

## Expectations for the end of Early Years

There are **seven areas of learning** outlined in the Early Years Curriculum. These lead into 17 'Early Learning Goals' (ELG).

These ELGs state the government expectation for Reception children at the end of their first year of school.

Whilst these end goals are relevant to bear in mind, it is important that children do not miss out on the many developmental steps along the way.

The characteristics of effective learning running through and underpinning **all seven areas** of learning and development focus on processes rather than outcomes. The three characteristics to which all learning is measured are identified as playing and exploring, active learning and creating and thinking critically.

Your child will be learning many new skills and we will be working with you on how best to support and help your child achieve or exceed the Early Learning Goals by the end of the year.

| <b>7 Areas of Learning</b>   |              | <b>Aspect</b>                               | <b>ELG</b>   |
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| <b>Personal, Social and Emotional Development.</b><br><br> | <b>ELG 1</b> | <b>Self - confidence and Self awareness</b> | Children are confident to try new activities, and to 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.  |
|  | <b>ELG 2</b> | <b>Managing feelings and behaviour</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 how to follow rules. They adjust their behaviour to different situations, and take changed of routine in their stride. |
|  | <b>ELG 3</b> | <b>Making Relationships</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 adults and other children.  |
| <b>Physical Development</b><br><br>                       | <b>ELG 4</b> | <b>Moving and Handling</b>                  | Children show food 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.  |
|  | <b>ELG 5</b> | <b>Health and Self -care</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.  |
| <b>Communication and Language</b><br><br>                 | <b>ELG 6</b> | <b>Listening and Attention</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.  |
|  | <b>ELG 7</b> | <b>Understanding</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.   |
|  | <b>ELG 8</b> | <b>Speaking</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.  |

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| <b>Literacy</b><br>                     | <b>ELG 9</b>  | <b>Reading</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 others about what they have read.  |
|  | <b>ELG 10</b> | <b>Writing</b>                                 | 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 other are phonetically plausible.  |
| <b>Mathematics</b><br>                   | <b>ELG 11</b> | <b>Numbers</b>                                 | 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.      |
|  | <b>ELG 12</b> | <b>Shape, Space and Measure</b>                | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.             |
| <b>Understanding of the world</b><br>  | <b>ELG 13</b> | <b>People and communities</b>                  | Children talk about past and present events in their own lives and 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.             |
|  | <b>ELG 14</b> | <b>The World</b>                               | 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 another. They make observations of animals and plants and explain why some things occur and talk about changes. |
|  | <b>ELG 15</b> | <b>Technologies</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.   |
| <b>Expressive arts and design</b><br> | <b>ELG 16</b> | <b>Exploring and using media and materials</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.  |
|  | <b>ELG 17</b> | <b>Being Imaginative</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 and technology, art, music, dance, role play and stories.  |

At the end of the reception year, a 'good level of development' is defined by the government as achieving all the Early Learning goals numbered 1 – 12. For this we would expect children to be independently demonstrating these skills (i.e. without support).

The final goals (numbered 13-17) are also significant and count towards an overall score of developmental progress for each child.

We realise that all children are individual and may require different levels of support in moving forward towards or beyond these goals during the year.