

# End of Reception Expectations





## ***Reception Early Learning Goals – A Parents' Guide***

At Goldington Green Academy we support children to develop their characteristics of effective learning as we believe they play a central role in a child's learning and are essential in building an effective learner. We follow children's interests to ensure they are engaged and motivated to enable them to develop their creative and critical thinking. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

Details of the end of Reception Early Learning Goals and the Characteristics of Effective Learning can be found in this booklet.

Area of Learning	Aspect	Early Learning Goals
<b>Personal, Social and Emotional Development (PSED)</b>	Self-Confidence and Self-Awareness <b>SCSA</b>	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.
	Managing Feelings and Behaviour <b>MFB</b>	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.
	Making Relationships <b>MR</b>	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 both adults and other children.

Area of Learning	Aspect	Early Learning Goals
<b>Communication and Language (C&amp;L)</b>	Listening and Attention <b>LA</b>	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.
	Understanding <b>U</b>	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking <b>S</b>	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.

Area of Learning	Aspect	Early Learning Goals
Physical Development (PD)	Moving and Handling <b>MH</b>	Children show good control and coordination 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.
	Health and Self-Care <b>HSC</b>	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.

Area of Learning	Aspect	Early Learning Goals
Literacy (L)	Reading <b>R</b>	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 other about what they have read.
	Writing <b>W</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common word. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Area of Learning	Aspect	Early Learning Goals
Maths (M)	Number <b>N</b>	Children count reliably with numbers from 1 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.
	Shape Space and Measure <b>SSM</b>	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.

Area of Learning	Aspect	Early Learning Goals
Understanding the World (UtW)	People and Communities <b>PC</b>	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.
	The World <b>TW</b>	Children know about similarities and differences in relation to places, object, 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.
	Technology <b>T</b>	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Area of Learning	Aspect	Early Learning Goals
Expressive Arts and Design (EAD)	Exploring and Using Media and Materials <b>EMM</b>	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.
	Being Imaginative <b>BI</b>	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 technology, art, music, dance, role play and stories.



# Active Learning

**I can be involved & concentrating**

**I enjoy achieving what I set out to do**

I can show high levels of energy, fascination

I can maintain focus on my activity for a period of time

I show satisfaction in meeting my own goals

I am proud of how I accomplished something (not just the end result)

I am not easily distracted

I can persist with activity when challenges occur

I can bounce back after difficulties

I show a belief that more effort or a different approach will pay off

I enjoy meeting challenges for my own sake rather than external rewards or praise

I can pay attention to details

**I can keep trying**

Motivation



# Creating & Thinking Critically

I can think of ways to solve problems

I can find new ways to do things

I can make links & notice patterns in my experience

I can choose ways to do things

I can plan, make decisions about how to approach a task, solve a problem & reach a goal

I have my own ideas

I am developing ideas of grouping, sequences, cause & effect

I can test my ideas

I can change strategy when needed

I can check how well my activities are going

I can think of ideas

I am developing ideas of grouping, sequences, cause & effect

I can make links

I can make predictions

I can change strategy when needed

I can review how well my approach worked.

Thinking