



Belmont Primary School



Expectations by the end of Reception

Mrs King and Miss Sutcliffe

Aims of the meeting

- » Share information about the structure of the Early Years curriculum.
- » Share information about national expectations for children at the end of Reception.
- » Show examples of children's work in writing and maths.
- » Suggest ideas about how you can support your child at home.
- » Questions



In Early Years the National Curriculum is made up of 7 areas:

Prime Areas

- » **Personal, Social and Emotional Development**
- » **Physical Development**
- » **Communication and Language**

Specific areas

- » **Literacy - Reading and writing**
 - » **Mathematics - Number and Shape, space and measure**
 - » **Understanding the World**
 - » **Expressive Arts and Design**
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- » **Each area has an 'Early Learning Goal' which is what is expected by the end of reception**



Personal, Social and Emotional Development

» Making relationships

Early Learning Goal:

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 Goal:

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 Goal:

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.



Physical development

» Moving and Handling

Early Learning Goal

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 Goal

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

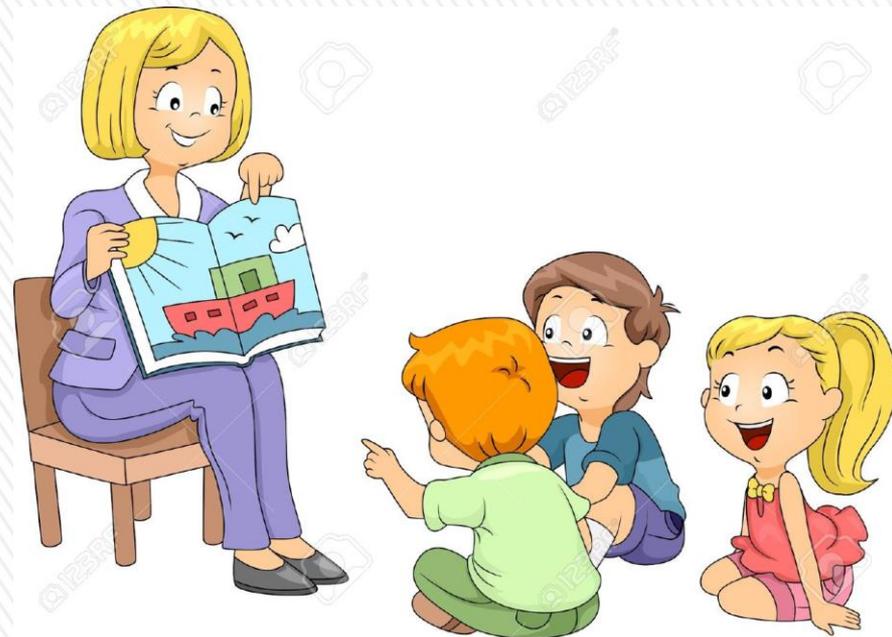


Communication and Language

» Listening and Attention

Early Learning Goal

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 Goal

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 Goal

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.



How can you help?

- » Say words correctly – and insist that your child does too.
- » Speak in grammatically correct sentences. For example: correct children when they say “Me run home”.
- » Play games to practise taking turns and accepting that you won’t always win.
- » Encourage story telling. Make them up or re-tell familiar stories.
- » Have conversations, ask each other questions.
- » Model using equipment such as a knife and a fork or scissors. Encourage children to have a go.
- » Practise zipping up coats and tying shoe laces.



Literacy

» Reading

Early Learning Goal

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.



How can you help?

- » Encourage story telling.
- » Listen to children read little and often. 5 minutes a day is better than 30 minutes once a week.
- » Sit and talk about all the pictures first before reading the text.
- » Ask questions about the story and make predictions about what may happen next.
- » To solve unfamiliar words use picture clues, look at the first sound, can the word be sounded out? Re-read the sentence to see what would fit. Re-read the sentence again to begin to develop fluency.
- » Model reading story books to your child, perhaps at bedtime.
- » Listen to stories, rhymes or songs in the car.



Literacy

» Writing

Early Learning Goal

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.



My mum smells
ov Perfym after
shes had a shower.

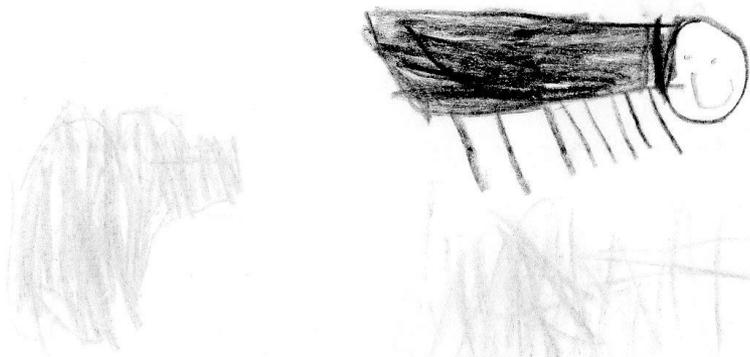
My mum is
Pritep.



Lovely original ideas
about your mum. I am
impressed you wrote
them without any
help. Well done.



I think of a spider hacht
Dwt of the egg because
I saor spider slim. It went
to loor for mom.



How can you help?

- » Encourage story telling.
- » Use keywords to make sentences. Practise writing the words and sentences. Draw a picture to illustrate.
- » Encourage children to write stories, write lists and labels write birthday cards or thank you letters, write a holiday postcard or a holiday diary.
- » Use large chinks outdoors to draw pictures on the path and write a label.
- » Write in the sand on the beach.
- » Encourage the children to listen to the sounds they can hear in words and to write the sounds down.



Mathematics

» Number

Early Learning goal

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.



How can you help?

- » Encourage children to count out quantities. For example how many apples are in the fruit bowl? How many oranges are there? How many pieces of fruit altogether?
- » Order random numbers that you see. For example a 20mph and a 10mph sign, which number is bigger.
- » Ask your child to help you with any practical number problems around the house. For example you have 12 sweets and you want to share them with your child. How many will you get each. Work it out practically.



Mathematics

» Shape, Space and Measures

Early Learning Goal

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.



How can you help?

- » Whenever an opportunity arises talk about more and less, heavier and lighter. For example when shopping or when serving a meal.
- » Ask your child to put something down with a positional language instruction for example next to, on top of, behind, in front of etc.
- » Talk about 2D and 3D shapes that you can see. For example 'The bin is a cylinder'. 'The sign is a triangle', ask the child how they know?





Understanding the World & Expressive Arts and Design



Any
Questions?

