

# Reception Class

2017 - 2018



## Early Learning Goals

## Personal, Social and Emotional Development

### Making Relationships

Can plan in a group, extending and elaborating play ideas			
Initiates play, offering cues to peers to join them			
Keeps play going by responding to what others are saying or doing			
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults			
Initiates conversations, attends to and takes account of what others say			
Explains own knowledge and understanding, and asks appropriate questions of others			
Takes steps to resolve conflicts with other children, e.g. finding a compromise			
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 other adults and children			

### Self-confidence and Self-awareness

Can select and use activities and resources with help			
Welcomes and values praise for what they have done			
Enjoys responsibility of carrying out small tasks			
Is more outgoing towards unfamiliar people and more confident in new social situations			
Confident to talk to other children when playing, and will communicate freely about own home and community			
Shows confidence in asking adults for help			
Confident to speak to others about own needs, wants, interests and opinions			
Can describe self in positive terms and talk about abilities			
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

Aware of own feelings, and knows that some actions and words can hurt others' feelings			
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others			
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met			
Can usually adapt behaviour to different events, social situations and changes in routine			
Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them			
Aware of the boundaries set, and of behavioural expectations in the setting			
Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy			
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			

Blue - 30 - 50 months Emerging	Green - 40 - 60+ months Emerging	Red - Early Learning Goal Expected
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## Communication and Language

### Listening and attention

Listens to others one to one or in small groups, when conversation interests them			
Listens to stories with increasing attention and recall			
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories			
Focusing attention - still listen or do, but can shift own attention			
Is able to follow directions (if not intently focused on own choice of activity)			
Maintains attention, concentrates and sits quietly during appropriate activity			
Two-channelled attention - can listen and do for short span			
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

Understands use of objects (e.g. What do we use to cut things?)			
Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture			
Responds to simple instructions, e.g. to get or put away an object			
Beginning to understand 'why' and 'how' questions			
Responds to instruction's involving a two-part sequence			
Understands humour, e.g. nonsense rhymes, jokes			
Able to follow a story without pictures or props			
Listens and responds to ideas expressed by others in conversation or discussion			
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

Beginning to use more complex sentences to link thoughts (e.g. using and, because)			
Can retell a simple past event in correct order (e.g. went down slide, hurt finger)			
Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences			
Questions why things happen and gives explanations. Asks e.g. who, what, when, how			
Uses a range of tenses (e.g. play playing, will play, played)			
Uses intonation, rhythm and phrasing to make the meaning clear to others			
Uses vocabulary focused on objects and people that are of particular importance to them			
Builds up vocabulary that reflects the breadth of their experiences			
Uses talk in pretending that objects stand for something else in play, e.g. 'this box is my castle'			
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words			
Uses language to imagine and recreate roles and experiences in play situations			
Links statements and sticks to a main theme or intention			
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events			
Introduces storyline or narrative into their play			
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

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping			
Mounts stairs, steps or climbing equipment using alternate feet			
Walks downstairs, two feet to each step while carrying a small object			
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles			
Can stand momentarily on one foot when shown			
Can catch a large ball			
Draws lines and circles using gross motor movements			
Uses one-handed tools and equipment, e.g. makes strips in paper with child scissors			
Holds pencil between thumb and two fingers, no longer using whole-hand grasp			
Holds pencil near point between first two fingers and thumb and uses it with good control			
Can copy some letters, e.g. letters from their name			
Experiments with different ways of moving			
Jumps off an object and lands appropriately			
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles			
Travels with confidence and skill around, under, over and through balancing and climbing equipment			
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it			
uses simple tools to effect changes to materials			
Handles tools, objects, construction and malleable materials safely and with increasing control			
Shows a preference for a dominant hand			
Begins to use anticlockwise movement and retrace vertical lines			
Begins to form recognisable letters			
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed			
Children show good control and co-ordination in large and small movements. They move confidently in range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing			

### Health and Self-Care

Can tell adults when hungry or tired or when they want to rest or play			
Observes the effects of activity on their bodies			
Understands that equipment and tools have to be used safely			
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves			
Can usually manage washing and drying hands			
Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastening at the bottom			
Eats a healthy range of foodstuffs and understands need for variety in food			
Usually dry and clean during the day			
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health			
Shows understand of the need for safety when tackling new challenges, and considers and manages some risks			
Shows understanding of how to transport and store equipment safely			
Practices some appropriate safety measures without direct supervision			
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

Enjoys rhyming and rhythmic activities			
Shows awareness of rhyme and alliteration			
Recognises rhythm in spoken words			
Listens to and joins in with stories and poems, one-to-one and also in small groups			
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories			
Beginning to be aware of the way stories are structured			
Suggests how the story might end			
Listens to stories with increasing attention and recall			
Describes main story settings, events and principal characters			
Shows interest in illustrations and print in books and print in the environment			
Recognises familiar words and signs such as own name and advertising logos			
Looks at books independently			
Handles books carefully			
Knows information can be relayed in form of print			
Holds books the correct way up and turns pages			
Knows that print carries meaning and, in English, is read from left to right and top to bottom			
Continues a rhyming string			
Hears and says the initial sounds in words			
Can segment the sounds in simple words and blend them together and knows which letters represent some of them			
Links sounds to letters, naming and sounding the letters of the alphabet			
Begins to read words and simple sentences			
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books			
Enjoys an increasing range of books			
Knows that information can be retrieved from books and computers			
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.			

### Writing

Sometimes gives meaning to marks as they draw and paint			
Ascribes meaning to marks that they see in different places			
Gives meanings to marks they make as they draw, write and paint			
Begins to break the flow of speech into words			
Continues a rhyming string			
Hears and says initial sounds in words			
Can segment the sounds in simple words and blend them together			
Links			
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events			

## Mathematics

### Numbers

Uses some number names and number language spontaneously			
Uses some number names accurately in play			
Recites numbers in order to 10			
Knows that numbers identify how many objects are in a set			
Beginning to represent numbers using fingers, marks on paper or pictures			
Sometimes matches numeral and quantity correctly			
Shows curiosity about numbers by offering comments or asking questions			
Compares two groups of objects, saying when they have the same number			
Shows an interest in number problems			
Separates a group of three or four objects in different ways, beginning to recognise that the total is the same			
Shows an interest in numerals in the environment			
Shows an interest in representing numbers			
Realises not only objects, but anything can be counted, including steps, claps or jumps			
Recognise some numerals of personal significance			
Recognises numerals 1 to 5			
Counts up to three or four objects by saying one number name for each item			
Counts actions or objects which cannot be moved			
Counts objects to 10, and beginning to count beyond 10			
Counts out up to six objects from a larger group			
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects			
Counts an irregular arrangement of up to ten objects			
Estimates how many objects they can see and check by counting them			
Uses the language of 'more' and 'fewer' to compare two sets of objects			
Finds the total number of items in two groups by counting all of them			
Says the number that is one more than a given number			
Finds one more or one less from a group of up to five objects, then ten objects			
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting			
Records, using marks that they can interpret and explain			
Begins to identify own mathematical problems based on own interests and fascinations			
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			

### Shape, Space and Measure

Shows an interest in shape an space by playing with shapes or making arrangements with objects			
Shows awareness of similarities of shapes in the environment			
Uses positional language			
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements			
Shows interest in shapes in the environment			
Uses shapes appropriately for tasks			
Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'			
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes			
Selects a particular named shape			

Can describe their relative position such as 'behind' or 'next to'			
Orders two or three items by length or height			
Orders two items by weight or capacity			
Uses familiar objects and common shapes to create and recreate patterns and build models			
Uses everyday language related to time			
Beginning to use everyday language related to money			
Orders and sequences familiar events			
Measures short periods of time in simple ways			
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 Communities

Shows interest in the lives of people who are familiar to them			
Remembers and talks about significant events in their own experience			
Recognises and describes special times or events for family or friends			
Shows interest in different occupations and ways of life			
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation friends or family			
Enjoys joining in with family customs and routines			
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

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world			
Can talk about some of the things they have observed such as plants, animals, natural and found objects			
Talks about why things happen and how things work			
Developing an understanding of growth, decay and changes over time			
Shows care and concern for living things and the environment			
Looks closely at similarities, differences, patterns and change			
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			

### Technology

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control			
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones			
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images			
Knows that information can be retrieved from computers			
Completes a simple program on a computer			
Uses ICT hardware to interact with age-appropriate computer software			
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes			

## Exploring and Using Media and Materials

### Expressive Arts and Design

Enjoys joining in with dancing and ring games			
Sings a few familiar songs			
Beginning to move rhythmically			
Imitates movement in response to music			
Taps out simple repeated rhythms			
Explores and learns how sounds can be changed			
Explores and learns how colours can be changed			
Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects			
Beginning to be interested in and describe the texture of things			
Use various construction materials			
Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces			
Joins construction pieces together to build and balance			
Realises tools can be used for a purpose			
Begins to build a repertoire of songs and dances			
Explores the different sounds of instruments			
Explores what happens when they mix colours			
Experiments to create different textures			
Understands that different media can be combined to create new effects			
Manipulates materials to achieve a planned effect			
Constructs with a purpose in mind, using a variety of resources			
Uses simple tool and techniques competently and appropriately			
Selects appropriate resources and adapts work where necessary			
Selects tools and techniques needed to shape, assemble and join materials they are using			
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

Developing preferences for forms of expression			
Uses movement to express feelings			
Creates movement in response to music			
Sings to self and makes up simple songs			
Makes up rhythms			
Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there			
Engages in imaginative role-play based on own first-hand experiences			
Build stories around toys, e.g. farm animals needing rescue from and armchair 'cliff'			
Uses available resources to create props to support role-play			
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words			
Create simple representations of events, people and objects			
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences			
Chooses particular colours to use for a purpose			
Introduces a storyline or narrative into their play			
Plays alongside other children who are engaged in the same theme			
Plays co-operatively as part of a group to develop and act out a narrative			
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			

# Reception Class

2017 - 2018



Exceeding Targets

## Communication and Language

<b>Listening and attention</b>			
Children listen to instructions and follow them accurately asking for clarification if necessary			
They listen attentively with sustained concentration to follow a story without picture or props			
They can listen in a larger group, for example, at assembly			
<b>Understanding</b>			
After listening to stories children can express views about events or characters in the story and answer questions about why things happened			
They can carry out instructions which contain several parts in a sequence			
<b>Speaking</b>			
Children can show some awareness of the listener by making changes to language and non-verbal features			
They recount experiences and imagine possibilities, often connecting ideas			
They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events			

## Literacy

<b>Reading</b>			
Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words			
They use phonic, semantics and syntactic knowledge to understand unfamiliar vocabulary			
They can describe the main events in the simple stories they have read			
<b>Writing</b>			
Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words			
They use key features of narrative in their own writing			

## Physical Development

<b>Moving and Handling</b>			
Children can hop confidently and skip in time to music			
They hold paper in position and use their preferred hand for writing, using a correct pencil grip			
They are beginning to be able to write on lines and control letter size			
<b>Health and Self-Care</b>			
Children know about, and can make healthy choices in relation to, healthy eating and exercise			
They can dress and undress independently, successfully managing fastening buttons or laces			

## Personal, Social and emotional Development

<b>Self-confidence and self-awareness</b>			
Children are confident speaking in a class group			
Talk about the things they enjoy, and are good at, and about the things they do not find easy			
They are resourceful in finding support when they need help or information			
Talk about the plans they have made to carry out activities and what they might change next time			
<b>Managing Feelings and Behaviour</b>			
Know some ways to manage their feelings and are beginning to use these to maintain control			
Listen to each other's suggestions and plan how to achieve an outcome without adult help			
They know when to stand up for themselves appropriately			
They can stop and think before acting and they can wait for the things they want			
<b>Making Relationships</b>			
Children play group games with rules			
They understand someone's else's point of view that is different from theirs			
They resolve minor disagreements through listening to each other to come up with a fair solution			
They understand what bullying is and that this is unacceptable behaviour			

## Mathematics

<b>Number</b>			
Children estimate a number of objects and check by counting up to 20			
Solve practical problems that involve combining groups of 2 or sharing into equal groups			
Solve practical problems that involve combining groups of 5 or sharing into equal groups			
Solve practical problems that involve combining groups of 10 or sharing into equal groups			
<b>Shape, Space and Measures</b>			
Children estimate measure and compare and order objects			
Children estimate weight and compare and order objects			
Talk about properties of 2D shapes			
Talk about and describe the position of objects			
Talk about different aspects of time			

## Understanding the World

<b>People and communities</b>			
Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past			
Know that other children have different likes and dislikes and they may be good at different things			
Understand that different people have different beliefs, attitudes, customs and tradition and why it is important to treat them with respect			
<b>The World</b>			
Know that the environment and living things are influenced by human activity			
Describe some actions which people in their own community do that help to maintain the area they live in			
Know the properties of some materials and can suggest some of the purposes they are used for			
They are familiar with basic scientific concepts such as floating, sinking, experimentation			
<b>Technology</b>			
Find out about and use a range of everyday technology			
Select appropriate applications that support an identified need, for example in deciding how best to make a record of special event in their lives, such as a journey on a steam train			

## Expressive Arts and Design

<b>Exploring and Using Media and Materials</b>			
Develop their own ideas through selecting and using materials and working and processes that interest them			
Through their explorations they find out and make decisions about how media and materials can be combined and changed			
<b>Being Imaginative</b>			
Talk about the ideas and processes which have led them to make music, designs, images or products			
Talk about features of their own and other's work, recognising the differences between them and the strengths of others			