



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Reception
(Cycle A, Reception)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in Reception for all the areas of learning and also outlines the end of year exceptions for children in our Reception class. We plan themes on an annual basis but these are not 'set in stone' and are fluid to address the ever growing and changing needs of all our children. We see them as more of a 'working document'.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

At the back of the booklet are our characteristics of effective learning skills which are taught progressively and explicitly in Reception to ensure our pupils leave the school as 'well rounded' individuals.

Please find below an overview of the topics that your child will cover this year in Reception:

Nursery Topics—Cycle A	
Autumn 1	Families On the Farm
Autumn 2	On Safari Antarctica
Spring 1	Dinosaurs Rock!
Spring 2	Dig and sow, how do plants grow?
Summer 1	London's calling
Summer 2	The Naughty Bus Over Land and Sea

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

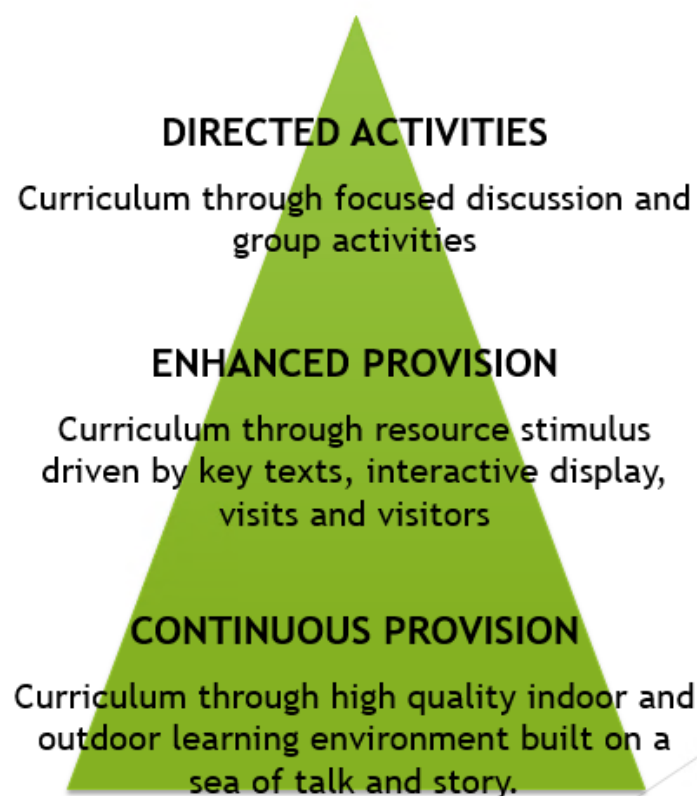
"I have come so that they may have life and have it to the full." John

10:10

Believe. Achieve. Shine.



We believe children benefit from engaging in first hand experiences and activities, through high quality continuous and enhanced provision both indoor and outdoor. These activities are well matched to all children's needs and are carefully supported by adult playful learning interactions, modelling and questioning through directed activities (as necessary). Continuous provision is at the heart of our Reception curriculum, providing the children with high quality indoor and outdoor learning opportunities built on a sea of talk and story. We provide rich learning opportunities which enable children to build on what they know and can do through resource stimulus, driven by key texts, interactive display, visits and visitors. The balance of continuous provision and directed activities gradually changes as your child continues their Early Years journey with us.



Playful Learning - Summerseat Primary School	
Our Role / Interaction	When might we do this?
I commented	Extending language / thinking out loud
I modelled I demonstrated	Using a new resource, technique or language e.g. language to describe thinking to support children to think about their learning. Applying knowledge e.g. knowledge of counting or letter sounds
I asked I wondered	Posing a problem to encourage deeper thinking or involvement. It could be part of modelling thinking out loud as you and a child explore a problem together.
I helped	Helping a child to do something so that they can see an idea through and continue to engage in the activity.
I explained	Providing information linked to the child's activity / interest that increases their knowledge / understanding.
I encouraged	Supporting children to negotiate conflicts, agree rules or find a way to take turns. Offering emotional support so that the child feels ok at have a go at something new.
I introduced I suggested	Perhaps giving information to extend an activity e.g. suggesting that there is a fire in the woods when the children are playing firefighters.
I provided	Perhaps providing additional resources or suggesting the right resource for the task the child is trying to complete. It could be getting a book or a laptop to find out information a child is looking for, e.g. videos of cows being milked

**Summerseat Methodist Primary School – Steps in Learning
Reception– Cycle A**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Families On the Farm	On Safari Antarctica	Dinosaurs Rock! Aspirations	Dig and sow, how do plants grow?	London's Calling	The Naughty Bus Over Land and Sea
Hook	Bring in photographs of their family. Watch a clip of Down on the Farm.	Receive a letter from the Penguin to tell them he is going on adventure to the North Pole	Dinosaur eggs left in the classroom—the children are asked to look after them.	Seeds left in a tray—what should we do with them—experiment?	Letter from Paddington to invite them to explore London. Paddington clips.	Different location pictures with the naughty bus
Visits and Visitors	Parents & Grandparents Smithills Farm	Blackpool Zoo		Summerseat Garden Centre		Visit to the seaside
Key Texts	 The Family Book - Parr	 One Day On Our Blue Planet Savannah - Bailey	 Dinosaurs in my school - Knapman	 Errol's Garden - Hibbs	 Paddington at the Palace – Bond	 The Naughty Bus - Oke
Supporting Texts	Dave – Hendra What the Ladybird Heard – Donaldson Look and say what you see on the farm – Braun	Blue Penguin – Horacek One Day On Our Blue Planet – Antarctic – Bailey Penguins – Usborne The Jolly Christmas Postman - Ahlberg	Stomp, Roar, Here Come the Dinosaurs – Umansky First Fact Dinosaurs First Dinosaur Encyclopedia	Plants – DK Jack & the Beanstalk – Sharratt Jasper's Beanstalk - Butterworth	Paddington's Guide to London - Bond <i>Books about Queen Elizabeth</i> George & the Dragon – Wormell Imagine you're a knight – Megavere	The Sea Saw – Percival Look & Say What you See at the Seaside – National trust
Nursery Rhymes/ Songs	Baa baa black sheep Old MacDonald had a farm Little Bo Peep Tommy Thumb 5 little ducks	Heads, shoulders, knees and toes Down in Jungle 5 little monkeys <i>The Crocodile - Carroll</i>	The prehistoric animal brigade Pat-a-cake	Jack & Jill Sing a song of sixpence 1 potato, 2 potato, 3 potato... <i>There was an old lady who swallowed a fly...</i>	Humpty dumpty Ring a ring a roses London Bridge is falling down 10 green bottles	Row, row, row your boat The wheels on the bus 1,2,3,4,5 once I caught a fish alive <i>From a Railways Carriage – Robert Louis Stevenson (Laureate)</i>

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Topic	Families On the Farm	On Safari Antarctica	Dinosaurs Rock! Aspirations	Dig and sow, how do plants grow?	London's Calling	The Naughty Bus Over Land and Sea
Phonics	<u>Basics 1—Phonological awareness (Review) / Basics 2</u> <ul style="list-style-type: none"> Oral blending and segmenting Rhyme Alliteration Group 1: s a t p Group 2: l n m d Group 3: g o c k	<u>Basics 2</u> Group 4: ck e u r Group 5:h b f l Group 6: ll ff ss	<u>Basics 3</u> Group 1: j v w x Group 2: y z zz qu Group 3: ch sh th ng	<u>Basics 3</u> Group 4: ai ee igh oa Group 5: oo oo ar or Review	<u>Basics 3</u> Group 6: ur ow oi er Group 7: ure ear air Review	<u>Basics 3</u> Review <i>Move to Basics 4 if all other sounds are secure</i>
Mathematics	Getting to know you Match, sort and compare Talk about measure and patterns	It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make Connections Consolidation
Understanding the World	<u>Significant People / Personal Events</u> My family & Personal Celebrations	<u>Significant Events</u> Remembrance Day & WWI	<u>Significant People</u> Mary Anning (D)	<u>Changes over time</u> Changes in Copse Corner over time / Sequencing & ordering	<u>Significant People</u> Queen Elizabeth (D)	<u>Changes over time / significant People</u> Transport overtime Incl. Wright Brothers (D)
	<u>Biology:</u> Healthy, happy, me. <i>Animals—Human lifecycle, senses & Health</i>	<u>Biology:</u> Are all animals the same? <i>Animals—Naming, sorting and Classifying</i>	<u>Biology:</u> What could it be? <i>Animals—Classifying & lifecycles</i>	<u>Biology: / Physics</u> How does your garden grow? <i>Plants—Naming & growing / Seasonal Change</i>	<u>Chemistry:</u> What is it made of? <i>Materials: Explore things Paddington see in London. What are they made of and why? How do they change?</i>	<u>Forces</u> Do you have the force? <i>Explore forces in moving vehicles / water & revisit healthy humans</i>
	Local Geography: Our School & Locality (Including Farms)	Our Blue Planet: The Savannah & Antarctica	Local Geography: Our school – routes and maps.	Journey to the Garden Centre: maps and plans	A tour of London	Postcards from around the world: What countries have we visited?

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Expressive arts and design	Painting Kandinsky Colour mixing <u>Textiles</u> Dreamcatchers	Steven Brown Drawing Collage Food: Prepare fruits and vegeta- bles Christmas Feast- fruit kebabs / wreaths & biscuits	Wangechi Mutu Digital Collage Mechanisms moving parts Split pin dinosaurs	Printing / Collage Guiseppe Archimbol- do Fruit & Vegetable Printing / collage Structures: Beehives and bees (Recycled Models)	3D Art Guiseppe Archimbol- do Mechanisms: hidden hinges Castles	Henri Matisse Painting Collage – rockpools <u>Textiles</u> Weaving
Computing	Computer Science: Introduction to use of the mouse/track pad & ex- perimenting with drawing		Digital Literacy: Introduction to Online Safety & looking after Hard- ware		Information Technology: Introduction to Programmable Toys	
	Online Reputation/Self- image & identity	Managing Online Infor- mation	Privacy & Security/ Copyright & Ownership	Online Relationships & Bullying	Health, Wellbeing & Lifestyle	Review
Music (Expressive Arts & De- sign)	My Stories Nursery Rhymes and Ac- tion Songs (Listen & Appraise vari- ous)	Songs for Christmas per- formances	Everyone Nursery Rhymes and Ac- tion Songs (Listen & Appraise vari- ous)	Big Bear Funk (Funk & percussion) & Boomwack- ers	Three Singing Pigs Little Red Hen – Steady Pulse Billy Goats / Jack & the Beanstalk – High, medium and low volume and pitch	
RE (Understanding the World)	Being Special: where do we belong? Christians	F2 INCARNATION: Why do Christians perform Nativity Plays at Christ- mas ?	What times/stories are special and why? Christian stories	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Chris- tians? Creation	What places are special and why? Our special places
PSHE	Knowing Me, Knowing You	Relationships and the wider world	Keeping Healthy	Keeping Safe	Friends, Family & SRE	Friends, Family & SRE

Communication and Language

Understand how to listen carefully and why listening is important.

Learn new vocabulary and use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Ask questions to find out more and to check they understand what has been said to them.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Engage in storytimes. Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

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.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases

Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.

Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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.



A Reception Child Prime Areas

Physical Development

Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Progress towards a more fluent style of moving, with developing control and grace.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. **Use a range of small tools including: scissors, paintbrushes and cutlery.**

Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Begin to show accuracy and care when drawing.

Form lower-case and capital letters correctly.

Personal, Social and Emotional Development

Form positive attachments to adults and friendships with peers

See themselves as a valuable individual.

Express their feelings and consider the feelings of others

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Identify and moderate their own feelings socially and emotionally.

Show sensitivity to their own and to others' needs.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Show resilience and perseverance in the face of challenge.

Give focused 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.

Think about the perspectives of others.

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 dressing, going to the toilet and understanding the importance of healthy food choices.

Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

Build constructive and respectful relationships.

Work and play cooperatively and take turns with others.

Reading

Read individual letters by saying the sounds for them.

Say a sound for each letter in the alphabet and at least 10 digraphs

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read words consistent with their phonic knowledge by sound-blending;

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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.

Writing

Form lower-case and capital letters correctly.

Write recognisable letters, most of which are correctly formed;

Spell words by identifying the sounds and then writing the sound with letter/s.

Write simple phrases and sentences that can be read by others.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

Re-read what they have written to check that it makes sense.



A Reception Child Specific Areas—LITERACY

Securing The Basics 2		Tricky Words
CVC		
Group 1		N/A
Group 2		I is
Group 3		the to
Group 4		go no
Group 5		has his as
Group 6		of into

Phonics

At Summerseat, we use Supersonic Phonic Friends as our phonic approach. In Reception, we work on Basics 2 and Basics 3. The content can be found below.

Supersonic Phonic Friends

Phonic Parent Newsletters will be sent out at the beginning of each new group of spellings for sounds being taught, to guide on the support parents can provide at home.



Securing The Basics 3		Tricky Words
CVC		
Group 1		her was you
Group 2		he she we me be
Group 3		they my by
Group 4		are all
Group 5		some come
Group 6		so do
Group 7		little out

Number

Have a deep understanding of number to 10, including the composition of each number.

Count objects, actions and sounds.

Link the number symbol (numeral) with its cardinal number value.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Count beyond 10.

Compare numbers.

Understand the 'One more than / one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

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.



A Reception Child **Specific Areas—MATHEMATICS**

Concepts

1. The one-to-one principle

This involves children assigning one number name to each object that is being counted. Children need to ensure they count each object only once, ensuring they have counted every object.

2. The stable-order principle

Children understand that, when counting, the numbers have to be said in a certain order.

3. The cardinal principle

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

4. The abstraction principle

This involves children understanding that anything can be counted including things that cannot be touched such as sounds and movements, e.g. jumps.

5. The order-irrelevance principle

This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number

6. Subitising

This involves children having the ability to recognise the number of objects in front of them without using any mathematical process.

Shape, Space, Measures

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

For more information on our maths approaches, please visit the calculation policy.

Understanding the World

Explore how things work.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Talk about what they see, using a wide vocabulary.

Understand the importance of healthy food choices.

Explore the natural world around them, making observations and drawing pictures of animals.

I can name parts of my body.

I know that I need to eat fruit and vegetables to stay healthy and can name some.

I recognise the effect of exercise on my body.

Know and talk about the different factors that support their overall health: including oral health (tooth brushing).

Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine.

I can sort animals that live in: the garden, the farm, the jungle, cold and hot places.

I can name some animals that live in the ocean.

Begin to say whether an animal is a herbivore or carnivore.

Start to know reptiles, birds and fish lay eggs.

Start to know mammals do not lay eggs.

Describe simple lifecycles.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant

Begin to understand the need to respect and care for the natural environment and all living things.

ELG - Explore the natural world around them, making observations and drawing pictures of plants.

Know the names of some trees and plants in our local area.

Talk about the differences between materials and changes they notice.

Explore collections of materials with similar and/or different properties.

ELG - Understand some important processes and changes in the natural world around them, including changing states of matter.

Explore and talk about different forces they can feel.



A Reception Child

Specific Areas—UW

Understanding the World

Talk about what they see, using a wide vocabulary.

Draw information from a simple map.

Explore the natural world around them.

I know I live in Summerseat near Bury in the England / UK.

Know that there are different countries in the world.

ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Recognise some environments that are different to the one in which they live.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

ELG - 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.

ELG - 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

Understanding the World

ELG—Understand the past through settings, characters and events encountered in books read in class and storytelling.

To place themselves and family on a family tree.

To start to place everyday events on a timeline, with support, using language such as first, next, then.

Compare two items and say which are old and new.

Comment on images of familiar situations in the past.

Describe historical events in some detail.

Use the words: past and old.

ELG - Talk about the lives of the people around them and their roles in society.

Talk about members of their immediate family and community.

ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Compare and contrast characters from stories, including figures from the past.

Name and describe people who are familiar to them.

Show interest in different occupations.

Recall some events that are remembered nationally.

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.

As a school we follow the Bury agreed syllabus for RE. Please see the Steps in Learning for RE for further detail.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Respond to creative and aesthetic experiences, showing pleasure and enjoyment.

Look closely at the world through real experiences, objects and artefacts, in natural and made environments.

Share their creations, explaining the process they have used.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Discuss their own work and that of others and explain what they like and dislike about it with reasons.

Suggest changes they may make using different tools or techniques.

Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. (Across all techniques)

Start to show control when drawing different types of lines e.g. horizontal, vertical and curved.

Colour (own work) neatly following the lines.

Talk about colours, patterns, shapes and textures in what they see, touch, and feel.

Use a range of small tools, including scissors, paint brushes and cutlery.

Experiment with colour mixing, match the colours they see and want to represent.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use objects to create prints (e.g. fruit, vegetables or sponges).

Open and use an art program on, selecting simple tools to make lines, shapes and colours.

Can use a digital camera or Ipad to select, capture, save and print.

Experiment with techniques such as rolling, cutting, moulding and carving. Experiment with 3D work.



A Reception Child Specific Areas—EAD

Expressive Arts & Design

Sing a range of well-known nursery rhymes and songs.

Perform songs and rhymes, with others, and – when appropriate – try to move in time with music.

Explore and engage in music making, performing solo or in groups.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Expressive Arts & Design

Talk about ideas.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Make models using different construction materials such as construction kits and reclaimed materials.

Experiment with different ways to build, construct and join resources.

Use manipulation and control when using tools and equipment.

Create collaboratively, sharing ideas, resources and skills.

Use a range of small tools, including scissors, paint brushes and cutlery.

Share their creations, explaining the process they have used.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Use equipment and tools to build, construct and make simple models and constructions.

Use a hinge in a product.

Show experience in simple weaving techniques.

Safely use and explore a variety of tools and equipment linked to food preparation in role play.



Here is a list of the Early Learning Goal's that we strive for every child to achieve by the end of their Reception year. A full comprehensive list of skills and knowledge progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Communication and Language Listening, Attention and Understanding <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 conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, 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. 	Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin 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 focused 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. Managing Self <ul style="list-style-type: none"> 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 dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none"> 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. 	Physical Development Gross Motor Skills <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. Fine Motor Skills <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. Begin to show accuracy and care when drawing.
Understanding the World Past and Present <ul style="list-style-type: none"> Talk about the lives of the 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. People, Culture and Communities <ul style="list-style-type: none"> 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. The Natural World <ul style="list-style-type: none"> 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. 	Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> 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. Being Imaginative and Expressive <ul style="list-style-type: none"> Invent, 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. 	Mathematics Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns <ul style="list-style-type: none"> 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.
		Literacy Comprehension <ul style="list-style-type: none"> 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. Word Reading <ul style="list-style-type: none"> 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 with their phonic knowledge, including some common exception words. Writing <ul style="list-style-type: none"> 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.



Play and Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Characteristics of Effective Learning

Reception

The following outlines Reception skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Active Learning

Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Keep on trying when things are difficult.

Creating and thinking critically

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.

Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.

Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.