



Garden Suburb Infant School



**The Seven Areas of Learning in the
Foundation Stage and the
Early Learning Goals**

WELCOME TO RECEPTION

This booklet sets out the main points of the taught curriculum in Reception.

MOVING FROM NURSERY TO RECEPTION

Our children start with us from a number of different pre-school experiences. Most of the children will have experienced routines and daily play in a Nursery environment, and some may have been at home with their families or just moved into the area. We are aware that the step to Reception can be daunting, so we try our best to create an environment that is warm and welcoming, and encourages the children to explore and play in the environment.

We invest a lot of time in the transition process, and this is why the start of the year is staggered, allowing the children time to adjust to their new surroundings and routines.

AIMS AND PRINCIPLES OF THE EARLY YEARS CURRICULUM AT GARDEN SUBURB INFANT SCHOOL

Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. High quality early learning, alongside parental care, provide the foundation children need to make the most of their abilities and talents as they grow up.

We follow the Development Matters Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness, and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation, through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development, and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The **Areas of Learning and Development** which must shape activities and experiences (educational programmes) for children in all early years settings
- The **Early Learning Goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

We aim for our curriculum to develop skilled, life-long learners who are active and responsible future citizens. To support this, we place a very high priority on the development of the following:

- Core learning behaviours
- Speaking and listening skills
- Personal, social and emotional learning.
- Physical skills and well-being.

We aim to provide:

- Well planned and appropriate learning experiences.
- An environment that encourages the children to explore and question.
- Thought-provoking subjects, that will inspire them to find out more through their play.

[Click here to see information about our school curriculum on our website](#)

[Click here to see this year's annual curriculum map for Reception](#)

LEARNING BEHAVIOURS

Children will not learn effectively and deeply if they do not have the appropriate attitudes and behaviour towards their learning. For this reason, we give a high priority to developing these learning behaviours across all aspects of the curriculum. To help with this we have 5 learning behaviour mascots who represent these behaviours and engage the children. **Appendix 1 gives more details about what this means for children.**



Independent Iris



Inventive Ivy



Reflective Rowan



Co-operative Colin



Resilient Rupert

THE SEVEN AREAS OF LEARNING IN THE FOUNDATION STAGE

The Prime Areas of Learning

The three Prime areas are fundamental to all other areas of a child's learning

**Communication and
Language**

**Personal, Social and
Emotional Development**

Physical Development

The Specific Areas of Learning

The specific areas of learning develop through the prime areas and include essential skills and knowledge

Literacy

Mathematics

**Understanding the
World**

**Expressive Arts and
Design**

EARLY LEARNING GOALS

For each of the different areas of learning there are early learning goals that tell us what the children are expected to be able to do by the end of Reception Year:

Communication and Language

Listening, Attention and Understanding

- 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, nonfiction, 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.

Personal, Social and Emotional Development

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.



Physical Development

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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

Mathematics

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



Understanding the World

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, nonfiction 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.



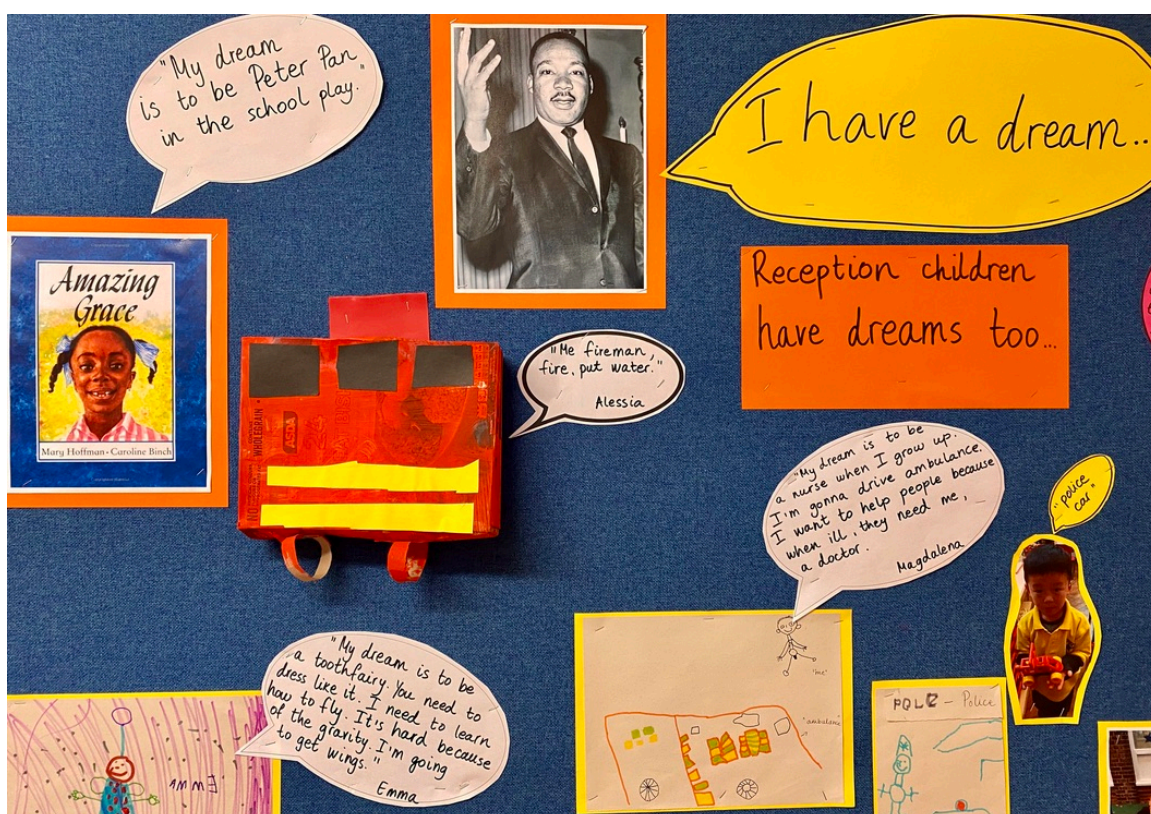
Expressive Arts and Design

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.



READING: PHONICS

Learning the sounds of the alphabet or 'phonics' is a very important early reading skill. We teach phonics using the 'Little Wandle Letters and Sounds' systematic synthetic phonics programme. Please follow this link to find out more information:

www.littlewandlelettersandsounds.org.uk/resources/for-parents/

The children have daily whole class phonics lessons and their learning in phonics is reinforced in other areas of the curriculum. Children are taught to apply their phonic knowledge in their writing.

ASSESSMENT

Assessment is the way that teachers find out what skills and knowledge children have acquired and what they need to do next. It is a crucial part of the teaching and learning process.

The way that teachers do this includes observing the child working alone or in groups; questioning; marking and monitoring recorded work.

Parents will be kept informed about their child through Tapestry. It is a space where we can show you what your child has been doing in school.

We actively encourage parents to talk to their children about what they see on Tapestry, and the work that they bring home. These are great opportunities to find out from your child what they have been doing. Talking with your child about what they have enjoyed doing in school, helps to develop your child's speaking and listening skills, and activates their working memory, helping their learning to stick!

During parent consultation meetings, teachers will use assessments to discuss your child's progress, whether they are meeting expectations and what your child needs to do next. They will also be able to make suggestions about how you can help your child at home.

Occasionally there are children who do not make expected progress and who are struggling with their learning. Should this be the case, we will talk to you at an early stage about our specific concerns, discuss what additional support we can offer in school and how you can support them effectively at home

HOW TO SUPPORT YOUR CHILD'S LEARNING IN RECEPTION

General

We send home a newsletter and planning document every half term, setting out the core books we will be using and topics we will be covering. It will help your child if you discuss the topic with them and share what they are doing at school. If you show interest, they are more likely to do the same, but you do not need to 'teach' your child all about the topic. Talk to your child about the things they bring home and any pictures/videos you see on Tapestry.

Reading

Please read with your child every day. This is the single most important thing you can do to support them.






- Later in the term, they will be allocated a Collins e-book, chosen by their teacher, *for them to read to you*.
- They will also bring home a book for you to share and enjoy together.
- Your child's reading books will be changed weekly, and the day this happens will be clear from your child's reading record.

Homework

Later in the autumn term, homework will be put on Tapestry for you to access every week.

Appendix 1

Learning behaviours – what does it mean for a child?

I am independent.	I am co –operative.
<ul style="list-style-type: none"> • I listen to instructions. • I know what I need to do. • I take care of my environment and myself. • I try for myself before I ask for help. • I notice things around me. • I think for myself. • I enjoy doing things for myself. • I can find ways to solve problems for myself. 	<ul style="list-style-type: none"> • I like to work with others. • I listen to the ideas of others. • I can manage my feelings. • I help others to learn. • I take turns and share. • I learn from others. • I treat others fairly. 
I am inventive.	I have resilience.
 <ul style="list-style-type: none"> • I use my imagination. • I wonder what if....? • I use what I have learned in many different ways. • I can solve problems. • I ask many questions. • I use my initiative. • I can use a range of equipment. 	<ul style="list-style-type: none"> • I have confidence in myself. • I am brave and will try new things. • I find ways to help myself. • I concentrate and ignore distractions. • I accept a challenge. • I keep on trying and don't give up. • I know that making mistakes is part of learning. 
I am reflective.	
 <ul style="list-style-type: none"> • I listen to advice and feedback. • I think about what I am doing and learning. • I know that I can learn from my mistakes. • I can talk to other people about my learning. • I know how to make my work even better. • I am proud of what I can do. 	