

CURRICULUM - YEAR RECEPTION

Early Years Foundation Stage

Literacy – Children are encouraged to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Reading – Children learn to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing – Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics – Children are provided 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.

Numbers – Children learn to count reliably with numbers from 1 to 20, place them in order and say which number is one more or 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. They solve problems, including doubling, halving and sharing.

Shape, space and measures – Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world Children are guided 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.

People and communities – Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world – children learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology – Children learn that a range of technology is used in places such as homes and schools. They learn to select and use technology for particular purposes.

Expressive arts and design Children explore and play with a wide range of media and materials. They are provided with opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Exploring and using media and materials – Children sing songs, make music and dance, and experiment with ways of changing them. They explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative – Children use what they learnt about media and materials in original ways, thinking about uses and purposes. They represent their ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Communication and language – Children are provided with 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.

Listening and attention – Children learn to listen attentively in a range of situations. They listen to stories, learning to accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. They learn to give their attention to what others say and to respond appropriately, while engaged in another activity.

Understanding – Children learn to follow instructions involving several ideas and actions. They learn to answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events.

Speaking – Children learn to express themselves effectively, showing awareness of listeners’ needs. They learn to use past, present and future forms accurately when talking about events that have happened, or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development – Children are provided with opportunities to be active and interactive, to develop their co-ordination, control and movement. They are helped to understand the importance of physical activity and to make healthy choices in relation to food.

Moving and handling – Children develop good control and co-ordination in large and small movements. They learn to move confidently in a range of ways, safely negotiating space. They learn to handle equipment and tools effectively, including pencils for writing.

Health and self-care – Children learn the importance of physical exercise for good health, and a healthy diet and to be able to talk about ways to keep healthy and safe. They learn to manage their own basic hygiene and personal needs successfully, including dressing and toileting independently.

Personal, social and emotional development – Children are helped to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and to learn how to manage their own feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

Self-confidence and self-awareness – Children are enabled to gain confidence by trying new activities, and to be able to say why they like some activities more than others. They are given the opportunity to gain confidence to speak in familiar groups, are able to talk about their ideas and to choose the resources they need for their chosen activity.

Managing feelings and behaviour – Children are enabled to talk about how they and others show feelings, talking about their own and others' behaviour and its consequences, and how some behaviour is unacceptable. They work as part of a group or class and learn to understand and follow the rules. They learn to adjust their behaviour to different situations and take changes to routine in their stride.

Making relationships – Children learn to play co-operatively, taking turns with others. They learn to take account of one another's ideas about how to organise their activity. They learn to show sensitivity to others' needs and feelings and to form positive relationships with adults and other children.