

In Reception, the children follow a differentiated curriculum to work towards and beyond 'The Early Learning Goals' within the Early Years Foundation Stage (EYFS) profile. This develops the 'whole child' and prepares the children for the National Curriculum in Year One. Quality Play opportunities are essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. This is implemented through planned and purposeful play in a variety of different activities, such as:

- Adult directed activities involve the teacher working directly with the children to teach a skill.
- Adult initiated activities are provided whereby the children have access to resources and are given suggestions on how to use them to further develop their learning.
- Child initiated activities where children access self-selected resources to extend their own learning interests.

Through all these activities the role of the adult is vital to ensure learning is extended, this is done through targeted questioning.

There are 7 areas of learning within the Early Years profile. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the PRIME areas are:

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves and others, and to form positive relationships and develop respect for others. It is also to help develop social skills and learn how to manage their feelings and behave appropriately and to have confidence in their own abilities.

Physical Development involves providing opportunities to be active and interactive to develop their co-ordination, control, and movement. They need to understand the importance of physical activity and to make healthy choices in relation to food.

Communication and Language development involves giving the children opportunities to experience a rich language environment to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Below are the learning intentions from the EYFS that the children work towards throughout their year in Reception.

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p style="text-align: center;"><u>Making Relationships</u></p> <p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. To keep play going by responding to what others are saying or doing. To initiate conversations, attends to and takes account of what others say. To explain own knowledge and understanding, and asks appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise. To play cooperatively taking turns with others. To take account of one another's ideas about how to organise their activity. To show sensitivity to others, needs and feelings. To form positive relationships with adults and other children.</p> <p style="text-align: center;"><u>Self-Confidence and Self-Awareness</u></p> <p>To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p style="text-align: center;"><u>Moving and Handling</u></p> <p>To experiment with different ways of moving. To jump off an object and land appropriately. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To show increasing control over an object in pushing, patting, throwing, catching or kicking it. To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To show good control and co-ordination in large and small movements. To move confidently in a range of ways,</p>	<p style="text-align: center;"><u>Listening and Attention</u></p> <p>To maintain attention, concentrate and sit quietly during appropriate activity. To show two-channelled attention - can listen and do for short span. To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p style="text-align: center;"><u>Understanding</u></p> <p>To respond to instructions involving a two-part sequence. To understand humour, e.g. nonsense rhymes, jokes. To be able to follow a story without pictures or props. To listen and respond to ideas expressed by others in conversation or discussion. To follow instructions involving several ideas or actions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>

<p>To show confidence when asking adults for help. To confidently speak to others about own wants, needs, opinions and interests. To describe self in positive terms and talk about abilities. To be confident to try new activities, and say why they like some activities more than others. To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. To say when they do or don't need help. <u>Managing Feelings and behaviour</u> To be aware of own feelings. To begin to accept the needs of others and take turns and share resources. To tolerate delays when needs are not immediately met. To adapt behaviour to different events. To understand that own actions affect other people. To be aware of the boundaries set. To begin to be able to negotiate and solve problems without aggression. To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To work as part of a group or class, and understand and follow the rules. To adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>safely negotiating space. To handle equipment and tools effectively, including pencils for writing. <u>Health and Self - Care</u> To eat a healthy range of foodstuffs and understands need for variety in food. To be usually dry and clean during the day. To show some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show an understanding of the need for safety when tackling new challenges, and considers and manages some risks. To show an understanding of how to transport and store equipment safely. To practice some appropriate safety measures without direct supervision. To know the importance for good health of physical exercise. To manage own basic hygiene and personal needs successfully.</p>	<p><u>Speaking</u> To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To express themselves effectively, showing awareness of listeners' needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events.</p>
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