

Our Early Years Foundation Stages **Reception** Curriculum Goals

<p>Communication & Language: Listening, Attention & Understanding:</p> <p>Listen and respond to the opinions of peers and adults in whole class and group discussions.</p> <p>Understand two step instructions and 'how' questions.</p> <p>Converse in back-and-forth exchanges with peers and adults.</p>	<p>Communication & Language: Speaking:</p> <p>Explain understanding using their own talk and sentence stems.</p> <p>Express own feelings and ideas.</p> <p>Understand and use recently introduced Tier 2 and 3 vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Talk in full sentences with some accuracy with tenses.</p>	<p>Physical Development Fine Motor Skills:</p> <p>Effectively hold and control one handed tools: scissors, paintbrush and pencil (usually the tripod grip, in preparation for fluent writing).</p> <p>Use cutlery with confidence.</p> <p>Effectively manipulate a range of fine motor resources.</p>	<p>Physical Development Gross Motor Skills:</p> <p>Move confidently and energetically with increasing co-ordination and balance.</p> <p>Move energetically using a variety of forms such as hopping, dancing and skipping.</p> <p>Ride independently and safely on a 2 wheeled bike with consideration for themselves and others.</p>
<p>Personal, Social & Emotional: Building Relationships:</p> <p>Play co-operatively and form positive friendships with peers and children within our school community.</p> <p>Invite peers and adults to be part of their play.</p> <p>Resolve conflict by suggesting new ideas with some adult support.</p> <p>Understand emotions and show empathy to others.</p>	<p>Personal, Social & Emotional: Self-Regulation:</p> <p>Understand their own feelings and those of others with some adult support.</p> <p>Regulate with some independence and with adult support.</p> <p>Understand, with some adult support, how our 'Gem Powers' help us learn and grow.</p>	<p>Personal, Social & Emotional: Managing Self:</p> <p>Understand class promises and behave accordingly.</p> <p>Confident and resilient, in learning and socially, who knows when to ask for peer or adult support.</p> <p>Independent in meeting own care needs; fastening/undoing zippers and buttons.</p> <p>Become responsible for own belongings.</p> <p>Know and explain safe and healthy choices: including food, hydration, fitness, and oral health.</p>	<p>Mathematics Number</p> <p>Deep understanding of the composition of numbers to 10.</p> <p>Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10 (including double facts).</p> <p>Subitise to 5</p> <p>Name 2D shapes and some 3D shapes.</p>
<p>Literacy Word Reading:</p> <p>Recite some key refrains from a favourite book and begin to use a 'storyteller' voice!</p> <p>Read decodable words with single sounds and digraphs (at least 10 digraphs) and some 'red' words as well as simple sentences.</p> <p>Share the love of reading with family, peers and adults!</p>	<p>Literacy Writing:</p> <p>Form most lower-case letters correctly in print form and some upper-case letters in their name.</p> <p>Write recognisable letters, words and simple sentences that can be read by others.</p> <p>Re-read their own words and sentences.</p> <p>Use finger spaces and full stops in sentences.</p> <p>Contextualise their writing within the learning environment.</p>	<p>Literacy Comprehension:</p> <p>Re-tell well-loved stories orally with actions and story maps using recently introduced vocabulary.</p> <p>Anticipate key events in stories where appropriate.</p> <p>Explore concepts in stories, poems and non-fiction books in whole class discussion and small groups.</p>	<p>Mathematics Numerical Pattern:</p> <p>Count in rote beyond 20 recognising the pattern of the counting system.</p> <p>Compare quantities to 10 including accurately using the language of 'greater than', 'less than' and 'same as.'</p> <p>Manipulate resources independently to support conceptual learning and represent quantities.</p> <p>Recognise number patterns up to 10 including odds and evens, and double facts.</p>



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<p>Understanding the World Past and Present:</p> <p>Be curious about things in the past and talk about some similarities and differences between now and then.</p> <p>Recall their own/family's past experiences.</p>	<p>Understanding the World People, Culture and Communities:</p> <p>Have an awareness of the similarities and differences in people, cultures, and beliefs.</p> <p>Understand the reasons why our school and local community are such special places.</p>	<p>Understanding the World The Natural World:</p> <p>Care for all living things.</p> <p>Explore the natural world and make observations and drawings of animals and plants.</p> <p>Understand the effects of changing seasons on the natural world.</p> <p>Observe similarities and differences between the local natural environment and different communities.</p> <p>Respect our community and our planet!</p>	<p>Expressive Arts and Design Creating with Materials:</p> <p>Explore artistic effects and resources safely.</p> <p>Create artwork in response to identified stimuli, art, and artists.</p> <p>Construct in own play and narrative based on their own fascinations.</p> <p>Talk about what they have made and how they have made it, explaining the process they have used.</p> <p>Develop accuracy and care when drawing.</p>
<p>Characteristics of Effective Teaching & Learning:</p> <p>Playing and Exploring</p> <p>Children investigate and experience things, and 'have a go'.</p>	<p>Characteristics of Effective Teaching & Learning:</p> <p>Active Learning</p> <p>Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p>	<p>Characteristics of Effective Teaching & Learning:</p> <p>Creating and Thinking Critically</p> <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Expressive Arts and Design Being Imaginative and Expressive:</p> <p>Perform a poem, song or dance with expression and confidence to an audience.</p> <p>Move in time to a steady beat.</p> <p>Play a range of percussion instruments with good rhythm.</p> <p>Invent or adapt stories with peers and adults!</p>