

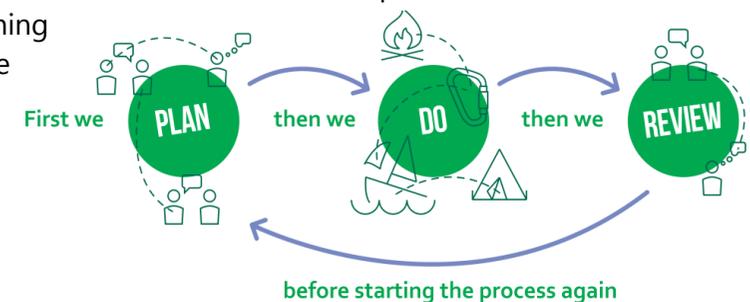


Parent Guide: What does learning look like in Reception?

Our EYFS curriculum is based upon exciting topics, stories and vocabulary that ignite children's interests. It veers in different directions as the year progresses, in order to address children's current interests, curiosities and needs. We provide vibrant continuous indoor and outdoor provision, which follows children's interests, to support children in investigating and developing their skills, through the three '**Characteristics of Effective Learning**'. Children call this time '**Learning Time**' in school and might have told you about this at home. Children are constantly improving their skills developmental skills through the three areas below. We are particularly concentrating on their ability to 'keep on trying' and 'being willing to have a go' with less adult support and more independence.

Characteristics of Effective Learning		
Engagement	Motivation	Thinking
Playing and Exploring	Active Learning	Creative and Critical Thinking
Finding out and exploring	Being involved and concentrating	Having their own ideas
Playing with what they know	Keeping on trying	Making links
Being willing to 'have a go.'	Enjoying achieving what they set out to do	Choosing ways to do things

There are two long sessions of continuous provision as part of our daily timetable, one in the morning and one in the afternoon. Before we start '**Learning Time**' each day, we use something called plan-do-review. Children **plan** adventures, tasks and activities and share these with their peers and teachers before they start their learning. A few children are selected a day to share their plans, with the aim to give all children the opportunity over the week. Children then put their plans into action and enter the environment to '**do**' what they have planned. All adults within the EYFS team will be in the environment to support children with their plans, model new plans, as well as guide and challenge. At the end of the continuous provision session, children will **review** their plans with their talking partners. Children who shared their plans with the class initially will tell their peers/teachers what adventures they have been on and show anything they have made or created. Adults will review their plans too, modelling correct language choice and sentence structure.



Can you help your child with making a plan, doing it and then reviewing it at home?