



HARRODIAN

PRE-PREP RECEPTION
CURRICULUM HANDBOOK
2021 - 2022

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 Harroddian Curricula.

Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. The Harroddian 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:

- show an understanding of their feelings and those of others,
- begin to regulate their behaviour,
- set and work towards simple goals,
- wait for what they want and control their immediate impulses when appropriate,
- give focused attention to what the teacher says, responding appropriately even when engaged in activity,
- show an ability to follow instructions involving several ideas or actions,
- be confident to try new activities,
- show independence, resilience, and perseverance in the face of challenge,
- explain the reasons for rules, know right from wrong and try to behave accordingly,
- manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices,
- work and play cooperatively and take turns with others,
- form positive attachments to adults and friendships with peers,
- show sensitivity to their own and to others' needs.

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 and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions,
- comment about what they have heard and ask questions to clarify their understanding,
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers,
- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary,
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,
- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

LITERACY

This focuses on comprehension, reading and writing.

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

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary,
- anticipate key events in stories,
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play,
- say a sound for each letter in the alphabet and at least 10 digraphs,
- read words consistent with their phonic knowledge by sound-blending,
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words,
- write recognisable letters, most of which are correctly formed,
- spell words by identifying sounds in them and representing the sounds with a letter or letters,
- write simple phrases and sentences that can be read by others.

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:

- have a deep understanding of number to 10, including the composition of each number,
- subitise (recognise quantities without counting) up to 5,
- automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts,
- verbally count beyond 20, recognising the pattern of the counting system,
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity,
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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 computing.

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

- talk about the lives of the people around them and their roles in society,
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class,
- understand the past through settings, characters and events encountered in books read in class and storytelling,
- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps,
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class,
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps,
- explore the natural world around them, making observations and drawing pictures of animals and plants,
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class,
- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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, experimenting with colour, design, texture, form and function,
- share their creations, explaining the process they have used,
- make use of props and materials when role playing characters in narratives and stories,
- invent, adapt and recount narratives and stories with peers and their teacher,
- sing a range of well-known nursery rhymes and songs,
- perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.

SPORTS

Topics to be covered this year:

Term One

- Individual Manipulation Skills (catching, throwing, bouncing), Team Games and Agility, Gymnastics

Term Two

- Orienteering and Fitness, Dance, Individual Manipulation Skills and Team Games

Term Three

- Swimming, Athletics (running, jumping and throwing), Striking and Fielding Games, Net Games

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 children should:

- negotiate space and obstacles safely, with consideration for themselves and others,
- demonstrate strength, balance and coordination when playing,
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing,
- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases,
- use a range of small tools, including scissors, paint brushes and cutlery,
- begin to show accuracy and care when drawing.

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 Harrodian ethos of maximum opportunity for all.

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.playballkids.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, children 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 singing a wide range of rounds and songs

By the end of the year children 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
- Parts of the body
- Christmas project

By the end of the year children 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:

- To understand how the school iPads work and the log-in process
- To learn basic keyboard skills
- To use drawing packages and develop the use of various tools
- To use cross curricular apps to enhance learning
- To take pictures and short videos using iPad
- To program devices using appropriate commands