

Communication and Language

I understand how to listen carefully and why listening is important.

I have learnt new vocabulary

I can use new vocabulary through the day.

I can ask questions to find out more and to check they understand what has been said to me.

I can articulate my ideas and thoughts in well-formed sentences.

I can connect one idea or action to another using a range of connectives.

I can describe events in some detail.

I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

I can develop social phrases.

I engage in story time.

I listen to and talk about stories to build familiarity and understanding.

I can retell a story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.

I use new vocabulary in different contexts.

I listen carefully to rhymes and songs, paying attention to how they sound.

I have learnt rhymes, poems and songs.

I engage in non-fiction books.

I listen to and talk about selected non-fiction to develop a deep familiarity with new



Personal, Social and Emotional Development

I see myself as a valuable individual.

I can build constructive and respectful relationships.

I can express my feelings and consider the feelings of others.

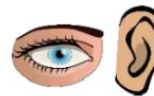
I can show resilience and perseverance in the face of challenge.

I can identify and moderate my own feelings socially and emotionally.

I can think about the perspective of others.

I can manage my own needs; personal hygiene.

I know and talk about the different factors that support my overall health and wellbeing.



To reach my Early Learning Goals



Physical Development

I have revised and refined the fundamental movement skills I have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)

I have progressed towards a more fluent style of moving, with developing control and grace.

I have developed the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

I have developed my small motor skills so that I can use a range of tools competently, safely and confidently.

I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

I can combine different movements with ease and fluency.

I confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

I have developed my overall body-strength, balance, co-ordination and agility.

I have further developed and refined a range of ball skills.

I have developed confidence, competence, precision and accuracy when engaging in activities that involve a ball.

I have developed the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

I can read individual letters by saying the sounds for them.

I can blend sounds into words, so that I can read short words made up of known letter– sound correspondences.

I can read some letter groups that each represent one sound and say sounds for them.

I can read a few common exception words matched to the school’s phonic programme.

I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

I can re-read these books to build up my confidence in word reading, their fluency and my understanding and enjoyment.

I can form lower-case and capital letters correctly.

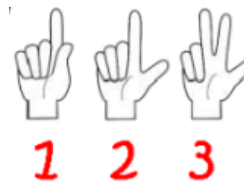
I can spell words by identifying the sounds and then writing the sound with letter/s.

I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

I can re-read what I have written to check that it makes sense.



abc



1 2 3



Maths

I can count objects, actions and sounds.

I can subitise.

I can link the number symbol (numeral) with its cardinal number value.

I can count beyond 10.

I can compare numbers.

I understand the ‘one more than/one less than’ relationship between consecutive numbers.

I can explore the composition of numbers to 10.

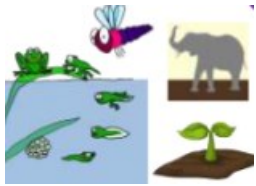
I can automatically recall number bonds for numbers 0–5 and some to 10.

I can select, rotate and manipulate shapes to develop spatial reasoning skills.

I can compose and decompose shapes so I recognise a shape can have other shapes within it, just as numbers can.

I can continue, copy and create repeating patterns.

I can compare length, weight and capacity.



Understanding the World

I can talk about members of their immediate family and community.

I can name and describe people who are familiar to them.

I can comment on images of familiar situations in the past.

I can compare and contrast characters from stories, including figures from the past.

I can draw information from a simple map.

I understand that some places are special to members of their community.

I recognise that people have different beliefs and celebrate special times in different ways.

I recognise some similarities and differences between life in this country and life in other countries.

I explore the natural world around them.

I can describe what I see, hear and feel whilst outside.

I recognise some environments that are different from the one in which they live.

I understand the effect of changing seasons on the natural world around me.



Expressive Arts and Design

I can explore, use and refine a variety of artistic effects to express my ideas and feelings.

I will return to and build on my previous learning, refining ideas and developing my ability to represent them.

I can create collaboratively, sharing ideas, resources and skills.

I can listen attentively, move to and talk about music, expressing my feelings and responses.

I can watch and talk about dance and performance art, expressing their feelings and responses.

I can sing in a group or on my own, increasingly matching the pitch and following the melody.

I can develop storylines in their pretend play.

I can explore and engage in music making and dance, performing solo or in groups.



Early Learning Goals Communication and Language

Children at the expected level of development will be able to:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.



End of Reception Year Expectations



Early Learning Goal Personal, Social and Emotional Development

Children at the expected level of development will be able to:

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
 - Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers

Early Learning Goal Physical Development

Children at the expected level of development will be able to:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
 - Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
 - Use a range of small tools, including scissors, paint brushes and cutlery
 - Begin to show accuracy and care when drawing.

Early Learning Goals Literacy

Children at the expected level of development will be able to:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
 - Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



a b c



1 2 3

Early Learning Goals Maths

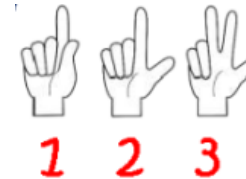
Children at the expected level of development will be able to:

Number

- Have a deep understanding of number to 10, including the composition of each number
 - Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Early Learning Goals Understanding the World

Children at the expected level of development will be able to:

Past and Present

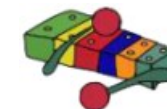
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
 - Understand the past through settings, characters and events encountered in books read in class and storytelling

People and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of



Early Learning Goals Expressive Arts and Design

Children at the expected level of development will be able to:

Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
 - Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
 - Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

