



## Reception Class

The early years curriculum is divided into prime and specific areas of which there are 7.

The 7 areas of learning are:

⇒ Personal, Social and Emotional Development (prime)

⇒ Physical Development (prime)

⇒ Communication and Language (prime)

⇒ Literacy (specific)

⇒ Mathematics (specific)

⇒ Understanding the World (specific)

⇒ Expressive Arts and Design (specific)

This is a play based curriculum where learning is mostly based on play experiences and quality interactions with adults in a safe and secure learning environment.

On the following pages you can read examples of what we expect the children to be able to do by the end of the academic year so that they are prepared for the Key Stage Once Curriculum as they enter year 1.

<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Communication and Language</b>
<p><b>Making relationships</b></p> <p>I like to talk with my friends and grown ups and tell them what I know about the things they talk about.</p> <p>I can tell you what I know about things I like to play with or things that I like to do.</p> <p>I ask grown ups and my friends questions to find out more about the things I like.</p> <p>I can help my friends to be friends again when they fall out or are cross with each other.</p> <p><b>Self confidence and self awareness</b></p> <p>I can tell my friends and grown ups what I need, what I want, what I like to do and if I like or don't like something.</p> <p>I can tell you what I like to do and what I am good at doing, like drawing or running.</p> <p><b>Managing feelings and behaviour</b></p> <p>I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug.</p> <p>I know what I should do to help me and my friends share things, keep safe and be happy.</p> <p>I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.</p>	<p><b>Moving and handling</b></p> <p>I like to move in different ways like running, skipping, hopping, jumping or rolling.</p> <p>I can jump off a step and land on the floor on two feet.</p> <p>When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things.</p> <p>I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps.</p> <p>I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric.</p> <p>I can use scissors to cut paper or cutters to make shapes from dough.</p> <p>I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want.</p> <p>I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors.</p> <p>When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down.</p> <p>I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters.</p> <p>I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place.</p> <p><b>Health and self care</b></p> <p>I like to eat different types of fruit and vegetables.</p> <p>I can go to the toilet by myself.</p> <p>I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping.</p> <p>I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends.</p> <p>I can tidy toys away so that I don't fall over them and hurt myself.</p> <p>I can use things like scissors, a hammer and a saw safely without help from a grown up.</p>	<p><b>Listening and attention</b></p> <p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.</p> <p>I can listen to what you tell me you want me to do and then I can do it.</p> <p><b>Understanding</b></p> <p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.</p> <p>I can listen to what you tell me you want me to do and then I can do it.</p> <p><b>Speaking</b></p> <p>I can use lots of words to tell you about something that I have made or something that I have done.</p> <p>I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing.</p> <p>I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care.</p> <p>I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done.</p> <p>When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what</p>

Literacy—Reading	Mathematics—Numbers	Understanding the World	Expressive Art and Design
<p>I can tell you lots of words that rhyme with a word like “hat”.</p> <p>I can hear and tell you the first sound in a word when you say the word.</p> <p>I can say each of the sounds in a short word like “cat”. When you say each of the sounds like “c-a-t” I can put the sounds together and tell you the word. I can write each of the letters I need to write the word.</p> <p>I can read short sentences which are made of up words like “the” or “and” and words that I can say each of the sounds in like “hat” or “dog”.</p> <p>I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals.</p> <p>I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you.</p> <p>When I am interested in things, I can look in books or on websites to find out more things.</p>	<p>I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on.</p> <p>I can recognise the numbers 1 to 5.</p> <p>I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things.</p> <p>I can count the number of things on a page in a book or on a birthday card.</p> <p>I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.</p> <p>I can guess how many things I can see in a bucket and then count them to see how close my guess was.</p> <p>I can tell you which basket or bucket has got “more” or “fewer” things in.</p> <p>I can put two baskets of things together and tell you how many things I have altogether.</p> <p>I can tell you what “one more” is when you say a number.</p> <p>I can tell you what “one more” or “one less” is when you give me a group of up to 5 things, then up to 10 things.</p> <p>I can use words like “more”, “add”, “less” and “take away”</p> <p>I can use marks and pictures to show you my counting.</p> <p>I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.</p>	<p><b>People and communities</b></p> <p>I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays.</p> <p>I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.</p> <p><b>The world</b></p> <p>I can talk about how things, like flowers or buildings look the same or look different.</p> <p>I can talk about the patterns in things I see around me, like bricks or leaves.</p> <p>I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water.</p>	<p><b>Exploring and using media and materials</b></p> <p>I have favourite songs and dances and can tell you which one I want when you ask me.</p> <p>I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make.</p> <p>I can mix my own paint using powder or ready mixed paints.</p> <p>I can choose the things like paper, material or ribbon that I want to use to make a picture.</p> <p>I like to use lots of different things like paint, paper, wool and material to make a picture.</p> <p>I can cut, stick and fold the things I want to use in my picture.</p> <p>I can use building toys, like bricks, and boxes to make the thing I want to make.</p> <p>I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>I can choose the things I want to use to make something. If my ideas don’t work I can choose something else or change the way I do something.</p>

Literacy—Writing	Mathematics - Shape, Space and Measure	Understanding the World	Expressive Art and Design
<p>I can tell you what the marks, shapes, letters and pictures that I make mean.</p> <p>I know that when I say a word you can write it down and that the letters you use make up the word I have said.</p> <p>I can hear and tell you the first sound in a word when you say the word.</p> <p>I can say each of the sounds in a short word like “dog”. When you say each of the sounds like “d-o-g” I can put the sounds together and tell you the word.</p> <p>I can tell you the names and sounds of each of the letters in the alphabet.</p> <p>I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word.</p> <p>I can write my name.</p> <p>I can write labels for things to sell when I am playing “shops”.</p> <p>I can write a short caption, like “my big car” to tell you what I have made with boxes.</p> <p>I try to write short sentences like “I can jump” when I am making a book about me.</p>	<p>I am beginning to use shape names like “circle”, “square”, “cube” and “cylinder”.</p> <p>When I am playing on an obstacle course I can use words like “under”, “behind”, “on” or “in” to tell you where I am.</p> <p>I can tell you which thing is “heavy” and which thing is “light” when you give me 2 things. I can tell you which thing is “full” and which thing is “empty” when I am filling and emptying bottles.</p> <p>I can use things to make patterns, like buttons and bricks.</p> <p>I am beginning to use words like “money”, “pound” and “pence” when playing “shop”.</p> <p>I know the order I put my clothes on</p> <p>I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.</p>	<p><b>Technology</b></p> <p>I can use a painting program on the computer or tablet to draw a picture.</p> <p>I can use different things like a digital microscope, camera or microphone with a computer.</p> <p>I ask questions about how technology works.</p> <p>I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work.</p>	<p><b>Being imaginative</b></p> <p>I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding.</p> <p>I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear.</p> <p>I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass.</p> <p>When I am dressing up or using toy people I can tell you a story about what is happening as I am playing.</p> <p>I can play next to my friends who are dressing up like me or using toy people or cars like me.</p> <p>I can dress up and play a story with my friends.</p>