

Reception at Robert Peel



Reception Curriculum

Our curriculum at Robert Peel is the 'beating heart' of our school day. We believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best they can be; developing a thirst for knowledge and building Learning Behaviours that will last a lifetime.

Our aim is for the children to experience deep and meaningful learning experiences, that promote the development of our Learning Behaviours and gives them opportunities to explore, practise and question their learning.

The curriculum is framed around themed topics with links to quality story books with an emphasis on spoken language.

Autumn 1

- Ourselves
- People Who Help Us in School
- Autumn is Here

Autumn 2

- People Who Help Us in the Community
- Celebrations

Spring 1

- Pantomime Tales
- Chinese New Year
- Wonderful Winter

Spring 2

- Mighty Materials
- Spring is Springing
- Easter

Summer 1

- Living Things

Summer 2

- Marvellous Minibeasts
- Awesome Animals

Our Vision

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this through the teaching of a rich and diverse curriculum, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practice and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life.



Why promote these learning behaviours?

It is about the individual learner and their personal 'disposition' towards learning. These behaviours help the children become a better learner if they are practised throughout their school life. They are something that can be learnt, practised and improved and the school promotes these because:

- They promote a learning culture that encourages children and teachers to become better learners
- They enable children to approach difficulties in learning without fear of failure
- They allow the children to take small steps within learning
- They develop and encourage confidence even when challenges are faced
- They enable children to learn from mistakes and see these setbacks as an important part of learning
- They enable the children to have the ability to understand learning processes
- They bring out a sense of joy and excitement about learning



Robert Peel

Robert Peel is a hugely successful school where achievement and outcomes are good. Children develop extremely well both academically and emotionally and it is a place where staff do that little bit more to ensure all children succeed.

OFSTED praised the work of the school in March 2020 stating:

- Pupils at Robert Peel say that their school is like a family. They learn well together in an inclusive and nurturing environment.
- Pupils enjoy positive relationships with adults who ensure that they are well cared for.
- Pupils respect their teachers and try their best because teachers have high expectations of them. This was summed up by one pupil, who said, 'Our teachers are amazing.'
- Children in the early years use the environment confidently to develop their imagination and creativity. Children play and work well together because there are clear expectations for their behaviour.
- Pupils' good behaviour ensures that they get on with their work without distraction.

Being in Reception at Robert Peel

What children say about life in Reception...

- We like learning.
- We went to see the Beauty and the Beast show.
- We draw.
- I like making things outside.
- I like drawing trains.
- I like learning about animals.
- I like playing in the sand pit.
- I like playing with puzzles.
- We have tea parties in the cottage.
- I like reading books. The whale one is my favourite.
- I like playing with the junk modelling outside in the corridor.
- I like building big towers and making shakers. I make the biggest shaker.
- I like making cakes.
- I like drawing hearts.
- I like playing with music. We listen to music and play instruments.
- We have snack outside.
- We go to the library and we read books quietly.
- It is fabulous here!
- I like going on the bikes
- I love music!
- I like the toys and games.
- I like playing outside.
- I like playing with the balls.

Learning, Development & Assessment

Early Years Foundation Stage has seven areas of learning

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World



The School Day

The Morning

8:50- Doors open/fine motor activities

9:05- Register

9:15- Daily phonics

9:40- Literacy/Maths whole class input

10:00- Free play & rolling snack

11:30- Whole class story/songs

11:50- Lunch

The Afternoon

1:05- Register

1:10- Story time

1:20- Topic/ Music/ PSED

1:40- Free play

2:50- Story/assembly

3:10- Get ready for home



A Unique
Child

+

Positive
Relationships

+

Enabling
Environments

=

Learning and
Development

Lunches

- Children can have a school hot dinner which is free of charge or a packed lunch from home- You can change this day to day.
- We encourage children to try a variety of food
- Please encourage independence when using cutlery at home

Snack

- Rolling snack- children can visit the snack table at any time during our morning free flow play time
- Different choice of fruit each day
- We offer water, milk or squash

School Uniform

	General	P.E	Swimming (Summer Term)
Boys	<ul style="list-style-type: none"> • Grey trousers/ shorts • White shirt or red or white polo shirt • Red jumper or school fleece • Sensible black shoes 	<ul style="list-style-type: none"> • Black shorts • White t-shirt • Plimsolls or trainers • Tracksuit bottoms or leggings for colder weather 	<ul style="list-style-type: none"> • Trunks • Swimming hat • Flip flops • Towel
Girls	<ul style="list-style-type: none"> • Grey trousers, skirt or pinafore • White shirt or red or white polo shirt • Red cardigan or jumper or school fleece • Sensible black shoes 	<ul style="list-style-type: none"> • Black shorts • White t-shirt • Plimsolls or trainers • Tracksuit bottoms or leggings for colder weather 	<ul style="list-style-type: none"> • Costume • Swimming hat • Flip flops • Towel

What Your Child Will Need

- Book bag
- Water bottle - this will stay in school
- Wellies to stay in school
- Coat when cold or wet





Learning Journals

- We will take observations/ photographs of your child and make notes on how they are developing and decide how we can move their learning forward.
- You will be invited to 2 Parent Consultations within the year- Autumn and Spring. You can view your child's learning journal at this time.
- We love to receive parents/ carers contributions. Each half term we ask that you send in photographs of things your child has been up to or been learning at home using a 'Magic Mo-



Reading

Books and stories hold a world full of magic and imagination for us all. Becoming a reader provides the key to this world and learning to read well is a key to future success.

Reading in Reception

- Children will be surrounded by stories right from their first day in school. We have many beautiful picture books for children to share and experience.
- Early pre-reading is about children using pictures to make sense of a story and being able to use the pictures to tell a story in their own words. An important part of this is the time they spend listening to adults modelling reading aloud and sharing stories.
- We treat all children as readers, accepting their own versions of stories as well as sharing the author and illustrator's words and pictures.
- Understanding the story, being able to talk about what is happening, what might happen and how this links with stories they have read before are all key skills in developing reading.

Helping your child with their reading

- Be read to regularly.
- Follow the pictures as an adult reads.
- Talk about what is happening in each picture and what might happen next.
- Talk about characters; who they are, what they do, what personality they have and why they do what they do.
- Be encouraged to tell the story in their own words and never be forced to read the words of a picture book unless they volunteer to with a word they recognise.
- Record your child's reading in their reading record so that we can support you with your child's reading at home.



Getting Ready for School Checklist

I can...	I can...	I can...
recognise my name	<input type="checkbox"/> hold my pencil carefully	<input type="checkbox"/> put on my socks
write the first letter	<input type="checkbox"/> draw a face 	<input type="checkbox"/> find my shoes
copy my name	<input type="checkbox"/> colour in carefully	<input type="checkbox"/> put on my shoes
write my name 	<input type="checkbox"/> name the colours I use	<input type="checkbox"/> do up my shoes 

I can...	I can...	I can...
count from 1 to 10	<input type="checkbox"/> sing simple rhymes	<input type="checkbox"/> find my bag
recognise each number	<input type="checkbox"/> sing and clap to a song	<input type="checkbox"/> zip up my bag
place 1 to 10 in order	<input type="checkbox"/> tap a beat 	<input type="checkbox"/> dress myself
write 1 to 5 in order 1 2 3 4 5	<input type="checkbox"/> move to music	<input type="checkbox"/> do buttons 

I can...	I can...	I can...
eat with a knife and fork	<input type="checkbox"/> tidy away my toys	<input type="checkbox"/> say please when I ask
pour myself a drink	<input type="checkbox"/> clear away things I've used	<input type="checkbox"/> say thank you when I get
taste different foods	<input type="checkbox"/> put my clothes away	<input type="checkbox"/> ask to go to the toilet
wash my hands before and after meals 	<input type="checkbox"/> help at home 	<input type="checkbox"/> wait my turn to talk 

I can...	I can...	I can...
clean myself	<input type="checkbox"/> use the stairs hand rail	<input type="checkbox"/> cut along a line
wash my hands 	<input type="checkbox"/> hold hands on the street	<input type="checkbox"/> cut 'snips' into paper
dry my hands	<input type="checkbox"/> take turns when playing	<input type="checkbox"/> cut out a shape
go to the toilet when I need to	<input type="checkbox"/> share toys with a friend 	<input type="checkbox"/> cut out shapes to make a picture 

How You Can Help Your Child

- Encourage independence when eating, dressing and going to the toilet as much as possible
- Fine and gross motor skill development - Climbing and physical activities in parks and finger strengthening games
- Ask them to practice writing their name
- Talk to your child lots to further develop their language skills
- Read with them regularly
- Point out numbers and give them reasons to count



Other Information

- Please provide us with at least 3 emergency contacts
- Please inform us of changes to collection arrangements by letting us know at morning drop-off or phone the school office during the school day
- If your child becomes unwell during the school day we will call you and ask you to collect them. If your child has had sickness or diarrhoea they will need to stay off school for 48 hours
- We will contact you each week via ParentMail with our timetable of learning. Please ensure we have your email address
- We ask for a voluntary 50p contribution towards weekly cooking and creative activities. You can send this in your child's school bag
- Jewellery- Single stud earrings only
- Personal possessions- We ask that toys from home do not come to school to ensure they do not get lost