

# Quwwat-ul-Islam Girls school

## Curriculum Information

### Reception – Spring Term 2.1

In Reception we used Classroom Monitor to record assessment and evidence against the early year's development statements and the Early Learning Goals. Special books are a reflection of the children's development it provides a picture of a child's development under the areas of learning identified in the EYFS. The aim is to build a unique picture of what each child knows, feels and can do as well as her particular interests and learning style.

Early Years is an essential time in preparing children for school, getting them ready for more formal learning.

Within the Foundation setting (Nursery and Reception) it is recognised that there are three **Prime Areas** of learning which need to be achieved before other learning can be accelerated:

- CL - Communication and language (speaking, listening and understanding).
- PD - Physical development (moving and co-ordination, health and self-care).
- PSED - Personal, social and emotional development (self-confidence, managing feelings and behaviour, making relationships).

Other areas of learning include:

- R - Reading.
- W - Writing.
- M - Mathematics (numbers, shape, space and measures).
- UW - Understanding the world (people and communities, the world, technology).
- EAD - Expressive arts and design (exploring materials, being imaginative).

Any, or all, of these aspects of learning can take place within a given task, but to ensure a **broad and balanced curriculum** we have set out topics which guarantee children make good progress in their learning.

All learning takes into consideration the needs of the individual child, allowing them to become independent learners with the capacity for critical thinking, recognising these factors are essential to meaningful learning for the young child. The Learning Goal effectively defines what children are working towards and are expected to achieve by the end of the Reception school year

## Quwwat-ul-Islam Girls school - Reception - Spring Term 1.1

# 'Space'

### Communication language and Literacy

- Beginning to understand 'why' and 'how' questions.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.

*Learning goal-Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.*

### Personal, Social and Emotional Development

- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

*Learning Goal- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.*

### Physical Development – PD

- Children select their own tools to create their own patterns and use them correctly and safely.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

*Learning Goal - They handle equipment and tools effectively, including pencils for writing.*

### Literacy

- Write labels for pictures
- Begin to write a simple caption about our favourite book.
- Read a range of stories about space.

*Learning Goal- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions.*

### Mathematics

- Name and talk about 2D & 3D shapes and discuss some of their properties.
- Spot the difference and odd one out activities.
- Children will re-create and create their own patterns and talk about them.

*Learning Goal-Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.*

### Understanding the World

- Talks about why things happen and how things work.
- Looks closely at similarities, differences, patterns and change.

*Learning Goal- Children talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes*

### Expressive Arts and Design

- *Design your own galaxy.*
- *Create a rocket ship, saucer and planets.*

*Learning goal- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*

**Snuggle down with a book. Children who have a bedtime story succeed in school.**

Go for a walk or to your local park and collect leaves, acorns and conkers to count.

Talk, talk, talk- every word matters.

**How can I help my child at home?**

Visit your local library

**Special events this half term**

Reading Morning  
Every Wednesday  
8:45am-9:05am

Regular visits to West Ham Park

