

Learning Journey Guide

Throughout your child's Learning Journey you will see the headings below and information highlighted on each page. The Early Years curriculum is grouped into different areas and the information below gives you an idea about what is included in each area and the evidence our team collects through observation and assessment.

Playing and Exploring

Finding out and exploring	Playing with what they know	Being willing to 'have a go'
<ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests	<ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people	<ul style="list-style-type: none">• Initiating activities• Seeking challenge and showing a 'can do' attitude• Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning

Being involved and concentrating	Perserving	Enjoying achieving what they set out to do
<ul style="list-style-type: none">• Maintaining focus on an activity.• Showing high levels of energy, fascination• Not easily distracted• Paying attention to details	<ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties	<ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something• Enjoying meeting challenges for themselves

Creating and Thinking Critically

Having their own ideas	Making links	Choosing ways to do things
<ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems and new ways to do things	<ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions and testing their ideas• Developing ideas of grouping and sequences.	<ul style="list-style-type: none">• Planning and making decisions about how to approach a task and solve a problem• Changing strategy as needed and reviewing how well the approach worked

By the end of the Reception School Year your child will leave Reception as Emerging, Expected or Exceeding the Early Learning Goal (ELG). The information below shows the Early Learning Goals in each area. When a heading is highlighted in the Learning Journey, this means the Reception team have observed and collected evidence to support with their ongoing judgement of your child.

Personal, Social and Emotional Development

Making Relationships

- Talk about their feelings, different types of behaviour and consequences.
- Work as part of a group or class and understand and follow the rules.

Managing Feelings and Behaviour

- Play co-operatively, take turns and listen to ideas. Show sensitivity to others' needs and form positive relationships.

Self Confidence and Self Awareness

- Confident to try new activities and speak in a familiar group.
- Talk about their ideas and choose their resources.

Communication and Language

Listening and attention

- Listen in a range of situations and respond to what they hear with relevant comments. Respond to stories, and anticipate key events.

Understanding

- Follow instructions involving several ideas or actions and answer 'how' and 'why' questions about their experiences.

Speaking

- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations.

Physical Development

Moving and Handling

- 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.

Health and self-care

- Know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.
- Independently manage their own basic hygiene and personal needs successfully (dressing and going to the toilet).

Literacy

Reading and Writing

- Read and write simple sentences and common irregular words.
- Use phonic knowledge to decode regular words and read them aloud.
- Use their phonic knowledge to write words in ways which match their spoken sounds.

Mathematics

Number

- Count reliably with numbers from 1- 20, order them and know one more and one less.
- Add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- Use language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.
- Recognise, create and describe patterns.

Understanding of the World

People and Communities

- Talk about past and present events in their own lives .
- Aware and sensitive of other children's likes and dislikes.
- Know the similarities and differences between themselves and others.

The World

- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own environment and how environments differ.
- Make observations of animals and plants and explain why things occur.

Technology

- Recognise that a range of technology is used in places and select and use technology for particular purposes.

Expressive Art and Design

Exploring and using Media and Materials

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Being Imaginative

- 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 and texture.