

The Reception Journey

What will we achieve this year?

Supporting your child through this year is a very vital stepping stone into their school journey. By the end of the year, children will be assessed on Early Learning Goals (ELG's). To reach the expected level, we encourage you to review the goals below to see what you can do to help your child's learning. Through the year we offer family learning opportunities and invitations to come and discuss your child's progress. At White Hall Academy we promote a joint school-parent partnership in making learning fun and successful for your child.

Let the journey begin!

PRIME AREAS

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

Moving and handling

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 and self-care

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, including dressing and going to the toilet independently.

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.

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.

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.

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.

SPECIFIC AREAS

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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.

The world

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

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

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.

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.



Am I ready for Reception?

Tips for parents and carers

When your child starts their Reception year there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help you identify areas of strength and weakness.

Self-care

- I can wash my hands after using the toilet and before eating.
- I can wash my hands when they are dirty.
- I can wipe/blow my nose.
- I can tell an adult when I feel unwell.

Getting dressed

- I can button and unbutton my clothes.
- I can put my own shoes and socks on.
- I can put on a coat and jumper/cardigan.
- I can use a zip.

Eating and drinking

- I can use a knife and fork.
- I can get a cup of water.
- I can open up my packed lunch, e.g. undo wrappers, open crisps.

Writing skills

- I can hold a pencil in my hand and am practising how to use it correctly.
- I can trace lines and colour in.
- I am starting to write letters in my name.

Reading skills

- I can recognise my own name when it is written down.
- I like to listen to rhymes and stories.
- I like to look at picture books and can turn the pages myself.

Counting skills

- I can count objects when they are in a line.
- I can count to 10.
- I can recognise some numbers.
- I join in with number rhymes and play counting games.

Going to the toilet

- I can go to the toilet by myself.
- I can wipe myself.
- I can flush the toilet.
- I can wash my hands and dry them after using the toilet.

Sharing and turn taking

- I can share toys and take turns.
- I can play with others using kind hands.
- I can interact with other children.

Independence

- I am happy to be away from my parent or my main carer.
- I can tidy up what I have used and look after my things.
- I can ask when I do or do not need help.

Curiosity

- I enjoy learning about the world around me.
- I like to try new activities and explore new environments.
- I like to ask questions.

Speaking

- I can talk about myself, my feelings and needs.
- I can talk in full sentences.
- I can talk confidently to familiar people.

Listening and understanding

- I am able to sit still and listen for a short while.
- I can follow a simple set of instructions.
- I understand the difference between right and wrong, and why we follow rules.