



# The Creative Learning Journey

This is me!  
Reception September 2017

Wow Starter: My first few weeks at school

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School: Eastgate Acade



## UNDERSTANDING THE WORLD

### People and communities 0-5

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

### People and communities 0-5

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.

## PHYSICAL EDUCATION

### Moving and Handling 0-5

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

### Health and self-care 0-5

- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snaps in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

### Moving and Handling 0-5

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.

### Health and self-care 0-5

- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.

### Health and self-care 0-5

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.

## LITERACY

### Reading 0-5

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.

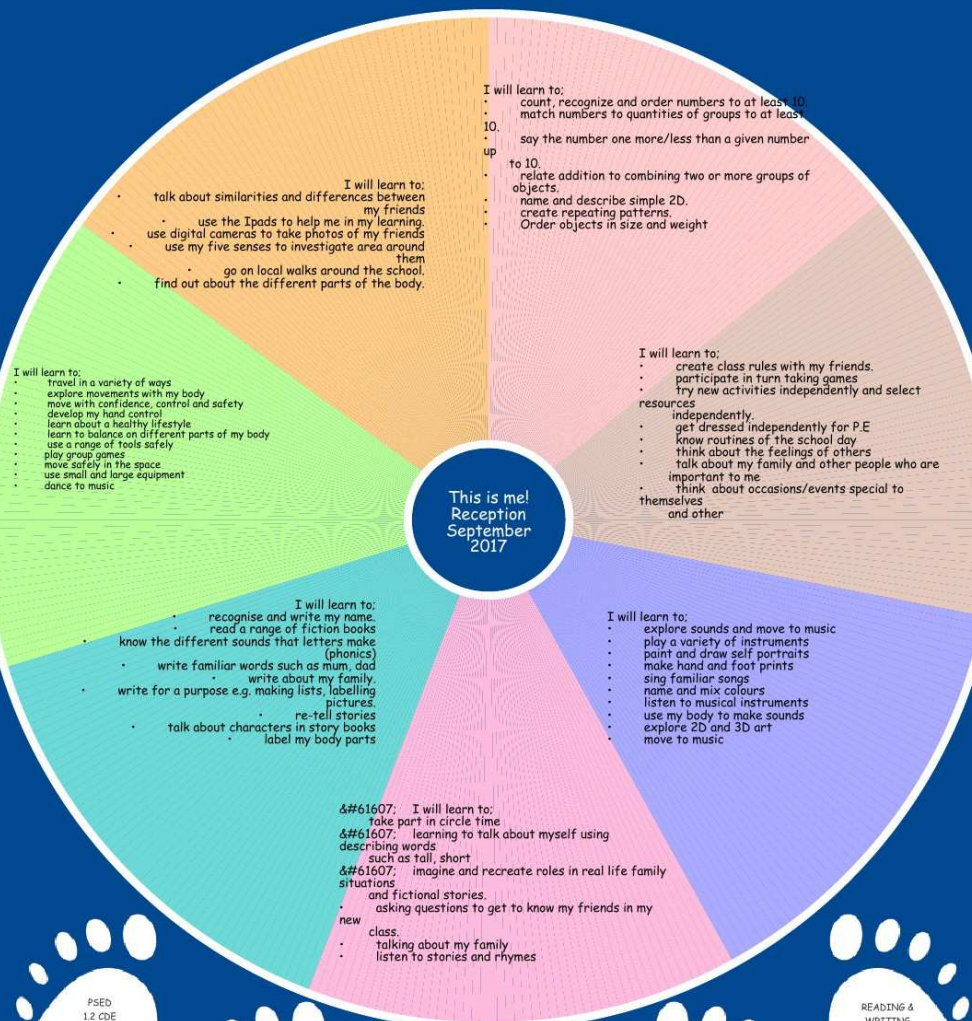
### Writing 0-5

- Distinguishes between the different marks they make.

### Writing 0-5

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



## MATHEMATICS AND COMPUTING

### Numbers 0-5

- Selects a small number of objects from a group when asked, for example, please give me one, please give me two.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as more and a lot.
- Knows that a group of things changes in quantity when something is added or taken away.

### Numbers 0-5

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.

### Numbers 0-5

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.

- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
- Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.

### Making relationships 0-5

- Interested in others play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.

### Making relationships 0-5

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### Self-confidence and self-awareness 0-5

- Explores new toys and environments, but checks in regularly with familiar adult as and when needed.
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).

- Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.
- Self-confidence and self-awareness 0-5
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

- Self-confidence and self-awareness 0-5
- Can select and use activities and resources with help.
- Confident to talk to other children when playing, and will communicate freely about own home and community.

### Managing feelings and behaviour 0-5

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

## EXPRESSIVE ARTS AND DESIGN

### Exploring and using media and materials 0-5

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

### Exploring and using media and materials 0-5

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.

- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

## COMMUNICATION AND LANGUAGE

### Listening and attention 0-5

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand why and how questions.

### Speaking 0-5

- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying I have it.

