



ACORN, OAK and RECEPTION CURRICULUM OBJECTIVES



GENERAL WELLBEING

Making Relationships

- Begin to play alongside others
- Show affection and concern for people who are special to them
- Begin to share how they are feeling with a familiar adult
- Begin to accept when their need are not met immediately
- Begin to form special friendship with another child

- Demonstrates friendly behaviour
- Initiates conversation
- Can play in a group
- Welcome praise of what they have done
- Can initiate play
- Keeps play going by responding to what others are saying or doing.
- Forms good relationships with peers and familiar adults
- Asks appropriate questions
- Begins to accept the needs of others and can take turns and share
- Can tolerate delay when needs are not immediately met
- Aware of boundaries and of behavioural expectations in the setting

- Aware of own feelings and knows that some actions and words can hurt the feelings of others
- Takes account of what others say
- Takes steps to resolve conflict
- Can adapt behaviour to different events, social situations and change of routine



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- Can negotiate and solve problems without aggression eg when someone has taken their toy
- Talks about their behaviour and consequences
- Work as part of a group and follows the rules



By the End of Reception Children should

- play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and Self Awareness

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.
- Try new activities
- Say what they like best
- Talk about their ideas

- Play co-operatively
- Take turns
- Enjoys the responsibility of carrying out small tasks
- Confident in asking for help
- Confident to speak in a familiar group
- Can select and use activities and resources with help.
- Enjoys responsibility of carrying out small tasks.



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- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing
- will communicate freely about own home and community



- Explains own knowledge and understanding
- Welcomes feedback of how they have done something
- Initiates conversation
- Confident to speak to others about own needs, wants, interests and opinions
- Can describe self in positive terms and talk about abilities
- Confident in new social situations
- Confident to speak out and communicate about home and community
- Asks questions

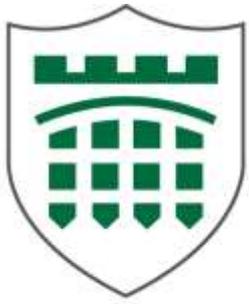
By the end of Reception children should

- be confident to try new activities
- say why they like some activities more than others
- be confident to speak in a familiar group
- talk about their ideas
- choose the resources they need for their chosen activities
- say when they do or don't need help.



Managing Feelings and Behaviour

- Is aware of others' feelings
- Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle
- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Understands that own actions affect other people
- Aware of the boundaries set, and of behavioural expectations in the setting
- Beginning to be able to negotiate and solve problems without aggression



By the end of Reception children should



- talk about how they and others show feelings
- talk about their own and others' behaviour, and its consequences
- know that some behaviour is unacceptable
- work as part of a group or class, and understand and follow the rules
- adjust their behaviour to different situations
- take changes of routine in their stride.

COMMUNICATION AND LANGUAGE DEVELOPMENT

Listening

- Listen for increasing lengths of time to stories and songs within the group
- Begin to anticipate key events in a story or song
- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained
- Listen attentively in a range of situations
- When listening to familiar stories anticipates key events
- Be able to listen for a short time during introductions to lessons (Max 10 mins)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.



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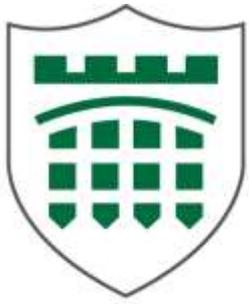
- Is able to follow directions (if not intently focused on choice of activity).
- Listen respectfully to adults and peers within the setting
- Listen to stories and predict key events
- Be able to listen and focus during introductions to lessons (Max 15 mins)
- Maintains attention, concentrates and sits quietly during appropriate activity.



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By the end of Reception children should

- listen attentively in a range of situations
- listen to stories, accurately anticipating key events
- respond to what they hear with relevant comments, questions or actions
- give their attention to what others say and respond appropriately, while engaged in another activity.



Understanding



- Respond appropriately to a familiar adult asking them to do something
 - Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”
 - Understands more complex sentences,
 - Understands ‘who’, ‘what’, ‘where’ in simple
 - Developing understanding of simple concepts (e.g. big/little).
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- Respond to what they hear with relevant comments
 - Understands use of objects
 - Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
 - Responds to simple instructions, e.g. to get or put away an object.
 - Beginning to understand ‘why’ and ‘how’ questions
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- Give attention to what others say and respond appropriately.
 - Responds to instructions involving a two-part sequence.
 - Understands humour, e.g. nonsense rhymes, jokes.
 - Able to follow a story without pictures or props.
 - Listens and responds to ideas expressed by others in conversation or discussion.

By the end of Reception children should

- follow instructions involving several ideas or actions
- answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.



Speaking

- Begin to communicate feelings to known adult
 - Begin to communicate with other children in the setting through play
 - Begin to join in with familiar stories and songs
 - Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
 - Holds a conversation, jumping from topic to topic.
 - Learns new words very rapidly and is able to use them in communicating.
 - Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
 - Uses a variety of questions
 - Uses simple sentences
 - Beginning to use word endings
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- Uses language to recreate roles in play
 - Uses talk to organise, sequence and clarify thinking, ideas and feelings.
 - Beginning to use more complex sentences to link thoughts
 - Can retell a simple past event in correct order
 - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
 - Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
 - Uses a range of tenses (e.g. play, playing, will play, played).
 - Uses intonation, rhythm and phrasing to make the meaning clear to others.
 - Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences.



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- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'
- Introduces a storyline or narrative to play
- Express themselves effectively, beginning to show awareness of the listener
- Use past, present and future forms when talking about events that have happened or about to happen
- Develop own narratives and explanations by connecting ideas and events
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.



By the end of Reception children should

- express themselves effectively, showing awareness of listeners' needs.
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- develop their own narratives and explanations by connecting ideas or events



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PHYSICAL DEVELOPMENT

Health and Self-care



- Feeds self competently with spoon.
 - Drinks well without spilling.
 - Clearly communicates their need for potty or toilet.
 - Beginning to recognise danger and seeks support of significant adults for help.
 - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
 - Beginning to be independent in self-care, but still often needs adult support.
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- Can tell adults when hungry or tired or when they want to rest or play.
 - Observes the effects of activity on their bodies.
 - Understands that equipment and tools have to be used safely.
 - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
 - Can usually manage washing and drying hands.
 - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
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- Eats a healthy range of foodstuffs and understands need for variety in food.
 - Usually dry and clean during the day.
 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.



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- Shows understanding of how to transport and store equipment safely.
- Practises some appropriate safety measures without direct supervision.



By the end of Reception children should

- know the importance for good health of physical exercise, and a healthy diet
- talk about ways to keep healthy and safe
- manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Dance

- Moves freely with enjoyment to music
- Moves freely with pleasure in a variety of ways
- Notices moves that adults do and is able to mimic
- Is able to create movements in response to music
- Is able to use movement to express feelings
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

Gross Motor Skills

- Moves freely and confidently around the setting
- Jumps off an object with support
- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.



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- Moves freely with pleasure and confidence in a range of ways
 - Mounts steps, stairs and climbing equipment confidently
 - Experiments with different ways of moving
 - Jumps off an object and lands appropriately
 - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
 - Walks downstairs, two feet to each step while carrying a small object.
 - Can stand momentarily on one foot when shown.
 - Can catch a large ball.
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- Travels confidently around, under, over and through balancing and climbing equipment
 - Stand on one foot, hop on one foot and skip
 - Catch a small ball
 - Use large bat to hit a ball
 - Play catch with a partner
 - Experiments with different ways of moving.
 - Jumps off an object and lands appropriately.
 - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
 - Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.



Fine Motor Skills



- Begins to use construction materials in play
 - Begins to complete simple jigsaw puzzles
 - Begins to hold a paint brush, scissors, pencils and pens with increasing levels of control
 - Turns pages in a book, sometimes several at once.
 - Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
 - Beginning to use three fingers (tripod grip) to hold writing tools
 - Imitates drawing simple shapes such as circles and lines.
 - Walks upstairs or downstairs holding onto a rail two feet to a step.
 - May be beginning to show preference for dominant hand.
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- Uses construction equipment to make models of increasing intricacy
 - Puts together jigsaw puzzles of increasing difficulty
 - Use one handed tools such as scissors correctly and safely
 - Use anticlockwise movements in letter formation
 - Trace vertical lines
 - Draws lines and circles using gross motor movements.
 - Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
 - Holds pencil near point between first two fingers and thumb and uses it with good control.
 - Can copy some letters, e.g. letters from their name
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- Shows a preference for a dominant hand
 - Handles tools, objects and malleable materials safely and with increasing control
 - Write recognisable lower case letters with correct formation
 - Write recognisable capital letters with correct formation
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
 - Begins to use anticlockwise movement and retrace vertical lines.



- Uses simple tools to effect changes to materials.



By the end of Reception children should

- show good control and co-ordination in large and small movements
- move confidently in a range of ways, safely negotiating space.
- handle equipment and tools effectively, including pencils for writing.

LITERACY DEVELOPMENT

Writing

- Distinguishes between the different marks they make
- Holds a pencil with an effective tripod grip
- Uses some clearly identifiable letters using correct formation to communicate meaning, representing some sounds correctly
- Attempts to write own name and understands that it is their name.
- Writes other things such familiar words, labels and captions
- Uses correct formation of most letters and begins to sit letters in correct position on lined paper.
- Begins to form capital letters of the alphabet correctly
- Writes own name, sentences, news and early stories using phonic knowledge



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By the end of Reception children should

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible



Reading

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Continue a rhyming string
- Hear and say the initial sounds in words
- Recognise the pure sounds of each of the letters of the alphabet using R.W.I
- Sing the alphabet and know that these are the names of the letters
- Read CVC, CCVC and CVCC words and sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Recognise the Reception 'Red Words' from RWI and the key sight words
- Move onto the first 100 high frequency words when ready
- Demonstrate an understanding of what they have read to others
- Use vocabulary and different forms of speech



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By the end of Reception children should

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding when talking with others about what they have read.

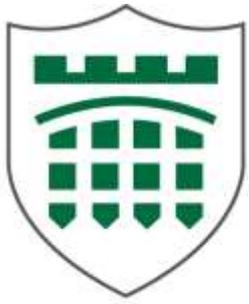


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MATHEMATICAL DEVELOPMENT

Shape, Space and Measure

- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Anticipates specific time-based events such as mealtimes or home time.
- Play with shapes, make models and arrangements with them
- Recognise basic 2D shapes triangle, circle, square, rectangle and star
- Recognise basic 3D shapes cone and cube.
- Find shapes in the environment
- Identify size and describe using language such as tall, short, big, small
- Use positional language front, behind, underneath, above, over, under, next to



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- Describe the similarities and differences in shapes such as round, corners and straight sides.
- Recognise 2D shapes pentagon, hexagon, octagon
- Recognise 3D shapes cuboid, sphere, cylinder and pyramid
- Measure straight lines using different equipment such as multilink and hands
- Understand calendars including days of the week, months and years
- Understand the concept of mirror image of a shape, as in symmetry
- Recognise coins 1p, 2p, 5p and 10p and use in calculations
- Identify 'O'Clock'
- Compare and order items by length and height
- Begin to estimate and then measure lengths and heights using nonstandard measurement units

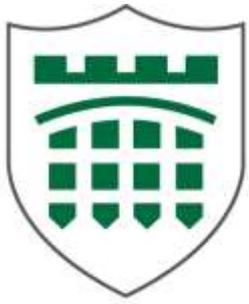


By the end of Reception children should

- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Number

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.



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- Begins to make comparisons between quantities.
 - Uses some language of quantities, such as 'more' 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.



and

- Use number names and language in songs and games
- Recite numbers in order to 10, then 20 and beyond
- Represent numbers using fingers, marks on paper and pictures
- Recognise numbers 0 to 10 in different contexts
- Recognise Numicon 1 to 10
- Count accurately with 1 to 1 correspondence to 10
- Match numerals to a number of objects to 10
- Match Numicon 1 to 10 to numerals

- Use Numicon to make numbers to 20 and beyond
- Begin to use the vocabulary involved in adding and subtracting
- Order numbers to 10 in increasing or decreasing order
- Find double numbers to 10
- Be able to calculate and adding and subtracting to 10
- Be able to record calculations using appropriate numerals and symbols
- Say the number one more than and one less than a given number
- Begin to see patterns in number

By the end of Reception children should

- 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 and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- solve problems, including doubling, halving and sharing.



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KNOWLEDGE AND UNDERSTANDING

People, Communities and the World



- Has a sense of own immediate family and relations.
 - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
 - Beginning to have their own friends.
 - Learns that they have similarities and differences that connect them to, and distinguish them from, others.
 - Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment
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- Shows interest in the lives of people who are familiar to them
 - Remembers and talks about significant events in their own experience
 - Shows care and concern for living things and the environment
 - Talks about why things happen and how things work
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- Talk about past and present events in their own lives and in the lives of family members.
 - Knows about similarities and differences between themselves and others, and among families, communities and traditions.
 - Know about similarities and differences in relation to places, objects, materials and living things
 - Talk about features in their own immediate environment and how they vary from one another
 - Make observations of animals and plants and explain why some things occur and talk about changes.



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By the end of Reception children should

- talk about past and present events in their own lives and in the lives of family members
- know that other children don't always enjoy the same things, and are sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions.
- know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary from one another
- make observations of animals and plants and explain why some things occur, and talk about changes.



Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.



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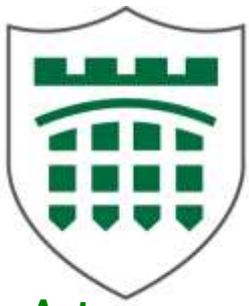
- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes.



CREATIVE DEVELOPMENT

Music

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Continue to build a repertoire of songs and nursery rhymes
- Play clapping games, fitting rhythms to know words
- Recognise high sounds and low sounds, loud sounds and quiet sounds
- Recognise different tunes without words



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Art

- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. .
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build
- Experiment with making different textures
- Manipulate materials to achieve a planned effect
- Use tools sensibly and safely and with increasing confidence
- Using junk materials to construct for a purpose
- Continue to learn to draw basic shapes and find ways of changing these into known objects
- Select tools and build techniques needed to shape, assemble and join materials they are using



By the end of Reception children should

- Children sing songs, make music and dance, and experiment with ways of changing them
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function