



Leamington Hastings C of E Academy

**Knowledge, skills and assessment in
Reception – booklet for parents**

In reception, children are taught using a cross curricular approach. As children are taught in a mixed aged unit which also incorporates nursery, there is a two-year rolling program in place. Information below states which topics will be taught in cycle A (school years that start in even numbers in the September e.g., 2022, 2024, 2026), and which topics will be taught in cycle B (school years that start in odd numbers in the September e.g., 2021, 2023, 2025).

Cycle A topics	Cycle B topics
Me in my world	Marvellous Me
Superheroes	Pets and Vets
Transport	Food Glorious Food
Marvellous Minibeasts	Dinosaurs
Traditional Tales	Traditional Tales
Around the World	Under the Sea

In September 2021, a new Early Years Foundation Stage was introduced from the Department for Education. As part of these changes, new Early Learning Goals were introduced, which are the national standards for the end of reception. Children are assessed as 'expected', meaning they have met the expected standard for the end of reception, or as 'emerging' which means that they have not yet met the expected standard. There is no longer an 'exceeding' statement within the national reception assessments, although as a school we will recognise that some children will be able to exceed the reception statements and will be targeted for 'greater depth' as they move into Key Stage One.

The following pages outline curriculum content and the Early Learning Goals for the end of reception. Further in-depth information about subject areas can be found on the school website.

Characteristics of Effective Learning

In addition to the seven areas of the EYFS curriculum, children are also assessed with the characteristics of effective learning in mind. These remain the same throughout the early years and can be applied whatever the age and stage of the child. A study of the characteristics regularly demonstrated by your child gives us a valuable insight to how they prefer to learn, their curiosity and their ability to make links or problem solve.

The three overarching characteristics of effective teaching and learning are:

playing and exploring – children investigate and experience things, and 'have a go'

active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our school learning behaviours help support and encourage the development of these characteristics:

Recap Rabbit



Concentrating Crocodile



Effort Elephant



Team Meerkat



Tough Tortoise



Wise Owl



Communication and Language

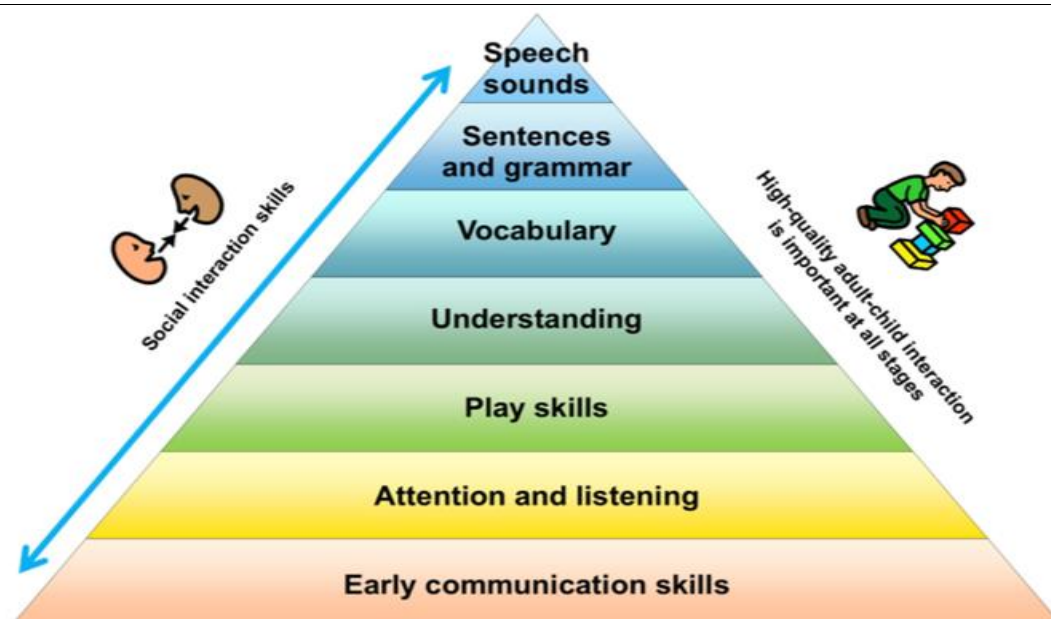
Children are taught to speak and listen to each other throughout all areas of learning, and this is a key driver for our school curriculum.

Curriculum content with reception includes:

- Learning how to listen carefully and why listening is important
- Learning new vocabulary
- Using newly learnt vocabulary
- Asking questions to find out more information
- Checking that what has been said has been understood
- Articulating ideas and thoughts in sentences
- Connecting one idea or action to another
- Describing events in some detail
- Developing social phrases
- Using talk to help work out problems and organise thinking and activities
- Explaining how things work and why they might happen
- Engaging in book talk and story times, including fiction and non-fiction books
- Listening and joining in with rhymes and songs

Early learning goals at the end of reception:

Listening, attention and Understanding
<ul style="list-style-type: none">• 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 groups.
<ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their understanding.
<ul style="list-style-type: none">• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
Speaking
<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
<ul style="list-style-type: none">• Express their ideas and feeling 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.



Personal, Social and Emotional Development

Personal, Social and Emotional Development is a key driver for our curriculum, developing the foundations of development that the children need to be successful in their schooling life. Children are taught about regulating their emotions through the use of 'The Zones of Regulation and through the Jigsaw PSHE scheme of work.



Curriculum content within reception includes:

- Children being taught to see themselves as a unique, valuable individual
- Building respectful relationships with others
- Learning to express own feelings and consider the feelings of others
- Demonstrating perseverance and resilience in the face of challenge
- Identifying and regulating only feelings
- Thinking about the perspectives of others
- Developing personal hygiene skills
- Learning about factors that could impact wellbeing (sleep, screen time, eating healthily, physical activity, toothbrushing and road safety)


























Early Learning Goals at the end of reception:






Self-Regulation
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Show an ability to follow instructions involving several ideas or actions.
Managing Self
<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly.
<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
<ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers.
<ul style="list-style-type: none"> • Show sensitivity to their own and other's needs.

Literacy

Curriculum content within reception includes:

- Taking part in the Little Wandle phonics scheme, learning the phase 2 (pink below) and 3 (blue below) graphemes and applying them to read and spell

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
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 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear
 air					

- Learning how to read and spell words containing adjacent consonants
- Blending sounds in words to read, including words containing more than one syllable
- Reading sentences matched to known phonic knowledge
- Reading tricky words (those that are not phonically decodable)
- Reading words and sentences containing the taught graphemes
- Re-reading books to build confidence, fluency, comprehension and enjoyment
- Forming lower case and capital letters correctly
- Spelling words by identifying sounds within them
- Writing sentences containing known graphemes, with a capital letter and full stop
- Re-reading what has been written to check if it makes sense

Early Learning Goals at the end of reception:

Reading Comprehension
<ul style="list-style-type: none"> • 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
Reading – Word Reading
<ul style="list-style-type: none"> • 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.
Writing
<ul style="list-style-type: none"> • 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

The document below lists the graphemes and tricky words taught within reading and writing. Children are taught phases 2 – 4 in reception and 4 – 5 in year 1.



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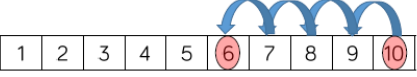
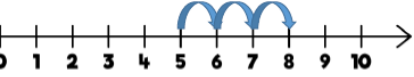
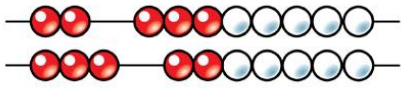
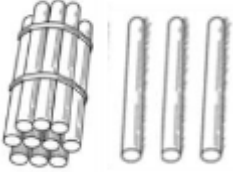
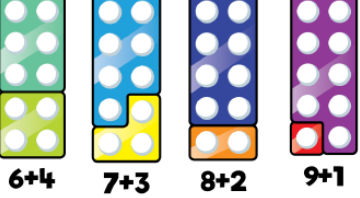
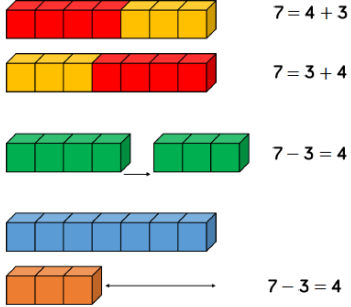
Maths

The reception curriculum content includes:

- Counting objects
- Singing counting songs and rhymes
- Subitising: knowing arrangements of objects without counting them
- Conceptual subitising e.g. there are three here and three here so there must be six altogether
- Linking the number symbol (numeral) with number value e.g. number of objects or pictures
- Counting to twenty and beyond
- Making comparisons between numbers e.g. the number 6 is larger than the number 2
- Discussing items that are fair or not fair, and equal groupings
- Exploring the composition of numbers within 10 e.g. knowing that a 4 can be made up of 4 and 0, 3 and 1, 2 and 2, four 1s or other combinations
- Automatically recalling all number bonds to 5 (pairs of number that make 5) and some number bonds to 10
- Selecting shapes and recognising them when they are rotated
- Making shape pictures and building objects with shapes
- Investigating how shapes can be put together to make another shape e.g. two squares to form a rectangle
- Continuing, copying, correcting and recreating repeating patterns
- Comparing weight, length and capacity

The representations that we use to teach maths in school are:

<p>Part whole models</p> <p>7 = 4 + 3 7 = 3 + 4</p>	<p>Simple bar model</p>	<p>Rekenreks</p>
<p>Dice faces</p>	<p>Fives frames</p>	<p>Tens frames</p> <p>4 + 3 = 7 4 is a part. 3 + 4 = 7 3 is a part. 7 - 3 = 4 7 is the whole. 7 - 4 = 3</p>

<p>Number tracks</p> <p>$10 - 4 = 6$</p> 	<p>Number lines</p> <p>$5 + 3 = 8$</p> 	<p>Bead strings</p> 
<p>Straws</p> 	<p>Numicon</p> 	<p>Cubes</p> 

Early Learning Goals at the end of reception:

Number
<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number.
<ul style="list-style-type: none"> • Subitise up to 5.
<ul style="list-style-type: none"> • Automatically recall (without using rhymes or counting) number bonds to 10, including double facts.
<ul style="list-style-type: none"> • Numerical Pattern
<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system.
<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<ul style="list-style-type: none"> • Shape, space and measures
<ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
<ul style="list-style-type: none"> • Recognise, create and describe patterns.
<ul style="list-style-type: none"> • Explore the characteristics of everyday objects and shapes and use mathematical language to describe them.

Physical Development

Children are taught to develop their physical skills throughout the curriculum, including outdoor play, funky fingers, through core strength and through PE lessons. Handwriting skills are included within physical development.

Curriculum content in reception includes:

- Revising and refining the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- Developing overall body strength, coordination, balance and agility
- Developing fine motor skills to use a range of tools competently, safely and confidently e.g. pencils, paintbrushes, scissors, knives, forks and spoons
- Using core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combining difference movements with fluency and ease e.g. when completing a dance pattern
- Confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group

- Further developing and refining a range of ball skills including throwing, catching, kicking, passing, batting, and aiming
- Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Developing the foundations of a handwriting style which is fast, accurate and efficient

Early Learning Goals at the end of reception:

Fine Motor Skills
<ul style="list-style-type: none"> • 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.
Gross Motor Skills
<ul style="list-style-type: none"> • 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

Expressive Arts and Design

The curriculum within reception includes:

- Exploring, using and refining a variety of artistic effects to express their ideas and feelings
- Returning to and building on their previous learning, refining ideas and developing their ability to represent them using a range of drawing and painting implements
- Creating collaboratively, sharing ideas, resources and skills
- Listening attentively, moving to and talking about music, expressing their feelings and responses
- Watching and talking about dance and performance art, expressing their feelings and responses
- Singing in a group or on their own, increasingly matching the pitch and following the melody
- Developing storylines in pretend play
- Exploring and engaging in music making and dance, performing solo or in groups

Early Learning Goals at the end of reception:

Creating with Materials
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> • 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 to the music.

Understanding the World

The curriculum within reception includes:

- Talking about members of their immediate families and community
- Naming and describing people who are familiar to them
- Commenting on events from the past
- Comparing and contrasting characters and people from the past
- Drawing information from a simple map
- Understanding that some places are special to members of a community
- Recognising that people have different beliefs and celebrate special times in different ways
- Recognising some similarities and differences between life in this country and life in other countries
- Exploring the natural world around them
- Describing what they can see, hear and feel when outside
- Recognise some environments that are different from the one in which they live
- Understanding the effect of changing seasons on the natural world around them

Early Learning Goals at the end of reception:

Past and Present
<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.
<ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
<ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books and storytelling.
People, Culture and Communities
<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been read in class.
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

R.E. and Worldviews

All children in school take part in a weekly R.E. lesson, using a blend of Understanding Christianity and the Local Authority Syllabus. Children learn about the following units of work:

Cycle A	Cycle B
Agreed Syllabus: Where do we belong?	Agreed Syllabus: Where do we belong?
Incarnation: Why was Jesus sent by God?	Incarnation: Why do Christians perform nativity plays at Christmas?
Agreed Syllabus: What places are Special and why?	Agreed Syllabus: Which people are special and why?
Salvation: Why do Christians put a cross in an Easter garden?	Salvation: Why is the cross an important symbol at Easter?

Creation: How can we care for our wonderful world?	God: How do Christians show that God is important to them?
Agreed Syllabus: What stories are special and why?	Agreed Syllabus: What is special about our world?

There are also half termly opportunities to learn about a range of faiths and religions across the school as part of our 'passport to world views' days.

P.S.H.E.

Children in school are taught P.S.H.E. through the Jigsaw and Protective Behaviours schemes of work, focusing on the following themes:

Being me in my world	Celebrating differences	Dreams and goals
Self-identity	Identifying talents	Challenges
Understanding feelings	Being special	Perseverance
Being in a classroom	Families	Goal-setting
Being gentle	Where we live	Overcoming obstacles
Rights and responsibilities	Making friends	Seeking help
	Standing up for yourself	Jobs
		Achieving goals
Healthy me	Relationships	Changing me
Exercising bodies	Family life	Bodies
Physical activity	Friendships	Respecting my body
Healthy food	Breaking friendships	Growing up
Sleep	Falling out	Growth and change
Keeping clean	Dealing with bullying	Fun and fears
Safety	Being a good friend	Celebrations

Warwickshire Protective Behaviours (Both cycles):

Cycle A & B
We all have the right to feel safe all the time
Rights and Responsibilities
Safety
Early Warning Signs
We can talk with someone about anything, even if it feels awful or small

Online Safety

All children can access unsafe content online, it is vitally important that we work together to keep them safe.

Being Safe Online



- Only use a computer when an adult is nearby.
- Tell an adult straight away if you see something that upsets you.
- Never talk to anyone online without an adult with you.
- Never send anyone your picture.
- Never tell anyone personal information about yourself, like your address or school name.
- Never tell anyone your password.

Buddy's 'Use Your Tablet Safely' Song (Sung to the tune of Frère Jacques)



Ask your grown up,

Ask your grown up,

Ask for help!

Ask for help!



Use your tablet safely,

Use your tablet safely,

Woof, Woof, Woof!

Woof, Woof, Woof!



Reception Baseline Assessment (RBA)

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

Completing the RBA has been statutory for all schools since September 2021.

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their children.

Good Level of Development

The Good Level of Development is a national standard set out by the Department for Education. Children are determined as having met a 'Good Level of Development' if they have met all Early Learning Goals within the areas of Communication and Language, Literacy, Maths, Physical Development and Personal, Social and Emotional Development.