

# 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 teaching and 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 Teaching and Learning can be found in this booklet.

Area of Learning	Aspect	Early Learning Goals
<b>Personal, Social and Emotional Development (PSED)</b>	<b>Self-Regulation SR</b>	Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They 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
	<b>Managing Self MS</b>	Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They can explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	<b>Building Relationships BR</b>	Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own and to others' needs.

Area of Learning	Aspect	Early Learning Goals
<b>Communication and Language (C&amp;L)</b>	<b>Listening, Attention and Understanding LAU</b>	Children 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. They make comments about what they have heard and ask questions to clarify their understanding. They hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	<b>Speaking S</b>	Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They 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.

Area of Learning	Aspect	Early Learning Goals
Physical Development (PD)	Gross Motor Skills <b>GMS</b>	Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Fine Motor Skills <b>FMS</b>	Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They use a range of small tools, including scissors, paint brushes and cutlery. They begin to show accuracy and care when drawing.

Area of Learning	Aspect	Early Learning Goals
Literacy (L)	Comprehension <b>C</b>	Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate – where appropriate – key events in stories. They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Word Reading <b>WR</b>	Children say a sound for each letter in the alphabet and at least 10. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing <b>W</b>	Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.

Area of Learning	Aspect	Early Learning Goals
Maths (M)	Number <b>N</b>	Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. They 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 <b>NP</b>	Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Area of Learning	Aspect	Early Learning Goals
Understanding the World (UtW)	Past and Present <b>PP</b>	Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling;
	People, Culture and Communities <b>PCC</b>	Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They 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. They 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 <b>NW</b>	Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Area of Learning	Aspect	Early Learning Goals
Expressive Arts and Design (EAD)	Creating with Materials <b>CM</b>	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories
	Being Imaginative and Expressive <b>BIE</b>	Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.



# 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 bounce back after difficulties

I can persist with activity when challenges occur

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

I can pay attention to details

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

**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 review how well my approach worked.

Thinking