

The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Year R Curriculum Overview (2021-2022)



1. The Curriculum at The Bliss Charity School

- **Intent – How is the curriculum at Bliss designed and why has it been structured in this way?**

The curriculum at The Bliss Charity School is topic-based. Delivering the aims of the [Early Years Foundation Stage Framework](#) and the [National Curriculum](#) in a cross-curricular way gives pupils a broad and balanced education, as well as a range of enriching and memorable learning experiences.

Linking objectives and subjects together in this way is not only highly engaging for the children, it also provides them with a ‘connected’ body of knowledge, skills and language which enables them to ‘know more’ and be able to ‘do more’.

Underpinning the curriculum at Bliss is the school’s unique ‘Metacognition Programme’ which has been specifically designed to enable pupils to maximise their learning potential and develop the cultural capital needed to self-regulate and succeed as both learners and members of modern Britain.

Attitudes					Skills				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

- **Implementation – How is the curriculum taught?**

Our curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then been developed to teach knowledge and skills from other subjects. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based.

- **Impact – What outcomes does the curriculum at Bliss lead to?**

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives and subjects together through enjoyable over-arching themes, pupils are not only motivated to learn, they also acquire a depth of knowledge and language that can then be applied to the development of key skills.

As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills. Rapid progress is then made through the reception year and cohorts go on to exceed the national attainment for a Good Level of Development on exit from the EYFS.
- Pupils then make good progress through KS1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher, resulting in cohort attainment ahead of the national average at the end of Year 2.
- Good progress is achieved in Years 3-6 so that high levels of attainment from KS1 are maintained through KS2. In the last three years (2017-2019¹), progress through KS2 has been in-line with the national averages

¹ All statutory assessments were cancelled in 2020 and 2021 due to the coronavirus pandemic.

for children with similarly high starting points, leading to attainment in reading, writing and mathematics – at both the expected standard and the higher standard – that is in the highest 20% of all schools.

2. Year R Topics – 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	September 2 nd 2021 – October 22 nd 2021	November 2 nd 2021 – December 17 th 2021	January 4 th 2022 – February 11 th 2022	February 22 nd 2022 – April 1 st 2022	April 20 th 2022 – May 27 th 2022	June 6 th 2022 – July 21 st 2022
Class R	<i>I am Special</i>	<i>Seasons and Celebrations</i>	<i>Dinosaurs</i>	<i>Superheroes</i>	<i>Stories</i>	<i>Minibeasts</i>
						

3. Further information about the Foundation Stage curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the [Class R page](#) of the school website.

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed ([@BlissCharitySch](#)) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The seven areas of learning and development from the Early Years Foundation Stage Framework that underpin the Class R topics are available below (section 5).

4. Published schemes used in Year R

In Year R, we use some published schemes of work to support the delivery of our curriculum:

Curriculum Area	Scheme Name	Overview
Phonics	Read, Write Inc. Phonics	<i>Read, Write Inc. Phonics</i> is a DfE validated systematic synthetic phonics (SSP).
Handwriting	Kinetic Letters	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.
Physical Education	Real PE (inc. Real Gym & Real Dance)	<i>Real PE</i> is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The <i>Real PE</i> programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development).
PSHE	Protective Behaviours	<i>Protective Behaviours</i> is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs – EWS) and to develop strategies for self-protection.
PSHE	3D PSHE	PSHE is taught using a published scheme by <i>Dimensions Curriculum Ltd.</i> called <i>3D PSHE</i> . Aligned to the <i>PSHE Association</i> framework and divided into three core areas (Health and Wellbeing,

		Relationships and Living in the Wider World), <i>3D PSHE</i> exceeds the statutory requirements for Health Education and Relationships Education, and has an emphasis on developing mental, physical and emotional health.
Music	<i>Charanga</i>	The <i>Charanga</i> 'Music School Scheme' is based on: <ul style="list-style-type: none"> • Listening and appraising • Musical activities — creating and exploring • Singing, playing instruments and performing

5. Age-related expectations at the end of Year R at The Bliss Charity School

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas, are:

- *Communication and Language*
- *Personal, Social and Emotional Development*
- *Physical Development*

Prime Area of Learning: <i>Communication and Language</i>
EARLY LEARNING GOAL: <i>Listening, Attention and Understanding</i>
<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back and forth exchanges with their teacher and peers.
EARLY LEARNING GOAL: <i>Speaking</i>
<ul style="list-style-type: none"> • Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Prime Area of Learning: <i>Physical Development</i>
EARLY LEARNING GOAL: <i>Gross Motor Skills</i>
<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
EARLY LEARNING GOAL: <i>Fine Motor Skills</i>
<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begins to show accuracy and care when drawing.

Prime Area of Learning: <i>Personal, Social and Emotional Development</i>
EARLY LEARNING GOAL: <i>Self-regulation</i>
<ul style="list-style-type: none"> • Show understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

EARLY LEARNING GOAL: *Managing Self*

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including going to the toilet, dressing and understanding the importance of healthy food choices.

EARLY LEARNING GOAL: *Building Relationships*

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others needs.

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

Specific Area of Learning:

Literacy

EARLY LEARNING GOAL: *Word Reading*

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent and their phonic knowledge, including some common exception words.

EARLY LEARNING GOAL: *Comprehension*

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

EARLY LEARNING GOAL: *Writing*

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Specific Area of Learning:

Mathematics

EARLY LEARNING GOAL: *Numbers*

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitize up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

EARLY LEARNING GOAL: *Numerical Patterns*

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area of Learning:

Understanding the World

EARLY LEARNING GOAL: *Past and Present*

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

EARLY LEARNING GOAL: *People, Culture and Communities*

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

EARLY LEARNING GOAL: *The Natural World*

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area of Learning:

Expressive Arts and Design

EARLY LEARNING GOAL: *Creating with Materials*

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

EARLY LEARNING GOAL: *Being Imaginative and Expressive*

- Invert, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.