

End of Year Expectations: Reception



Our Ethos

We believe that it is important to provide an Early Years Education that aims to meet the individual needs of every child in our care, both educationally and pastorally. Children develop most quickly in the Early Years and high quality early learning provides the foundation children need to develop their potential and to make the most of their abilities as they grow up.

We offer children rich experiences in a variety of situations, in a happy, active, safe and secure environment that invites them to engage fully in their learning. We support development, care and learning needs through play following the Early Years Foundation Stage Curriculum (EYFS), striving to ensure that every child has the opportunity to achieve their best.

Characteristics of Learning

We integrate the 'Characteristics of Effective Learning' into all aspects of the EYFS curriculum. These are:

- **Playing and Exploring – engagement**

This incorporates finding out and exploring; playing with what they know and being willing to have a go.

- **Active Learning –motivation**

This is how involved the child is, how well they concentrate, keep trying and how they enjoy achieving what they set out to do.

- **Creating and thinking critically – thinking.**

Do children have their own ideas? How do they make links with their learning and choose ways to do things?

EYFS for Parents

For further information see this website for invaluable information and documentation for parents:



<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

What to Expect, When?

All children develop at different rates and this is particularly important to bear in mind when thinking about young Reception age children.

It is widely recognised the vital role that parents have in supporting their children's learning and development. Parents need to know what to expect in relation to their child's development through the different age bands of the EYFS.

'What to Expect, When?' is a simple guide which takes parents through the expectations of each age band in the EYFS and how they can support their children's learning and development.

This latest addition to the EYFS suite of materials is available to download as a free pdf.

The **Early Years Foundation Stage (EYFS)** sets standards for the learning, development and care of children from birth to 5 years old.

Below you will find the agreed national standard for the level of learning and development expected **at the end of EYFS** for each Early Learning Goal (ELG) ie at the end of the Reception year (Summer Term) and before entry to Year 1. The ELG's link directly to the seven areas of learning detailed above.

PRIME AREAS
COMMUNICATION AND LANGUAGE
ELG 01 Listening and Attention
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.

ELG 02 Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking

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.

PHYSICAL DEVELOPMENT

ELG 04 Moving and Handling

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.

ELG 05 Health and Self-care

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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

ELG 06 Self-confidence and Self awareness

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.

ELG 07 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.

ELG08 Making relationships

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.

SPECIFIC AREAS

LITERACY

ELG 09 Reading

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.

ELG 10 Writing

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.

MATHEMATICS

ELG 11 Numbers

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.

ELG 12 Shape Space and Measures

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.

UNDERSTANDING THE WORLD

ELG 13 People and Communities

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.

ELG 14 The World

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.

ELG 15 Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EXPRESSIVE ARTS AND DESIGN

ELG 16 Exploring and Using Media and Materials

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.

ELG 17 Being Imaginative

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 and stories.

