

## End of Year Expectations for Reception - *the Early Learning Goals*

*By the end of Reception, pupils will be working at the expected level and will be ready for entering Year 1 if they can...*

*Summary of the Early Learning Goals adapted from 'What to expect, when?,' 4Children, March 2015*

Personal, Social and Emotional Development		Communication and Language	Physical Development
<b>Making relationships</b> <ul style="list-style-type: none"> <li>Play co-operatively, taking turns with others.</li> <li>Take account of one another's ideas about how to organise their activity.</li> <li>Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul> <b>Self-confidence and self-awareness</b> <ul style="list-style-type: none"> <li>Confidently try new activities.</li> <li>Say why they like some activities more than others.</li> <li>Speak confidently about their ideas within a familiar group.</li> <li>Independently choose the resources they need for their chosen activities.</li> <li>Say when they do or don't need help.</li> </ul> <b>Managing feelings and behaviour</b> <ul style="list-style-type: none"> <li>Talk about how they and others show feelings.</li> <li>Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>Work as part of a group or class, and understand and follow the rules.</li> <li>Adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>		<b>Listening and attention</b> <ul style="list-style-type: none"> <li>Listen attentively in a range of situations.</li> <li>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>Give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul> <b>Understanding</b> <ul style="list-style-type: none"> <li>Follow instructions involving several ideas or actions.</li> <li>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Express themselves effectively, showing awareness of listeners.</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>Develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<b>Moving and handling</b> <ul style="list-style-type: none"> <li>Show good control and co-ordination in large and small movements.</li> <li>Move confidently in a range of ways, safely negotiating space.</li> <li>Handle equipment and tools effectively, including pencils for writing.</li> </ul> <b>Health and self-care</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Reading</b> <ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common irregular words.</li> <li>Demonstrate understanding when talking with others about what they have read.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Write some irregular common words.</li> <li>Write simple sentences which can be read by themselves and others.</li> <li>Spell some words correctly, while others are phonetically plausible.</li> </ul>	<b>Numbers</b> <ul style="list-style-type: none"> <li>Count reliably with numbers from one to 20.</li> <li>Order these numbers and say which number is one more or one less than a given number.</li> <li>Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>Solve problems including doubling, halving and sharing.</li> </ul> <b>Shape, space and measure</b> <ul style="list-style-type: none"> <li>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>Recognise, create and describe patterns.</li> <li>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>	<b>People and communities</b> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Understand that other children don't always enjoy the same things, and show sensitivity to this.</li> <li>Describe similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <b>The world</b> <ul style="list-style-type: none"> <li>Describe similarities and differences in relation to places, objects, materials and living things.</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>Make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>Recognise a range of technology used in homes and schools.</li> <li>Select and use technology for particular purposes.</li> </ul>	<b>Exploring and using media and materials</b> <ul style="list-style-type: none"> <li>Sing songs, make music and dance, and experiment with ways of changing them.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <b>Being imaginative</b> <ul style="list-style-type: none"> <li>Use what they have learnt about media and materials in original ways, thinking about their use and purpose.</li> <li>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>