



# Notre Dame du Rosaire Primary School

## Reception Vision and Curriculum Intent 2024-2025

This is a brief guide to our EYFS Curriculum at Notre Dame du Rosaire Primary School and is designed to be read in conjunction with our long-term plans.

The EYFS framework sets out the statutory requirements for learning and development for children up to and including Reception Year, (birth to 5). Our curriculum is built around this framework. In Reception we follow the EYFS Curriculum which sets standards for the learning, development and care of all children from birth to 5 years of age.

It is a curriculum that focuses on the whole child and is based on 4 Themes which are explained by the 4 Principles:

- A Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- Enabling Environments: The environment plays a key role in supporting and extending children's development and learning.
- Learning and Development: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Up to the end of Reception, the EYFS curriculum covers the 7 areas of learning and at Notre Dame du Rosaire we have planned an ambitious curriculum that covers the 7 areas of learning, (17 aspects) and covers some of the entitlements contained in the Early Stage of the Bailiwick Entitlements. This prepares our pupils for their on-going learning journey into Year 1 and beyond. We believe that it is age appropriate and effective for our Reception pupils to learn with a balanced curriculum. We deliver teacher-led discrete lessons on the carpet, alongside continuous and enhanced provision to give our pupils time to engage with their self-chosen, child-initiated play activities. For this reason our timetable is different to that in KS1.

In order to facilitate learning through play we invest time creating our indoor and outdoor environments to provide the children with a range of open-ended resources and quality continuous provision that they can select each day and within which they can use and apply the skills they are learning with teacher input and scaffolding.

### **Enhanced Provision**

We spend time planning enhancements to our provision which can be linked to our discrete planned lessons or added to enable our pupils to follow their own interests. We use a focus child approach to ensure that all of our pupils have time to work with their class teacher and extend their learning through following their individual interests. Observations of children's learning are posted into pupils' individual profile areas within Evidence for Learning. Learning Journeys are shared termly for parents to view, share with their child and respond to. Whole class activities are also posted onto Class Dojo Story to engage and involve parents to continue this learning at home.

### **Planning and Progression**

Reception is the fundamental building block to our whole school Notre Dame Curriculum. As such, we backwards plan so that we ensure the learning in Reception feeds directly into the planned learning experiences in KS1. Through

discrete lessons and planned enhanced provision we ensure that our pupils have the pre-requisite skills and knowledge to allow them to be successful in their transition to KS1 and that we have built strong foundations in terms of pupils' attitudes to learning so that they are enabled to be successful, independent and confident learners.

Subject leaders work alongside the Early Years team at Notre Dame to identify and develop links between the Foundation Stage Profile's 7 areas of learning, our Notre Dame Curriculum and the Bailiwick Curriculum & Entitlements. We have a carefully sequenced curriculum map that demonstrates how children's learning in Reception continues and is built on in KS1.

**The following discrete, teacher-led lessons take place each week.**

**Daily Phonics lessons (CLL, R, W)** follow the SSP Little Wandle, Revised Letters and Sounds.

**Guided Reading Practice Sessions (CLL, R)** take place three times a week following the Little Wandle, Revised Letters and Sounds programme. Children develop their reading skills beginning with Purple level picture books with which they discuss the storylines and characters, extended during the Spring and Summer terms to phonically decodable books matching their Phonic phase - with lessons focussing on either decoding, prosody or comprehension.

**Literacy input (CLL, R & W).** These lessons focused around class reading books from the Notre Dame reading spine. These are high quality texts that develop pupils' love of stories, ability to retell stories and use story language and key vocabulary. Phonics is applied in these lessons with teachers modelling blending to read and oral segmenting to spell in shared reading and writing sessions. We aim that at the end of the year our pupils can independently write sentences that can be read by others as spelling is phonetically plausible and some high frequency words are spelt correctly. As such, we pay close attention to providing the children with carefully planned handwriting and phonics

practice activities during our literacy lessons and during continuous provision; ensuring that no learning opportunity to reinforce these skills is missed.

**Daily maths lessons (N & SSM)** follow a mastery approach based around White Rose Maths and Numbersense. These lessons have a strong focus on developing mastering through the CPA (concrete-abstract-pictorial) method, and also through secure children's understanding and use of number and factual recall. Maths resources are available in all lessons and in continuous provision to encourage children to use them during their independent activities.

**Weekly music lessons (EAD)** are taken from music planning from Kapow. The children enjoy learning about musical instruments, vocabulary and music from different cultures and celebrations.

**Religion Education and Relationship & Health Education lessons (PSED / RHE).** At Notre Dame du Rosaire we have a weekly RE lesson and a weekly RHE lesson which are taught in line with the diocesan God Matters scheme and the Ten:ten RE scheme with Online Safety lessons delivered as part of these units of work. These link to our Notre Dame Golden Values as well as introducing the children to Growth Mindset skills. We recognize that we are providing the children with the necessary skills to equip them to manage their feelings and behaviour and to keep healthy, (physical, emotional and mental health). Whilst we have weekly discrete RE and RHE lessons, our learning linked to PSED occurs throughout the day, every day.

**Art (EAD), Design and Technology (EAD), History (P&C), Geography (P&C / TW), Science (TW), French (P&C) and Computing (T).** Teachers work with KS1 teachers and subject leaders in the school to identify areas of the Notre Dame curriculum, Bailiwick Curriculum and Entitlements which is supported through Early Years teaching and learning opportunities. These learning objectives are taken from the Notre Dame curriculum document and the Bailiwick Entitlements document to ensure that there are age-appropriate learning opportunities provided which create a smooth transition between the Early Years and KS1 curriculums. Within these subject areas in Reception and Year 1,

learning opportunities are provided through short, teacher-led input sessions. Learning continues through follow up tasks and resources during enhanced provision, in addition to our quality offer of indoors and outdoors continuous provision.

Weekly **PE lessons** are delivered with the Guernsey Sports Commission which include dance, using small equipment, climbing on large apparatus, games as well as swimming lessons in the summer term. Off-site trips are planned for the park, beach and other local venues to enrich the children's opportunities for learning outside the classroom.

Our Early Years Curriculum is split into 7 areas which are further divided into 17 aspects. They correlate with our Notre Dame Curriculum as follows:

Area of Learning and Development	Aspect	Notre Dame curriculum
<b>Prime Areas</b>		
Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour	RHE discrete weekly lesson  RE discrete weekly lesson  Online Safety units

Physical Development	Moving and handling Health and self-care	PE lessons  Offsite visits  Use of outdoor playground equipment  Daily handwriting practice and fine motor skill development activities
Communication and Language	Listening and attention Understanding Speaking	Covered daily through staff modelling interactions with children.  Circle time / Snack and chat  In all areas of the setting and all discrete lessons

		<p>High quality whole class reading texts</p> <p>Story time and reading corners</p>
<b>Specific Areas</b>		
Literacy	Reading Writing	<p>Handwriting</p> <p>Phonics</p> <p>Guided Reading</p> <p>Story time / reading corners</p> <p>Library visits</p>

		High quality whole class reading texts
Mathematics	Numbers Space, shape and measures	Discrete daily lessons  Continuous and enhanced provision & resources
Understanding the World	People and communities The World Technology	History focus topics  RE discrete lessons  Historical and global celebrations & festivals  Geography focus topics  RHE lesson - Project Evolve



		<p>Discrete technology lessons &amp; continuous provision</p> <p>Discrete French lessons</p>
Expressive Arts and Design	<p>Exploring and using media and materials</p> <p>Being imaginative</p>	<p>Discrete music lessons</p> <p>Teacher led - cross curricular themed activities use the KAPOW skills and cover entitlements</p> <p>Continuous and enhanced provision</p>