

**Raglan**

**Primary School**



**LIFE@Raglan**

**Early Learning Goals**

**End of year Expectations for Reception**

|  |
| --- |
| **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. |

|  |
| --- |
| **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 |

|  |
| --- |
| **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. |

|  |
| --- |
| **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 |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |
|  |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |