



Year R Curriculum Overview 2019 – 2020

| Term | | Special Events | | Experiences | Texts for Talk for writing (These texts may change dependent on the children's interests) | Supporting text | |
|--------|--|--|---|---|--|---|---|
| AUTUMN | Focus on changes as they take place - seasonal and relating to weather | Children's birthdays throughout the year | Eid Divali Harvest Hanukah Christmas | Seasonal changes Peace Garden Church | Walking through the jungle We're going on a bear hunt The Gruffalo | Gruffalo Gruffalo's Child Gruffalo Song | |
| SPRING | | | Chinese New Year Mother's Day Pancake Day Easter Sunday New Life | Focus on special food, places, artefacts, clothing, music, celebrations | Theatre production | Gingerbread man Whatever Next Sid the Superhero | Aliens in Underpants Harry and the Bucketful of Dinosaurs |
| SUMMER | | | Father's Day Sports Day Transition to Reception | | End of year trip | Sam's sandwich The little red hen Transition - all about me books | The Tiger Who Came to Tea Once upon a Picnic Oliver's Fruit Salad Sam's Sandwich <u>Rhymes</u> 5 fat peas 5 sizzling sausages Pat a cake Jelly on a Plate |



The EYFS curriculum at Wexham Court Primary

In the EYFS setting at Wexham Court Primary School we believe play is imperative to good learning. Learning is developed best when children are enabled by a rich continuous environment both indoors and outdoors, which is zoned to encourage and foster good quality learning which aids creative and critical thinking. Teachers and Early Years practitioners, use their observations to plan and provide experiences to foster learning in both adult led activities as well as enriching the environment to scaffold children's play. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

We operate a free-flow provision which means the children have access to all areas within the Reception environment both inside and outside at most times. We will use the Reception outside area every day, whatever the weather, to support our learning across the curriculum.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.