

LAPT

LONDON ACADEMY OF PROFESSIONAL TRAINING

CERTIFICATE

LAPT Reception

L

LAPT — London Academy of Professional Training

Address 85 Great Portland Street, W1W 7LT, London, United Kingdom

Email info@lapt.org

Telephone +44 7513 283044

Web lapt.org

UKPRN 10067351 • Registered in England and Wales, company 4984798

7

SUBJECTS

29

CHAPTERS

96

CLASSES

700

TOTAL MARKS

60%

PASS MARK

Lifetime

VALIDITY

ABOUT THIS CERTIFICATION

Four and five-year-olds in the Reception year, the last year before Year 1. Aligned to the EYFS, England's early years framework.

AT A GLANCE

AWARD	Certificate
ASSESSMENT	700 marks — 420 to pass (60%)
PREREQUISITES	None
VALIDITY	Lifetime
AWARDING BODY	LAPT — London Academy of Professional Training

CURRICULUM

1

Communication and Language

5 chapters · 19 classes **100 marks**

• 1 Listening and New Vocabulary — 3 classes

- › Understand how to listen carefully and why listening is important
- › Learn new vocabulary
- › Use new vocabulary throughout the day

• 2 Speaking in Sentences — 6 classes

- › Ask questions to find out more and to check they understand what has been said to them
- › Articulate their ideas and thoughts in well-formed sentences
- › Connect one idea or action to another using a range of connectives
- › Describe events in some detail
- › Use talk to help work out problems and organise thinking and activities, and to explain how things work...
- › Develop social phrases

• 3 Stories and Non-Fiction — 6 classes

- › Engage in storytimes
- › Listen to and talk about stories to build familiarity and understanding
- › Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and...
- › Use new vocabulary in different contexts
- › Engage in non-fiction books
- › Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

• 4 Rhymes, Poems and Songs — 2 classes

- › Listen carefully to rhymes and songs, paying attention to how they sound
- › Learn rhymes, poems and songs

• 5 Early Learning Goals — 2 classes

- › ELG: Listening, Attention and Understanding
- › ELG: Speaking

• 1 Creating with Materials — 3 classes

- › Explore, use and refine a variety of artistic effects to express their ideas and feelings
- › Return to and build on their previous learning, refining ideas and developing their ability to represent them
- › Create collaboratively, sharing ideas, resources and skills

• 2 Music, Dance and Performance — 4 classes

- › Listen attentively, move to and talk about music, expressing their feelings and responses
- › Watch and talk about dance and performance art, expressing their feelings and responses
- › Sing in a group or on their own, increasingly matching the pitch and following the melody
- › Explore and engage in music making and dance, performing solo or in groups

• 3 Being Imaginative — 1 class

- › Develop storylines in their pretend play

• 4 Early Learning Goals — 2 classes

- › ELG: Creating with Materials
- › ELG: Being Imaginative and Expressive

• 1 Phonics: Letters and Sounds — 3 classes

- › Read individual letters by saying the sounds for them
- › Blend sounds into words
- › Read some letter groups that each represent one sound and say sounds for them

• 2 Reading Words and Sentences — 3 classes

- › Read a few common exception words matched to the school's phonic programme
- › Read simple phrases and sentences made up of words with known letter-sound correspondences and, where...
- › Re-read these books to build up their confidence in word reading, their fluency and their understanding...

• 3 Writing Letters and Sentences — 4 classes

- › Form lower-case and capital letters correctly
- › Spell words by identifying the sounds and then writing the sound with letters
- › Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- › Re-read what they have written to check that it makes sense

• 4 Early Learning Goals — 3 classes

- › ELG: Comprehension
- › ELG: Word Reading
- › ELG: Writing

• 1 Counting and Numerals — 4 classes

- › Count objects, actions and sounds
- › Subitise
- › Link the number symbol (numeral) with its cardinal number value
- › Count beyond 10

• 2 Comparing and Composing Numbers — 5 classes

- › Compare numbers
- › Understand the 'one more than or one less than' relationship between consecutive numbers
- › Explore the composition of numbers to 10
- › Automatically recall number bonds for numbers 0 to 5 and some to 10
- › Select, rotate and manipulate shapes to develop spatial reasoning skills

• 3 Shape, Pattern and Measures — 3 classes

- › Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as...
- › Continue, copy and create repeating patterns
- › Compare length, weight and capacity

• 4 Early Learning Goals — 2 classes

- › ELG: Number
- › ELG: Numerical Patterns

• 1 Fundamental Movement Skills — 3 classes

- › Revise and refine the fundamental movement skills they have already acquired
- › Progress towards a more fluent style of moving, with developing control and grace
- › Develop the overall body strength, coordination, balance and agility needed to engage successfully with...

• 2 Small Motor Skills and Posture — 3 classes

- › Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- › Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- › Combine different movements with ease and fluency

• 3 Apparatus, Ball Skills and Handwriting — 6 classes

- › Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- › Develop overall body strength, balance, coordination and agility
- › Further develop and refine a range of ball skills
- › Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- › Develop the foundations of a handwriting style which is fast, accurate and efficient
- › Further develop the skills they need to manage the school day successfully

• 4 Early Learning Goals — 2 classes

- › ELG: Gross Motor Skills
- › ELG: Fine Motor Skills

• 1 Self-Worth and Relationships — 3 classes

- › See themselves as a valuable individual
- › Build constructive and respectful relationships
- › Express their feelings and consider the feelings of others

• 2 Resilience and Managing Feelings — 3 classes

- › Show resilience and perseverance in the face of challenge
- › Identify and moderate their own feelings socially and emotionally
- › Think about the perspectives of others

• 3 Health, Hygiene and Wellbeing — 2 classes

- › Manage their own needs and personal hygiene
- › Know and talk about the different factors that support their overall health and wellbeing

• 4 Early Learning Goals — 3 classes

- › ELG: Self-Regulation
- › ELG: Managing Self
- › ELG: Building Relationships

• 1 Past and Present — 4 classes

- › Talk about members of their immediate family and community
- › Name and describe people who are familiar to them
- › Comment on images of familiar situations in the past
- › Compare and contrast characters from stories

• 2 People, Culture and Communities — 4 classes

- › Draw information from a simple map
- › Understand that some places are special to members of their community
- › Recognise that people have different beliefs and celebrate special times in different ways
- › Recognise some similarities and differences between life in this country and life in other countries

• 3 The Natural World — 4 classes

- › Explore the natural world around them
- › Describe what they see, hear and feel whilst outside
- › Recognise some environments that are different from the one in which they live
- › Understand the effect of changing seasons on the natural world around them

• 4 Early Learning Goals — 3 classes

- › ELG: Past and Present
- › ELG: People, Culture and Communities
- › ELG: The Natural World