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| Strand | EYFS Area | Aims and Purpose / Intent | Content Summary |
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| English | Communication and Language | <ul style="list-style-type: none"> • To understand how to listen and speak in a range of situations • To experience a rich language environment • To develop their skills and confidence in expressing themselves | <p>Pupils focus on developing their speaking and listening skills.</p> <ul style="list-style-type: none"> • They listen to stories, respond to what they hear and make predictions. Talk for Writing is used as a tool to develop verbal language • They will become confident in performing in front of an audience, their peers and also their parents, for example in the Christmas performance. |
| | Literacy | <ul style="list-style-type: none"> • To understand the link sounds and letters and begin to read and write. • To experience a wide range of reading materials to ignite their interest. • To develop a love of reading. | <p>Through the use of Read, Write Inc children:</p> <ul style="list-style-type: none"> • develop synthetic phonics knowledge to support reading and writing skills. • try and write the sounds and hear and read them in simple words. • have opportunities to explore a wide range of texts. through daily story sessions and bringing home books from the library, • learn the vocabulary of reading, such as, author, illustrator, title etc. • write for a range of purposes through role play and continuous provision opportunities. • Talk for Writing is used as a tool to develop story writing skills • Through sharing a range of stories by Julia Donaldson based on the pupils' interests, pupils will be encouraged to re-tell and sequence stories and discuss elements such as main characters and beginnings and endings. |
| Technology, | Understanding | <ul style="list-style-type: none"> • To understand how technology is used in the world around them. | <ul style="list-style-type: none"> • using a variety of tools and techniques to shape, join and assemble materials to make Christmas and Diwali decorations |



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| Enterprise & Sport | the World | <ul style="list-style-type: none"> • To experience using a range of technological equipment, how to use it safely and responsibly. • To develop their computational thinking skills through use of technology and continuous provision. | <ul style="list-style-type: none"> • introduction to technology in class and the rules of how to use it carefully and safely. Pupils will develop an awareness of how everyday technology can be used in role play. • using technology within class, e.g. bee bots, cameras and iPads • completing computer programs and using ICT hardware within class |
| | Physical Development | <ul style="list-style-type: none"> • To understand the importance of physical activity and making healthy choices. • To experience opportunities to be active and interactive. • To develop their co-ordination, control and movement. | <ul style="list-style-type: none"> • pupils will begin to manage their body to create intended movements on the floor and apparatus in the Hall and outdoors: <ul style="list-style-type: none"> – mount stairs, steps and climbing equipment and jump and land appropriately – negotiate the space successfully avoiding obstacles. – combine and repeat a range of movements and persevere in repeating some actions • engage in a range of activities to develop hand-eye co-ordination. • send and receive balls, hoops and quoits, whilst standing still and moving, using feet and hands. • begin to follow rules during simple games. • sit up, stand up and balance on various parts of the body and use this for floor and apparatus work. • handling tools in the garden, learning how to use them safely. • making healthy snacks using a variety of tools and techniques. • collaborating when using the parachute to play a variety of games. They will also be striking balls using bats, racquets and hockey sticks. • preparing for and taking part in our annual sports day. • completing a variety of obstacle courses. • one class each term will have the opportunity to use movement to express feelings in a dance session each week led by a dance specialist. |



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| Science | Understanding the World | <ul style="list-style-type: none"> • To understand their physical world through opportunities to explore, observe and find out about the environment. • To experience their immediate environment, noticing similarities and differences in relation to materials and living things. • To develop a joy of nature and a questioning mind. | <ul style="list-style-type: none"> • exploring the learning environment indoors and outdoors • the seasons: what type of weather this brings eg. autumn changes • developing our vegetable patch outside - planting seeds and observing how they grow. • discussing the changes that take place in nature during springtime. • how to keep our bodies healthy and what kinds of foods are good for us to eat. |
| Expressive Arts | Expressive Arts and Design | <ul style="list-style-type: none"> • To understand that they can represent their own ideas, thoughts and feelings in a variety of ways. • To experience singing, making music and dance to express their thoughts and feelings. They safely use a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. • To develop an understanding and appreciation of the use of media and materials in all fields, including art, dance and music. | <ul style="list-style-type: none"> • pupils will be encouraged to use the creative workshop and role play areas of the classrooms. • Pupils are encouraged to act out a range of scenarios co-operatively in role play areas. • role play to act out traditional tales. • art in nature and how different materials can be used from our outside world to bring art to life in the classroom. • winter art and how ice and water can be used alongside paints etc to create wonderful art pieces. • using fruit to make art. • Using the craft area to make their own creations and having the opportunity to make objects for specific topics eg Autumn, Christmas crafts. • learning a range of festive songs and exploring the sounds of different instruments. • explore different ways of making music, both indoors and outdoors. • using various instruments to create sound effects and backing tracks. • All children in Reception learn to play an instrument through drumming lessons- one class per term. |



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| <p>Maths</p> | <p>Mathematics</p> | <ul style="list-style-type: none"> • To understand number and shape, space and measures. • To experience a maths rich environment as well as daily Maths Mastery lessons to ensure understanding of the basic mathematical concepts. • To develop and improve their skills in counting, understanding and using number. They develop a mathematical vocabulary. | <p>Maths Mastery:</p> <ul style="list-style-type: none"> • Early mathematical experiences e.g. matching, comparing and ordering. • Pattern and numbers to 3 • Numbers within 6 • Addition and subtraction within 6 • Measures – length • Shape and sorting • Calendar & Time • Numbers within 10 • Addition & subtraction within 10 • Numbers within 15 • Grouping and sharing • Numbers within 20 • Doubling and halving • Shape and Pattern • Addition and subtraction within 20 • Money • Measures • Depth of numbers within 20 • Numbers beyond 20 <p>Also, while developing our vegetable patch and looking at fruits and vegetables, pupils will be encouraged to use language such as more and less, longer or shorter, heavier or lighter to make comparisons.</p> |
| <p>Languages</p> | <p>Communication and Language</p> | <ul style="list-style-type: none"> • To understand how to listen and speak in a range of situations • To experience a rich language environment • To develop their skills and confidence in expressing | <ul style="list-style-type: none"> • developing speaking and listening skills – pupils will become confident in performing in front of an audience, their peers and also their parents, in the Christmas performance. • Children are introduced to other languages through their |



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| | | themselves | peers and also activities such as counting in different languages or greeting people. <ul style="list-style-type: none"> visitors will discuss their occupations as part of our 'people who help us' topic, giving pupils the chance to ask many questions and engage in dialogue with new and interesting people. |
| Humanities | Understanding the World | <ul style="list-style-type: none"> To understand similarities and differences between their own experiences and environment and others, and similarities and differences between themselves and others, and among families, communities and traditions. To experience talking about past and present events in their own lives and the lives of family members. They explore their local environment. To experience an introduction to other cultures and beliefs through sharing and celebrating a range of practices and special events, within their own culture and belief and those of others. To develop an understanding of time and place. To develop positive impressions of their own cultures and faiths, and those of others in their community. | <ul style="list-style-type: none"> celebrate and explore a range of festivals and aspects of pupils' own cultures and beliefs and those of others. explore different types of toys and observe similarities and differences. Pupils will look at toys from the past and compare them with toys today. Pupils will be given opportunities to explore types of toys that are of particular interest to them. people who help us in our communities. different places around the world and choosing which we would like for a holiday e.g. Antarctica, the desert, or the jungle. |

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| Games & Competitions | <ul style="list-style-type: none"> To understand how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence. | <ul style="list-style-type: none"> Through the Physical Development area of the EYFS curriculum children are introduced to the basic skills involved in many competitive sports including netball, hockey, rugby, football, tennis, cricket and athletics) |



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| | <ul style="list-style-type: none"> • To experience competing individually and as a team and winning and losing gracefully. • To develop resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win. | <ul style="list-style-type: none"> • Taking part in Sports' Day • Through the PSED curriculum, through playing board games and taking turns in activities. • Through curricular activities introduced in topics such as having a Pancake race or discussing the story of the Chinese New Year. |
| <p>Artistic Expression</p> | <ul style="list-style-type: none"> • To understand how creativity and the arts enrich their lives and our works. • To experience a variety of creative and artistic expression both as a participant and audience. • To develop the confidence and skills to create and engage in creative expression both individually and as a part of a group. | <ul style="list-style-type: none"> • Continuous provisions for Art/DT and Music • Weekly drumming lessons on a termly rota • Termly rota for dance • Christmas play performances |
| <p>Spiritual Formation</p> | <ul style="list-style-type: none"> • To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders. • To experience Christian worship, in line with the founding aims of the College. • To develop as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions. | <ul style="list-style-type: none"> • Throughout the Reception year, we look at different celebrations that the children in the year group take part in. We always include Christmas, Easter, Divali, Eid and Chinese New Year. When we have children from other religions we also try to include their celebrations throughout the year. |
| <p>PSHE</p> | <ul style="list-style-type: none"> • To understand the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives. • To experience interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives. • To develop skills to author their own lives as citizens and | <ul style="list-style-type: none"> • Being in my world • Celebrating differences • Dreams and Goals • Healthy Me • Relationships • Changing me <p>We additionally teach PSHE lessons that are responsive to the</p> |



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| | <p>members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</p> | <p>needs of the children in the class during the year. This can include topics like bullying as we feel it is important to address these issues in a timely manner.</p> <p>Assemblies are based around these themes or relevant PSHE issues as they arise e.g. Safer Internet Day.</p> |
| <p>Careers & STEM</p> | <ul style="list-style-type: none"> • To understand the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities. • To understand their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing. • To experience individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests. • To experience interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes. • To develop ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills. | <ul style="list-style-type: none"> • People who help us topic; Firemen, Dentists, Vets, • Bring your Dad to school day- to talk about careers • Assemblies by builders and architects and visits to the construction site. |
| <p>Charity & Service</p> | <ul style="list-style-type: none"> • To understand servant leadership and the moral imperative to serve and share. • To experience serving others in settings in and outside the school and promoting a better and more just society through service and charity. • To experience sharing what we have and what we can do with those who are in need. | <ul style="list-style-type: none"> • Pupils are integrated into school life with an emphasis placed on getting along and sharing. • Pupils begin to develop an understanding of service and charity. • Pupils attend assemblies, some of which are based on these charities, sometimes with a guest speaker. • Pupils are encouraged to contribute to the following charities: |



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| | <ul style="list-style-type: none">• To develop an attitude of gratitude and a commitment to service and charity. | <p>Jeans for Genes, Harvest- Foodbank, Radio City Toy Appeal – Christmas.</p> <ul style="list-style-type: none">• One main Charity (local) chosen each year linked to a specific issue or a children’s charity-eg NSPCC, Alder Hey, Women’s Hospital. |
| Leadership Education | <ul style="list-style-type: none">• To understand what leadership is and what it requires and how leaders develop.• To experience challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.• To develop resilience and the confidence and skills to lead effectively. | <ul style="list-style-type: none">• Pupils are developing their resilience as they settle into school and learn the rules and codes of behaviour within their class and school.• Pupils are given responsibilities within class eg line leader. They begin to go on messages around the school.• Pupils develop confidence taking part in the Reception Christmas play and Sports Day. |