

Churchside Federation



End of year expectations for Reception

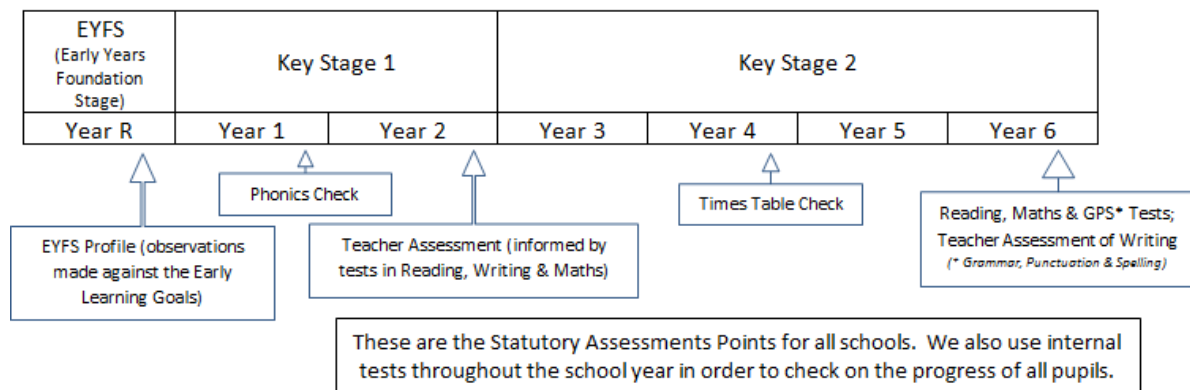
Characteristics of Effective Learning

Churchside Federation is a place where children's confidence is nurtured in a secure and happy environment, one where a strong sense of respect, honesty and kindness underpins all relationships.

Alongside our Christian Values sit our Good To Be Green Behaviour System, linked to the Characteristics of Effective Learning.

Through Playing and Exploring children are finding out and exploring, they play with what they know and are willing to 'have a go'. Children are Active Learners by being involved and concentrating, they keep on trying when they get stuck and enjoy achieving what they set out to do. Children Create and become Critical Thinkers; they are encouraged to have their own ideas, make links between what they already know and make choices about how to do things.

The Primary School Journey



This booklet contains expectations that have been identified by staff as being the minimum requirements for your child in order to ensure they make continued progress the following year. All the objectives will be taught and practised at school. Any extra support you can provide in helping your child achieve these will be greatly valued. If you have any queries about this booklet, or want support in knowing how best to help your child, please speak to their class teacher.

Communication and Language

Listening and attention: children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding. Children hold conversation when engaged in back and forth exchanges with their teacher and peer

Speaking: Children participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and make use of conjunctions, with modelling support from their teacher.

Physical Development

Gross Motor Skills: Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and co-ordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills: Children 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 and cutlery, Children begin to show accuracy and care when drawing.



Personal, Social and Emotional Development

Self-Regulation: Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children give focussed attention to what the teacher says and responds appropriately even when engaged in an activity.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Oral health.

Building relationships: Children work and play and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own and others' needs

Literacy

Comprehension: Children demonstrate understanding of what has been read to them by re-telling stories and narrative using their own words and recently introduced vocabulary Children anticipate key events in stories Children use and understand recently introduced vocabulary during discussion about stories, rhymes and poems and during role-play

Word Reading: children say a sound for each letter in the alphabet and at least 10 digraphs. Children read words consistent with their phonic knowledge by sound-blending.

Writing: children write recognisable letters, most of which are correctly formed. Children spell words by identifying sounds in them and representing the sounds with a letter or letters. Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words



Mathematics

Numbers: children have a deep understanding of number to 10 including the composition of each number. Subitise to 5 (Recognise an amount without counting) Children automatically recall numbers bonds to up to 5 without reference to rhymes, counting or other aides, including subtraction facts and some number bonds to 10 including double facts

Numerical Patterns: Children verbally count beyond 20, recognising the pattern of the counting system. Children compare quantities up to 10 in different contexts, recognising them when one quantity is greater than another or less than another.

Children explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.



Understanding the World

People, Culture and communities: children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from other stories, non-fiction texts and maps.

The Natural world: children explore the natural world around them, making observations and drawings of pictures of plants and animals. Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children understand some important processes and changes in the natural world around them, including the Seasons and changing states of matter.

Past and Present: Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. seasons and changing states of matter. Children understand the past through settings, characters and events encountered in books read in class and storytelling



Expressive arts and Design

Creating with Materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, Children share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive: children invent, adapt, and recount narratives and stories with peers and their teacher. Children sing a range of well known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and try to move in time with the music.

