

Our Aims within the Early Years Foundation Stage

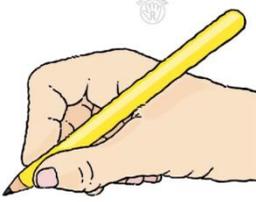
- To ensure a smooth transition from home to school.
- To provide an environment where all children have the right to feel safe, secure and happy.
- To provide an environment where learning is stimulating, enjoyable and challenging at all levels.
- To work in partnership with parents and carers to support children's wellbeing and learning.
- To support children to become independent learners.
- To provide a curriculum which allows all children to develop socially, emotionally, physically, and intellectually.
- To support children to have a smooth transition into Year One.

There are **seven areas of learning** outlined in the Early Years Curriculum. These lead into 17 'Early Learning Goals' (ELG). These ELGs state the government expectation for Reception children at the end of their first year of school. Whilst these end goals are relevant to bear in mind, it is important that children do not miss out on the many developmental steps along the way.

The characteristics of effective learning running through and underpinning **all seven areas** of learning and development focus on processes rather than outcomes. The three characteristics to which all learning is measured are identified as *Playing and Exploring*, *Active Learning and Creating* and *Thinking Critically*.

Your child will be learning many new skills and we will be working with you on how best to support and help your child achieve the Early Learning Goals by the end of the year.

At the end of the reception year, a 'good level of development' is defined by the government as achieving all the Early Learning goals within Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics. We realise that all children are individual and may require different levels of support in moving forward towards or beyond these goals during the year.

Area of Learning	Aspect	Early Learning Goal
Personal, Social and Emotional Development (PSED) 	Self-Regulation	<p>Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children 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>
	Managing Self	<p>Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	Building Relationships.	<p>Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own and to others' needs.</p>
Physical development (PD) 	Gross Motor Skills	<p>Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing. Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Fine Motor Skills	<p>Children can hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. They use a range of small tools, including scissors, paintbrushes and cutlery. Children begin to show accuracy and care when drawing.</p>
Communication Language (CL) 	Listening, Attention and Understanding.	<p>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. They make comments about what they have heard and ask questions to clarify their understanding. Children hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
	Speaking.	<p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children 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>

<p>Literacy</p> 	Comprehension	Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate (where appropriate) key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
	Word Reading	Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing.	Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.
<p>Mathematics</p> 	Number	Children have a deep understanding of numbers to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. Children 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	Children Verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Understanding the World.</p> 	Past and Present.	Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They 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. They 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	Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments, drawing on their

		<p>experiences and what has been read in class. Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design.</p> 	<p>Creating with Materials</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.</p>
	<p>Being Imaginative and Expressive</p>	<p>Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>