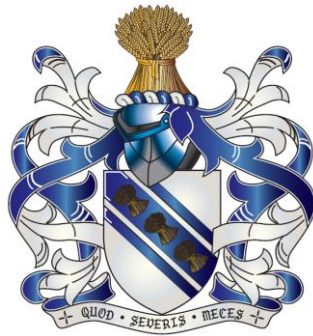


The Bliss Charity School



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 (2019-2020)



1. The Creative Curriculum at The Bliss Charity School

- Intent – How is our creative curriculum designed, structured and sequenced?**





















At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative curriculum delivers the aims of the Early Years Foundation Stage Framework (<https://bit.ly/2HRJ0Yc>) and the National Curriculum for Key Stage 1 and Key Stage 2 (<http://bit.ly/1ciqczZ>) in an engaging, cross-curricular, topic-based way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based. Where content is taught separately, staff ensure these units of work adhere to the principles of our creative curriculum.

- Implementation – How is our creative curriculum taught?**

Our creative 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 be developed to teach knowledge and skills from other subjects.

With support, freedom and challenge from school leaders, teachers at The Bliss Charity School are trusted and empowered to design enriching, cross-curricular topics for the children they teach. Coupling this autonomy with class-based cost centres, provides teachers with the resources they need to create and deliver broad and balanced learning experiences in the most engaging, enjoyable and effective ways.

Underpinning the creative curriculum is our unique 'Metacognition Programme' which has been specifically designed to enable pupils to maximise their learning potential. The Bliss Charity School's 'Metacognition Programme' is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core skills and attitudes needed to self-regulate and succeed as independent learners. Metacognition is interwoven in everything we do at Bliss – it is the 'language' of our school.








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
									

- Impact – What are the end results of our creative curriculum?**

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 through enjoyable over-arching themes, pupils are not only engaged in their learning, 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.
- Good progress is then made through the reception year and cohorts go on to exceed the national average for a Good Level of Development on exit from the Early Years Foundation Stage.
- Pupils then make good progress through Key Stage 1: 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 by the end of Year 2.
- High levels of attainment are then maintained in Years 3-6, leading to outcomes at the end of Key Stage 2 which are above national.

2. Year R Topics – 2019-2020

	Term 1 September 4 th 2019 – October 25 th 2019	Term 2 November 5 th 2019 – December 20 th 2019	Term 3 January 6 th 2020 – February 14 th 2020	Term 4 February 24 th 2020 – April 2 nd 2020	Term 5 April 20 th 2020 – May 22 nd 2020	Term 6 June 1 st 2020 – July 17 th 2020
Class R	<i>I am Special</i>	<i>Seasons and Celebrations</i>	<i>Dinosaurs</i>	<i>Stories</i>	<i>Superheroes</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 in the 'Pupils' section of our school website (www.bliss.northants.sch.uk).

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). These objectives are used by school staff to plan their topics and to make assessments.

4. Published schemes used in Year R

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

Area of the curriculum	Name of the scheme	Overview
Phonics	<i>Read, Write Inc. Phonics</i>	<i>Read, Write Inc. Phonics</i> is a structured and systematic approach to teaching phonics. The programme meets the higher expectations of the national curriculum – see http://bit.ly/2vtjyoO
Handwriting	<i>Kinetic Letters</i>	<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 – see http://kineticletters.co.uk/
Physical Education	<i>Real PE</i>	'Real PE' is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The 'Real PE' 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) – see https://jasmineactive.com/solutions/real-pe

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

Prime Area of Learning: <i>Communication and Language</i>
<i>Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</i>
EARLY LEARNING GOAL: <i>Listening and Attention</i>
<ul style="list-style-type: none">• Listen attentively in a range of situations.• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.• Give their attention to what others say and respond appropriately, while engaged in another activity.
EARLY LEARNING GOAL: <i>Understanding</i>
<ul style="list-style-type: none">• Follow instructions involving several ideas or actions.• Answer 'how' and 'why' questions about their experiences and in response to stories or events.
EARLY LEARNING GOAL: <i>Speaking</i>
<ul style="list-style-type: none">• Express themselves effectively, showing awareness of listeners' needs.• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.• Develop their own narratives and explanations by connecting ideas or events.
Prime Area of Learning: <i>Physical Development</i>
<i>Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</i>
EARLY LEARNING GOAL: <i>Moving and Handling</i>
<ul style="list-style-type: none">• Show good control and co-ordination in large and small movements.• Move confidently in a range of ways, safely negotiating space.• Handle equipment and tools effectively, including pencils for writing.
EARLY LEARNING GOAL: <i>Health and Self-Care</i>
<ul style="list-style-type: none">• Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.• Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
Prime Area of Learning: <i>Personal, Social and Emotional Development</i>
<i>Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</i>
EARLY LEARNING GOAL: <i>Self-Confidence and Self-Awareness</i>
<ul style="list-style-type: none">• Confident to try new activities, and say why they like some activities more than others.• Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.• Say when they do or don't need help.

EARLY LEARNING GOAL: *Managing Feelings and Behaviour*

- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Work as part of a group or class, and understand and follow the rules.
- Adjust their behaviour to different situations, and take changes of routine in their stride.

EARLY LEARNING GOAL: *Making Relationships*

- Play co-operatively, taking turns with others.
- Take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

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*

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

EARLY LEARNING GOAL: *Reading*

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

EARLY LEARNING GOAL: *Writing*

- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.

Specific Area of Learning: *Mathematics*

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

EARLY LEARNING GOAL: *Numbers*

- Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- Solve problems, including doubling, halving and sharing.

EARLY LEARNING GOAL: *Shape, Space and Measures*

- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Specific Area of Learning: <i>Understanding the World</i>
<i>Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</i>
EARLY LEARNING GOAL: <i>People and Communities</i>
<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy the same things, and are sensitive to this. • know about similarities and differences between themselves and others, and among families, communities and traditions
EARLY LEARNING GOAL: <i>The World</i>
<ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. • Talk about the features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur, and talk about changes.
EARLY LEARNING GOAL: <i>Technology</i>
<ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools. • Select and use technology for particular purposes.

Specific Area of Learning: <i>Expressive Arts and Design</i>
<i>Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</i>
EARLY LEARNING GOAL: <i>Exploring and Using Media and Materials</i>
<ul style="list-style-type: none"> • Sing songs, make music and dance, and experiment with ways of changing them. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
EARLY LEARNING GOAL: <i>Being Imaginative</i>
<ul style="list-style-type: none"> • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.