

Communication and Language

Listening and Attention:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Speaking:

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Understanding the World

People and Communities:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions [linked to RE].

The World:

Children know about similarities and differences in relation to places, objects, materials and living things [linked to RE]. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

[Life cycles: live butterflies and baby chicks. Planting beans and seeds]

Technology:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes [iPad's and Beebots]. [Hector and his friends who explain computer safety: https://www.thinkuknow.co.uk/5_7/]

Reception

EYFS Statutory Curriculum Coverage

PSED

Making Relationships:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Managing Feelings and Behaviour:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Self-Confidence and Self-Awareness:

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Physical Development

Moving and Handling:

Children show good control and co-ordination in large and small movements [Team games and Dance]. They move confidently in a range of ways, safely negotiating space [Team Games and Gymnastics]. They handle equipment and tools effectively, including pencils for writing.

Health and Self-Care:

Children know the importance for good health of physical exercise [link to PE lessons], and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Religious Education

Christianity:

- Identify and ask questions about customs associated with particular religious' communities
- Explore stories about the lives and teachings of key religious figures [Puddles and his adventures story books]
- Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies [Explore Christenings and Weddings, listen to hymns and discuss praying in Christianity]
- Find out about ways in which sacred texts are regarded, read and handled by believers [Discuss the Bible and the importance of the object in the religion]
- Ask and respond imaginatively to questions about things that are interesting or puzzling in the world
- Hear and respond to stories about belonging and relating to religious communities [Look at different stories in the Bible i.e. Noah's Ark, The Birth of Jesus, The Resurrection linked to Easter].

Expressive Arts and Design

Being Imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Exploring and using Media and Materials:

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.