Christ Church CofE Primary School & Nursery

Reception

Early Years Curriculum

including:

Early Learning Goals

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The framework sets out the three prime areas of learning that underpin everything in the early years:
- **communication and language**
- **physical development**
- **personal, social and emotional development**

The four specific areas help children to strengthen and apply the prime areas:
- **literacy**
- **mathematics**
- **understanding the world**
- **expressive arts and design**

All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That's because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators. Development Matters and Birth to 5 Matters set out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly.

The main purpose of these pathways is therefore to help you assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.

The Characteristics of Effective Learning

Playing and Exploring - children investigate and experience things, and 'have a go'

- Realise that their actions have an effect on the world, so they want to keep repeating them
- Reach for and accept objects. Make choices and explore different resources and materials
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices. Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Participate in routines.
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult

Creating and Thinking Critically - children have & develop their own ideas, make links between ideas, & develop strategies for doing things

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

Communication and Language

❑ Listening, Attention & Understanding

Typical development in Autumn (Reception Emerging)
Listens to others one to one or in small groups, when conversation interests them; in a range of situations and contexts.
Listens to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in a range of rhymes and stories.
Understands use of objects in relation to new environment.
Is able to follow directions in different situations, sometimes with support.
Responds to instructions, e.g. to get or put away an object and then come to the carpet
Beginning to understand 'why' and 'how' questions.
Beginning to use signs and symbols to communicate.

Typical development in Spring (Reception Developing)
Responds to instructions involving a two-part sequence.
Able to follow a story without pictures or props.
Listens and responds to ideas expressed by others in conversation or discussion.
Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.
May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.
Understands a range of complex sentence structures including negatives, plurals and tense markers.
Understands humour, e.g. nonsense rhymes, joke
Understands questions such as who; why; when; where and how

Typical development in Summer (Reception Secure)
Understand and use a range of methods to communicate, e.g. signs, symbols, song, role-play
Demonstrates understanding of a broad range of vocabulary

ELG
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;
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Communication and Language

❑ Speaking

Typical development in Autumn (Reception Emerging)
Questions why things happen and gives explanations. Asks e.g. who, what, when, how
Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Can retell a simple past event in the correct order.
Beginning to use more complex sentences to link thoughts.
Builds up a broader vocabulary that reflects the breadth of their experiences.
Uses intonation, rhythm and phrasing to make their meaning clear to others.
Begins to participate in small group, class and one-to-one discussions
Holds a conversation with an adult or friend and continues it, taking turns

Typical development in Spring (Reception Developing)
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
Uses language to imagine and recreate roles and experiences in play situations.
Links statements and sticks to a main theme or intention.
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Introduces a storyline or narrative into their play.
Activity engages in learning rhymes and poems.

Typical development in Summer (Reception Secure)
Offers their own ideas, including recently introduced vocabulary, in group discussions
Develops explanations for why things might happen and begins to express these
Uses complex sentences to express ideas, opinions and to link thoughts.

ELG
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

❑ Managing Self

Typical development in Autumn (Reception Emerging)
Enjoys a sense of belonging through being involved in daily tasks.
Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.
Can tell adults when hungry, full up, tired or unwell and is able to take steps to address these.
Can name and identify different parts of the body in more detail.
Takes practical action to reduce risk when using new resources, showing their understanding that equipment and tools can be used safely.
Can independently wash and can dry hands effectively and understands why this is important.
Can attend to toileting needs most of the time themselves.
Shows an understanding of appropriate clothing for a range of purposes, e.g. wellington boots for outside or an apron for water play
Shows an understanding that they are wet or dirty and communicates this effectively to an adult
Is able to independently put on their coat and fasten it.
Eats a healthy range of foodstuffs and understands the need for variety in food.
Has a clear idea about what they want to do in their play and how they want to go about it.
Usually dry and clean during the day.
Can brush own teeth and talk about own teeth brushing routines at home.

Typical development in Spring (Reception Developing)
Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.
Can describe their competencies, what they can do well and are getting better at; describing themselves in positive terms.
Shows confidence in choosing resources and perseverance in carrying out a chosen activity
Shows understanding of how to transport and store equipment safely.
Practises some appropriate safety measures without direct supervision.
Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.
Beginning to understand why oral health is important and is starting to talk about factors that can contribute to good oral health.

Typical development in Summer (Reception Secure)
Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.
Is able to select appropriate clothing for a range of purposes, e.g. wellington boots for outside or an apron for water play
Can talk about factors that contribute to good oral health and know why this is important
Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health, including oral health.
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
Practises some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

ELG
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
Explain the reasons for rules, know right from wrong and try to behave accordingly;
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Personal, Social and Emotional Development

❑ Self Regulation

Typical development in Autumn (Reception Emerging)
Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
Seeks support, “emotional refuelling” and practical help in new or challenging situations.
Is becoming more aware of behavioural expectations and familiar routines.
Talks about their own and others’ feelings and behaviour and its consequences.
Developing a deeper understanding of their own and other people’s feelings, offering empathy and comfort.

Typical development in Spring (Reception Developing)
Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.
Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

Typical development in Summer (Reception Secure)
Develops an understanding and sensitivity to ideas of justice and fairness in a range of situations.

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

Personal, Social and Emotional Development

❑ Building Relationships

Typical development in Autumn (Reception Emerging)
Is able to separate from close carer and transition into a new environment with support and encouragement from a familiar adult.
Builds new attachments with familiar adults.
Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
Is proactive in seeking adult support and is becoming more able to articulate their wants and needs.
Continuing to build on prior friendships from Nursery setting.
Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.
Practises skills of assertion, negotiations and compromise and looks to a supportive adult for help in resolving conflict with peers.
Develops particular friendships with other children.
Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.

Typical development in Spring (Reception Developing)
Represents and recreates what they have learned about social interactions from their relationships with close adults, in their play and relationships with others.
Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.
Is beginning to understand and tolerate differences between themselves and others.

Typical development in Summer (Reception Secure)
Continues to develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.
Has an understanding that they belong to a school community which is rooted in mutual respect and shared values.

ELG
Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitively to their own and to others' needs.

Physical Development

❑ Gross Motor

Typical development in Autumn (Reception Emerging)
Experiments with different ways of moving.
Can confidently climb stairs at a faster pace and without the use of a handrail for balance and stability.
Walks downstairs, two feet to each step while carrying a small object.
Runs skilfully and begins to negotiate space successfully, adjusting speed or direction to avoid obstacles.
Can stand momentarily on one foot.
Can catch, throw and kick a large ball with some level of accuracy.
Whilst dancing, can move their body in a range of ways, copying movements.

Typical development in Spring (Reception Developing)
Begins to develop skill and coordination over different ways of moving and climbing.
Jumps off an object and lands appropriately.
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Travels with confidence and skill around, under, over and through balancing and climbing equipment.
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Typical development in Summer (Reception Secure)
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Can jump from height and land appropriately.
Continues to develop new ways of moving their body and shows an interest in being physically active.
Is gaining increased control over a range of equipment, such as skipping ropes, space hoppers, bodyboards, balls and objects of different sizes and shapes.
Begins to create own dance moves and can dance in time to music.

ELG
Negotiate space and obstacles safely, with consideration for themselves and others;
Demonstrate strength, balance and coordination when playing;
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development

❑ Fine Motor

Typical development in Autumn (Reception Emerging)
Draws lines and circles using gross motor movements.
Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
Can copy some letters, e.g. letters from their name.

Typical development in Spring (Reception Developing)
Holds pencil near point between first two fingers and thumb and uses it with good control.
Uses simple tools to effect changes to materials.
Handles tools, objects, construction and malleable materials safely and with increasing control.
Shows a preference for a dominant hand.
Begins to use anticlockwise movement and retrace vertical lines.
Begins to form more recognisable letters.

Typical development in Summer (Reception Secure)
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Can use a range of tools with increased skill and accuracy for a range of purposes.
Is able to manipulate small objects

ELG
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
Use a range of small tools, including scissors, paint brushes and cutlery;
Begin to show accuracy and care when drawing.

Literacy

❑ Word Reading

Typical development in Autumn (Reception Emerging)
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
Recognises familiar words and signs such as own name and advertising logos.
Knows information can be relayed in the form of print.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.
Shows interest in illustrations and words in print and digital books and words in the environment
Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
Handles books and touch screen technology carefully and the correct way up with growing competence
Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
Begins to develop phonological and phonemic awareness
Shows awareness of rhyme and alliteration
Recognises rhythm in spoken words, songs, poems and rhymes
Claps or taps the syllables in words during sound play
Hears and says the initial sound in words
Links sounds to letters, naming and sounding the letters of the alphabet
Begins to link sounds to some frequently used digraphs, e.g. qu, ch, sh, th, ng, nk
Begins to read high frequency words

Typical development in Spring (Reception Developing)
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
Describes main story settings, events and principal characters in increasing detail
Re-enacts and reinvents stories they have heard in their play
Knows that information can be retrieved from books, computers and mobile digital devices
Is able to recall and discuss stories or information that has been read to them, or they have read themselves
Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example
Builds on grapheme-phoneme correspondence
Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
Continues to link sounds to some frequently used digraphs, e.g. ai, ee, igh, oa, oo, oo, ar, or, er, ow, oi, ear, air, er
Begins to segment and blend longer words
Begins to understand how to segment and blend words with different endings, e.g. ing / s / es
Continues to read a wider range of high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
Begins to engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
Includes everyday literacy resources in play, such as labels, instructions, signs, envelopes, etc.

CONTINUED OVERLEAF

Literacy

❑ Word Reading

Typical development in Summer (Reception Secure)
Begins to blend words in their head with greater independence, using familiar strategies
Continues to develop confidence when attempting to read longer words
Demonstrates understanding and application of spelling rules (e.g. compound words, suffixes) whilst reading books that are consistent with their phonic knowledge
Continues to read a wider range of high frequency words

ELG
Say a sound for each letter in the alphabet and at least 10 digraphs;
Read words consistent with their phonic knowledge by sound-blending;
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy

❑ Comprehension

Typical development in Autumn (Reception Emerging)
Listens to and joins in with stories and poems, one-to-one, in small groups and larger groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Shows interest in illustrations and print in books and print in the environment.
Looks at books independently.
Handles books carefully.
Holds books the correct way up and turns pages.

Typical development in Spring (Reception Developing)
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.
Knows that information can be retrieved from books and computers.
Begins to talk about what they have read.
Begins to demonstrate an understanding of prosody, taking cues from adults as they read

Typical development in Summer (Reception Secure)
Continues to talk about what they have read, using recently introduced vocabulary
Can talk in simple terms about the difference between fiction and non-fiction
Uses their own experiences to support their understanding when reading fiction and non-fiction
Makes links book to book

ELG
Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
Anticipate – where appropriate – key events in stories;
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Literacy

❑ Writing

Typical development in Autumn (Reception Emerging)
Makes up more detailed stories, play scenarios, and drawings in response to experiences, such as outings
Gives meaning to their drawings and paintings
Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
Includes purposeful mark making and early writing in their play
Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
Writes their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
Begins to make letter-type shapes to represent the initial sound of familiar words
Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
Begins to hear and say the initial sound in words and starts to segment the sounds in words and blend them together
With support, begins to break the flow of speech into words
With support, begins to develop phonic knowledge to write things such as simple labels and captions

Typical development in Spring (Reception Developing)
Begins to break the flow of speech into words with greater independence
Begins to form recognisable letters, most of which are correctly formed
Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Typical development in Summer (Reception Secure)
Is able to write sentences with increased independence.
Builds up stamina when writing at length.
Is able to write some words from memory- including some common exception words.
Begins to read own writing back and correct errors with adult support.

ELG
Write recognisable letters, most of which are correctly formed;
Spell words by identifying sounds in them and representing the sounds with a letter or letters;
Write simple phrases and sentences that can be read by others.

Mathematics

❑ Number

Typical development in Autumn (Reception Emerging)
Engages in subitising numbers to four and maybe five
Links numerals with amounts up to 10 and maybe beyond
Explores using a range of their own marks and signs to which they ascribe mathematical meanings
Through play and exploration, continuing to learn that numbers are made up (composed) of smaller numbers
Begins to count up to 10 objects

Typical development in Spring (Reception Developing)
Uses number names and symbols when comparing numbers, showing interest in large numbers
Estimates of numbers of things, showing understanding of relative size
Counts out up to 10 objects from a larger group
Matches the numeral with a group of items to show how many there are (up to 10)
Recall number bonds up to 5 and some number bonds to 10

Typical development in Summer (Reception Secure)
Explore double facts with adult support
Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 and 3
In practical activities, adds one and subtracts one with numbers to 10
Recall number bonds to 10
Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies, + or -

ELG
Have a deep understanding of number to 10, including the composition of each number;
Subitise (recognise quantities without counting) up to 5;
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Mathematics

❑ Numerical Patterns

Typical development in Autumn (Reception Emerging)
Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
May enjoy counting verbally as far as they can go
Points or touches each item, saying one number for each item, up to 10.
Uses some number names and number language within play, and may show fascination with large numbers
Begin to recognise numerals 0 to 10 and beyond
Beginning to use understanding of number to solve practical problems in play and meaningful activities
Beginning to recognise that each counting number is one more than the one before
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)

Typical development in Spring (Reception Developing)
Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
Increasingly confident at putting numerals in order 0 to 10 (ordinality)
Points or touches each item, saying one number for each item, up to 20

Typical development in Summer (Reception Secure)
Begins to recognise the pattern of the counting system, reciting numbers from 10 to 20 and back from 20 to 10
Compares groups of up to 10 objects using language such as 'greater than/less than/same as'
Explores even and odd number patterns
Demonstrates an understanding of double facts
Demonstrates an understanding of how to distribute objects equally

ELG
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 the other quantity;
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mathematics

❑ Shape, Space and Measure

Educational Programme

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(Reception Emerging)

Creates own spatial patterns showing some organisation or regularity
In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
Recalls a sequence of events in everyday life and stories

(Reception Developing/Secure)

Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look
May enjoy making simple maps of familiar and imaginative environments, with landmarks
Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
Becomes familiar with measuring tools in everyday experiences and play
Is increasingly able to order and sequence events using everyday language related to time
Beginning to experience measuring time with timers and calendars

Understanding the World

❑ Past and Present

Typical development in Autumn (Reception Emerging)
Talks in depth about people who are special to them.
Talks about past and present experiences.
Can identify different professions and use their knowledge of occupations and roles in their role play.
Begins to understands time- past and present.

Typical development in Spring (Reception Developing)
Develops their understanding of time- Past, present and future.
Can talk about the passing of time in their own lives.

Typical development in Summer (Reception Secure)
Through personal experiences, can talk in depth about past, present and future events and experiences
Develops an understanding of people around them and begins to talk about their roles in society.

ELG
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;
Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World

❑ People, Culture and Communities

Typical development in Autumn (Reception Emerging)
Enjoys joining in with family customs and routines and can talk about personal experiences.
Recognises and describes special times or events for family or friends
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Can recognise and talk about familiar environments, beginning to make links with experiences. Eg visiting the local supermarket.

Typical development in Spring (Reception Developing)
Knows that other children do not always enjoy the same things, and is sensitive to this
Recognises that they belong to different communities and social groups and communicates freely about own home and community.
Can talk about a wider range of environments
Can talk about a range of celebrations, understanding similarities and differences between them.
Is able to follow a simple map.

Typical development in Summer (Reception Secure)
Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.
Develops an understanding of British Values
Beginning to be aware of life in this country and other countries and can talk about similarities and differences.

ELG
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Understanding the World

❑ The Natural World

Typical development in Autumn (Reception Emerging)
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
Talks in more detail about why things happen and how things work
Developing an understanding of growth, decay and changes over time.
Begins to develops an understanding of seasonal changes and can talk about the things they have observed in their natural environment.
Shows care and concern for living things and the environment
Begin to understand the effect their behaviour can have on the environment

Typical development in Spring (Reception Developing)
Talks about the features of their own immediate environment and how environments might vary from one another
Looks closely at similarities, differences, patterns and change in nature
Continues to develop an understanding of seasonal changes, describing different times of the year and what happens
Looks at contrasting environments and can talk about similarities and differences.

Typical development in Summer (Reception Secure)
Continues to look closely at similarities, differences, patterns and change in nature and describe observations in more detail.
Knows about similarities and differences in relation to places, objects, materials and living things
Makes observations of animals and plants and explains why some things occur, and talks about changes
Uses a wide range of resources to develop their understanding of the natural world, plants, animals and objects.
Explores changing states of matter and can talk about some of the things they have observed.

ELG
Explore the natural world around them, making observations and drawing pictures of animals and plants;
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
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

Typical development in Autumn (Reception Emerging)
Continues to explore and learns how sounds and movements can be changed
Continues to explore moving in a range of ways, suggesting and morrioring movements
Enjoys joining in with moving, dancing and ring games
Sings a wider range of familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
Taps out simple repeated rhythms
Continues to explore colour and how colours can be changed
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
Uses various construction materials in more complex ways, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose

Typical development in Spring (Reception Developing)
Begins to build a collection of songs and dances
Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
Begins to express their own ideas and think of ways to represent them using a range of media and materials. With the support of an adult, is able to apply a range of skills to represent their ideas.
Continues to use a wider range of tools for a purpose.

Typical development in Summer (Reception Secure)
Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

ELG
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
Share their creations, explaining the process they have used;
Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design

❑ Being Imaginative and Expressive

Typical development in Autumn (Reception Emerging)
Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
Engages in imaginative play based on own ideas or first-hand or peer experiences.
Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme

Typical development in Spring (Reception Developing)
Creates representations of both imaginary and real-life ideas, events, people and objects
Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
With adult support and modelling, begins to engage in role play and imaginative play in a wide range of sceneries.
Learns new poems.

Typical development in Summer (Reception Secure)
Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
Responds imaginatively to art works and objects,
Introduces a storyline or narrative into their play
Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
Learns and performs poetry.

ELG
Invent, adapt and recount narratives and stories with peers and their teacher;
Sing a range of well-known nursery rhymes and songs;
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:
- 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;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Early Learning Goals

Personal, Social and Emotional Development

ELG: Self Regulation

Children at the expected level of development will:
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG: Building Relationships

Children at the expected level of development will:
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs

Early Learning Goals

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Early Learning Goals

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Early Learning Goals

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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 the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Early Learning Goals

Understanding the World

ELG: Past and Present

Children at the expected level of development will:
- 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; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

ELG: The Natural World

Children at the expected level of development will:
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early Learning Goals

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Reception PSHE

The teaching of Relationships Education and Health Education became a statutory component to the primary curriculum in September 2020. However, we believe that teaching each strand of the wider PSHE curriculum (Health and Wellbeing, Relationships and Living in the Wider World) enables all children to develop the necessary skills to become positive citizens in modern Britain. Our PSHE curriculum and overview is bespoke and draws upon objectives taken from Jigsaw PSHE, PSHE Association, Health Education Partnership and government guidance. Further details and objectives for teachers' planning is available on the PSHE page of the intranet.

Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Nursery through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The statutory guidance for Relationships and Health Education for primary schools is also covered within this scheme.
SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

British Values
Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.
The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).
The 6 Jigsaw Puzzles (half-termly units) are designed so the whole school can study the same learning themes at the same time, each year group at its own level. The Puzzles are sequential and developmental throughout each academic year. The puzzles are:

- Being Me
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Links to important documents

Development Matters - Non-statutory curriculum guidance for the early years foundation stage

2021 Early years foundation stage assessment and reporting arrangements

Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage