

# Brancaster Primary School

## Reception

We encourage an atmosphere where the children are able to start their journey through school with confidence. We deliver the curriculum in a creative and fun way seeking the children's interests and using these to engage and inspire. In reception, the children are guided towards being independent, confident and happy learners. The reception year is full of exciting experiences allowing the children to develop in all areas of their learning and begin their school life, creating many happy and exciting memories.

Within this booklet we have outlines the expected requirements for the end of the reception year. These are based on the early Years Foundation Stage Curriculum expectations. During your child's time in reception we focus on helping them to reach these early learning goals, however any additional support you can provide outside of school to enable your child to meet these is greatly valued.

### **In the Early Years Foundation Stage (EYFS) we aim to:**

- Support children to make a confident transition from home to school
- Provide a happy, caring, safe and secure environment for learning.
- Plan learning experiences that meet the individual needs and interests of the children through a balance of adult led and child-initiated opportunities.
- Support children to become competent and confident learners so that they are able to meet their full potential.
- Provide a broad and balanced high-quality curriculum in line with EYFS guidance.
- Foster positive home school links with parents and other care providers.

We follow the Early Years Foundation Stage Curriculum as detailed below.

This framework is a means of ensuring high standards of early education and care that will reassure parents that their child's development is being fully supported. It underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing.

It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play. All children in EYFS are encouraged to enjoy and share books with each other, individually and with an adult.

The children use 'Read Write Inc' which is a synthetic phonics approach to learning to read and write.

### **Assessment**

Assessment in reception is carried out in line with the EYFS guidance and staff observe the children to create a learning journey which evidences a child's progress through the foundation stage.

In reception we follow the children's interests and fascinations. We skillfully link the early years outcomes to each child's next steps and plan for their individual targets. Throughout the year we touch on topics covered by our KS1 classes and then take our learning in our own direction.

# The Early Learning Goals

Taken from the Department for Education 'Statutory Framework for the early years foundation stage'

## The Early Learning Goals

### The Prime Areas

#### Communication and Language

**Listening and attention:** children listen attentively to a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### Physical development

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### Personal, social and emotional development

**Self-confidence and self-awareness:** children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. They say when they do or don't need help.

**Managing feelings and behaviour:** children 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. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings and form positive relationships with adults and other children.

## **The Specific Areas**

### **Literacy**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

### **Mathematics**

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measure:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and object and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding the world**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, talk about the changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose.

### **Expressive arts and design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.