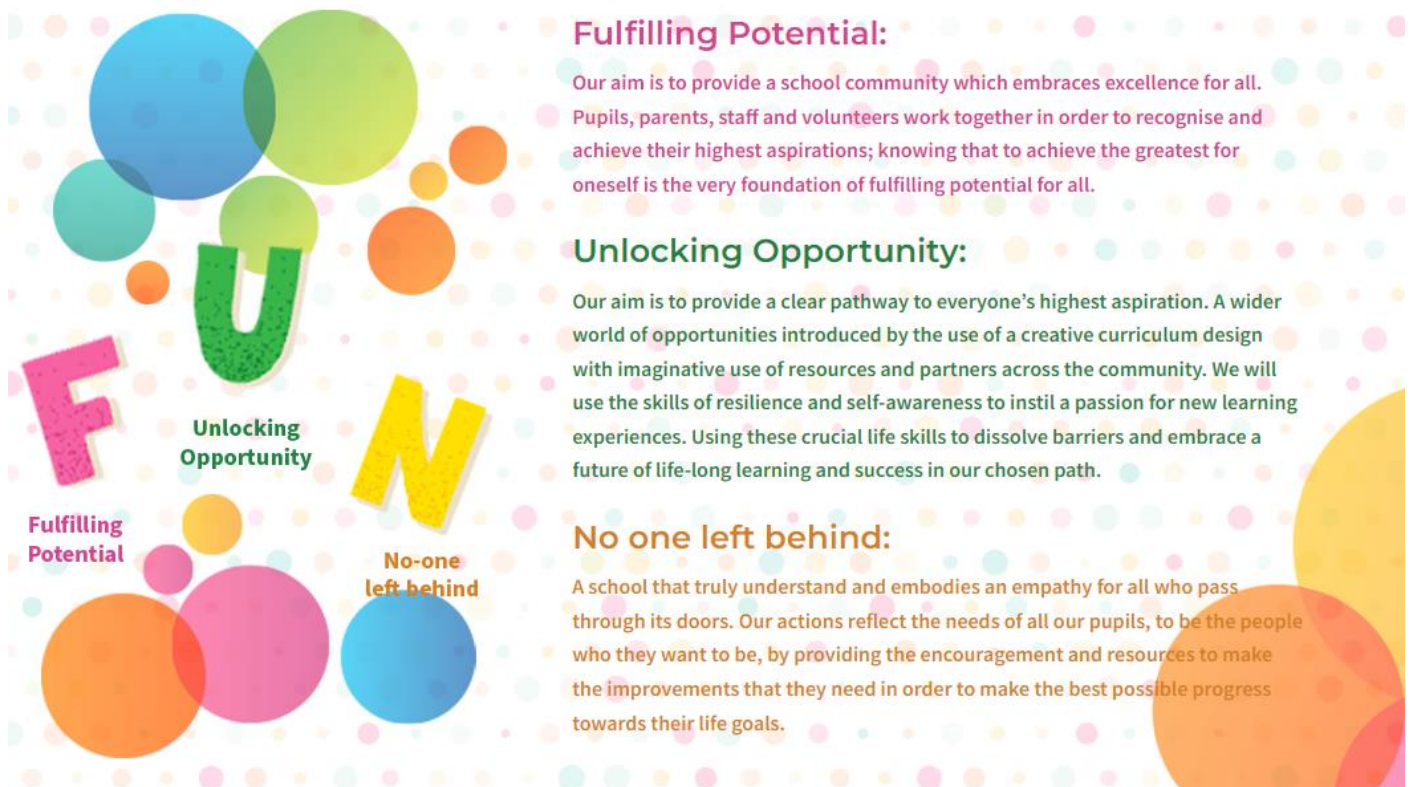


Sandy Lane Reception Curriculum Intent and Implementation



The Child

Our children feel safe, secure and valued, this is enabled by our nurturing environment and positive relationships with adults. Children's experiences and achievements are recorded on our online learning journals via 'Tapestry'. All adults in the Reception unit contribute to these journals which promotes well-established and positive relationships between adults and children, as well as ensuring all staff are knowledgeable and passionate about developing each child's individualised learning. Our children are happy, engaged and stimulated through exciting opportunities that promote curiosity and develop a love of learning.

Our Families

Families are encouraged to open dialogue with staff members. We regularly welcome parents for 'stay and play' sessions, 'book and bun' sessions and other specific activities. Families can communicate through class dojo, access the school website, Twitter and Ping. Families have access to their child's learning journey on Tapestry which they can also contribute to.

Enabling Environments

Planning is based on play and engaging children in using the Characteristics of Effective Learning. Children have access to inside and outdoor areas throughout the day to promote high levels of engagement. The learning environment is divided into areas of provision to promote choice and independence. Provision is regularly updated to reflect topics, children's interests, special events and to extend challenges. Children are encouraged to be active in their own learning; adults support children to think critically, creatively and imaginatively.

Inclusive Learning

The adaptable environment is designed to support the individual and their next step progression. Planning and provision is in place to support the children to achieve their development milestones. Every child makes good or better progress from their starting point and achieves their own individual next steps, which are continually assessed and adapted throughout the school year. Progress and next steps are monitored through one to one adult engagement, observations on Tapestry and half termly informal assessments. The children are able to access a balance of adult-led and child-initiated activities and experiences. The children engage in high quality interactions where adults promote sustained shared thinking.

Care and | Routines

The children adopt developmentally appropriate routines, boundaries and transitions. We provide endless opportunities to be independent, resilient, take risks and be challenged in learning. We support and encourage the development of healthy relationships and learning to make friends. Children are supported to develop a sense of identity and feel good about themselves. We provide a nurturing learning environment with high expectations of behaviour. We prepare carefully planned transitions – preparing for the next stage in learning. Our Intimate Care Policy ensures children are treated with dignity and respect.

Areas of Learning

The EYFS Areas of Learning are split into Prime Areas and Specific Areas. Details of our curriculum are included in our Long Term Plan and Medium Term Plans.

Prime Areas

Communication and Language

Personal, Social and Emotional Development

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Planning

Reception planning begins with the Long Term Plan; a carefully designed but flexible curriculum based on topics that spark interest and shows a clear path of progression. Long term planning in Reception aims to provide a seamless transition to Year 1 by building on skills and knowledge children will need to be successful in each stage of their Early Years Education.

Medium term planning posters are provided to parents half-termly.

Weekly planning is generated for adults in the unit to outline specific provision and adult-led tasks.

Safeguarding

Safeguarding is at the heart of everything we do within the Early Years and as a school. We provide a safe and nurturing environment for our children and provide them with opportunities to progress and succeed in all areas of learning. We build positive relationships with families. Staff adhere to the school's Safeguarding Policy. Designated Safeguarding Leads are: John Cooper, Fiona Newsome, Linda Walker.