

Early Learning Goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school.

Communication & Language

Listening & 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.

Understanding

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

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.

Things you can do at home.

Play board games that involve taking turns. This helps listening and concentration.

Encourage children to talk about their experiences. Open questions like 'What are you going to play with today?' encourage them to say more than 'yes' and 'no'.

Have fun with rhyme and alliteration and encourage your child to learn and use new words to extend their vocabulary

Physical Development

Moving & 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.

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.

Things you can do at home.

Talk to your child about ways to be healthy and to exercise. Discussing food choices when you are food shopping will help them develop and understanding of ways to keep ourselves healthy. Talk about what happens to our bodies when we have been running around all day.

Listen to music and dance along, making up your own moves and routines. Encourage your child to hold their pencil with the correct grip and follow the correct letter formation as shown in their sounds book. It is also important to encourage your child to dress and undress independently. Set them a challenge of getting themselves ready for bed on their own.

Children will find things such as button easier as their fine motor skills develop but you can help by giving the polo shirts, which have less buttons. Shoelaces can be difficult for younger children but Velcro will allow them to become more independent in their dressing.

Personal, Social & Emotional

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.

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.

Things you can do at home.

You can help your child by talking to them about how they are feeling. Act out different emotions for them to recognise. Encourage your child and praise them for things they like doing and are good at.

Talk about their likes and dislikes and encourage them to explain why they do or do not like something.

Encourage them to talk to you about what they plan to do and what they need to carry out their chosen activity.

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.

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.

Things you can do at home.

Visit the library. Share a range of books with your child including stories and non-fiction, using texts that they are interested in. Set aside a special time to read to and with your child and talk about the books you have read. Look for print in other areas such as food packaging, shop and road signs etc. Use the 'red word' flashcards that have been sent home to play games such as matching pairs or bingo. Hide the words around the house and see if your child can read them. This will help to increase their sight vocabulary. See if your child can recognise these words in books. Practise their reading book for 10 minutes each night and use their reading record to let us know how they have done.

Encourage your child to write in a variety of different ways e.g. birthday cards, shopping lists, writing instructions or stories. Let your

	<p>child sound out the words using their phonic knowledge so that they spell them phonetically. Use a range of tools to write with e.g. pens, chalk, or paint. Encourage your child to read back what they have written. Give lots of praise – don't worry about neatness!</p> <p>Let your child see you writing for a range of purposes.</p>
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Mathematics

<p>Number <i>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.</i></p>	<p style="text-align: center;">Things you can do at home.</p> <p>Encourage your child to find numbers in everyday life. Let your child help you to count out everyday things such as knives and forks at teatime or as you climb the stairs. Practise counting backwards from 10 and blasting off like a rocket. Play dice games such as snakes and ladders where counting moves is required. Try using two dice and add the numbers together.</p>
<p>Shape, space and measure <i>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.</i></p>	<p>Look for 2D and 3D shapes around your home and talk about their properties – how many corners, sides etc. Cook with your child and let them help you to weigh out the ingredients, filling and emptying containers and compare sizes and amounts. Talk about what happens at different times of the day and how long things take. Use positional language such as on top, behind, next to, to describe where things are. Use a calendar to talk about the days and months. Let your child help to pay for things in the shops or play shops at home using the correct money. Ask your child to estimate how many peas they have on their plate etc.</p>

Understanding the World

<p>People and communities <i>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.</i></p>	<p style="text-align: center;">Things you can do at home.</p> <p>Encourage discussion on family traditions and what makes them different from other members in their family and what similarities they have.</p> <p>Encourage your child to help with recycling and talk about why this is important.</p>
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<p>The world <i>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.</i></p>	<p>Plant flowers and vegetables and encourage your child to look after them.</p> <p>Look at family photos and talk about family events that happened in the past.</p> <p>Visit museums and discuss how people/objects have changed/are similar.</p>
<p>Technology <i>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i></p>	<p>Let your child use technology to record their experiences. Could they help you to upload something onto Tapestry that they would like to share in school?</p>

Expressive Arts & Design

<p>Exploring and using media and materials <i>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.</i></p>	<p style="text-align: center;">Things you can do at home.</p> <p>Visit an art gallery to look at different types of artwork or search online/in books.</p>
<p>Being imaginative <i>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.</i></p>	<p>Experiment with different ways of making things such as using card, paper, boxes, yoghurt pots etc. Can they talk about what they think has worked really well or what they might need to change to improve their model? See if they can record their model with a drawing or by writing a sentence/adding labels</p> <p>Can your child design something before making it? Thinking about what they will need and how they will join the materials together.</p> <p>Let your child create stories using toys or everyday objects around the house. Encourage them to act out different roles and retell familiar stories.</p>

Remember to use Tapestry to upload experiences your child has at home and let us know about the things they are doing well. This helps contribute to our assessments here in school. It also helps us to find out about your child's interests so we can plan activities that will engage and interest them here in school.

Please remember that all children develop at their own rate and this information is only a guide.

Please visit <https://www.foundationyears.org.uk/what-to-expect-when/> for lots more useful ideas and suggestions to support your child in all stages of their development.