



Curriculum Framework for Reception



Early Years Foundation Stage ~ Curriculum Principles and Rationale for Reception

The curriculum in Reception is coherently planned to enable children to know more, understand more and do more. It builds on the children's early experiences and providing the building blocks of knowledge that the children will study in Key Stage One.

The teaching team prioritise getting to know the children well, taking into account their prior knowledge and experiences. This enables them to construct a curriculum that celebrates the children and their families, and their surrounding natural environment. The framework has some essential, core learning experiences, yet remains flexible and can be adapted according to the needs and interests of the children.

We have high expectations and ambition for all children and view them as curious learners. The curriculum design considers a balance of adult-led, adult-initiated and child-initiated learning.

New knowledge can be applied, understood and consolidated through play scenarios where adults interact to scaffold, support and be a collaborator.

Being a skilful communicator is a key focus in the Reception classes. Vocabulary is extended through sharing rich texts that encourage a love of reading and start the journey to children becoming confident, fluent readers.



The long-term plan below sets out the teaching and learning opportunities for Reception children during 'adult-led' times of the day.

Year		Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Overarching project and themes		Heroes in the Community	A Starry Night	Twisted Tales	Moving and Growing	Our Wonderful World	Journeys
Enhanced experiences		Sing and Sparkle performance to families. Families sharing their roles in the community. Learn how to safely light a fire and cook on it. Visit the school in the dark.		Touch and hold some unusual and exotic animals. Observe a life cycle ~ explore the tadpoles in the pond. Listen to a storyteller. Exhibition to families.		The Plastic Pirates take us on a voyage to care for the planet. Go on a local adventure exploring the local area. Perform some special songs in the class family assembly.	
English text type	Fiction	Autumn texts: Love makes a Family – Sophie Beer How to Catch a Star - Oliver Jeffers Happy in our Skin - Fran Manushkin Leaf Man – Lois Ehlert		Spring Texts: Jack and the Beanstalk The Three Little Pigs Billy Goat's Gruff Tap, Tap the Egg Cracked- Keith Faulkner Tadpoles Promise - Jeanne Willis		Summer Texts: The Coral Kingdom - Laura Knowles and Jennie Webber Sand Between my Toes – Caroline Cross Eco Girl - Ken Wilson-Max One World - Michael Foreman Journey – Aaron Becker	
	Poetry	The Sound Collector – Roger McGough Wriggle and Roar – Julia Donaldson Quack said the Billy Goat - Charles Causley Love is Important – Jean Kay					
Reading – Possible texts related to topic		All are Welcome – Alexandra Penfold, Suzanne Kaufman The Family Book – Todd Parr Mommy, Mama and Me – Leslea Newman		The Three Little Wolves and the Big Bad Pig – Eugene Trivizas Chapati Moon - Pippa Goodhart Non-fiction texts about lifecycles Blue Chameleon - Emily Gravette You Choose – Pippa Goodhart and Nik Sharratt		The Snail and the Whale – Julia Donaldson Lost and Found – Oliver Jeffers Hello Hello – Brendan Wenzel Red Rocket and Rainbow Jelly – Nick Sharratt The Last Tree – Emily Haworth Booth Clean up! - Nathan Bryon and Dapo Adeola	

<p>Literacy Reading Comprehension</p> <p>The Drawing Club</p>	<p>Through adult led and child led learning opportunities children:</p> <p>Children explore a range of non-fiction and fiction books.</p> <p>Children explore the book through a range of multi-sensory provocations within the provision.</p> <p>The children explore new vocabulary from a range of texts.</p> <p>The children have opportunities to re-tell stories through role-play and small-world play.</p> <p>Children explore stories, cartoons and tales through ‘The Drawing Club’ daily.</p>	<p>Early Learning Goal</p> <p>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Early Learning Goal</p> <p>Children anticipate (where appropriate) key events in stories.</p> <p>Early Learning Goal</p> <p>The children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>By the end of Reception...</p> <p>Children enjoy a range of non-fiction and fiction books.</p> <p>Children learn new vocabulary from a range of books, explaining the meaning of new words.</p> <p>The children enjoy retelling stories in a range of forms.</p> <p>The children enjoy learning new information from books.</p>
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<p>Communication and Language</p>	<p>Developing communication and language underpins all learning in the early years.</p> <p>Through adult led and child led learning opportunities children:</p> <p>Listen to stories with interest, joining in with repeated refrains of ‘read a lot’ stories and anticipating key events and phrases.</p> <p>Can follow one step, then two step instructions.</p> <p>Ask why, who, what, where, when questions.</p> <p>Use some range of tenses, some of which are accurate.</p> <p>Retell simple past events in correct order.</p> <p>Can follow a story without props.</p>	<p>Early Learning Goal</p> <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.</p> <p>Children make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Children hold conversations when engaged in back-and-forth exchanges with their teachers and peers.</p>	<p>By the end of Reception...</p> <p>Children will enjoy sharing stories in small groups and whole class. The children will enjoy joining in with stories through anticipated moments, props or performance.</p> <p>The children will be keen to find out more knowledge through asking their friends and adults a range of questions.</p>
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<p>Listening, Attention & Understanding</p> <p>Speaking</p>	<p>Through adult led and child led learning opportunities children:</p> <p>Can retell simple past events.</p> <p>Begin to understand how and why, use complex sentences including ‘because and’.</p> <p>Use a range of tenses.</p> <p>Display two-channelled attention.</p> <p>Can respond to how and why questions.</p> <p>Express themselves effectively by sticking to the main theme or intention.</p>	<p>Early Learning Goal</p> <p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>By the end of Reception...</p> <p>Children will be able to recall past events, explaining key information and begin to use a range of tenses in their explanations.</p> <p>They will be able to answer open ended questions, explaining their ideas.</p>
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<p>Literacy Reading Word Reading</p> <p>Little Wandle</p>	<p>Read individual letters by saying the sounds for them. The children learn four new sounds a week through daily Little Wandle lessons.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Read a few common exception words matched to our Little Wandle Phonics scheme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Early Learning Goal Children will say a sound for each letter in the alphabet and at least 10 digraphs. Early Learning Goal Children will read words consistent with their phonic knowledge by sound-blending. Early Learning Goal Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>By the end of Reception... Children use their phonics knowledge to read labels, their own writing and signs around the provision. Children enjoy reading their phonic book fluently to family at home.</p>
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Writing Drawing Club	<p>Children are able to hear, say and write the initial sound in a CVC word.</p>	<p>Children are taught to use Little Wandle phonics skills to segment and say the sounds in a CVC word.</p> <p>Children spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children are given opportunities to write, for example writing a label, a fact about a star and writing a Christmas list.</p>	<p>Children use phonic knowledge to write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>For example, writing a simple character or scene description and a recipe for gingerbread.</p>	<p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children write simple phrases and sentences that can be read by others.</p>	<p>Children are taught to use capital letters and full stops.</p> <p>Children are taught to read their writing back to themselves to check it makes sense.</p> <p>Children have the opportunity to learn the spelling of tricky words.</p>	<p>Early Learning Goal</p> <p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children write simple phrases and sentences that can be read by others.</p>	<p>By the end of Reception...</p> <p>Children will be able to communicate through mark-making, using sounds they have learnt so far. They will be beginning to structure sentences which they can share with friends and adults.</p>
	<p>Children have opportunities across the curriculum to learn to write labels, simple captions and short, phonetic sentences. The children are part of 'Drawing Club' daily, writing labels, captions, passwords and sentences for their drawings.</p>						

Mathematics ~ Numbers	Children:	Children:	Children:	Children:	Children:	Early Learning Goals	By the end of Reception...
	<p>Recite numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10.</p> <p>Count small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games.</p> <p>Are able to recite numbers forwards and backwards from 5.</p> <p>Count small groups of fixed objects with accurate 1:1 correspondence.</p> <p>Use graphic representations to record number explorations in pictures and mark making.</p>	<p>Accurately count fixed objects to 5 and recognise numerals to at least 5 out of sequence.</p> <p>Recognise up to 3 objects (without counting) in a range of orientations and different sizes.</p> <p>In self- initiated play begins to record numbers and mathematical thinking with own purpose.</p> <p>Understand the relationship between a group of objects and the corresponding number.</p> <p>Count reliably and creates groups of numbers up to at least 5 and can place numerals to at least 5 in order.</p>	<p>Count up to 10 forwards and backwards including from any given number.</p> <p>Accurately count fixed objects to 10 and recognise numerals to 10 out of sequence.</p> <p>Are able to recall number bonds to 5 and knows some number pairs to 10, including double facts.</p>	<p>Count reliably and creates groups of numbers to 10 using a range of objects and are able to place numerals to 10 in order.</p> <p>Use a range of objects to create 5 in different ways and recognize up to 5 objects (without counting) in a range of orientations.</p>	<p>Count reliably and represent numbers beyond 10 using a range of manipulatives.</p> <p>Create number lines to support their calculations of simple addition and subtraction facts and problem solving.</p> <p>Use manipulatives to demonstrate some number bonds within 10.</p>	<p>Children have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Children can subitise (recognise quantities without counting) up to 5.</p> <p>Children can 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>Children will have a good understanding of what a number is and will explore different ways of using number.</p> <p>Children will be able to subitise small numbers and begin to learn number facts.</p> <p>The children will have opportunities to explore number inside and outside the classroom in a range of meaningful contexts.</p>

Numbers ~ Numerical Patterns	Children:	Children:	Children:	Children:	Children:	Early Learning Goals	By the end of Reception...
	<p>When combining materials, know how to change an amount (size, number) if something is added or taken away.</p> <p>Are able to anticipate which amount will be next in the context of one more/one less number songs/rhymes.</p> <p>With a purpose in mind, recognise and select simple geometric shapes in their construction and block play.</p> <p>Use everyday vocabulary to describe and compare measures (size, weight, capacity and time).</p>	<p>Identify groups of objects that have more or less than and the same.</p> <p>In play scenarios, are able to make groups of objects of the same quantity and begins to find the totals by combining groups.</p> <p>Use everyday language to recreate and describe patterns in nature or urban environments.</p> <p>Use comparative language to describe and compare measures (size, weight, capacity and time).</p>	<p>Using resources, children can create quantities which are greater than, less than, the same as a given number and may record these in pictures or numerals.</p> <p>Can use resources and say one more or one less than a given number and to create equal groups.</p> <p>Create patterns by lining, placing, building and arranging.</p> <p>Order three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen.</p>	<p>Verbally count beyond 20.</p> <p>Use resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts.</p> <p>Will demonstrate thinking through use of verbal number sentences / number stories and may choose to record these.</p> <p>In everyday contexts children are able to demonstrate through talk or when responding to questions an understanding of the number sequence, values, greater and less than, odd and even. Use of measures (size, weight and capacity) when comparing and combining quantities.</p>	<p>Begin to count reliably with numbers from 10 to 20, they begin to place them in order and can write numerals with some accuracy.</p> <p>Are able to give examples of numbers which are greater than/ less than for numbers beyond 10.</p> <p>Verbally count to 30 and beyond.</p> <p>Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement.</p> <p>Estimate, measure, weigh, and can compare and order objects.</p> <p>Talk about properties, position and the sequence of time.</p>	<p>Children 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.</p> <p>Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children will explore creating and identifying a range of patterns. They will begin to compare quantities and explore patterns within numbers to 10 including odd and even numbers, doubling and sharing. The children will have opportunities to explore patterns beyond the classroom in meaningful contexts.</p>

Possible texts to develop and consolidate mathematical understanding:

One is a Snail, Ten is a Crab – April Pulley Sayre & Jeff Sayre & Randy Cecil
Counting Creatures – Julia Donaldson & Sharon King-Chai
Fruits: A Caribbean Counting Poem – Valerie Bloom and David Axtell
How Many Jellybeans? – Andrea Menotti and Yancey Labat
How Much Does a Ladybird Weigh? – Alison Limentani
Jasper’s Beanstalk – Nick Butterworth and Mick Inkpen
How Many Legs – Kes Gray and Jim Field

Understanding the World & Expressive Arts and Design ~

across the year, meaningful learning is planned through the theme and topic as well as responding to spontaneous learning opportunities.

Understanding the World ~ Science

<p>Children:</p> <p>Know the names of basic body parts.</p> <p>Use their five senses to explore.</p> <p>Observe changes in the local environment throughout the seasons.</p> <p>Name the four seasons and discuss weather features of each.</p>	<p>Children:</p> <p>Observe, comment on and make recordings of a lifecycle which can be seen firsthand such as tadpoles in the school pond.</p> <p>Children know that some things can change, e.g. water into ice, chocolate can be melted.</p> <p>Children make predictions about what they think might happen.</p> <p>Children will be able to explain and describe these changes.</p> <p>Guided enquiry:</p> <p>through the topic and theme, children and adults investigate together to develop critical thinking.</p>	<p>Guided exploration:</p> <p>Children plant and grow a seed, observing and recording the changes over time.</p> <p>Children know how plants grow from seed, that plants need water, soil and sun to grow.</p>	<p>Early Learning Goals</p> <p>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Children 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.</p> <p>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>By the end of Reception...</p> <p>Children explore the world around them using a range of different senses. They can describe what they notice and name different parts of their body.</p>
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<p>Understanding the world ~ History Past and Present</p>	<p>Children are encouraged to think about how they themselves have grown and changed in their own personal timeline.</p> <p>Children create a timeline from 0 – 4/5 years old.</p> <p>Children are encouraged to think ahead to the immediate future and what they may choose to do when they are older.</p> <p>Children are able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. and are beginning to develop an awareness of some of the differences between these.</p> <p>Children share information about their lives they may share about their achievements, holiday events, family, religion or interests.</p> <p>Children are encouraged to think about similarities between themselves and their peers.</p> <p>Children are encouraged to think about history around us in our immediate environment (for example our school building, transport, technology) developing an understanding that lives were different in the past.</p>	<p>Early Learning Goals</p> <p>Children talk about the lives of the people around them and their roles in society.</p> <p>Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Children understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>By the end of Reception...</p> <p>Children use their own experiences and environment to begin to identify and describe events, people and objects from the past and present. They use simple historical language.</p>
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<p>Understanding the World ~ Geography</p>	<p>Children can talk about the features of their own immediate environment including their home. Where do they live? How do they get to school?</p> <p>Go on a local walk around Stoke Hill.</p> <p>Create a simple map of the school.</p> <p>Through the use of a variety of books, and the children's own experience, the children are encouraged to look at similarities and differences.</p> <p>Observe the changes across the four seasons. Observe and describe weather associated with the seasons. Compare weather from different places.</p>	<p>Early Learning Goal</p> <p>Children 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.</p> <p>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Children 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>By the end of Reception...</p> <p>Children will be able to use key vocabulary to name and discuss important places within their environment, such as 'home', 'school', 'park', places of worship, etc.</p>
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<p>Understanding the World ~ Technology</p>	<p>Children can use the IWB independently to create a picture.</p> <p>Children are able to programme a Bee Bot to follow a simple two step and then five step command.</p> <p>Children are able to observe timers being used, for example during an obstacle course race.</p> <p>Children are taught to use the iPad to take photos of their interests and immediate environment.</p> <p>Children learn how to use the tools and work on the tool bench.</p>	<p>Early Learning Goals</p> <p>Children recognise that a range of technology can be used for home and school.</p> <p>Children can select and use technology for purpose Interact with age-appropriate programmes.</p>	<p>By the end of Reception...</p> <p>Children will be able to name a range of devices they use at home and school, and how they can use them with purpose. They will be able to explain how to use devices safely.</p>
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<p>Understanding the world ~ People and communities</p>	<p>Children experience a range of celebrations from different religions.</p> <p>Children discuss similarities and differences between different religions.</p> <p>Children talk about important celebrations they celebrate with their families.</p> <p>Children talk about important places to them.</p> <p>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.</p>	<p>Early Learning Goals</p> <p>Children 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.</p>	<p>By the end of Reception...</p> <p>Children can explain key celebrations they celebrate with their families and why they are important to them.</p> <p>Children can share important places and why they are special to them.</p> <p>Children respect similarities and differences.</p>
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<p>Expressive Arts and Design ~ Art</p>	<p>Children will have the opportunity to study an artist and learn about their style of work and use the tool bench throughout the year.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Early Learning Goals</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Children share their creations, explaining the process they have used.</p> <p>Children make use of props and materials when role playing characters in narratives and stories.</p>	<p>By the end of Reception...</p> <p>Children can use and mix a range of media to express themselves in a chosen form.</p> <p>The children can explain their ideas and the process they have used.</p> <p>The children can explore the techniques of various artist including local artists.</p>
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<p>Expressive Arts and Design ~ Music</p>	<p>Children have opportunities to sing, play to and perform songs, developing their feelings of pulse and rhythm.</p> <p>Through these experiences, children develop not only their musical ear but also their listening and attention skills.</p> <p>Children use body percussion and untuned instruments such as claves and maracas to explore simple rhythm, pitch and beats.</p> <p>Children explore the emotion of the beat of music as they freely move to music.</p> <p>Children learn about an orchestra, the conductor and the musicians.</p> <p>The Charanga scheme is taught in all classes.</p>	<p>Early Learning Goals</p> <p>Children invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Children sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>By the end of Reception...</p> <p>Children to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children to create and experiment with making their own music using their voices, instruments or everyday objects.</p> <p>Children to have learnt a song, poem and nursery rhyme.</p>
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<p>Personal, Social and Emotional Development ~ Jigsaw, No Outsiders</p> <p>Self Regulation Managing Self Building Relationships</p>	<p>Children are taught emotional vocabulary for feelings.</p> <p>Rights and responsibilities.</p>	<p>Children are able to talk about themselves, their talents and strengths Children are able to talk about expectations which keep us safe and happy.</p>	<p>Children are supported and encouraged to work hard, have a positive attitude, set goals and be motivated.</p>	<p>Children think about their bodies, being healthy and exercising as well as the importance of sleep.</p>	<p>Focus on transition</p> <p>Thinking, talking about and preparing for Year One including opportunities for prosocial activities which support me making a relationship with my new teacher(s).</p> <p>Children talk about respecting their bodies, growing up and fun and fears.</p>	<p>Early Learning Goals</p> <p>Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Children 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> <p>Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Children explain the reasons for rules, know right from wrong.</p>	<p>By the end of Reception...</p> <p>With the support of Jigsaw, Zone of Regulation and quiet spaces in the classroom, the children can recognise their own feeling and have their own toolkit to help regulate their emotions.</p> <p>The children feel confident and safe to try new activities and be active in their learning.</p> <p>The children form positive relationships with adults and friends, expressing their emotions and listen attentively to others.</p>
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						<p>Children work and play cooperatively and take turns with others.</p> <p>Children form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.</p>	
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing Me	
<p>Children have a short relaxation session at the end of each lunch time. During this time children learn skills to develop their regulation strategies including breathing to calm and settle.</p>							

Physical Development		Early Learning Goals	By the end of Reception...
<p>Gross and fine motor skills</p> <p>Balance</p> <p>Agility</p> <p>Strength</p> <p>Being independent</p> <p>Looking after ourselves</p>	<p>Fine Motor Development – we support the children to develop their fine motor skills through a range of independent and directed activities such as threading, manipulating the play dough, using the tools and tweezers and building with the Lego. We focus on hand dominance, crossing the midline and developing the tripod pencil grasp. Scissor skill development goes hand in hand with fine motor development – approaches to supporting this are incorporated into continuous provision, through the topic and adult led learning such as crumpling, ripping, snipping and then cutting.</p> <p>Gross Motor Development – engaging in gross motor activity supports fine motor development by facilitating children’s ability to manage their bodies through space and increasing trunk control. Planned learning includes outdoor play, running, jumping, bike riding, ball play and dancing.</p> <p>Throughout the year, linked to the PE planning framework, needs of the children and links to the relevant theme and topic:</p> <p>Children explore various large movements from the shoulder using scarves which develop the key movements for writing – clockwise circles, anti-clockwise circles, up and down.</p> <p>Children have opportunities to collaborate in creating large pictures on rolls of paper on the floor, propping themselves upon their elbows in a tummy time position.</p> <p>Children are taught to use one handed tools and equipment with safety. E.g. walking whilst holding scissors using the scissors in a grasped hand way.</p> <p>Children are taught simple skills through a multi skills format – running, travelling with confidence and skill around, under, over and jumping through balancing and climbing equipment.</p> <p>Children are growing in independence in their ability to change for PE, understanding why this is a healthy habit. Can distinguish between healthy and unhealthy lifestyle choices and give an explanation.</p> <p>Children are able to talk about habits which keep them healthy - exercise, eating, sleeping, relaxation and hygiene (including dental hygiene).</p> <p>Opportunities for mindfulness and yoga teach children the benefits of slow movement, breathing and relaxation.</p> <p>Children talk about the effect physical activity has on their body including their heart rate and breathing.</p>	<p>Children negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Children demonstrate strength, balance and coordination when playing.</p> <p>Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children can talk about ways to keep healthy and safe</p> <p>Children can dress and toilet independently</p>	<p>Children confidently use one handed tools and mark-making tools with control.</p> <p>Children collaborate in team games like ‘duck duck goose’.</p> <p>Children can name some of the ways they keep their bodies healthy.</p> <p>The children enjoy moving their bodies in various ways.</p>

Exciting Learning Experiences in Reception

World Book Day



Really Wild Learning

