

Reception

Early Learning Goals

Personal, Social & Emotional Development

Self-confidence & 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 activities. They say when they do or don't need help.

Managing feelings & 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 cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical Development

Moving & handling: Children show good control and coordination 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 & 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.

Communication & Language

Listening: Children listen attentively in 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.

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 with 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

Number: Children count reliably with numbers from one 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 & measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects 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 & 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, and talk about changes.

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

Expressive Arts & Design

Exploring and using media & material: 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.

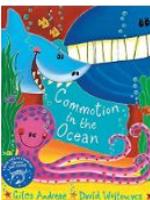
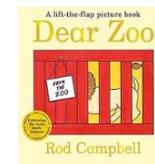
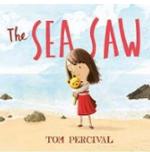
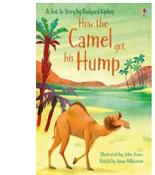
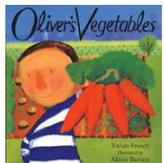
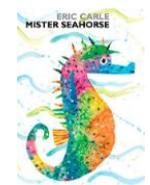
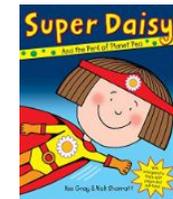
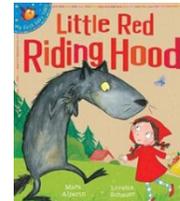
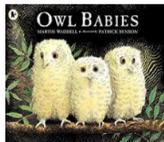
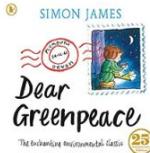
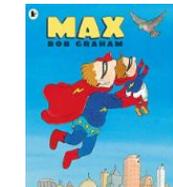
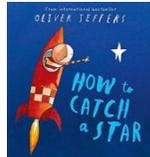
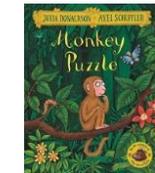
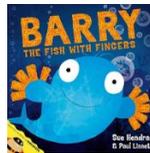
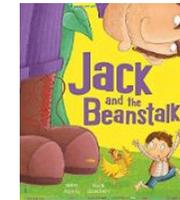
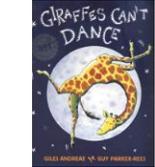
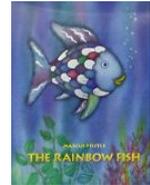
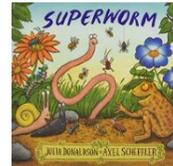
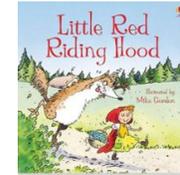
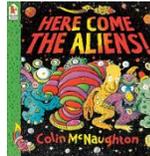
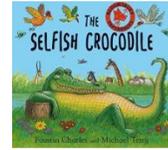
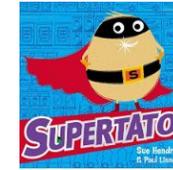
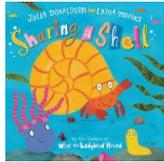
Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World Around Us	Animal Rescuers	Blast Off	Once Upon a Time	To the Rescue	Ocean Treasures

Key Questions

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| <ul style="list-style-type: none"> • What did you see/smell/hear/touch on your walk? • Where do you live? • What does your home look like? • Who lives in your home? • What are homes made from? • Are all homes the same as yours? • What is the difference between a cave and your home? • Who is in your family? • What things do you like to do with your family? • What places do you like to visit? • How did you travel here today? • What did you see on your journey? • What is your favourite thing about where you live? • How can we look after our outdoor space? • Where should we put our litter? • Should we throw everything away? What can we reuse? • What things can we see growing? • How do plants and trees grow? What do they need? • How do plants and trees change? • Are all trees the same? What makes them different? | <ul style="list-style-type: none"> • Can you describe this animal to me? • Can you show me how it might move? • Where might you find that animal? • How would you describe this animal's home? • Do all animals look the same? • What is similar/different? • What shapes and patterns can we see? • Which animal is bigger/smaller? • Why does this animal have a long neck/tail/trunk/fur/wings/etc.? • Where can we find out more about this animal? • What did we learn from the picture/book/video? • How can we show others what we have learned? | <ul style="list-style-type: none"> • What can we see in the sky? • What can we see in the sky at night? • What shape is the moon? How do you know? • What might we see if we could travel to the moon? • What do stars look like? Have you ever seen one? • What do we think space is made of? Can we describe it? • Where would we like to travel to in space? • Can you describe this planet? What shapes are used? • Can you show me what a rocket looks like? • Where might we go in our rocket? • Who drives a rocket? • What do astronauts do? • What do astronauts look like? • Where would we go if we were an astronaut? • What might astronauts be looking for on the moon? • How do astronauts explore the moon? • What might a home look like on the moon/another planet? | <ul style="list-style-type: none"> • What stories do you know? • What is your favourite story? • What do you like about this story? • Can you tell me a story? • Who is this character? What can you tell me about them? • Where does the story take place? • What do we think will happen next? • What can we learn from this story? • What happens first, next, last? • Do you think this story had a happy ending? • How might this character be feeling at this point in the story? • Have you ever felt those same feelings? • How might we change the story? | <ul style="list-style-type: none"> • What do you already know? • What do you want to find out about? • Where will you find out more? • Who can you ask to find out more? • What is a superhero? • What does a superhero look like? Do they all look the same? • What can you tell me about this superhero? • What makes a superhero special? • Where does a superhero live? • What might a superhero have in their home? • What problems might a superhero solve? • How might a superhero hear about a problem? • How does a superhero travel around? • Does a superhero have to be brave? What else should a superhero be? • Can we be like superheroes? If so, how? • Do superheroes like to help people? • Who else helps us and looks after us? Are they heroes too? • How can we show others what we have learned? | <ul style="list-style-type: none"> • What do you know about the sea? • What do you know about the creatures that live in the sea? • Can you describe what the sea looks like? • Can you describe how the sea moves? • Can you show me how the sea moves? • Do all fish look the same? • What is similar/different? • What colours, shapes and patterns can we see? • Which fish/sea animal is bigger/smaller? • Why does this sea creature have fins/scales/a shell/tentacles/flippers? • Where can we find out more about this sea creature? • What did we learn from the picture/book/video? • How can you show others what we have learned? |
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Focus Texts



Enrichment Opportunities

Invite different family members to come into the class to talk about their family, where they come from, where they live, etc.

Local walk looking at different types of homes.

Arrange for owls to visit the school. E.g.
<http://www.niteowls.co.uk/>

Visit to the school kitchen to interview the cook about vegetables.

Visit school allotment to plant vegetables.

EcoActive workshop to explore recycling.
<https://ecoactive.org.uk/>

London Zoo trip.

Visit to the local library to research animals.

Visit from ZooLab to explore animals
<https://www.zoolabuk.com/WhatWeOffer/CoreEducationWorkshops/EarlyYears.aspx>

Arrange for mobile planetarium to visit:
<http://www.immersive-experiences.co.uk/>

Invite a professional storyteller to visit:
<http://www.talkingtales.org/schools.html>

Invite different family members to come into the class and read a story from their home/culture.

Arrange a vet visit:
<https://www.pdsa.org.uk/education-centre>

Arrange a fire bridge visit:
<https://www.london-fire.gov.uk/schools/book-your-school-visit>

London Aquarium
<https://www.visitsealife.com/london/tickets/school-visit/>

Or the aquarium at the Horniman Museum
<https://www.horniman.ac.uk/>