

End of Ide Reception Expectations

Communication and Language	
Educational Program	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
End of Reception ELG	Listening and Attention - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Additional expectations for children at Ide and possible experiences to support.	• Skill - Asking questions and listening with full attention. Context - 'Interview' another child or adult eg <u>Grandparents Afternoon</u>, <u>Baby Questionnaire</u> Asking parents about when they themselves were a baby • Skill - Explain and use Use some tier 3 vocab. Context - using the word 'because' when talking about model made or personal topic presentation – <u>Marvellous Me</u> include some tier 3 technical words associated with top like planet, black belt, carnivore, tutu, • Skill – use sequential language and conjunctions- Context – retell a familiar story (traditional tale) or event eg Aquarium Trip

Personal, Social and Emotional Development

Educational Program	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
End of Reception ELG	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.
Additional expectations for children at Ide and possible experiences to support.	• Knowledge – to know the <u>States of Being curriculum characters</u>. To know the Characteristics of Effective <u>Learning Zoo Characters</u>. To know the 4 <u>School Values</u>. Context – to refer to them in Continuous Provision. • Skill - show care for others - Context - checking in with others via interactive <u>Mood Monsters</u> display and offering to help those who are not happy. • Skill - To be independent with personal belongings- Context - storing them neatly and collecting them at the end of the day • Skill - Be able to demonstrate a good friend – Context – describe/draw/role play a ‘Superfriend’ hero. Negotiate disagreements using <u>Chat Mat</u>

Physical Development

Educational Program	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
End of Reception ELG	Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Additional expectations for children at Ide and possible experiences to support	• Skill Have secure fundamental movement skills – Context Take part in a range of sports activities in <u>Sports Day</u> • Skill - Negotiate own risk - Context - climbing/ balancing on <u>Timber trail, Wall bars – outdoor equipment</u> • Skill - Hold pencil with a tripod grip and form letters correctly – Context – <u>Frame own version of alphabet to celebrate.</u>

Literacy

Educational Program	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
End of Reception ELG	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading – Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Additional expectations for children at Ide and possible experiences to support	• Skill - Enjoy a love of books. Context – share favourite books with adults and peers – bring <u>favourite book to school day</u> and talk about it with peers/adults. <u>Invite parents to send in photo of child's favourite place to read.</u> • Skill - Read simple sentences at Phase 4 – Context – <u>Little Wandle Reading groups.</u> • Skill Write simple sentences- Context - write a fact about a sea creature seen at <u>Aquarium trip for class book</u> (and or another topic of personal choice)

Mathematics

Educational Program	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
End of Reception ELG	Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Additional expectations for children at Ide and possible experiences to support	• Form numbers to 10 correctly. Context – Create number line track to frame to celebrate formation. • Explain their mathematical thinking . Context – Investigate various ways to make 10 using characters from text 'Ten is a Crab'. • Begin to write a number sentence using +, -, = Context – Record games like 'Grab' and Skittles scores.

Understanding the World

Educational Program	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension
End of Reception ELG	Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Additional expectations for children at Ide and possible experiences to support	• Skill - Take part in a community event. Context - Grandparents Day and/or raise money/ donate food for a local charity and know there are people less fortunate than themselves • Knowledge – Know how food is grown to eat. Context – Watch food grow and eat it – cress, beans, tomatoes. <u>Farm Visit. Watch eggs Hatch in classroom</u> • Skill - Explain their findings of investigations through trial and error and begin to think of reasons why something has happened. Context – <u>Make a boat to float in Ide brook/ford.</u> • Skill - Draw a map of a familiar place – <u>Walk around Ide</u>

Expressive Arts and Design

Educational Program	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
End of Reception ELG	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Additional expectations for children at Ide and possible experiences to support.	• Skill - Perform in a musical production using voice instruments with rhythm – <u>Nativity</u> and <u>Under the Sea ‘Show’</u> for parents. • Knowledge - Know which primary colours mix to make which secondary colours – create paintings for <u>Sea Show</u>. • Skill - Create a project and work on it over an extended period of time – Topic of own personal interest and choice.