



HARRODIAN

PRE-PREP RECEPTION  
CURRICULUM HANDBOOK  
2017 - 2018

## CURRICULUM OVERVIEW FOR RECEPTION

The last year of the Early Years Foundation Stage is referred to as the Reception year. The Early Years Foundation Stage prepares children for learning in Key Stage 1 and is consistent with both the National and Harrodian Curricula.

Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. The Harrodian Reception curriculum is organised into seven areas of learning and provides a framework for the Early Years curriculum:

- Personal, social and emotional development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design
- Physical development

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Successful personal, social and emotional development is critical for Reception children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

**By the end of the year children should be able to:**

- be confident to try new activities
- say why they like some activities more than others
- be confident to speak in a familiar group
- talk about their ideas
- choose resources they need for chosen activities
- say when they do or don't need help
- talk about how they and others show feelings
- talk about their own and others behaviour and know that some behaviour is unacceptable
- work as part of a group or class
- understand and follow rules
- adjust their behaviour in different situations and take changes of routine in their stride
- play cooperatively and take turns with others
- take account of one another's ideas about how to organize their activity
- show sensitivity to others needs and feelings
- form positive relationships with other adults and children

## COMMUNICATION AND LANGUAGE

This area of the curriculum includes listening and attention, understanding and speaking in different situations for a variety of different purposes.

**By the end of the year children should be able to:**

- listen attentively in a range of situations
- listen to stories anticipating key events
- respond to what they hear with relevant comments, questions or actions
- give their attention to what others say and respond appropriately, while engaged in another activity
- follow instructions involving several ideas or actions
- answer how and why questions about their experiences and in response to stories or events

## LITERACY

This focuses purely on reading and writing.

**By the end of the year children should be able to:**

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read common irregular words
- demonstrate understanding when talking with others about what they have read
- use phonetic knowledge to write words in a way which matches their spoken sounds
- write some common irregular words
- write simple sentences which can be read by themselves and others
- spell some words correctly and write some words in a phonetically plausible way

## MATHEMATICS

This subject area includes counting, sorting, matching, seeking patterns, making connections, recognising relationships, and working with numbers, shapes, space and measures.

**By the end of the year children should be able to:**

- count reliably with numbers from one to 20
- place numbers in order and say which is one more or one less than a given number
- add and subtract two single digit numbers
- solve problems including doubling, halving and sharing
- use everyday language to talk about size, weight, capacity, position, distance, time and money
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them

## UNDERSTANDING THE WORLD

The children develop the crucial knowledge, skills and understanding that help them to make sense of the world around them. This area of learning lays the foundation for later work in science, design and technology, history, geography, and information technology.

**By the end of the year pupils should be able to:**

- talk about past and present events in their own lives and lives of family members
- know that other children don't always enjoy the same things and are sensitive to this
- know about similarities and differences between themselves and others and among families, communities and traditions
- know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their immediate environment and how environments might vary from one to another
- make observations of animals and plants and explain why some things occur and talk about changes
- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes

## EXPRESSIVE ARTS AND DESIGN

This area of learning includes art, music, dance, role play, and imaginative play. Fostering creativity enables children to make connections between one area of learning and another and so extend their understanding.

**By the end of the year children should be able to:**

- safely use and explore a variety of materials, tools and techniques
- experiment with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways thinking about uses and purposes
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

## SPORTS

### **Topics to be covered this year:**

#### **Term One**

- Spatial Awareness, Health Related Fitness and basic motor skills: throw, catch, aim, jump, hop and skip

#### **Term Two**

- Health Related Fitness, Team games, Gymnastics, Co-ordination and Control, Dance and basic motor skills

#### **Term Three**

- Swimming, Athletics, Tennis Skills, basic motor skills: Hitting and Striking

Physical development in the Reception year is about improving the skills of co-ordination, manipulation and movement through practice.

### **By the end of the year pupils should:**

- begin to explore the basic skills necessary to develop movements (jumping, dodging, swerving, changes of pace and direction)
- begin to explore other techniques such as stopping balls, throwing, catching and kicking through a variety of game based activities
- be able to move around different environments in a variety of ways with confidence
- begin to develop relevant techniques for the different activities covered
- begin to develop an understanding of rules and sportsmanship
- begin to develop confidence through positive feedback and to feel the positive benefits of being healthy and active
- enjoy being physically active, learn new skills and have fun

### **Extra-Curricular Activities**

The Summer Term culminates with the Pre-Prep Swimming Gala and Sports Day. Each child will participate in as many events as possible in line with the Harroddian ethos of maximum opportunity for all.

The Pre-Prep Dance show is held during the Spring Term.

In the Summer Term Reception pupils can join Pre-Prep Playball Club. It is held after school once a week for those pupils wanting extra practice and coaching to help improve their fundamental and game playing skills ([www.playballuk.com](http://www.playballuk.com)).

### **Necessary Equipment**

Full P.E. Kit as listed in the sportswear list in the Parent Handbook.

A waterproof coat, hat and gloves are recommended during the winter months.

# MUSIC

## **Topics to be covered this year:**

Over the three terms, pupils will do the following:

- learn action songs and use body percussion, moving onto learning to play percussion instruments
- learn songs that tell stories and describe things, leading to simple class compositions
- learn to keep a steady beat through action games and songs
- learn about dynamics through singing and playing instruments
- explore simple rhythmic and ostinato patterns
- begin to explore tempo and timbre in instrumental work
- learn all about healthy singing through the singing of rounds and songs from all over the world

## **By the end of the year pupils should:**

- have a basic understanding of dynamics, timbre, beat, and tempo
- have experience of playing various classroom instruments
- know many new songs
- have begun to learn to compose their own pieces



# FRENCH

## **Topics to be covered this year:**

- Personal details and greetings
- Numbers 0-20
- Weather
- Days of the week
- Colours and clothes
- Pets
- Food
- Means of transport
- Musical instruments
- Parts of the body
- Christmas project

## **By the end of the year pupils should be able to:**

- introduce oneself and others
- count and name days
- express likes and dislikes on topics covered such as pets, foods and clothes
- use orally and understand key vocabulary related to each topic
- describe the weather

## **Assessment and Marking**

Pupils are not assessed formally at this stage but there is ongoing oral evaluation during each French lesson. The focus for this year group is on retaining key vocabulary and developing good pronunciation in French.

## **Textbook**

No textbook is used with this age group. The teaching method revolves around fun oral activities such as singing, miming, games and role-plays.

## COMPUTING

### **Topics to be covered this year:**

#### **Term One**

- Pupils start with an introduction on how the computer works. Pupils will learn how to control a mouse and learn basic keyboard skills. They will use paint packages to enhance their mouse skills, firstly colouring in pictures and then creating pictures using stamps and ready-made shapes.
- They will go on to use cross-curricular software with a Maths and English emphasis.

#### **Term Two**

- Pupils will continue to build on their skills from the first term by creating patterns using a paint package. They will use software suitable for their age group, which involves educational games, basic simulations, making choices and picking appropriate tools.
- Pupils will become more confident at logging in to the system by this stage.

#### **Term Three**

- Pupils will learn to represent information graphically using a pictogram package. Continued use of cross-curricular software allows them to improve their computer skills and knowledge in a number of other subject areas.