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| **EYFS Reception Curricular Goals****Our Vision - *For children to prosper through an appropriately challenging, language and sensory rich early year’s provision delivered by well-equipped adults.*** |
| **Communication & Language****Listen** attentively to our friends and teachers. Learnand use new **vocabulary**.Develop our **spoken** language.Hold **conversations** with our friends and teachers. **Express** our ideas and feelings.**Explain** our thinking.**Ask** relevant questions, make relevant comments. | **Personal, Social & Emotional Development**  **Understand** our own feelings and those of others. Develop skills that help us to **self-regulate.**Be **confident** to try new activities. **Persevere** and show **resilience** in the face of challenge.Show i**ndependence** by dressing ourselves, washing our hands and using the toilet without support. Work and play **co-operatively**. Show **respect** towards others and our school. | **Physical Development** Demonstrate **agility** by negotiating space and obstacles safely.Demonstrate **strength, balance and co-ordination** when playing.Move energetically such as **running, jumping, dancing,** **hopping skipping** and **climbing**. **Throw** and **catch** a ball confidently. Hold a pencil effectively and begin to show **accuracy** when drawing and writing.Handle small tools, includingscissors and cutlery with **control**. |
| **Literacy** **Enjoy** listening to stories and ask for a **favourite** story to be read. **Retell** stories through play, using puppets, small word and props they have made. **Create** their own stories using characters, settings and events. **Read** simple sentences containing Set 1 sounds and some ‘Red’ words.**Write** simple sentences that can be read by others.  | **Maths**Understand the **cardinality** and **composition** of numbers to 10. **Count** efficiently and accurately**.**  Develop an awareness of **pattern.** **Compare** quantities in different contexts such as length, weight, time and volume.Develop an awareness of the properties of and relationships between **shapes**.  |
| **Understanding of the World** **Talk** about where I live and the people I live with. **Know** and **celebrate** the diversity of our community.Know about some important **places in our community** and read, use and create a simple **map**. **Consider** the concept of time and its passage, talk about **events in our own history** and **important historical events** we can relate to. **Explore** the natural world around me, how the seasons change, how plants grow, where animals live and how they grow. **Investigate** the properties of materials and why some things change when mixed, heated or cooled.  | **Creating with Materials** **Create** my own designs and explain my choices. **Experiment** with painting techniques and colour mixing.**Sing** a range of songs and nursery rhymes. **Recite** a range of poems. **Experiment** with different ways of playing instruments.**Invent** a story, song, or dance. **Perform** with others in front of an audience.Follow a **recipe,** cook bake or prepare food for others.  |
| We enhance and enrich our curriculum with trips, visitors, real life experiences and outdoor education wherever we can.Community involvement is particularly important to us, and we endeavor to invite families and visitors to join us on our learning journey. |