



## A word about the curriculum we follow in Reception - Owls Class:

### **The Early Years Foundation Stage (EYFS)**

Your child will access development and learning opportunities through seven areas of learning

#### **THREE PRIME AREAS & FOUR SPECIFIC AREAS**

These are as follows:

The **PRIME AREAS OF LEARNING** are fundamental to your child's learning, working together to underpin and support development in all other areas of learning.

#### **Communication and language (CL) –**

- Listening, Attention and Understanding (LAU)
- Speaking (S)

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

#### **Personal, social and emotional development (PSED) –**

- Self-regulation (SR)
- Managing Self (MS)
- Building Relationships (BR)

development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

#### **Physical development (PD) –**

- Gross Motor Skills (GMS)
- Fine Motor Skills (FMS)

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.

The **SPECIFIC AREAS OF LEARNING** include essential skills and knowledge for your child to participate successfully in society.

### **Literacy (L) –**

- Comprehension (C)
- Word Reading (WR)
- Writing (W)

development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### **Mathematics (M) –**

- Numbers (N)
- Numerical Patterns (NP)

development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

### **Understanding the world (UfW) –**

- Past and Present (PP)
- People, Culture and Communities (PCC)
- The Natural World (TNW)

development 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.

### **Understanding the world (UfW) –**

- Creating with Materials (CWM)
- Being Imaginative and Expressive (BIE)

development involves enabling children to explore and play with a wide range of media and materials, as well as providing 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.

***Throughout your child's time with us in Owls Class your child will be working towards the 17 Early Learning Goals (ELGs), objectives which children are expected to achieve by the end of their time with us. Whilst your child does not have to achieve every single element they do need to have skills in the majority.***

***To achieve End of Year Age Related Expectations (Good Level of Development (GLD)) at the end of this time then your child needs to have achieved the ELGs in all areas of learning excluding those of Understanding the World (UfW) and Expressive Arts and Design (EAD).***

## Early Learning Goals (ELGs)

<b>Communication &amp; Language</b>	<p><b>1. Listening, Attention &amp; Understanding</b> – Children 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.</p> <p><b>2. Speaking</b> - Children 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.</p>
<b>Personal, Social &amp; Emotional Development</b>	<p><b>3. Self-Regulation</b> – Children 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.</p> <p><b>4. Managing Self</b> – Children are 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.</p> <p><b>5. Building Relationships</b> – Children 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.</p>
<b>Physical Development</b>	<p><b>6. Gross Motor Skills</b> – Children 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.</p> <p><b>7. Fine Motor Skills</b> – Children 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</p>
<b>Literacy</b>	<p><b>8. Comprehension</b> – Children 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.</p> <p><b>9. Word Reading</b> – Children 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.</p> <p><b>10. Writing</b> – Children 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.</p>
<b>Mathematics</b>	<p><b>11. Number</b> – Children have a deep understanding of numbers 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.</p> <p><b>12. Numerical Patterns</b> – Children will 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.</p>
<b>Understanding the World</b>	<p><b>13. Past and Present</b> – Children 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.</p> <p><b>14. People, Culture &amp; Communities</b> – Children 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.</p> <p><b>15. The Natural World</b> – Children 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.</p>
<b>Expressive arts &amp; design</b>	<p><b>16. Creating with Materials</b>- Children 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.</p> <p><b>17. Being Imaginative &amp; Expressive</b> – Children 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.</p>

## **Characteristics of Effective Learning (CoELs)**

As learners we all learn in different ways. To maximise their development and learning potential your child will need to develop their learning style to support their own learning. As practitioners we consider how your child learns and how best to support them to develop their skills in this area.

The Characteristics of Effective Learning are as follows:

### **Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### **Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things