

PSED

Self Confidence & Self Awareness

- Can select and use activities and resources.
- Welcome and value praise for what they have done.
- Enjoy responsibility of carrying out small tasks.
- Are more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

ELG: 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.

Making Relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiate play, offering cues to peers to join them.
- Keep play going by responding to what others are saying or doing.
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar
- Initiate conversations, attend to and takes account of what others say.
- Explain own knowledge and understanding, and asks appropriate questions of others.
- Take steps to resolve conflicts with other children, e.g. finding a compromise.

ELG: 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 Feeling & Behaviour

- Aware of own feelings, and know that some actions and words can hurt others' feelings.
- Begin to accept the needs of others and can take turns and share resources.
- Can tolerate delay when needs are not immediately met, and understand wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine
- Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the settings.
- Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG: 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.

Reception



Curriculum

Communication & Language

Communication & Language

Listening and Attention

- Listens to others one to one or in small groups.
- Listens to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Able to follow directions.
- Maintain attention, concentrate and sit quietly during appropriate activity.

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

Understanding

- Understand use of objects.
- Shows understanding of prepositions.
- Respond to simple instructions.
- Begin to understand 'why' and 'how' questions.
- Respond to instructions involving a two-part sequence.
- Understand humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listen and respond to ideas expressed by others in conversation or discussion.

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

Speaking

- Begin to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Question why things happen and gives explanations.
- Use a range of tenses.
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focused on objects and people that are of particular importance to them.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk in pretending that objects stand for something else in play.
- Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences in play situations.
- Link statements and sticks to a main theme or intention.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduce a storyline or narrative into their play.

ELG: Children should express themselves effectively, showing awareness of listeners' needs. They should 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.

Physical Development, Movement and Handling

Physical Development

Moving & Handling

- Moves freely in a range of ways.
- Mount stairs, steps or climbing equipment using alternate feet.
- Walk downstairs, two feet to each step while carrying a small object.
- Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot.
- Catch a large ball.
- Draw lines and circles.
- Use one-handed tools and equipment e.g. scissors
- Hold pencil near point between first two fingers and thumb
- Experiment with different ways of moving. Jump off an object and land appropriately.
- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health & Self Care

- Observe the effects of activity on their bodies.
- Understand that equipment and tools have to be used safely.
- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Show understanding of how to transport and store equipment safely.
- Practice some appropriate safety measures without direct supervision.

ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully.

Reception



Curriculum

Understanding the world People and Communities

Understanding the World

People & Communities

- Show interest in the lives of people who are familiar to them. Remember and talks about significant events in their own experiences.
- Recognise and describe special times or events for family or friends.
- Show interest in different occupations and ways of life.
- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

ELG: 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.

The World

- Notice detailed features of objects in their environment. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Look closely at similarities, differences, patterns and change.

ELG: Children know about similarities and differences in relation to places, objects, materials and living things. 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

Technology

- Seek to acquire basic skills in turning on and operating equipment.
- Operate mechanical toys,
- Know how to operate simple equipment.
- Show an interest in technological toys with knobs or pulleys, or real objects.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Know that information can be retrieved from computers
- Complete a simple program on a computer.
- Interact with age-appropriate computer software.

ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring Media & Materials

Expressive Arts and Design

Exploring Media & Materials

- Enjoys joining in with dancing and ring games.
- Sing a few familiar songs.
- Begin to move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Explore and learn how sounds can be changed.
- Explore colour and how colours can be changed.
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Begins to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapts work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

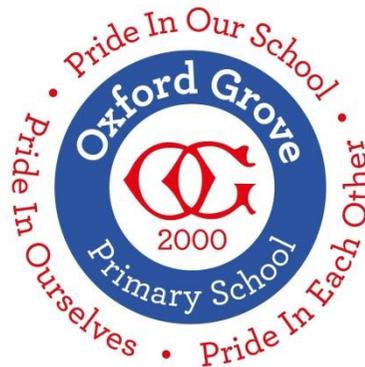
ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

- Develop preferences for forms of expression.
- Use movement to express feelings.
- Create movement in response to music.
- Sing to self and makes up simple songs.
- Make up rhythms.
- Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engage in imaginative role-play based on own first-hand experiences.
- Build stories around toys
- Use available resources to create props to support role-play.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Create simple representations of events, people and objects.
- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Choose particular colours to use for a purpose.
- Introduce a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to develop and act out a narrative.

ELG: 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

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Curriculum