

# RECEPTION CURRICULUM EXPECTATIONS

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## Introduction

Below you will find an overview of the end of year expectations, or Early Learning Goals (ELGs) for all areas of the curriculum for Reception children.

The expectations for each curriculum area are taken from the Early Years Foundation Stage (EYFS) curriculum and are the skills against which teachers assess children at the end of the year.

To achieve the ELGs, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

## Meeting individual needs

Not all children will be necessarily working on the ELGs. This may be because they need to consolidate skills from an earlier stage of the EYFS curriculum.

Similarly, some children may be working, by the end of the year, on skills beyond the EYFS curriculum.

At St Peter's teachers tailor their planning to ensure that the needs of individuals are met.

Teachers keep comprehensive records on what children can do and what they need to work on next.

This information informs their on-going planning so that each child makes good progress over the course of the year.

## What can I do to help my child with their learning?

The most important thing you can do to support your child is to ask them about their learning each day. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

Reading with your child daily is one of the most important things that you can do to support their learning across all areas of the curriculum. A child who can read, understand what they have read and develop a richness of vocabulary will achieve well in all areas of the curriculum. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting. There is also a wealth of games online to support the objectives given.

The school website has materials to support learning at home under 'Resource Downloads'

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<b>COMMUNICATION AND LANGUAGE</b>	
<b>ELG</b>	<b>Listening and Attention</b>
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	
<b>ELG</b>	<b>Understanding</b>
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	
<b>ELG</b>	<b>Speaking</b>
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	
<b>PHYSICAL DEVELOPMENT</b>	
<b>ELG</b>	<b>Moving and Handling</b>
Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	
<b>ELG</b>	<b>Health and Self-care</b>
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>ELG</b>	<b>Self-confidence and Self awareness</b>
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.	
<b>ELG</b>	<b>Managing Feelings and Behaviour</b>
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.	
<b>ELG</b>	<b>Making relationships</b>
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.	
<b>LITERACY</b>	

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<b>ELG Reading</b>
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
<b>ELG Writing</b>
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>MATHEMATICS</b>
<b>ELG Numbers</b>
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
<b>ELG Shape Space and Measures</b>
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>UNDERSTANDING THE WORLD</b>
<b>ELG People and Communities</b>
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
<b>ELG The World</b>
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
<b>ELG Technology</b>
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>EXPRESSIVE ARTS AND DESIGN</b>
<b>ELG Exploring and Using Media and Materials</b>
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<b>ELG Being Imaginative</b>
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play

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and stories.