

William Ransom Reception Curriculum



Curriculum Intent

This curriculum design is bespoke to children's interests, our local area and community and needs of the children. The overarching aim of our curriculum design is to give every child the best possible opportunity to become well rounded learners who can achieve their own personal goals and ambitions. This will happen when children feel safe, happy, settled, and inspired. We want our children to become learners who are curious, brave, independent, and creative. Children who can persevere, show resilience and be self-motivated. They will know and remember more.

Implementation

To ensure all of our children make progress, the most important thing is that our children are safe, secure and most of all happy in Reception. All of our practice is guided by the four overarching principles of the EYFS:

- **Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

At William Ransom, we get to know our children and our families well. We understand our children are all different and learn at different rates. We therefore work with individual children through their interests and play to work on individual next steps to ensure we move their learning forward. We know that before learning can take place our children have to feel secure and confident.

- **Positive Relationships** – Children learn to be strong and independent through positive relationships.

By getting to know our children's interests, likes and dislikes, we work hard to ensure secure relationships between children and staff. We also appreciate and know that parents are the child's first educator and know the most about their child. We hope to work closely with parents to work in a 2 way partnership between home and school. We try to involve parents through events, keep them up to date via parents evenings, weekly newsletters and have an open door policy to provide excellent communication on a day to day basis.

- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

We are constantly evaluating and adapting our learning environments to fit with children's interests and to build upon skills. We have recently reorganised the learning environments to allow more child led learning opportunities. We aim to use lots of open-ended resources to develop curiosity, imagination and language and vocabulary.

- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in Early Year's provision, including children with special educational needs and disabilities

We use a range of adult led and child-initiated learning opportunities to follow the needs and interests of the children. We know our children really well and understand their barriers to learning and next steps to ensure progression for all.

The curriculum provides a well-planned and organised learning environment, where our skilled practitioners carefully scaffold learning during child-initiated tasks, combined with focussed teaching and skill group time. We know that children do not learn in a linear way and there are many strands to our young children's learning and ensure that our teaching is carefully sequenced to develop progress.

The children in Reception are provided with many opportunities to explore both indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development of our children.

These include:

Prime areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development.

Specific areas:

Literacy

Maths

Understanding of the world

Expressive arts and design.

Impact

We hope through our broad and balanced curriculum our children learn to believe in themselves and be proud of their local community.

They understand the importance of their actions and the part they play in the diverse wider world. Through a strong self-belief leading to a positive physical and mental well-being our children are equipped to take risks and overcome any challenges they may face. Children will leave Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected. We hope memorable learning experiences allow our children to retain knowledge, apply skills and develop links in their understanding and to

achieve to the best of their ability. In turn, children leave Early Years with a developing independence and confidence, ready and excited to continue their learning journey in year 1.

Related Documents

[Statutory Framework](#)

[Development Matters \(non-statutory guidance\)](#)

[Birth to 5 Matters \(non-statutory guidance\)](#)