

## Slaley First School: Reception Medium Overview (40 – 60 months)

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates &amp; sits quietly during appropriate activity.</li> <li>• Two-channelled attention can listen and do for short span.</li> </ul> <p><b>ELG:Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events &amp; 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.</b></p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>ELG:Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine &amp; recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b>ELG: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.</b></p>	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understands others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG: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, &amp; form positive relationships with adults &amp; other children.</b></p> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>ELG:Children are confident to try new activities, &amp; 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.</b></p> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, &amp; of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate &amp; solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>ELG:Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, &amp; know that some behaviour is unacceptable. They work as part of a group or class, &amp; understand &amp; follow the rules. They adjust their behaviour to different situations, &amp; take changes of routine in their stride.</b></p>	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing &amp; chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence &amp; skill around, under, over and through balancing &amp; climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction &amp; malleable materials safely &amp; with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement &amp; retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>ELG:Children show good control &amp; co-ordination in large &amp; small movements.They move confidently in a range of ways, safely negotiating space. They handle equipment &amp; tools effectively, including pencils for writing.</b></p> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs &amp; understands need for variety in food.</li> <li>• Usually dry &amp; clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping &amp; hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, &amp; considers &amp; manages some risks.</li> <li>• Shows understanding of how to transport &amp; store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>ELG:Children know the importance for good health of physical exercise, &amp; a healthy diet, &amp; talk about ways to keep healthy &amp; safe. They manage their own basic hygiene &amp; personal needs successfully, including dressing &amp; going to the toilet independently.</b></p>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, &amp; beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see &amp; checks by counting them.</li> <li>• Uses the language of 'more' &amp; 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding &amp; subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests &amp; fascinations.</li> </ul> <p><b>ELG: 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 &amp; objects, they add &amp; subtract two single-digit numbers &amp; count on or back to find the answer. They solve problems, including doubling, halving &amp; sharing.</b></p> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, &amp; mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects &amp; common shapes to create &amp; recreate patterns &amp; build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders &amp; sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>ELG: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 &amp; describe patterns. They explore characteristics of everyday objects &amp; shapes &amp; use mathematical language to describe them.</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears &amp; says the initial sound in words.</li> <li>• Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words &amp; simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books &amp; computers.</li> </ul> <p><b>ELG:Children read &amp; understand simple sentences. They use phonic knowledge to decode regular words &amp; read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write &amp; paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words &amp; blend them together.</li> <li>• Links sounds to letters, naming &amp; sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>ELG: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 &amp; others. Some words are spelt correctly &amp; others are phonetically plausible.</b></p>	<p><u>People and communities</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs &amp; routines.</li> </ul> <p><b>ELG:Children talk about past &amp; present events in their own lives &amp; in the lives of family members. They know that other children don't always enjoy the same things, &amp; are sensitive to this. They know about similarities &amp; differences between themselves &amp; others, &amp; among families, communities &amp; traditions.</b></p> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns &amp; change.</li> </ul> <p><b>ELG:Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things. They talk about the features of their own immediate environment &amp; how environments might vary from one another. They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</b></p> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>ELG:Children recognise that a range of technology is used in places such as homes &amp; schools. They select and use technology for particular purposes.</b></p>	<p><u>Exploring &amp; using media &amp; materials</u></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs &amp; dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently &amp; appropriately.</li> <li>• Selects appropriate resources &amp; adapts work where necessary.</li> <li>• Selects tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</li> </ul> <p><b>ELG:Children sing songs, make music &amp; dance, &amp; experiment with ways of changing them. They safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</b></p> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement &amp; gesture in order to express &amp; respond to feelings, ideas &amp; experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop &amp; act out a narrative.</li> </ul> <p><b>ELG:Children use what they have learnt about media and materials in original ways, thinking about uses &amp; purposes. They represent their own ideas, thoughts &amp; feelings through design &amp; technology, art, music, dance, role play &amp; stories.</b></p>