



RECEPTION CURRICULUM

ASSESSMENT

At Spixworth Infant School children are assessed in each area of the curriculum for the Early Years Foundation Stage (EYFS). The areas of the EYFS curriculum are split into prime areas of learning and specific areas of learning. Details of each section can be seen below:

Prime areas of learning

Communication and Language: Listening and attention, Understanding, Speaking

Physical Development : Moving and Handling, Health and Self Care

Personal, Social and Emotional Development : Self-Confidence and Self Awareness, Managing Feelings and Behaviour, Making Relationships

Specific areas of learning

Literacy: Reading, Writing

Mathematics: Numbers, Shape, Space and Measures

Understanding the World: People and Communities, The World, Technology

Expressive Arts and Design: Exploring and Using Media and Materials, Being Imaginative

Throughout the year, teachers make their decision based upon assessment information that is gathered by themselves and other adults working in the class about your child and also make a judgement about the extent to which your child can confidently carry out certain tasks independently. Assessments about your child are made from a range of both adult led and child initiated activities. These achievements are recorded in your child's learning story. Each half term assessments are formally recorded about where your child is working. Most children will be working within the 30-50 month or 40-60 month age band throughout the Reception year. At the end of the year a judgement is made about where your child is working in relation to the Early Learning Goal. The language used for these judgements is emerging (1), expected (2) and exceeding (3). The expectation by the end of Reception is that children will achieve a Good Level of Development (GLD). To achieve this the children must be expected or exceeding in all of the Prime areas of learning plus Literacy and Maths.

At both Parents evenings teachers have given you an indication about where your child is working, their next steps and what the school is going to put in place to support your child move on with their learning. Discussions have taken place about how you can also support your child at home.

COMMUNICATION AND LANGUAGE

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

Communication and language development: This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

Listening and attention

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.

Exceeding - Your child has moved beyond the Early Learning Goal

Listening and attention

Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.

Understanding

After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

Speaking

Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

PHYSICAL DEVELOPMENT

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

This involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

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.

Exceeding - Your child has moved beyond the Early Learning Goal

Moving and Handling

Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and Self-care

Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

PERSONAL, SOCIAL AND EMOTIONAL

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

This involves helping children to: develop a positive sense of themselves and others , form positive relationships and develop respect for others , develop social skills and learn how to manage their feelings , understand appropriate behaviour in groups and have confidence in their own abilities .

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 activities. 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 others' needs and feelings, and form positive relationships with adults and other children.

Exceeding - Your child has moved beyond the Early Learning Goal

Self-confidence and Self-awareness

Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Managing Feelings and Behaviour

Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Making Relationships

Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

LITERACY

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials for example books, poems, and other written materials to ignite their interest.

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.

Exceeding - Your child has moved beyond the Early Learning Goal

Reading

Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Writing

Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

MATHEMATICS

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

This involves providing children with opportunities to: practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, describe shapes, spaces, and measures

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 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.

Exceeding - Your child has moved beyond the Early Learning Goal

Numbers

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Shape, Space and Measures

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

UNDERSTANDING THE WORLD

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

This involves guiding 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.

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, 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.

Exceeding - Your child has moved beyond the Early Learning Goal

People and Communities

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

The World

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Technology

Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

EXPRESSIVE ARTS AND DESIGN

Emerging - Your child is working towards the Early Learning Goal

Expected - Your child has achieved the Early Learning Goal

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

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 own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Exceeding - Your child has moved beyond the Early Learning Goal

Exploring and Using Media and Materials

Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Being Imaginative

Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.