



# Naburn Church of England Primary School

## THE EARLY LEARNING GOALS FOR CHILDREN IN RECEPTION CLASS

# THE PRIME AREAS:

## Communication and language

### Listening and attention:

- listen attentively in a range of situations.
- listen to stories
- accurately anticipating key events
- respond to what they hear with relevant comments, questions or actions.
- give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding:

- children follow instructions involving several ideas or actions
- answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Speaking:

- children express themselves effectively
- showing awareness of listeners' needs
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- develop their own narratives and explanations by connecting ideas or events.

## Physical development

### **Moving and handling:**

- children show good control and co-ordination in large and small movements
- move confidently in a range of ways
- safely negotiate space
- handle equipment and tools effectively, including pencils for writing.

### **Health and self-care:**

- children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



## Personal, social and emotional development

### **Self-confidence and self-awareness:**

- children are confident to try new activities, and say why they like some activities more than others
- confident to speak in a familiar group
- talk about their ideas
- choose the resources they need for their chosen activities
- say when they do or don't need help.

### **Managing feelings and behaviour:**

- 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
- work as part of a group or class, and understand and follow the rules
- adjust their behaviour to different situations, and take changes of routine in their stride.

### **Making relationships:**

- children play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings
- form positive relationships with adults and other children.

## THE SPECIFIC AREAS:

### Literacy

#### Reading:

- children read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding when talking with others about what they have read.



#### Writing:

- children use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- 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

### Numbers:

- children count reliably with numbers from 1 to 20
- place numbers in order
- 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
- count on or back to find the answer
- solve problems, including doubling, halving and sharing.

### Shape, space and measures:

- children use everyday language to talk about
  - size
  - weight
  - capacity
  - position
  - distance
  - time
  - money
- compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Understanding the world

### People and communities:

- children talk about past and present events in their own lives and in the lives of family members
- know that other children don't always enjoy the same things, and are sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions.

### The world:

- children know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary from one another
- make observations of animals and plants
- explain why some things occur, and talk about changes.

### Technology:

- children recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes.

## Expressive arts and design

Exploring and using media and materials:

- children sing songs and experiment with ways of changing them
- make music and experiment with ways of changing them
- dance and experiment with ways of changing it
- safely use and explore a variety of materials, tools and techniques
- experimenting with colour, design, texture, form and function.

Being imaginative:

- children use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represent their own ideas, thoughts and feelings through
  - design and technology
  - art
  - music
  - dance
  - role-play
  - stories.

