

Dorney School Values How do we aim to meet these in Reception?

Respect	Collaborate	Grow
<p><u>Self</u> Celebrate our own uniqueness while understanding our place in a diverse society.</p>	<p><u>Self</u> To regulate and manage our own behaviours.</p>	<p><u>Self</u> Be confident to try new activities. To show resilience and perseverance in the face of a challenge.</p>
<p><u>Community</u> To show respect for our environment. To develop sustainable practices.</p>	<p><u>Community</u> To work and play collaboratively with others.</p>	<p><u>Community</u> To feel confident within our Dorney School Community.</p>

Equality	<p>All children and staff are treated fairly. We celebrate our own uniqueness and promote an inclusive culture. We teach and use resources that explore different cultures.</p>
Empathy	<p>We teach children about their own and other people's feelings. We support children to understand their peers and build friendships. All staff model empathy, verbalising feelings and promoting empathetic actions. We read stories to discuss and promote empathy.</p>
Enquiry	<p>All learners are engaged, motivated and interested in their learning. We encourage children to make links between all areas of learning. We teach children to collaborate and also learn to reflect. We encourage our children to be problem solvers.</p>
Energy	<p>We encourage active learning within the classroom. We have continuous provision with access to the outdoor area and resources throughout the day. We make use of large grounds and our forest school area.</p>
Excellence	<p>We ensure there is high quality and open-ended resources within the environment. We have high quality teaching and interactions between staff and pupils. We support children to be confident, independent learners who are ready to try new things.</p>

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Recognise what makes us special and unique	Encourage positive role models through toys, resources, and books which offer diversity	Recognise and learn to respect differences around us	Learn about a variety of religions and cultures – especially those represented within our class	Ask questions about different cultures and religions	
Seen in class by:					To celebrate our own uniqueness while understanding our place in a diverse society.
Sharing information about ourselves when joining school Selection of diverse equipment in school e.g. books, toys, role play, dressing up Assembly weekly themes will be discussed in Reception Think equal scheme is followed RE scheme followed within Reception Celebrate and learn about festivals celebrated by all religions Visitors welcomed into school Using parents and children from Reception to share information					

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Develop positive relationships with peers and staff in classroom	Understand and follow the class rules and routines	Feeling safe and secure within the reception classroom	Developing confidence in new situations and new areas in the school	To progressively be part of different experiences within the whole school	
Seen in class by:					To be confident within the Dorney School Community
Stay and play sessions offered from May onwards Visiting Pre-schools and nurseries prior to September Home visits in September Settling in visits in September Develop class rules and routines Clear expectations through modelling and positive praise Buddy system with year 6 pupils			Activities are introduced gradually throughout the year: - Lunch in the hall with other year groups Visitors into the classroom Whole school assemblies School clubs Sports day School trips		

					
To recognise and name the 4 Zones of regulation	To understand and name how you are feeling	To know and explore coping strategies linked to Zone of Regulation	To use the strategies linked to Zone of Regulation with adult support	To use the strategies linked to Zone of Regulations independently	To be able to regulate and manage our own behaviours
Seen in class by: Zones of regulation posters displayed Calm down/quiet area with the classroom Teach strategies for children to use e.g. counting to 10, deep breathes, square breathing Visual reminders of tools to use Books to explore feelings Think equal planning covered weekly in class					

					
Develop positive relationships with peers and staff in classroom.	Feeling safe and secure within the reception classroom.	Support children to play with peers within the classroom.	Encourage children to share ideas with staff and peers.	Encourage active listening, turn taking and sharing without adult support within the classroom.	To work and play collaboratively with others
Seen in class by: Turn taking activities. Collaborative play with adult support in provision. Support children to build friendships. Support children while playing – talking through barriers and problem solving together. Planning for communication e.g. talk partners Planning for group work activities. Using the Buddy system within school to support collaborative relationships. Supporting self-regulation and a recognising feelings or others. Think Equal planning.					

					
Learning about the different areas in the classroom	Respecting and looking after the resources in the classroom	Tidy up resources in the classroom with adult support	Tidy up resources in the classroom with reminders	Use picture prompts to tidy up the classroom and resources independently	To show respect for our environment
With support reduce waste, reuse and recycle materials within the classroom.	Independently at school reduce waste, reuse and recycle within the classroom.	Be able to explain how we reduce, reuse and recycle in school.	Be able to explain why we reduce, reuse and recycle in school in relation to wider world.	Be able to teach others about the importance of reduce, reuse and recycle	
Plant a seed	Know what a plant needs to survive	Monitor the growth of a plant and care for it	Collect and name different foods grown within school	Use produce from school during cooking activities	To develop sustainable practices
Spend time with the chickens	Know what the chicken needs to survive	Help look after the chickens and meeting its needs	Collect the eggs from the chicken coop		
Seen by:					
Children will help look after resources in the classroom Children will help to tidy the classroom after each session Looking after the chickens (and other animals e.g. caterpillars/ducks) Planting activities throughout the year Digging and gardening tools available Participate in Forest School sessions Regular cooking activities planned Use paper bin in classroom for recycling Collect and sort junk modelling resources Re-purpose our recycling and junk within the classroom					

					
Explore the different areas of the classroom.	Building Positive Relationships with staff and peers within class	To ask for help when needed.	Encourage children to problem solve.	To have another go or try again when something doesn't go to plan.	<p>Be confident to try new activities.</p> <p>To show resilience and perseverance in the face of a challenge.</p>
Explore different areas within the classroom	Time for open ended play to encourage curiosity and exploration	Being taught how to use a range of resources for play and directed tasks	Have the confidence to use new resources and equipment independently	Self-select resources to demonstrate their learning and problem solving.	
Build positive relationships with staff and peers	Answer and ask questions	Hold back and forth conversations with peers and adults	Encourage children to present their ideas/models/designs to peers and staff	High quality interactions which extend children's thinking such "what if" and "tell me more about..."	
To recognise and name the 4 Zones of regulation	To understand and name how you are feeling	To recognise how others might be feeling.	To know and explore coping strategies linked to Zone of Regulations	To use the strategies linked to Zone of Regulation to self-regulate	
<p>Seen by:</p> <p>High quality classroom environment</p> <p>Open ended resources e.g. loose parts, construction, creative area</p> <p>Access to open ended play and continuous provision for extended periods of time</p> <p>Encouraging problem solvers through activities and questioning e.g. "What if"</p> <p>Drawing Club activities encourage invention and design</p> <p>Classroom challenges are open ended and encourage problem solving</p> <p>Supporting Self-Regulation.</p>					

Reception Long Term Goals (Early Learning Goals – end of year assessment)

Communication and Language		Personal, Social and Emotional Development		
Listening and Attention	Speaking	Self-Regulation	Managing Self	Building Relationships
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development		Literacy		
Gross Motor Skills	Fine Motor Skills	Comprehension	Word reading	Writing
<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

Mathematics		Understanding the World		
Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World
<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Expressive Arts and Designs	
Creating with Materials	Being Imaginative and Expressive
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p>