**Reception Long Term Goals Hexham First School 2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **Long Term Reception Goals** | | | |
| **PSED**  To become a ‘Kind and Confident’ cookie, who shows empathy to others, determination to complete a goal, resilience in the face of challenges, shows curiosity in the world around them and to identify what is unique about themselves and recognise uniqueness in others. Describes, understands and demonstrates healthy choices surrounding self-care.  Demonstration: Take part in ‘Unique You’ sessions, identifying and sharing what they think about the uniqueness of peers. | **Physical Development**  To become a ‘confident adventurer’ who can use strength, balance and coordination to run, jump, hop, skip, climb, dance and cycle confidently and safely.  **Fine Motor Skills**  To become a ‘Funky Finger user’ who holds a pencil effectively and uses cutlery with confidence.  Demonstration: Create a challenging obstacle course to demonstrate a range of movements, testing and refining ideas. | **Reading and Phonics**  To become a ‘book worm extraordinaire’ accessing books for pleasure, discuss parts of a story, predict plausible next events, question and discover new vocabulary. To enjoy the experience of choosing their own library book providing an explanation for their choice. To use their phonological knowledge to assess appropriate books.  Demonstration: Choose a library book and explain their choice. | **Phonics**  To become a ‘fabulous phonics extraordinaire’ who can read books containing words they can decode, (which are made up of single sounds, (such as g and c ) and digraphs, (such as ee and igh) and can talk about what they have read.  Demonstration: Read phonological appropriate texts and answer appropriate questions. |
| **Writing**  To become a ‘Sentence Superstar’ who can write sentences (with words containing single sounds and digraphs) and who can also independently write for a variety of purposes for someone else to read. E.g. Shopping list, story, model label, questions.  Demonstration: Write for a purpose that children decide themselves. e.g. shopping list, model instructions, sign for dens. | **Communication and Language**  To become a ‘Curious Chatterbox’ who can ask relevant questions and make comments, chat back and forth with friends and adults and express ideas and feeling with confidence, explaining their informed choices to others. To use learnt, meaningful vocabulary in a wide variety of contexts.  Demonstration: Take part in show and tell session, listening appropriately and asking relevant questions. | | **Maths**  To become an ‘Deep Diver’ mathematician who has a solid understanding of numbers to ten, applies their understanding to problem solving, recognises the pattern of the counting system, compares quantities and can recall number bonds to 5.  Demonstration: Use their maths tools and language in child initiated play. e.g “We need 4 wellies because there are 2 of us, double 2 is 4” |
| **Construction**  To build a crafty construction model, having their own idea, plan how to make it, improving their design whilst they work if they incur a challenge, using a variety of materials and explain the challenging elements of their ‘make.’  Demonstration: Proudly share a model, explaining the challenging parts. | **Understanding of the world**  To become an ‘exceptionally eager explorer’ who understands how to read a simple map, knows their own family tree, shows care to living creatures, recognises seasonal changes and understands some differences between familiar and contrasting environments around the world and in the past.  Demonstration: Create a map of a familiar journey. | **Art and Design**  To become a ‘creative master’ who develops ideas using embedded skills, techniques and knowledge of experiences to represent and complete their dreams. Use artists to inspire and discuss.  Demonstration: Explain their ‘make’ to others, using joining, cutting and change an idea e.g. use tape instead of glue stick to achieve a goal. | **Music and Dance**  To become a ‘music jiver’ who can appreciate and discuss various instruments and musical performers describes the effect on themselves. Happily, perform or create songs and dance to various audiences.  Demonstration: Create a stage and perform songs with friends. |