

In Reception, the children follow a differentiated curriculum to work towards and beyond 'The Early Learning Goals' within the Early Years Foundation Stage (EYFS) profile. This develops the 'whole child' and prepares the children for the National Curriculum in Year One. Quality Play opportunities are essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. This is implemented through planned and purposeful play in a variety of different activities, such as:

- Adult directed activities involve the teacher working directly with the children to teach a skill.
- Adult initiated activities are provided whereby the children have access to resources and are given suggestions on how to use them to further develop their learning.
- Child initiated activities where children access self-selected resources to extend their own learning interests.
- Through all these activities the role of the adult is vital to ensure learning is extended through targeted questioning.

There are 7 areas of learning within the Early Years profile. 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:

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves and others, and to form positive relationships and develop respect for others. It is also to help develop social skills and learn how to manage their feelings and behave appropriately and to have confidence in their own abilities.

Physical Development involves providing opportunities to be active and interactive to develop their co-ordination, control, and movement. They need to understand the importance of physical activity and to make healthy choices in relation to food.

Communication and Language development involves giving the 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.

Below are the learning intentions from the EYFS that the children work towards throughout their year in Reception.

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p style="text-align: center;"><u>Making Relationships</u></p> <p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them.</p>	<p style="text-align: center;"><u>Moving and Handling</u></p> <p>To experiment with different ways of moving. To jump off an object and land appropriately. To negotiate space successfully when playing racing and chasing games with other children,</p>	<p style="text-align: center;"><u>Listening and Attention</u></p> <p>To maintain attention, concentrate and sit quietly during appropriate activity. To show two-channelled attention - can listen and do for short span.</p>

<p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. To keep play going by responding to what others are saying or doing. To initiate conversations, attends to and takes account of what others say. To explain own knowledge and understanding, and asks appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>To play cooperatively taking turns with others. To take account of one another's ideas about how to organise their activity. To show sensitivity to others, needs and feelings. To form positive relationships with adults and other children.</p> <p style="text-align: center;"><u>Self-Confidence and Self-Awareness</u></p> <p>To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident to talk to other children when playing, and will communicate freely about own home and community. To show confidence when asking adults for help. To confidently speak to others about own wants, needs, opinions and interests. To describe self in positive terms and talk about abilities.</p> <p>To be confident to try new activities, and say why they like some activities more than others. To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p>adjusting speed or changing direction to avoid obstacles. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To show increasing control over an object in pushing, patting, throwing, catching or kicking it. To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing.</p> <p style="text-align: center;"><u>Health and Self - Care</u></p> <p>To eat a healthy range of foodstuffs and understands need for variety in food. To be usually dry and clean during the day.</p>	<p>To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p style="text-align: center;"><u>Understanding</u></p> <p>To respond to instructions involving a two-part sequence. To understand humour, e.g. nonsense rhymes, jokes. To be able to follow a story without pictures or props. To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>To follow instructions involving several ideas or actions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p style="text-align: center;"><u>Speaking</u></p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To link statements and stick to a main theme or intention.</p>
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<p>To say when they do or don't need help.</p> <p style="text-align: center;"><u>Managing Feelings and behaviour</u></p> <p>To be aware of own feelings. To begin to accept the needs of others and take turns and share resources. To tolerate delays when needs are not immediately met. To adapt behaviour to different events. To understand that own actions affect other people. To be aware of the boundaries set. To begin to be able to negotiate and solve problems without aggression. To 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. To work as part of a group or class, and understand and follow the rules. To adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>To show some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show an understanding of the need for safety when tackling new challenges, and considers and manages some risks. To show an understanding of how to transport and store equipment safely. To practice some appropriate safety measures without direct supervision. To know the importance for good health of physical exercise. To manage their own basic hygiene and personal needs successfully.</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To express themselves effectively, showing awareness of listeners' needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events.</p>
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Literacy	Maths	Understanding the World	Expressive Arts and Design
<p style="text-align: center;"><u>Reading</u></p> <p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letters represent some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To begin to read words and simple sentences. To use vocabulary and forms of speech that is increasingly influenced by their experiences of books. To enjoy an increasing range of books. To know that information can be retrieved from books and computers. To read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To demonstrate understanding when talking with others about what they have read.</p>	<p style="text-align: center;"><u>Number</u></p> <p>To recognise some numerals of personal significance. To recognise numerals 1 to 5. To count up to three or four objects by saying one number name for each item. To count actions or objects which cannot be moved. To count objects to 10, and beginning to count beyond 10. To count out up to six objects from a larger group. To select the correct numeral to represent 1 to 5, then 1 to 10 objects. To count an irregular arrangement of up to ten objects. To estimate how many objects they can see and check by counting them. To use the language of 'more' and 'fewer' to compare two sets of objects. To find the total number of items in two groups by counting all of them. To say the number that is one more than a given number. To find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. To record, using marks that they can interpret and explain. To begin to identify own mathematical problems based on own interests and fascinations. To count reliably with numbers from 1 to 20. To place numbers to 20 in order and say which number is one more or one less than a given number. To use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. To solve problems, including doubling, halving and sharing.</p>	<p style="text-align: center;"><u>People and Communities</u></p> <p>To enjoy joining in with family customs and routines. To talk about past and present in their own lives and the lives of family members. To know that other children don't always enjoy the same things, and are sensitive to this. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p style="text-align: center;"><u>The World</u></p> <p>To look closely at similarities, differences, patterns and change. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. To make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p style="text-align: center;"><u>Exploring and using media and materials</u></p> <p>To begin to build a repertoire of songs and dances. To explore the different sounds of instruments. To explore what happens when they mix colours. To experiment to create different textures. To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select appropriate resources and adapt work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with</p>

<p style="text-align: center;"><u>Writing</u></p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To begin to break the flow of speech into words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular common words.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;"><u>Shape, Space and Measure</u></p> <p>To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>To select a particular named shape.</p> <p>To describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>To order two or three items by length or height.</p> <p>To order two items by weight or capacity.</p> <p>To use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>To use everyday language related to time.</p> <p>To begin to use everyday language related to money.</p> <p>To order and sequences familiar events.</p> <p>To measure short periods of time in simple ways.</p> <p>To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>To recognise, create and describe patterns.</p> <p>To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p style="text-align: center;"><u>Technology</u></p> <p>To complete a simple program on a computer. To use ICT hardware to interact with age-appropriate computer software.</p> <p>To recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>colour, design, texture, form and function.</p> <p style="text-align: center;"><u>Being Imaginative</u></p> <p>To create simple representations of events, people and objects.</p> <p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>To choose particular colours to use for a purpose.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To play alongside other children who are engaged in the same theme.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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In Reception, the children follow a differentiated curriculum to work towards and beyond 'The Early Learning Goals' within the Early Years Foundation Stage (EYFS) profile. This develops the 'whole child' and prepares the children for the National Curriculum in Year One. The Early Years Framework states that every child deserves the best possible start in life enabling them to fulfil their potential. The EYFS ensures that children receive a broad range of knowledge and skills that promote the right foundation for good future progress through school and life.

There are four SPECIFIC areas, through which the three prime areas are strengthened and applied. These are:

Literacy development involves encouraging children to link sounds and letters and begin to read and write.

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 measures.

Understanding the World involves helping 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.

Expressive Arts and Design involves the children exploring and playing with a wide range of media and materials as well as providing opportunities to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

There are different ways you can take part and contribute to your child's learning journey to achieve these goals.

- Reading books sent home
- Practising their letters and sounds sent home in Phonics Wallets
- Weekly phonics activities
- Counting and number recognition activities

The topics we are doing provide a context for the children's learning. These, however, are a starting point with the children's needs and interests leading the way. Please see our half-termly plans to find out what your children are learning.

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