



The curriculum that we follow in the Reception class is different to the National Curriculum which is followed by the rest of the school. We follow the Early Years Foundation Stage Profile which sets the standards that all early years providers must meet to ensure that all children learn and develop well and are kept healthy and safe. The profile is completed for every child throughout their first year in school and will provide a summary of your child's attainment at the end of their first year in school.

Quality and Consistency



A Secure Foundation



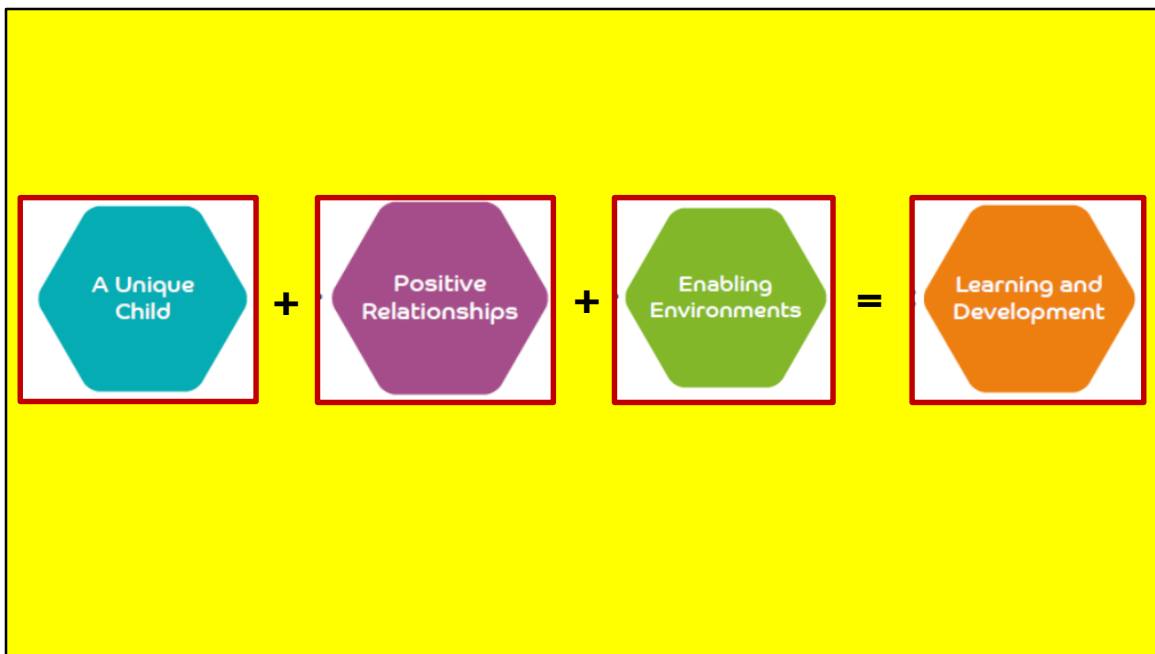
Partnership



Equality of Opportunity

The Early Years Foundation Stage seeks to provide:

- ~ Quality and Consistency in all early years settings so that every child makes good progress and no child gets left behind
- ~ A secure foundation through planning for the learning and development for each individual child and assessing and reviewing what they've learned regularly
- ~ Partnership – working between practitioners and with all parents and carers
- ~ Equality of Opportunity and anti-discriminatory practise – ensuring that every child is included and supported



There are 4 over-arching and guiding principles that shape practise in early years settings. These are:

- ~ That every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured
- ~ That children learn to be strong and independent through positive relationships
- ~ That children learn and develop well within enabling environments with teaching and support adults who respond to their individual interests and needs and help them to build their learning over time and . . .
- ~ The importance of learning and development and accepting that children develop and learn at different rates and at different times.

The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

The EYFS

Characteristics of Effective Learning

Playing and Exploring - Engagement

Active Learning - Motivation

Creating and Thinking Critically

The ways in which a child engages with other people and with their environment are called The Characteristics of Effective Learning. These underpin learning and development across all areas and support a child to become or remain an effective and motivated learner.

They are:

- ~ Playing and Exploring (otherwise known as “Engagement”)
- ~ Active Learning (or “Motivation”) and . . .
- ~ Creating and Thinking Critically

Engagement:



Taking on a role in play

Using senses to explore the world



Here we can see children playing and exploring. This is all about children investigating and experiencing things and being prepared to have a go.

Motivation:

Maintaining focus for a period of time



Showing high levels of fascination

These photographs demonstrate active learning where children concentrate and keep on trying if they encounter difficulties and also enjoy their own achievements.

Creating and thinking critically



Making predictions and testing ideas

Finding ways to solve problems



And here you can see thinking and creating critically in action where children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Prime Areas of Learning and Development

**Communication
and
Language**

**Personal, Social
and Emotional
Development**

**Physical
Development**

In the Foundation Stage, there are 7 areas of learning and development that shape the educational programmes in all early years settings. All these areas of learning and development are important and inter-connected. However, 3 areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming positive relationships and thriving. These are known as the Prime Areas and they are . . .

- ~ Communication and Language
- ~ Personal, Social and Emotional Development and . . .
- ~ Physical Development

Specific Areas of Learning and Development

Literacy

Mathematics

**Understanding
the World**

**Expressive Arts
and Design**

There are also 4 specific areas of learning and development through which the 3 prime areas are strengthened and applied. These specific areas are:

- ~ Literacy
- ~ Mathematics
- ~ Understanding the World and . . .
- ~ Expressive Arts and Design



Early Learning

Goals

The level of development that children are expected to have attained by the end of the early years foundation stage is defined by the Early Learning Goals. These summarise the knowledge, skills and understanding that all children should have gained by the end of their Reception year.

Communication and Language



**Listening, Attention
and Understanding**

Speaking

For the Prime Area of **Communication and Language**, there are 2 Early Learning Goals (ELGs).

The first is **Listening, Attention and Understanding**. Children are expected to:

- ~ 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 and . . .
- ~ hold conversations when engaged in back and forth exchanges with their teachers and peers.

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With **Speaking**, children will be expected to:

- ~ participate in small group, class and 1:1 discussions, offering their own ideas using recently introduced vocabulary
- ~ offer explanations for why things might happen, again making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate and . . .
- ~ express their ideas and feelings about experiences using full sentences including the 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

Managing Self

Building Relationships

Personal, Social and Emotional Development comprises 3 ELGs.

Self-Regulation. This is where children:

- ~ show an understanding of their own feelings and those of others, and begin to regulate their own behaviour accordingly
- ~ they set and work towards simple goals, being able to wait for what they want, and control their immediate impulses when appropriate and
- ~ they give focussed attention to what the teacher says, responding appropriately even engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self is all about:

- ~ the children being confident to try new activities and show independence, resilience and perseverance in the face of challenge
- ~ they can give reasons for rules, they know right from wrong and they try to behave accordingly

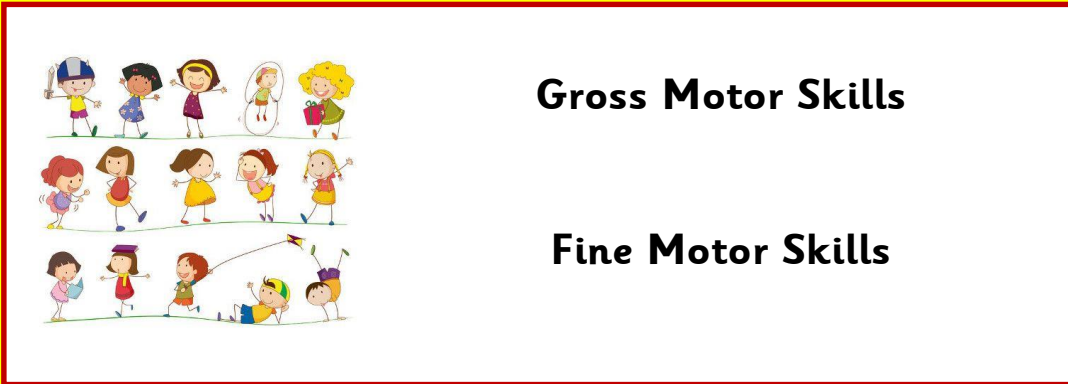
~ and they manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships, where children

~ work and play co-operatively and take turns with others

~ they form positive attachments to adults and make friendships with peers, and they show sensitivity to their own and to others' needs

Physical Development



Gross Motor Skills

Fine Motor Skills

Physical Development is sub-divided into 2 ELGs:

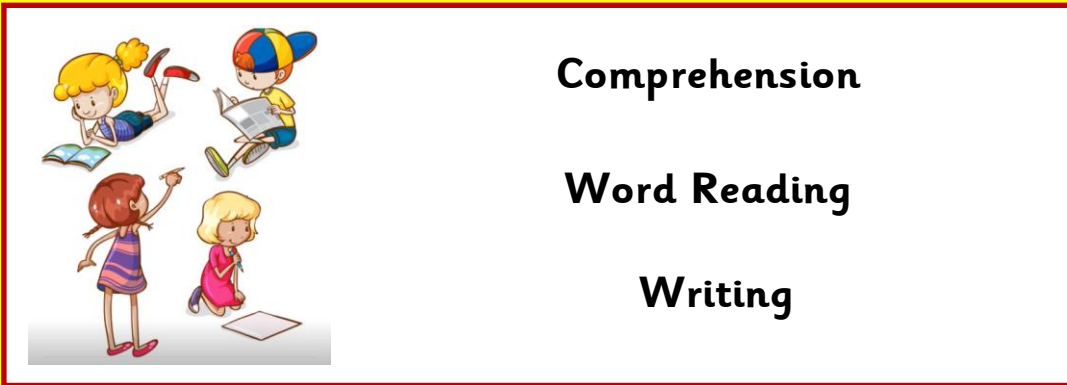
Gross Motor Skills

- ~ where children negotiate space and obstacles safely with consideration for themselves and others
- ~ they demonstrate strength, balance and co-ordination when playing
- ~ and they move energetically such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- ~ where children hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases
- ~ using a range of small tools including scissors, paintbrushes and cutlery
- ~and beginning to show accuracy and care when drawing

Literacy



Comprehension

Word Reading

Writing

In the specific area of **Literacy**, there are 3 ELGs:

Comprehension. This is where children:

- ~ demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary
- ~ they anticipate, where appropriate, key events in stories
- ~ and where they use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

For **Word Reading**, children need to be able to:

- ~ say a sound for each letter of the alphabet and at least 10 digraphs
- ~ they must read words consistent with their phonic knowledge by sound-blending
- ~ and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

And for **Writing**, children learn to:

- ~ write recognisable letters, most of which are correctly formed
- ~ they spell words by identifying sounds in them and representing those sounds with a letter or letters
- ~ and they write simple phrases and sentences that can be read by

others

Mathematics



Number

**Numerical
Patterns**

For **Mathematics**,

In **Number**, it is expected that children

~ will have a deep understanding of number to 10, including the composition of each number

~ that they will be able to subitise (which is when you can recognise a small quantity without counting) up to 5

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

For **Numerical Patterns**, children need to be able to

~ 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 another quantity

~ and explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally

Understanding the World



Past and Present

**People, Culture and
Communities**

The Natural World

Understanding the World is split into 3 ELGs.

Past and Present. Children are expected to be able to

- ~ 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
- ~ and they understand the past through settings, characters and events encountered in books read in class and story-telling

With **People, Culture and Communities**, children need to be able to use their knowledge from observation, discussion, stories, non-fiction texts and maps to . . .

- ~ describe their immediate environment
- ~ know some similarities and differences between different religious cultures and communities in this country
- ~ and explain some similarities and difference between life in this country and life in other countries

And for **The Natural World**, children will . . .

- ~ explore the natural world around them, making observations and drawing pictures of animals and plants
- ~ they'll know some similarities and differences between the natural world around them and contrasting environments
- ~ and they'll 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

**Being Imaginative
and Expressive**

And the final area is **Expressive Arts and Design**.

Creating with Materials. Children will show that they can
~ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

~ they'll share their creations, explaining the process they have used

~ and they'll make use of props and materials when role-playing characters in narratives and stories

Being Imaginative and Expressive. This is where children

~ invent, adapt and recount narratives and stories with peers and their teacher

~ they'll sing a range of well-known nursery rhymes and songs

~ and they'll perform songs, rhymes, poems and stories with others, and when appropriate, they'll try to move in time with music



Although these 17 ELGs can seem daunting, it's up to individual teachers to consider the individual needs, interests and development of each child in our care and we then use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development.

Play is ESSENTIAL for children's development – building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play activities that are guided by an adult.

I think you will be amazed by how much your child will develop in their first year at school through playing, learning and growing together.