

**Raglan**

**Primary School**

**LIFE@Raglan**

**Early Learning Goals**

**End of year Expectations for Reception**

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| **Personal, Social and Emotional Development - Making Relationships** **Early Learning Goals**  |
| 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.  |

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| **Personal, Social and Emotional Development - Self-confidence and self-awareness** **Early Learning Goals**  |
| 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  |

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| **Personal, Social and Emotional Development - Managing Feelings and Behaviour** **Early Learning Goals**  |
| 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.  |

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| **Communication and Language - Listening and Attention** **Early Learning Goals**  |
| 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  |

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| **Communication and Language – Understanding** **Early Learning Goals**  |
| Children follow instructions involving several ideas or actions.  |
| They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  |

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| **Communication and Language – Speaking** **Early Learning Goals**  |
| 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.  |

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| **Physical Development – Moving and Handling** **Early Learning Goals**  |
| 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.  |

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| **Physical Development – Health and Self-Care** **Early Learning Goals**  |
| 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.  |

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| **Literacy – Reading** **Early Learning Goals**  |
| 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.  |
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| **Literacy – Writing** **Early Learning Goals**  |
| 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.  |

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| **Mathematics – Number** **Early Learning Goals**  |
| 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.  |

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| **Mathematics – Shape, Space and Measure** **Early Learning Goals**  |
| 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.  |

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| **Understanding the World – People and the Communities** **Early Learning Goals**  |
| 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.  |

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| **Understanding the world – The World** **Early Learning Goals**  |
| 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.  |

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| **Understanding the World – Technology** **Early Learning Goals**  |
| Children recognise that a range of technology is used in places such as homes and schools.  |
| They select and use technology for particular purposes.  |

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| **Expressive Arts and Design – Exploring and Using Media and Materials** **Early Learning Goals**  |
| 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.  |

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| **Expressive Arts and Design – Being Imaginative** **Early Learning Goals**  |
| 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.  |