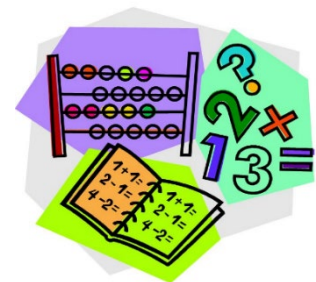
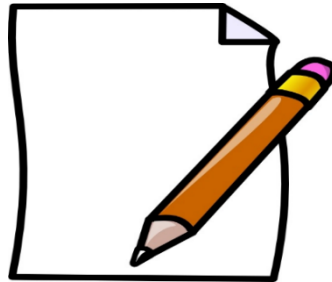




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## MRS BLAND'S INFANT AND NURSERY SCHOOL

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## RECEPTION CURRICULUM EXPECTATIONS

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*Community • Curiosity • Creativity • Challenge*

## Introduction

This booklet is designed to provide you with an overview of the curriculum end points for communication, language and literacy and mathematics for children in Reception. The objectives within each of the overviews are taken from the Early Years Foundation Stage which the teachers will assess children against during the course of the year.

## COMMUNICATION AND LANGUAGE

### By the end of Reception, the children need to be able to...

Understand how to listen carefully and why listening is important.
Learn new vocabulary through meaningful contexts and use this in different contexts.
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives e.g. because, and, but.
Describe events in <u>some</u> detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases e.g. "Good morning, how are you?"
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Listen to, and learn, rhyme, poems and songs.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## READING

### By the end of Reception, the children need to be able to...

Read individual letters by saying the sounds for them.
Blend sounds into words to reads short words made up of known letter-sound correspondences e.g. hat > hat, sh-o-p > shop.
Read some letter groups that each represent one sound and say sounds for them e.g. th, sh, ch, ee, or, igh.
Read a few common exception words e.g. he, she, was, my, you, her, they, all, are.
Read and understand simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

## WRITING

By the end of Reception, the children need to be able to...

Form <u>most</u> lower-case and capital letters correctly.
Spell words that include letter groups.
Spell some common exception words by identifying the sounds and then writing the sound with letter/s.
Write sentences dictated by the teacher which contain only the taught sound-letter correspondences.
Orally rehearse a sentence of their own before attempting to write it.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

## MATHS

By the end of Reception, the children need to be able to...

Count objects, actions and sounds.
Subitise (to be able to look at a small number of objects and instantly recognise how many objects there are without needing to count them).
Link the number symbol (numeral) with its cardinal number value.
Count beyond ten.
Compare numbers using words such as 'more than', 'less than', 'fewer', 'the same as' and 'equal to'.
Explore the composition of numbers to 10 (number bonds).
Automatically recall number bonds for numbers 0-5 and some to 10.
Select, rotate and manipulate shapes to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, (for example, two triangles can be put together to make a square) just as numbers can.
Compare weight, length and capacity (using comparative language using 'than'. For example, 'heavier than', 'longer than').