



Christleton Primary School


EYFS

*The Christleton Child; Ready for Year One*



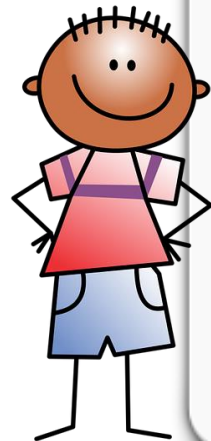
## Communication and Language

- Children will discover the connections between the spoken word, reading and writing.
- Children will use their language to effectively communicate their thoughts feelings and ideas in a range of situations.
- Children are confident to speak in group, whole class and one to one situations and develop an eagerness to learn and apply a range of vocabulary to new situations.
- The children will have learned a range of poems, rhymes and familiar stories by the end of reception, which they can confidently perform to others.
- Children will be able to use past, present and future tense accurately when discussing their learning and own experiences.



## Personal, Social, Emotional Development

- Children will have developed strong, warm and supportive relationships with adults, which enable children to learn how to understand their own feelings and those of others.
- Children will begin to use strategies to manage emotions, develop a positive sense of self.
- Children will set themselves simple goals and have confidence in their own abilities.
- Children will persist and wait for what they want and direct attention as necessary.



## Physical Development

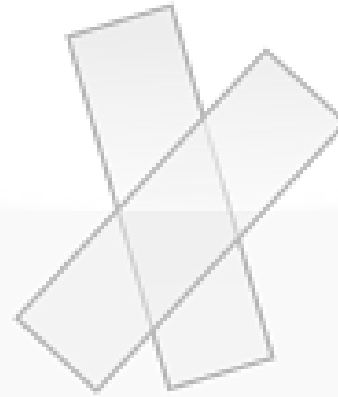
### Gross Motor

- Children will show good coordination and control when using a range of equipment and movements alone and in a group.
- Children will confidently move energetically and safely in different environments alone and in a group.
- Children can sit at a table and carpet area with good posture so that they can listen and give attention effectively and complete task including writing, drawing, cutting and sticking.

### Fine Motor

- Children can handle equipment effectively with control and coordination to complete learning tasks including writing, drawing, cutting and sticking.
- Children can hold a pencil in a tripod grip to develop a fast, accurate and fluent handwriting style.





## Literacy- Reading and Writing

**Our aim is for children to develop a life-long love of reading and writing that they choose to peruse in their own time.**

### Comprehension

- Children will have developed a broad range of stories, poetry and rhymes that they can retell with accuracy and detail.
- Children will understand the basic story structure so that they can retell their own stories using a range of rich story language.
- Children will effectively choose how to tell a story and engage an audience, for example, through small world, role play, drama and picture/ words.
- Children know how to effectively use non-fiction texts to acquire new knowledge about the world around them and pursue their own interests.
- Children can predict and summarise simple stories.
- Children are actively involved in story discussions, providing their own thoughts, feelings and ideas about characters, settings, events and language.

### Word Reading

- Children will know all set 2 RWI diagraphs and trigraphs.
- Children use and understand the strategies they have been taught in the RWI program to read words and sentences independently and accurately with the sounds that have been taught.
- Children can name the alphabet letters when presented in upper and lower case.
- Children will read all 'red' words from RWI red books and some from green books.
- Children will be confidently reading at RWI green text level.

### Writing

- Children can independently write lists, simple sentence and captions for a range of purposes.
- Children are beginning to use capital letters and full stops effectively.
- Children are able to re-read their own writing.
- Children are able to use their phonic knowledge to make phonetically plausible attempts at spelling words independently.





## Math's

- Children will demonstrate a good number sense.
- Children will develop fluency in calculations in numbers up to 10 and can select an appropriate strategy and resource to work out simple calculations, for example, tens frames, part- whole models, number tracks, fingers and pictorial representations.
- Children will be confident to use a range of manipulatives that are concrete, pictorial and abstract to support their understanding of early mathematical structures.
- Children will develop a love of Math's and curiosity. They will develop a 'have a go' attitude and not be afraid to make mistakes.
- Children will begin to have an understanding of patterns, shape, space and measure.



## Expressive Arts and Design

- Children are confident to represent their own ideas, thoughts and feelings through art. They safely explore a range of materials, tools and techniques; and experiment with colour, design, texture, form and function. The children are encouraged to be curious and question, as well as develop skills and techniques that give them the strong foundations to confidently access the year one curriculum.
- In Design and Technology, the children learn to develop and make sense of their physical world through opportunities to explore, observe and find out about technology. The children can follow their own interests and build upon these with exciting and enjoyable learning experiences.
- Children will explore and play with a wide range of musical instruments, as well as being provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music. All children are encouraged to explore music through singing songs, making their own music and experimenting with changing them to create their own melodies.



## Understanding the World

- Children are inquisitive asking questions to find out more, they are engaged and will develop investigative skills so that they are actively involved in their acquisition of knowledge of;
  - historical events
  - the natural world which includes plants and living things
  - their immediate environment and other environments
  - people and communities.
- Children will show respect and tolerance for our diverse communities and understand how these are celebrated

