



Cams Lane

Early Years Curriculum Endpoints

By the end of Reception, we want the children to



Communication and Language

By the end of reception, we want the children to.....

- Join in a discussion with a teacher or a peer, in a group and/or with my class
- Build and widen vocabulary related to a topic or theme and use new words they have learned from stories through the day
- Use full sentences when sharing ideas and feelings
- Use past, present and future tenses with support and modelling
- Share events from everyday life in some detail
- Listen to and talk about stories they have read at school and home
- Retell stories they have heard using some repetition and some words of their own
- Listen and repeat rhymes, poems and songs
- Use language in role play, stories and narratives
- Listen carefully to teachers and peers
- Understand why it is important to listen
- Follow a story without pictures or props
- Ask questions about what they have heard in books and through discussions
- Elaborate when asked questions using a wider range of rich vocabulary



Personal, Social and Emotional Development

By the end of reception, we want the children to.....

- Feel valued
- To be able to tell an adult how they are feeling
- Feel supported to manage their own emotions
- Follow instructions from teachers
- Know ways to resolve conflict with others and identify right and wrong (Five Finger Rule, Golden Rules)
- Develop resilience during activities
- Try new activities independently and take risks
- Recognise and value each other and their differences
- Talk about their family, home and community
- Talk about themselves positively
- Dress and undress themselves
- Use the toilet independently and are clean and dry
- Understand the importance of eating healthily and looking after their teeth
- Know the importance of exercising and talk about how their body feels
- Develop a positive sense of self and self respect
- Form positive and respectful relationships with peers and adults
- Feel supported to understand the emotions of others
- Learn and play well with peers
- Continue to take turns and share
- Be aware of the needs of others



Physical Development

By the end of reception, we want the children to.....

- Move in different ways and change their body shape
- Practise and improve skills like rolling, crawling, jumping etc
- Develop their co-ordination, balance, speed and agility
- Negotiate space and avoid obstacles
- Use core muscle strength to achieve good posture when sitting at a table
- Practise and improve confidence, competence, precision and accuracy when using a ball
- Use a range of tools confidently for different purposes
- Show control and use tools, objects, construction and malleable materials safely
- Use large and small equipment confidently both indoors and outdoors
- Most of the time use one preferred hand when mark making/writing
- Use anticlockwise movements and retrace vertical lines
- Form all recognisable letters of the alphabet (lower and upper case) independently mostly correct
- Hold a pencil using a tripod grip
- Develop handwriting skills to help fluency and accuracy within handwriting in the future



Literacy

By the end of reception, we want the children to.....

- Retell a story or narrative using their own words/story map
- Talk about key events in stories
- Use new words when playing role play
- To recall and sing at least 15 nursery rhymes
- To recall and recite at least 12 stories to an adult
- Say a sound for each letter of the alphabet
- Say a sound for 10 digraphs/trigraphs
- Blend to read words using their phonic knowledge
- Blend words containing 2 letter consonant blends
- To know all ph2 tricky words and some ph3/4 tricky words
- Read some simple sentences which include tricky words using their phonic knowledge
- Read a simple book which include tricky words using their phonic knowledge
- To write recognisable lowercase letters with mostly correct orientation and size
- Can articulate and say a sentence before writing
- Write simple phrases by saying the sentence aloud and then writing the sounds they can hear in words
- Write simple sentences by saying the sentence aloud and then writing the sounds they can hear in words
- Write tricky words in their sentences
- To segment to spell
- Write first and last name correctly
- Leave finger spaces between words
- Re-read my writing to check it makes sense
- When writing an independent sentence, use a capital letter at the beginning of a sentence and a full stop at the end



Maths

By the end of reception, we want the children to.....

- Count orally to 20 and beyond
- Count objects, actions and sounds
- Subitise to 5
- Link numerals with cardinal number value
- Say when a quantity is greater than, less than or equal to another quantity
- Share objects equally/fairly
- Find one more and one less and talk about the relationship between consecutive numbers to 10
- Understand composition of numbers to 10 (recognise visual models, partitioning etc)
- Know number bonds to 5 (addition) and with equipment to 10
- Know number bonds to 5 (subtraction) and with equipment to 10
- Know some double facts, saying which are odd and even numbers
- Join in with counting songs with numbers to 100
- Join in with counting in 10's
- To begin to recognise teen numbers
- Can identify patterns and relationships
- Follow and use language of position and direction
- Show an awareness of shape differences and similarities
- To name at least 5 2d shapes and some 3d shapes
- Describe a sequence of events using words such as 'first', 'then'.....
- Recognise and correct an error in a repeating pattern
- To use standard measures in everyday situations e.g. grammes in cooking
- To use non-standard measures in everyday situations e.g handspans in length



Understanding the World

By the end of reception, we want the children to.....

- Talk about their family both immediate and extended
- Talk about upcoming events with their immediate family, people and things from the past and how they have changed (compare and contrast)
- Talk about and make sense of the world around them from visits etc
- Talk about pictures that show things in the past (familiar situations)
- Find out and talk about where they live
- Find out information from simple maps e.g. features like trees, house, river, mountain)
- Find out about places that are special to different people in our community
- Know that people have different beliefs
- Know that people celebrate at different times and in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Draw and talk about the names of pictures of animals and plants they see in their environment
- Describe what they see, hear and feel outside in the natural world around them
- Find out and talk about differences between our environment and another
- Find out about the seasons: what changes happen and why
- Listen to stories and texts which will foster an understanding of the diverse world



Expressive Arts and Design

By the end of reception, we want the children to.....

- Use a variety of tools safely such as scissors or a stapler
- Explore and use different materials, techniques and media
- Experiment with colour, design, texture, form and purpose
- Talk about what they have created and how they can improve it (evaluate)
- Make props and materials for role play, narratives and stories to use to further their play
- Use previous learning to develop and improve ideas and products
- Explore and join in dance on their own or in a group
- Move in time to a given piece of music
- Watch and talk about music, dance and performing arts
- Share appreciation and self-expression for what they hear and observe
- Sing and perform songs, rhymes, poems and stories on their own and in a group with confidence, use of actions and prosody
- Sing songs matching pitch and following the melody
- Use story phrases in their pretend play
- Develop their cultural awareness which supports their imagination and creativity
- Communicate through the arts using a deeper vocabulary