

Children in Reception - Prime Areas of Learning



Communication and Language		
Listening, Attention and Understanding	Speaking	
<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story time</p> <p>Listen and talk about stories to build familiarity and understanding</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Articulate their ideas and thoughts in well formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p>	
Personal, Social and Emotional Development		
Self Regulation	Managing Self	Building Relationships
<p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Manage their own needs</p>	<p>Build constructive and respectful relationships</p> <p>Think about the perspectives of others</p>
Physical Development		
Gross Motor Skills		Fine Motor Skills
<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, personal hygiene, mealtimes.</p>		<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of small apparatus indoors and outside, alone and in a group</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: mealtimes.</p>



Children in Reception - Specific Areas of Learning

Literacy		
Comprehension	Word Reading	Writing
Re-read what they have written to check that it makes sense.	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read</p> <p>short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
Mathematics		
Number	Numerical Patterns	
<p>Count objects, actions and sounds</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>Count beyond 10</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than relationship between consecutive numbers</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity</p>	
Understanding the World		
Past and Present	People, Culture and Communities	The Natural World
<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>
Expressive Arts and Design		
Creating with Materials	Being Imaginative and Expressive	
<p>Explore, use and refine a variety of artistic effects</p> <p>to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	

