
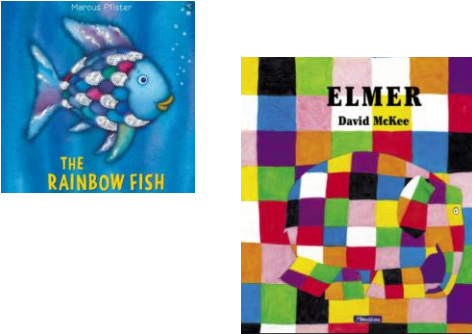


Reception — YEARLY OVERVIEW

Area	Early Learning Goal	In class, we would expect to see....	Examples of books used to support teaching
<p>Making Relationships</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>• Initiates conversations, attend to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	 <p>The first book is 'Will You Be My Friend?' by Sarah Jennings, featuring a colorful illustration of three children and a dog. The second book is 'While We Can't Hug' by Eoin McLaughlin and Polly Dunbar, featuring a hedgehog surrounded by stars.</p>
<p>Self-confidence and self-awareness</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul>	 <p>The first book is 'The Rainbow Fish' by Marcus Pfister, featuring a colorful fish. The second book is 'Elmer' by David McKee, featuring a colorful patchwork elephant.</p>

## Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

They work as part of a group or class, and understand and follow the rules.

They adjust their behaviour to different situations, and take changes of routine in their stride.

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

