

Personal, Social and Emotional Development

Making relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

How this is achieved at Honeywell:

- Golden rules introduced in first few weeks of Reception and revisited throughout the year. Golden rules books shared with the children.
- Introduce the classroom routines.
- Social stories read and Circle Times used throughout the year to explore issues of sharing, friendships etc.
- Learn each other's names and make new friendships through games and Circle Times.
- Create a display about ourselves and what we like doing.
- Think about ways that we can help others through our topic 'people who help us'.
- 'Philosophy' introduced and the children take part in philosophical discussions throughout the year, using the vocabulary 'agree' and 'disagree'.
- Encourage the children to become independent by choosing activities around the classroom.
- Think about other cultures in our Arctic topic, e.g. the Inuit people and how their lives are different to ours.
- Learn how to look after and care for animals (chicks) during our science topic.
- Take part in the celebration of Christmas, Easter, Diwali and Chinese New Year.
- Think about resolutions for the New Year.
- Make their own 'happy shield' showing what makes them happy during castles topic.
- Learn to respect each other's views and opinions as well as differences through Circle Times and 'Show & Tell'.
- Think about real life superheroes, i.e. role models.
- Think about what makes them a 'superhero', i.e. what different talents they have.
- Think about 'changes' in Circle Times, preparing them for the new routines of Year 1.



Communication and Language 😊

Listening and attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.
- Early Learning Goal: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- 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.
- Early Learning Goal: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- 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. Introduces a storyline or narrative into their play.
- Early Learning Goal: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



How this is achieved at Honeywell:

- Read stories daily and encourage the children to join in with repeated refrains and answer questions.
- Introduce new topic words such as 'extinct' for dinosaurs.
- Use of 'Talk4 Writing' texts to help develop story language.
- Explicit teaching of new vocabulary.
- Provide daily opportunities for the children to speak in pairs, small groups and to adult.
- Develop communication and language skills through daily small world tables.
- Create role play areas for each topic to develop language opportunities through imaginative role play, such as a hospital, igloo and superhero den!
- Introduce new songs.
- Use language to imagine and recreate roles and experiences through our topics.

Physical Development

Moving and handling

- 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.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Early Learning Goal: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

- 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.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



How this is achieved at Honeywell:

- Develop fine motor skills through daily activities such as cutting, using tweezers, peg boards and play dough.
- Practice writing giant letters on the walls outside using paintbrushes dipped in water.
- Introduce 'Penpals for Handwriting' books to develop handwriting skills and pencil control.
- Provide handwriting and pencil control homework.
- Take part in dances related to our topics.
- Learn about a range of healthy practices with regard to eating, sleeping and hygiene.
- Develop their balance, agility, coordination and ball skills through weekly indoor and outdoor PE lessons.
- Introduce team games in PE and during the afternoon.
- Learn the importance of keeping healthy and those things which contribute to this through 'healthy living week'.
- Recognise the changes that happen to their bodies when they are active through PE lessons.
- Encourage children to travel around, under, over and through balancing and climbing on the playground equipment.
- Take part in our Reception sports day.

Literacy

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.
- Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

How this is achieved at Honeywell:

- Teach daily phonics to introduce sounds and sight words and develop reading and writing skills.
- Use Jolly Phonics songs and actions to support learning.
- Provide continuous opportunities for reading and writing for a variety of purposes both in the classroom and outdoors.
- Read 1:1 with the children each week on their reading day and provide examples of how the parents can support this at home.
- Read stories to the children daily, relating to our topics.
- Introduce golden writing skills e.g. finger spaces, full stops, sounding out words etc.
- Introduce 'golden writing targets' for each child.
- Use magnetic letters and other physical resources to build words.
- Look at the difference between fiction and non-fiction books.
- Provide purposeful and engaging opportunities for writing, such as writing to Father Christmas, writing biscuit recipes, keeping a 'chick diary' and making a passport.
- Use Talk 4 Writing texts to help the children retell stories with actions.
- Use Penpals for Handwriting books to develop handwriting skills.
- Celebrate Book Week where children will take part in a variety of exciting story related activities.
- Book corners in each classroom with a huge number of stories, reading books and non-fiction books.



Mathematics

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Early Learning Goal: Children 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. They solve problems, including doubling, halving and sharing.



Shape, space and measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.
- Early Learning Goal: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

How this is achieved at Honeywell:

- Daily maths teaching sessions and small group adult-led maths activities.
- Daily 'maths meeting' sessions to consolidate learning and introduce days of the week, positional language, pattern and shape.
- Daily activities daily on the 'maths challenge' table.
- Exploring number through purposeful and practical topic related activities, such as ordering penguins from the North Pole to the South Pole, learning about ordinal number through races, conducting a traffic survey on the Northcote Road, learning to take away by playing skittles, sharing fruit equally, adding through fishing games using magnetic rods and doubling using superhero jetpacks.
- Exploring shape, space and measure, through activities such as exploring the weight of ingredients for cooking, looking at the size of dinosaurs in relation to everyday things, ordering Arctic animals by height, going on shape hunts and exploring capacity with sand, water and rice.
- Introduce resources to support the children's learning, such as counters, Numicon and number lines.
- Providing opportunities for the children to develop their mathematical knowledge to solve 'real life' problems.

Understanding the world

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

The world

- Looks closely at similarities, differences, patterns and change.
- Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

People and communities

- Enjoys joining in with family customs and routines.
- Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

How this is achieved at Honeywell:

- Learn about the people and places in the school and in their local environment.
- Look at the difference between 'now' and 'then' through our dinosaur topic (prehistoric times).
- Learn about traditions and cultures through Chinese New Year, Christmas, Easter, Diwali topics and assemblies.
- Learn about different countries and continents such as the Arctic and Antarctica.
- Learn about melting and freezing by taking part in activities with ice, e.g. rescuing the penguins from the icebergs.
- Explore floating and sinking.
- Learn about the story of the Nativity and perform to the school and parents.
- Watch chicks hatch and learn about their life cycle.
- Learn about our 5 senses through investigations.
- Be 'Little Scientists' in our science topic 'Whizz, Bang, Pop!' - children take part in various investigations and experiments.
- Be kitchen scientists and investigate how foods change over time.
- Take part in weekly ICT lessons.
- Learn to use Beebots to investigate position and direction.
- Use Ipads to consolidate their learning across the curriculum.
- Explore history and geography through our topic on castles.
- Learn about everyday life in a castle and the people who lived in a castle and look at the features of castles.
- Learn about different London landmarks and learn about London through history.
- Look at the use of different types of transport found in London.
- Group transport by 'land', 'sea' or 'air'.
- Learn about how we can get to different countries.
- Explore emergency vehicles e.g. ambulance, fire engine, life boats.
- Use remote control vehicles.
- Use the digital cameras to take photographs of each other and turn themselves into superheroes!
- Learn about Tommy Zoom and how to help the environment.
- Take part in 'Waste Week' and learn about recycling, reusing and reducing.
- School trip to Hobbledown Farm.
- Enjoy an interactive workshop by the Science Museum.



Expressive Arts and Design ☺

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.
- Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How this is achieved at Honeywell:

- Open ended creative area in each classroom with variety of resources e.g. feathers, sequins, crayons, felt tip pens, glitter, pom poms, glue, tissue paper, card.
- Role play areas set up for each topic, with a range of costumes and props to support imaginative role play e.g. hospital, dinosaur den, castle, science lab, train station.
- Outdoor role play areas set up for free-flow (air port and post office) and home-corner house with costumes and props.
- Children are taught art skills explicitly through adult-led teaching activities.
- Children take part in a class assembly, singing songs, dancing and acting.
- Nativity performance of songs and acting to whole school and parents/ carers.
- Weekly music lessons where the children explore the use of different musical instruments, learn new songs, explore rhythm and movement.
- Drama workshops throughout the year with a specialist teacher to inspire drama, music and dance through our topics.
- Junk modelling resources provided to stimulate imagination.
- The children complete various art and design activities throughout the year relating to topics, such as drawing and painting their own self portraits, designing their own 'child-o-saurus', creating their own fossils out of clay, making junk model igloos, designing their own futuristic vehicle, using paint charcoal to create their own pictures of London landmarks, designing a superhero costumes using collage and painting on an egg.
- Cook, design and decorate their own 'Biscuit Bear'.
- Experiment with mixing different foods and liquids together.
- Use salt dough to make models.
- Explore and investigate different materials e.g. dry snow, jelly crystals and "gelli baff".
- Take part in different dance, drama, art and music activities during curriculum weeks.
- Create close observational drawings of different types of transport found in London.

