



# Gusford Primary School



## Parent Guide to Learning in Reception

Your child is now starting in Reception. Reception is part of the Foundation Stage. The Foundation Stage begins through pre-schools, early years centres, nurseries and childminders, and ends with the Reception Year.

Through supervised play based learning children are encouraged to explore, develop, imagine and investigate their surroundings in order to start to understand the world around them.

The Foundation Stage allows children to develop skills, build ideas, think creatively and interact and communicate effectively with others. Foundation Stage is laying down the building blocks for a smooth transition into Year 1 and the start of Key Stage 1.



There are three 'Prime' areas of learning in the Foundation Stage;

***Communication and Language Physical Development***

and

***Personal, Social and Emotional Development***

**Communication and Language** These are some of the skills required for Communication and Language;

**By the end of Reception** the average Reception child should be able to:

- \* Listen attentively in a range of situations.
- \* Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- \* Give their attention to what others say and respond appropriately, while engaged in another activity.
- \* Follow instructions involving several ideas or actions.
- \* Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- \* Children express themselves effectively, showing awareness of listeners' needs.

- \* They develop their own narratives and explanations by connecting ideas or events.
- \* Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

### **Physical Development**

These are some of the skills required for Physical Development;

**By the end of Reception** the average Reception child should be able to:

- \* Talk about the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- \* Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- \* Show good control and co-ordination in large and small movements.
- \* Move confidently in a range of ways, safely negotiating space.
- \* Handle equipment and tools effectively, including pencils for writing, forming letters correctly.

## **Personal, Social and Emotional Development**

These are some of the skills required for Personal, Social and Emotional Development;

**By the end of Reception the average** Reception child should be able to:

- \* Play co-operatively, taking turns with others.
- \* Take account of one another's ideas about how to organise their activity.
- \* Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- \* Confident to try new activities, and say why they like some activities more than others. \*Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- \* Say when they do or don't need help.
- \* 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.
- \* Work as part of a group or class, and understand and follow the rules.

\* Adjust their behaviour to different situations, and take changes of routine in their stride.

There are additional areas of **specific** learning; Mathematics, Literacy, and Knowledge of the World, Expressive and Creative.

## **Literacy**

These are some of the skills required for literacy;



**By the end of Reception the average** Reception child should be able to:

- \* Continue a rhyming string (cat, bat, hat..)
- \* Segment the sounds in simple words and blend them (sh..o..p...shop!), for reading and writing.
- \* Write some 'common exception words, such as 'we' or 'the'.
- \* Link sounds to letters, naming and sounding the letters of the alphabet.
- \* Read words and simple sentences, and understands what they have read.
- \* Enjoy an increasing range of books.

\* Begin to break the flow of speech into words when they write (finger spaces!).

\* Write short sentences in meaningful contexts. Writing should be phonetically plausible.

## **Mathematics**

These are some of the skills required for Mathematics;



**By the end of Reception the average** Reception child should be able to:

- \* Say numbers in order to 20.
- \* Count up to 20 objects reliably.
- \* Count on and back from different numbers to 20.
- \* Recognise the written numbers 1 to 20.
- \* Use words to compare eg more, less, greater, smaller, heavier, lighter.
- \* Find 1 more and 1 less than any number from 1 to 20.
- \* Add two groups of objects.
- \* Count how many are left when some objects are taken away.
- \* Make simple patterns and talk about them.

\* Name and describe shapes such as circle, square, triangle, rectangle, cube, cone, sphere, using mathematical language such as longer, curved, sides, vertices, faces, edges.

\* Use words to describe position such as over, under, above, below, on, in, next to, beside.

### **Understanding the World**

These are some of the skills required for Understanding the World;

**By the end of Reception the average Reception child should be able to:**

- Talk about past and present events in their own lives.
- Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.
- Look closely at similarities, differences, patterns and change, and talk about them.
- Complete simple programmes on a computer, and other ICT hardware.

### **Expressive and Creative Arts**

These are some of the skills required for Expressive and Creative Arts;

### **By the end of Reception the average**

**Reception child should be able to:**

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Explore what happens when they mix colours.
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately

**Please remember** this is meant purely as a guide for parents, to give you some idea of the type of activities we will be working on throughout the year so you will be able to support this work at home. Some children will be working below or above this level.

