

Curriculum Overview Prime Areas Reception

40-60 Months

Personal, Social and Emotional Development

Making relationships - Initiate conversation, attend to and take account of what others say.

Explain own knowledge and understanding, and ask appropriate questions of others.

Take steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence and self-awareness - Confident to speak to others about own needs, wants, interests and opinions.

Can describe self in positive terms and talk about abilities.

Managing feelings and behaviour - Understand that own actions affect other people.

Aware of the boundaries set, and of behavioural expectations in the setting.

Begin to be able to negotiate and solve problems without aggression.

Communication and Language

Listening and attention - Maintain attention, concentrate and sits quietly during appropriate activity.

Two-channelled attention - can listen and do for short span.

Understanding - Respond to instructions involving a two-part sequence.

Understand humour, e.g. nonsense rhymes, jokes.

Able to follow a story without pictures or props.

Listen and responds to ideas expressed by others in conversation or discussion.

Speaking - Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Use language to imagine and recreate roles and experiences in play situations.

Link statements and stick to a main theme or intention.

Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduce a storyline or narrative into their play.

Physical Development

Moving and Handling - Experiment with different ways of moving.

Jump off an object and land appropriately.

Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Travel with confidence and skill around, under, over and through balancing and climbing equipment.

Show increasing control over an object in pushing, patting, throwing, catching or kicking it.

Use simple tools to effect changes to materials.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Show a preference for a dominant hand.

Begin to use anticlockwise movement and retrace vertical lines.

Begin to form recognisable letters.

Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Health and self-care - Eat a healthy range of foodstuffs and understands need for variety in food.

Usually dry and clean during the day.

Show some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.

Show understanding of how to transport and store equipment safely.

Practice some appropriate safety measures without direct supervision.

Curriculum Overview Specific Areas Reception

40-60 Months

Literacy

Reading - Continue a rhyming string.
Hear and say the initial sound in words.
Can segment the sounds in simple words and blend them together and know which letters represent some of them.
Link sounds to letters, naming and sounding the letters of the alphabet.
Begin to read words and simple sentences.
Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoy an increasing range of books.
Know that information can be retrieved from books and computers.

Writing - Give meaning to marks they make as they draw, write and paint.
Begin to break the flow of speech into words.
Continue a rhyming string.
Hear and say the initial sound in words.
Can segment the sounds in simple words and blend them together.
Link sounds to letters, naming and sounding the letters of the alphabet.
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Write own name and other things such as labels, captions.
Attempt to write short sentences in meaningful contexts.

Mathematics

Numbers - Recognise some numerals of personal significance.
Recognise numerals 1 to 5.
Count up to three or four objects by saying one number name for each item.
Count actions or objects which cannot be moved.
Count objects to 10, and begin to count beyond 10.
Count out up to six objects from a larger group.
Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
Count an irregular arrangement of up to ten objects.
Estimate how many objects they can see and check by counting them.
Use the language of 'more' and 'fewer' to compare two sets of objects.
Find the total number of items in two groups by counting all of them.
Say the number that is one more than a given number.
Find one more or one less from a group of up to five objects, then ten objects.
In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
Record, using marks that they can interpret and explain.
Begin to identify own mathematical problems based on own interests and fascinations.
Shape, Space and Measure - Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
Selects a particular named shape.
Can describe their relative position such as '*behind*' or '*next to*'.
Order two or three items by length or height.
Order two items by weight or capacity.
Use familiar objects and common shapes to create and recreate patterns and build models.
Use everyday language related to time. Begin to use everyday language related to money.
Order and sequences familiar events.
Measure short periods of time in simple ways.

Understanding the World

People and Communities - Enjoys joining in with family customs and routines.
The World - Looks closely at similarities, differences, patterns and change.
Technology - Complete a simple program on a computer.
Use ICT hardware to interact with age-appropriate computer software.

Expressive Arts and Design

Exploring and Using Media and Materials - Begin to build a repertoire of songs and dances.
Explore the different sounds of instruments.
Explore what happens when they mix colours.
Experiment to create different textures.
Understand that different media can be combined to create new effects.
Manipulate materials to achieve a planned effect.
Construct with a purpose in mind, using a variety of resources.
Use simple tools and techniques competently and appropriately.
Select appropriate resources and adapts work where necessary.
Select tools and techniques needed to shape, assemble and join materials they are using.
Being imaginative - Create simple representations of events, people and objects.
Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
Choose particular colours to use for a purpose.
Introduce a storyline or narrative into their play.
Play alongside other children who are engaged in the same theme.
Play cooperatively as part of a group to develop and act out a narrative.

Curriculum Overview Prime Areas Reception

Early Learning Goals

Personal, Social and Emotional Development

Making relationships - Play co-operatively, taking turns with others.

Take account of one another's ideas about how to organise their activity.

Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Self-confidence and self-awareness - Be confident to try new activities and say why they like some activities more than others.

Managing feelings and behaviour - Talk about how they and others show feelings, talk about their own and others' behaviour is unacceptable and its consequences, and know that some behaviour is unacceptable.

Physical Development

Moving and Handling - Show good control and co-ordination in large and small movements.

Move confidently in a range of ways, safely negotiating space.

Handle equipment and tools effectively, including pencils for writing.

Health and Self care - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and Language

Listening and attention - Listen attentively in a range of situations.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Give attention to what others say and respond appropriately, while engaged in another activity.

Understanding - Follow instructions involving several ideas or actions.

Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking - Express themselves effectively, showing awareness of listeners' needs.

Use past, present and future forms accurately when talking about events that have happened or are about to happen in the future.

Develop their own narratives and explanations by connecting ideas or events.

Curriculum Overview Specific Areas Reception

Early Learning Goals

Literacy

Reading - Read and understand simple sentences.
Use phonic knowledge to decode regular words and read them aloud accurately.
Read some common irregular words.
Demonstrate understanding when talking with others about what they have read.

Writing - Use phonic knowledge to write words in ways which match their spoken sounds.
Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one 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

People and Communities - Talk about past and present events in their own lives and in the lives of family members.
Know that other children don't always enjoy the same things, and are sensitive to this.
Know about similarities and differences between themselves and others, and among families, communities and traditions.
The World - Know similarities and differences in relation to places, objects, materials and living things.
Talk about the features of their immediate environment and how environments might vary from one another.
Make observations of animals and plants and explain why some things occur, and talk about changes
Technology - Recognise that a range of technology is used in places such as homes and schools.
Select and use technology for particular purposes.

Expressive Arts and Design

Exploring and Using Media and Materials - 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 colour, design, texture, form and function.
Being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.