

# Curriculum Objectives & Content for Reception

## Personal, Social & Emotional Development

Show an understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly.  
Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate.  
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, &  
Show an agility to follow instructions involving several ideas or actions.  
Be confident to try new activities & show independence, resilience & perseverance in the face of challenge.  
Explain the reasons for rules, know right from wrong & try to behave accordingly.  
Manage their own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices.  
Work & play cooperatively & take turns with others.  
Form positive attachments to adults & friendships with peers.  
Show sensitivity to their own & to others' needs.

## Communication & Language

Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions.  
Make comments about what they have heard & ask questions to clarify their understanding.  
Hold conversation when engaged in back and forth exchanges with their teacher & peers.  
Participate in small group, class & one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes & poems when appropriate.  
Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher.

## Physical Development

Negotiate space & obstacles safely, with consideration for themselves & others.  
Demonstrate strength, balance & coordination when playing.  
Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.  
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, paintbrushes & cutlery.  
Begin to show accuracy & care when drawing.

## Literacy

Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary.  
Anticipate (where appropriate) key events in stories.  
Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role play.  
Say a sound for each letter in the alphabet & at least 10 digraphs.  
Read words aloud consistent with their phonic knowledge by sound blending.  
Read aloud simple sentences & books that are consistent with their phonic knowledge, including some common exception words.  
Write recognisable letters, most of which are correctly formed.  
Spell words by identifying sounds in them & representing the sounds with a letter or letters.  
Write simple phrases & sentences that can be read to others.

## Mathematics

Have a deep understanding of number to 10, including the composition of each number.  
Subitise (recognise quantities without counting) up to 5.  
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including facts) and some number bonds to 10, including double facts.  
Verbally count beyond 20, recognising the pattern of the counting system.  
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  
Explore & represent patterns within numbers up to 10, including evens & odds, double facts & how quantities can be distributed equally.

## Understanding the World

Talk about lives of the people around them & their roles in society.  
Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class.  
Understand the past through settings, characters & events encountered in books read in class & storytelling.  
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction & maps.  
Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class.  
Explains some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & (when appropriate) maps.  
Explore the natural world around them, making observations & drawing pictures of animals & plants.  
Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.  
Understand some important processes & changes in the natural world around them, including seasons & changing states of matter.

## Expressive Arts & Design

Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.  
Share their creations, explaining the process they have used.  
Make use of props & materials when role playing characters in narratives & stories.  
Invent, adapt & recount narratives & stories with peers & their teacher.  
Sing a song of well-known nursery rhymes or songs.  
Perform songs, rhymes, poems & stories with others, and (when appropriate) try to move in time with music.