. This indoor and outdoor learning is continued into KS1.

In the Early Years and KS1, we lay the foundations to enable children to want to be successful readers and writers. We aim to make the learning in English as 'real' to the children as possible, as without a true purpose the children will not see the reason for reading and writing.

At Catmose Primary, we follow our own Systematic Synthetic Phonics (SSP) Programme, using Q Phonics actions and handwriting stories to ensure consistency in pupils' learning of Grapheme Phoneme Correspondences (GPCs). To see our Phonics Progression document, please [click here](#). In EYFS and KS1, pupils have daily Phonics lessons (which lead into spelling lessons in Year 2 and into KS2) following the same lesson structure of Review, Teach, Practise and Apply. Pupils are exposed to range of literature during English lessons, which are in addition to Phonics sessions.

Our colour banded reading books are from Badger Learning which ensures consistency in allocation to bands. Banded reading books in EYFS and KS1 link to the different phonics phases to ensure that pupils have the prior knowledge to be able to access to book independently.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
Lilac (Phase 1)	Reception			
Pink A & B (Phase 2)		Reception		
Red A & B (Phase 3)	Y1	Reception		
Yellow (Phase 4)	Y1	Reception		
Blue (Phase 4)		Y1	Reception	
Green (Phase 5)	Y2	Y1	Reception	
Orange (Phase 5)	Y2	Y1		Reception

WRITING

Our writing curriculum is designed to develop fluent writers who can confidently share ideas and engage the readers. There are many aspects to writing that we ensure to give balance to throughout pupils' time at Catmose Primary.

In EYFS and KS1, through the teaching of phonics, pupils develop a good understanding of sounds that are applied to writing. Handwriting is practised from EYFS through Drawing Club activities.

Exciting and engaging stimuli are chosen for writing, often linked to the termly wider curriculum topics. This provides pupils with an enthusiasm to write and an opportunity to deepen and apply their learning from across the curriculum.

MATHS

The school uses the White Rose curriculum which ensures a clear sequence of lessons which allows for a return to key unites of work throughout the year (a spiral curriculum) Number is focused upon as the building block of early Mathematics.

BIG EXPERIENCES

Teaching and learning is linked to planned Big Experiences. These experiences require pupils to apply their learning, developing their knowledge and practice in skills. Our EYFS curriculum links to our primary curriculum drivers where appropriate. Please [click here](#) to see our EYFS Big Experiences and the associated learning.

RELATIONSHIPS EDUCATION

The School uses Teach SRE for relationships education. The themes taught and revisited during PSHE sessions are:

RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS



Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	Learning Intention To explore how friendships can help us feel happy and how we can welcome others. Learning Outcomes I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	Reception lesson 1 social story Elephant glove puppet or toy Pictures of children at school	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	Learning Intention To explore what happens when friends fall out and how we can make things better. Learning Outcomes I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	Reception lesson 2 social story Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	Learning Intention To recognise that families can look different and that families help and care for each other. Learning Outcomes I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	Reception lesson 3 Social Story Elephant glove puppet or toy Families pictures Paper and drawing materials	Relationships education Families and people who care for me (F1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 4 My Body, My Choices	Learning Intention To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. Learning Outcomes I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't.	Reception lesson 4 social story Ezra the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	PSED and Communication and Language ELGs (see full mapping document) Relationships education Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)