

# All About Reception



# Development Matters

## Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners can help them to reach their full potential by providing a rich and stimulating environment. This guidance helps adults to understand and support children's early learning and development.

Practitioners can find more information on the Early Years Foundation Stage (EYFS) on the Department for Education website at [www.foundationstage.gov.uk](http://www.foundationstage.gov.uk). The EYFS guidance material is published in consultation with the Department for Education and the Department for Communities and Local Government.



- Our Reception classes follow the national Early Years Foundation Stage (EYFS) Framework, which has seven main areas of development. Through developmentally appropriate play, including both adult and child initiated learning activities, we offer learning experiences that will enable all children to develop the knowledge, skills and understanding to progress towards their early learning goals and to be ready for the next stage of life and learning.
- The Early Years framework is divided into seven areas. Three 'prime' areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Children start to focus on these prime areas between the ages of three and four and they are the most essential for your child's healthy development and future learning.
- For further information, please [click here](#) to download the Early Years Framework



# Prime Areas

- **Communication and language** - Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes.
- **Physical development** – Children are encouraged to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. A range of equipment and opportunities both indoors and outdoors allows children to develop confidence and enjoyment in the use of their bodily skills. Adult support enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. Children are also supported in the development of fine motor skills required to use tools, including pens and pencils and to handle small objects with increasing control and precision.
- **Personal, social and emotional development** – Children are taught to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also take part in the life of the class, sharing and co-operating with other children and adults. All children will be recognised as an ‘expert’ in some aspect of school life to promote positive self-esteem and leadership skills from an early age.



# *Specific Areas*

As children grow, the prime areas are strengthened and these will help them to develop skills in the four specific areas.

## SPECIFIC AREAS:

- **Literacy** - Development involves encouraging children to link sounds and letters and to read and write. Children are taught to understand that written symbols carry meaning, to be aware of the purpose of writing and to use drawn and written symbols for themselves. Children are given access to a wide range of reading materials to ignite their interest giving every child the opportunity and encouragement to become familiar with books. They learn how to handle them carefully and be aware of their uses, both for reference and as a source of stories and pictures. Books are shared daily in small groups and as a whole class, and individual reading books are sent home to be shared at home.
- **Mathematics** - Children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. By means of adult-supported, practical and child initiated activities, children become familiar with sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. A regular 'toast bar' encourages children to understand fractions practically.



# *Specific Areas*

- **Understanding the world** - Children are encouraged to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children explore and understand their environment within the class and within the wider community. A range of safe and well-maintained equipment enables children to extend their technological understanding.
- **Expressive arts and design** - Children explore and play with a wide range of media and materials, and are encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. A variety of art equipment is available for all children to explore, including paint, glue, crayons, pencils, pens, chinks, pastels and natural/man made materials. Children join in with and respond to music, movement and stories, and there are many opportunities for imaginative play. All children take part in seasonal performances to perform to others.



# Curriculum

- All seven areas of the curriculum are used by our Reception teachers to plan learning activities suited to each child's individual needs. In Reception, children learn through playing, exploring and being active, and much of the learning in the EYFS is child initiated. All children have access to a range of learning activities both inside and outside the classroom that support their own progress. Reception staff makes regular detailed assessments of all children to ensure that good progress is made by all children. These observations are recorded in both the child's 'Special Book' and in 'Primary essence' which records a detailed synopsis of your child's progress and achievement. All parents will have access to these observations in their child's Reception year.
- Videos will also be uploaded onto our website on a half termly basis to show the parents all the exciting and fun things that your child is doing in Reception.
- During their time in Reception, all children have free access to the indoor and outdoor learning environments. A wide variety of learning opportunities are available daily, taken from the interests of the children. Children are encouraged to work both independently when making their own learning choices and also to work collaboratively with others.



# Curriculum

Our curriculum is planned half termly. The learning for each half term can be found below.

<b>Autumn 1:</b>	CALM curriculum- our plan for Rebuilding, Re-connecting and Resilience.
<b>Autumn 2:</b>	Celebrations
<b>Spring 1:</b>	Once Upon a Time
<b>Spring 2:</b>	In the garden
<b>Summer 1:</b>	Adventure
<b>Summer 2:</b>	Author, Author writes the story, Illustrator draws the pictures!

(These are subject to change according to children's interests and Covid-19)

