

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. The Early Years Framework states that every child deserves the best possible start in life enabling them to fulfil their potential. The EYFS ensures that children receive a broad range of knowledge and skills that promote the right foundation for good future progress through school and life.

There are four SPECIFIC areas, through which the three prime areas are strengthened and applied. These are:

**Literacy** development involves encouraging children to link sounds and letters and begin to read and write.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

**Understanding the World** involves helping children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design** involves the children exploring and playing with a wide range of media and materials as well as providing opportunities to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

There are different ways you can take part and contribute to your child's learning journey to achieve these goals.

- Reading
- Practising their letters and sounds sent home in packs
- Half-termly Home Learning related to topics

Our Home Learning activities cover all areas of our Early Years curriculum in an active and fun way.

The topics we are doing provide a context for the children's learning. These, however, are a starting point with the children's needs and interests leading the way. Please see our half-termly plans to find out what your children are learning.

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

Learning Intentions from Early Years Foundation Stage profile: 40-60+ months & **Early Learning Goals**

Literacy	Maths	Understanding the World	Expressive Arts and Design
<p style="text-align: center;"><u>Reading</u></p> <p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letters represent some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To begin to read words and simple sentences. To use vocabulary and forms of speech that is increasingly influenced by their experiences of books. To enjoy an increasing range of books. To know that information can be retrieved from books and computers. <b>To read and understand simple sentences.</b> <b>To use phonic knowledge to decode regular words and read them aloud accurately.</b> <b>To read some common irregular words.</b> <b>To demonstrate understanding when talking with others about what they have read.</b></p> <p style="text-align: center;"><u>Writing</u></p> <p>To give meaning to marks they make as they draw, write and paint.</p>	<p style="text-align: center;"><u>Number</u></p> <p>To recognise some numerals of personal significance. To recognise numerals 1 to 5. To count up to three or four objects by saying one number name for each item. To count actions or objects that cannot be moved. To count objects to 10, and beginning to count beyond 10. To count out up to six objects from a larger group. To select the correct numeral to represent 1 to 5, then 1 to 10 objects. To count an irregular arrangement of up to ten objects. To estimate how many objects they can see and checks by counting them. To use the language of 'more' and 'fewer' to compare two sets of objects. To find the total number of items in two groups by counting all of them. To say the number that is one more than a given number. To find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. To record, using marks that they can interpret and explain. To begin to identify own mathematical problems based on own interests and fascinations. <b>To count reliably with numbers from 1 to 20.</b> <b>To place numbers to 20 in order and say which number is one more or one less than a given number.</b> <b>To use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b> <b>To solve problems, including doubling, halving and sharing.</b></p>	<p style="text-align: center;"><u>People and Communities</u></p> <p>To enjoy joining in with family customs and routines. <b>To talk about past and present in their own lives and the live of family members.</b> <b>To know that other children don't always enjoy the same things, and are sensitive to this.</b> <b>To know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p style="text-align: center;"><u>The World</u></p> <p>To look closely at similarities, differences, patterns and change. <b>To know about similarities and differences in relation to places, objects, materials and living things.</b> <b>To talk about the features of their own immediate environment and how environments might vary from one another.</b> <b>To make observations of animals and plants and explain why some things occur, and talk about changes.</b></p>	<p style="text-align: center;"><u>Exploring and using media and materials</u></p> <p>To begin to build a repertoire of songs and dances. To explore the different sounds of instruments. To explore what happens when they mix colours. To experiment to create different textures. To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select appropriate resources and adapts work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using. <b>Children sing songs, make music and dance, and experiment with ways of changing them.</b> <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>

Learning Intentions from Early Years Foundation Stage profile: 40-60+ months & Early Learning Goals

<p>To begin to break the flow of speech into words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p><b>To use their phonic knowledge to write words in ways which match their spoken sounds.</b></p> <p><b>To write some irregular common words.</b></p> <p><b>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>	<p style="text-align: center;"><b><u>Shape, Space and Measure</u></b></p> <p>To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>To select a particular named shape.</p> <p>To describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>To order two or three items by length or height.</p> <p>To order two items by weight or capacity.</p> <p>To use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>To use everyday language related to time.</p> <p>To begin to use everyday language related to money.</p> <p>To order and sequences familiar events.</p> <p>To measure short periods of time in simple ways.</p> <p><b>To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b></p> <p><b>To recognise, create and describe patterns.</b></p> <p><b>To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>	<p style="text-align: center;"><b><u>Technology</u></b></p> <p>To complete a simple program on a computer. To use ICT hardware to interact with age-appropriate computer software.</p> <p><b>To recognise that a range of technology is used in places such as homes and schools.</b></p> <p><b>They select and use technology for particular purposes.</b></p>	<p style="text-align: center;"><b><u>Being Imaginative</u></b></p> <p>To create simple representations of events, people and objects.</p> <p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>To choose particular colours to use for a purpose.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To play alongside other children who are engaged in the same theme.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p><b>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</b></p> <p><b>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>
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