



## Reception Curricular Goals for 2022/2023

<b>Communication and Language</b>	<b>Understanding the World</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
<p>I can use new words I learn in Drawing Club when I talk to my friends or a grown up.</p> <p>I can talk about and remember my learning using our floor books.</p> <p>I can ask a well thought out question and listen to the response.</p>	<p>I can say what the environment is like where I live and where the school is.</p> <p>I know the name of my town.</p> <p>I know something that happened in the past in Redruth.</p>	<p>I can try something new myself before I ask for help.</p> <p>I can try my best to succeed.</p> <p>I show that I care about others in my class.</p> <p>I can help a friend to succeed.</p> <p>I can talk about how I feel and I know what I can do in a challenging situation.</p>	<p>I can use a tool confidently and safely during my Wild Tribe sessions.</p> <p>I can use scissors to cut out a picture.</p> <p>I can use a knife and fork to cut my school dinner.</p> <p>I can dress myself for Wild Tribe sessions, PE sessions and when going home.</p> <p>I can move confidently. I demonstrate good posture when sitting at a table to write.</p>
<b>Expressive Art &amp; design</b>	<b>Mathematics</b>	<b>Literacy Writing</b>	<b>Literacy Reading</b>
<p>I can tell a story in my play.</p>	<p>I can subitise amounts to 10 on a ten frame.</p>	<p>I can write a sentence that can be read by my teacher.</p>	<p>I can tell someone else about a book I love.</p>



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<b>I can create a detailed drawing to express my ideas.</b>			<b>I can use the sounds I know to decode words by myself.</b>
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<b>Curricular Goal</b>	<b>Reason for identifying the goal</b>	<b>How will children be supported to succeed?</b>
<b>I can use new words I learn in Drawing Club when I talk to my friends or a grown up.</b>	40% of the cohort were 'not on track' in Communication and Language on entry. The 'get up, stand up' section of Drawing Club enables the children to learn 5 new words with actions that help them to understand the meaning of the words and link them to words they already know.	Drawing Club takes place every afternoon on a fortnightly rotation. The children learn 5 new words across the week linked to the book or cartoon focus for the Drawing Club. The words are used in context by all staff and identified in stories and books read to the children. The new words are displayed for adults and added to the class Magpie book linked to T4W. These words are reviewed regularly.
<b>I can talk about and remember my learning using our floor books.</b>	It is important for the children to remember more and be able to retrieve their learning at different points across the year and make links with new learning.	Our floor books are looked at and revisited regularly, with children being given time to talk about the learning they remember and they have enjoyed at the end of every half term. Their 'voice' is added to the floor books.
<b>I can try something new myself before I ask for help.</b>	On entry the children were unsure that they could try to do something before asking for an adult to help them. It is important for every child to develop a sense of independence and build up their resilience when things become a challenge.	Weekly life skills sessions enable the children to practise skills that teachers have noticed need to be developed in order to enable them to become independent. These sessions are planned for and delivered in 30 minute sessions in small groups. Children are given time to practise these skills within the provision and encouraged to 'have a go' each day so that they are able to see progress



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		and they have a sense of pride in their achievements over time.
<p><b>I can try my best to succeed.</b></p> <p><b>I show that I care about others in my class.</b></p> <p><b>I can help a friend to succeed.</b></p>	<p>These are ways in which the children can demonstrate our school ethos "We care, We help, We succeed". These are part of our class rules.</p>	<p>These statements are discussed regularly in carpet time sessions, as part of our assemblies, in our weekly PSHE and Jigsaw lessons and when revisiting our board of recognition with our class rules. Every day we remind the children of how to be the best version of themselves that they can be.</p>
<p><b>I can move confidently.</b></p> <p><b>I demonstrate good posture when sitting at a table to write.</b></p>	<p>On entry only 49% of the cohort are working at ARE in PD. The children need to develop a strong core to aid their posture. They also need to show an ability to run, jump and climb confidently.</p>	<p>Our SDP focus will ensure that children are encouraged to develop physical confidence and strength through activities planned within the provision as well as regular, consistent Real PE sessions across all three classes.</p>
<p><b>I can use a tool confidently and safely during my Wild Tribe sessions.</b></p>	<p>This is part of our Early Years Wild Tribe curriculum. This will also help to develop the children's fine motor skills that are needed to ensure they hold their pencil confidently to write.</p>	<p>Wild Tribe sessions take place weekly. Tools will be introduced in small groups with time to practise using these in future sessions.</p>
<p><b>I can use scissors to cut out a picture.</b></p> <p><b>I can use a knife and fork to cut my school dinner.</b></p> <p><b>I can dress myself for Wild Tribe sessions, PE sessions and when going home.</b></p>	<p>These were skills that children were not confident to use independently on entry to Reception. These skills enable the children to feel ready for the next part of their learning journey.</p>	<p>Weekly Life Skills sessions in small groups will enable the children to practise these skills. Provision will be enhanced throughout the year to enable the children to practise these skills.</p>
<p><b>I can create a detailed drawing to express my ideas.</b></p>	<p>77% of the cohort were not on track for literacy on entry.</p>	<p>Their Drawing Club folders demonstrate the progress they make as their pencil grip and creativity develops.</p>



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	<p>Alongside fine motor sessions Drawing Club enables the children to develop and practise their pencil and mark making skills. Self-portraits were created as a baseline activity. This highlighted the need to support the children to develop their drawing skills.</p>	<p>The children have the opportunity to create a new self-portrait each term so that they can see how their drawing has developed. The children's drawings in Drawing Club sessions are displayed and then put into their Drawing Club folder so that the children can see how their drawing skills have progressed over time.</p>
<p><b>I can tell a story in my play.</b></p>	<p>This is an important part of the new EY Framework 'Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures'</p>	<p>Through our Talk for Writing approach and the provision offered in all three classrooms (stage, role play, story areas, puppets, masks, costumes) allow children to experiment with creating their own stories. Children will be introduced to a wide range of story vocabulary and encouraged to use this in their play by supportive adults.</p>
<p><b>I can say what the environment is like where I live and where the school is.</b></p> <p><b>I know the name of my town.</b></p> <p><b>I know something that happened in the past in Redruth.</b></p>	<p>On entry the children were unfamiliar with the school environment but had also spent considerable time indoors due to the Pandemic and were unfamiliar with landmarks and features of the local environment surrounding the school. The children need opportunities which enable them to develop a sense of place and an understanding of what makes this place unique.</p>	<p>The children are given regular opportunities to explore areas of the school as well as the local environment surrounding the school. Through our school Go Cornish project the children are learning key phrases in the Cornish language and using these as part of their school routine. This is also supported in our Adventures and Cornish Knockers topics/themes where we explore our local area, Redruth and the county of Cornwall in a variety of ways.</p>
<p><b>I can tell someone else about a book I love.</b></p>	<p>Developing a love of reading for pleasure is essential, especially for those who are not read to at home. With 60% of the cohort at ARE in C&amp;L on entry this is a way of encouraging the children to talk to others.</p>	<p>The children vote to choose the stories that are read. The children have at least 3 stories read to them each day. Book talk is encouraged and each book is 'rated' and given between 2 and 5 stars. Children discuss how many stars it should be awarded and why. These books are placed into</p>



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		our reading areas and displayed on our reading area boards. They can be accessed at any point during the day. Texts are carefully selected with a variety of familiar and new texts on offer throughout the year. Some of these support the Pie Corbett reading spine, some are firm favourites and some support learning in other areas of the curriculum.
<p><b>I can use the sounds I know to decode words by myself.</b></p> <p><b>I can write a sentence that can be read by my teacher.</b></p>	<p>It is important that the children make accelerated progress in learning to read and write. This enables the children to be ready for the Year 1 curriculum where they will be required to read and write sentences independently.</p>	<p>RWI is taught from Day 1 in Reception, with the picture cards from RWI introduced in Nursery. Children have a RWI session daily as well as additional opportunities to practise during pinny time, daily Fred games and using the writing clips on the online portal.</p> <p>Reading and writing opportunities are planned for within the provision. Children also have opportunities to link their reading and writing in RWI to other aspects of the curriculum – cross curricular writing opportunities are planned for throughout the year. A purpose for reading and writing is essential for engagement.</p> <p>Teachers model reading unfamiliar words using Fred Talk and model writing that encourages children to read it using Fred Talk also.</p> <p>Teachers deliver Writing Club group sessions for children to support their next steps in writing. This takes place during Independent Learning time.</p>
<p><b>I can subitise amounts to 10 on a ten frame.</b></p>	<p>Tens frames are used throughout KS1 to support maths learning. Using these in the Early Years will enable the children to become familiar with</p>	<p>In Nursery five frames are used to self register. In Reception children register using tens frames and time is taken every day to talk about how many</p>



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	<p>them and confident to use them in their maths learning as they move into Year 1.</p> <p>Following training from Karen Wilding about EY Number Sense it was important to make subitising part of the children's everyday maths and build on the subitising skills they develop as young children.</p>	<p>children are present and how they know. This is done without counting and by looking at patterns within the tens frames. Every day teachers ask – 'what can you see?' and 'How do you see it?'. Maths talk is encouraged and modelled. Tens frames are used when children vote for the stories that will be read. Subitising and using tens frames has become part of the children's everyday school experience.</p>
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