

## 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

Writ-

**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 in-  
creasing range of books.  
Know that information can be retrieved from books and computers.

**ing**– 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  
Count actions or objects which cannot be moved.  
Count out up to six  
objects to 10, and begin to count beyond 10.  
Select the correct nu-  
meral to represent 1 to 5, then 1 to 10 objects.  
Count an irregular ar-  
rangement of up to ten objects.  
Estimate how many ob-  
jects 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 sub-  
tracting.  
Record, using marks  
that they can interpret and explain.  
Begin to identify own mathe-  
matical 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 mathe-  
matical terms to describe shapes.  
Selects a particular named  
shape.  
Can describe their relative posi-  
tion 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 vari-  
ety of resources.  
Use simple tools and techniques competently and ap-  
propriately.  
Select appropriate resources and adapts work where nec-  
essary.  
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.

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.

Listen to stories,

**Understanding-** Follow instructions involving several ideas or actions.

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

Answer 'how' and

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

sent 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.

Use past, pre-

## 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.