Early Learning Goals

I have created this document to help with home learning. The ‘Development Matters statement’ column contains the Early Learning Goals that children in Reception aim to achieve by the end of the school year. Please note that the possible activities are just that; you may think of other appropriate activities that you would like to try. The last column is blank for you to write your comments in. This can include a short description of an activity and how it went, what you feel your child gained from it etc. You can use this as a rolling document that you add to over time, or you can send me individual emails with what you have been up to including photographs. This has not been designed to make your life harder! Lots of the activities are things that you will be doing all of the time at home anyway. Jot down a few sentences about it – it doesn’t have to be too long! Anything you send me will be put into your child’s learning journey. Can’t wait to hear from you! Mrs M. x

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| Area of Learning | | Development Matters statement | Possible activities | Comments |
| Personal, Social and Emotional Development | Making relationships | 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. | Play a board game or card game together. Wait for your turn… and no cheating!  Find a jigsaw to complete together.  Play a new game, do some online yoga (Cosmic Kids on YouTube is amazing!), try some baking or cooking. Talk about what they liked and what they didn’t and think about why they feel that way.  Encourage children to be independent while carrying out certain tasks eg dressing, brushing teeth, but to ask for help when needed.  Involve children in conversations with familiar adults and children about what they would like to do.  Talk about your day together; what was their favourite part and why?  Discuss different feelings – try acting out different emotions for children to identify.  Talk about rules that we have at school and rules that we have at home.  Discuss plans and routines and encourage children to talk about their daily activities. | Eg. Fred chose to play snakes and ladders. We picked which colour counter to use and took turns. Fred waited very patiently for his turn and got very excited when he got to roll the dice. He counted the dots on the dice and moved the counter the right number of spaces when we counted them out together. |
| Self-confidence and self-awareness | 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 | 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. |
| Communication and Language | Listening and Attention | 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. | Initiate conversations with your child. Maybe use an object from home, eg a teddy, to hold as a prompt to speak. Model speaking when you have hold of the item, and being a good and attentive listener when not.  Share rhymes, songs, books and stories.  Read a book with your child. Can they tell you what might happen next? Why do they think that?  Can your child still listen and answer if they are involved in something else?  Challenge your child! Can you choose 3 items in your house and ask your child to collect them in a specific order?  Read a story with your child. Ask them if they can retell you the story.  With a familiar story or rhyme, accidentally (on purpose!) get the words wrong and see if they can correct you.  Model correct sentence structure – repeat words or sentences eg if your child says “buyed an apple”, say “Yes, you bought an apple.”  Talk about your child’s interests and encourage them to learn and use new vocabulary. |  |
| Understanding | Children can follow instructions involving several ideas or actions.  They 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.  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 | 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. | Encourage your child to try using different types of materials. They could try some threading with beads and laces, or practice using child safe scissors to cut along different lines eg zig zag/straight/curved.  Give your child some child safe cutlery. Can they cut up their own food using a knife and fork?  Encourage your child to get dressed/undressed independently. Try zips and buttons.  Talk to your child about their personal hygiene – can they tell you about the importance of washing their hands and brushing their teeth?  Involve your child at mealtimes. Can they talk to you about healthy choices and discuss why a balanced diet is so important.  When doing any physical activity, ask your child what we need to do first and why. Can they tell you the importance of a warm up? Can they feel their heartbeats and talk about the changes that they notice? |  |
| 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.  They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |
| Literacy | Reading | 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. | Share a book with your child – you could share one of your favourite stories from your childhood to share your love of reading,  Encourage your child to explore a range of books including fiction story books, non-fiction information books, poetry and comics.  Practise your phonics! Listen to the Jolly Phonics song to help with pronunciation and recognition.  Search for sounds – which sounds can you find in your books? Remember sounds are everywhere! Can you find some sounds in unusual places? Out and about or even on food packaging; the possibilities are endless!  Make word or sound cards for sounds or words that your child might be struggling with. Hide them around the house and see if they can hunt for them. If they can read it, they keep it!  Encourage your child to write using whatever you have at home – pencils, chalk, crayons, pens etc. They could practice writing in sand or even flour. Use an old paintbrush dipped in water to write on the pavement.  Talk about and demonstrate different purposes for writing, eg a shopping list, a greetings card, a postcard, a letter to someone they don’t see very often.  Use a picture as a stimulus and ask ch what they can see/how it makes them feel. Remind them to count out the words in their sentence and follow the pattern of word, finger space, word, finger space.  Try some slow motion talking to hear all of the sounds in a word. |  |
| Writing | 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. |
| Maths | Numbers | Children count reliably with numbers from 1 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. | Look for numbers inside and outside. Challenge your child to find specific numbers/as many numbers as they can etc on doors, car number plates, price tags.  Identify numbers and ask your child what one more/one less would be.  Play dice games together such as snakes and ladders.  Talk about simple addition and subtraction. Use their arms to make the symbols and create number sentences. Use toys or other items to demonstrate addition and subtraction. Encourage your child to create their own number sentences.  Look for shapes around your house or out and about. Can your child find and 2d or 3d shapes? Encourage them to think about how many smooth sides and sharp spiky corners (2d shapes) or faces, edges and vertices (3d shapes) they have.  Compare size, weight and capacity. Encourage your child to think about using words like ‘longer’, ‘shorter’, ‘taller’, ‘heavier’, ‘lighter’, ‘full’ and ‘empty’ when looking at their surroundings. |  |
| Shape, Space and Measure | 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 |
| Understanding the World | People and Communities | 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. | Talk about special events in your family, such as birthdays, holidays, weddings and other celebrations.  Explore different weather conditions and talk about seasonal changes that they notice.  Go on a technology hunt! What kinds of technology can you find around your home? Talk about how these things work around your house and how we can use them safely. |  |
| The World | 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 | Children recognise that a range of technology is used in places such as homes and schools.  They select and use technology for particular purposes. |
| Expressive arts and design | Exploring Media and Materials | 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. | Try some different creative activities using as many different materials as you can. You could make a musical instrument using empty packaging, collage materials to make a picture using wool or coloured paper, or mix paint if you have any to create new colours to make a painting.  Encourage children to sing their favourite songs and listen to different kinds of music.  Try using some toys of make some puppets and create your own story.  Try setting up a pretend shop, restaurant, hairdresser’s salon, workshop or classroom etc. Take on a role and play a part, creating storylines and scenes together. |  |
| Being Imaginative | 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. |