

How We Learn In Reception

At Yohden Primary School we believe it is vitally important to develop your child's ability to communicate confidently in a variety of ways. We provide a language rich environment and activities which will extend vocabulary and develop speaking and listening skills. To develop reading and writing skills, children participate in daily phonics sessions and guided reading and writing activities. They are also able to develop, extend and apply their new skills across other activities in the setting.

Communication and language is made up of the following aspects:

Listening and attention - is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact, and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes.

Understanding – is about how children follow instructions involving several ideas or actions. And the development of answering 'how' and 'why' questions about their experience and in response to stories.

Speaking - is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about.

We aim to provide your child with an environment and experiences which will help them to develop a positive sense of themselves and others, respect for others, social skills and a positive attitude to learning.

Personal, Social and Emotional Development is made up of the following aspects:

Self-confidence and Self-awareness – is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.

Managing feelings and behaviour – is about how children become interested, excited and motivated about their learning. is about how children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.

Making Relationships – is about the importance of children forming good relationships with others and working alongside others companionably.

Physical development is encouraged so that children become active and improve their skills of coordination, control, manipulation and movement. We encourage children to develop an understanding of the importance of physical activity and making healthy choices in relation to food.

Physical Development is made up of the following aspects:

Moving and handling– is about how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others.

Children will use a range of small and large equipment. Moving and handling also looks at smaller movements and the ways in which children make random marks, lines and the development of recognisable letters with the use of a pencil.

Health and Self-care – is about how children gain a sense of self-respect and concern for their own personal hygiene and care and how they develop independence. Children will learn the importance of keeping healthy and the factors that contribute to maintaining their health.

In Literacy children develop reading and writing skills, children participate in daily phonics sessions and guided reading and writing activities. They are also able to develop, extend and apply their new skills across other activities in the setting.

Literacy is made up of the following aspects:

Reading - is about children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences

Writing is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. It is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

Handwriting – is about the ways in which children’s random marks, lines and drawings develop and form the basis of recognisable letters.

Mathematical understanding is developed in a variety of ways including stories, songs, games and imaginative play as well as through adult initiated activities so that children enjoy using and experimenting with numbers.

Mathematics is made up of the following aspects:

Numbers – is about how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems. The children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be ‘added together’ and can be separated by ‘taking away’ and that two or more amounts can be compared.

Shape, Space and Measures – is about how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems.

Understanding the World, in this area children develop the knowledge, skills and understanding that help them make sense of the world preparing them for later work in history, geography, science, design technology, religious education and ICT. We make extensive use of the school grounds and local area as well as providing opportunities for learning through a range of educational visits.

Understanding the World is made up of the following aspects:

People and Communities– is about how children begin to know about their own and other people’s cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

The World – is about how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it. Children investigate objects and materials and their properties, learn about change and patterns, similarities and differences, and question how and why things work. Children find out about past and present events relevant to their own lives or those of their families.

ICT – is about how children find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

Expressive arts and design helps children to develop their imagination, curiosity and express their feelings and ideas. Children have the opportunity to use a variety of materials and tools, design and make models and use musical instruments.

Expressive arts and design is made up of the following aspects:

Exploring Media and Materials – is about how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.

It is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions. Children will learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely.

Being imaginative - is about how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design, and art.