



## End of Reception Curricular Goals



### Communication & Language

**Listen** attentively in a classroom environment and **respond** with comments and questions.

**Express** ideas and feelings, using new vocabulary and a range of tenses.

**Hold conversations** with peers and adults using full sentences, staying on topic, expressing own views and opinions and listening to others' views and opinions.



### Personal, Social & Emotional

Identify **own feelings** and **regulate own behaviour** appropriately in most situations in school.

Show **kindness** and **care** towards others as part of being 'good soil'.

Show **resilience** and **perseverance** to overcome challenges.

Make **plans** and **decisions independently** and show a **fascination** for learning about new things.

**Manage basic hygiene, health and safety and personal needs** independently most of the time including oral hygiene, pedestrian safety and changing for outdoor learning.



### Physical

**Move energetically** showing strength, balance and coordination safely.

**Use a pencil effectively** using the correct tripod grip, correctly forming most letters.

**Use a range of small tools competently** including scissors and cutlery.



### Literacy

**Read books** containing RWI Set 2 and Set 3 sounds.

**Show understanding of stories** through relevant comments, predictions and questions, retelling them in their own words and answering more complex questions about them e.g. when? why? or how?

**Write simple sentences** for a range of purposes that can be read by others, including phonetically plausible spellings and some correctly spelled key words.



### Mathematical

**Understand numbers to 10** in depth including subitizing numbers of objects up to 5 and knowing number bonds for numbers up to 10 automatically.

**Recognise patterns** of the counting system beyond 10

**Compare quantities** up to 10 in different contexts using vocabulary 'more than', 'less than', 'fewer', 'same as' and 'equal to' and share items equally between others.

**Compare length, weight and capacity** in everyday contexts.

**Continue, copy and create continuing patterns** with different resources.

**Complete jigsaws** with 12-24 pieces and **manipulate 2D and 3D shapes** to build and create.



### Understanding the World

Talk about and listen sensitively to others talking about their **immediate families** and **communities**.

Show awareness of differences between **past** and **present** times.

Show some awareness of and respect for different **religious** and **cultural** communities.

Explain some similarities and differences between **different countries** and **different environments** including drawing information from simple maps.

Show understanding of some **changes in the natural world** including seasons and changing states of matter.



### Expressive Arts & Design

**Develop storylines** in collaborative pretend play.

**Perform** a dance, rhyme, song or story to an audience, solo or in a group.

**Use tools, materials and techniques** safely to make own creations including mixing own colours, refining ideas and explaining processes.

Humshaugh Early Years Unit will provide opportunities for children to achieve these goals by the end of their Reception year, giving them access to a high-quality curriculum and working in partnership with parents to support their learning at home.