

Mathematics



Number

- Count reliably to 20
- Order numbers 1-20
- Say 1 more/1 less than numbers to 20
- Add & subtract two single digit numbers
- Count on/back to find the answer
- Solve problems with doubling, halving and sharing

Shape, space and measure

- Use language to describe size, shape, capacity, position, distance and time
- Know the names of common 2D shapes
- Begin to know the names of 3D shapes
- Begin to understand characteristics of everyday objects and shapes



End of Year Expectations for Reception

This booklet provides information for parents and carers about the end of year expectations for children in our school.

Meeting these objectives will help your child to make good progress as they move through the school. All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is valued greatly.

If you have any questions about the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



Reading

- Read some common irregular words.
- Use phonic knowledge to decode regular words & read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence



Writing

- Write simple sentences which can be read by themselves & others.
- Use correct pencil grip.
- Write name, labels and captions
- Use correct letter formation
- Begin to demarcate sentences with finger spaces, capital letters and full stops



Persevering
Poppy



Teamwork
Tom



Resilient
Ria



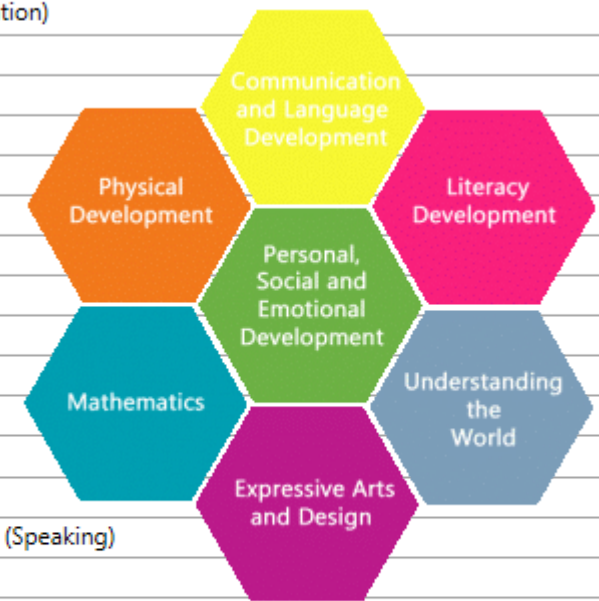
Motivated
Muhammed



Aspirational
Asher



Maintains attention, concentrates and sits quietly during appropriate activity. (Listening and attention)
Demonstrates 'two-channelled attention' - can listen and do for short span. (Listening and attention)
Listens attentively in a range of situations (ELG). (Listening and attention)
Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions (ELG). (Listening and attention)
Gives his/her attention to what others say and responds appropriately, while engaged in another activity (ELG). (Listening and attention)
Responds to instructions involving a two-part sequence. (Understanding)
Understands humour, e.g. nonsense rhymes, jokes. (Understanding)
Is able to follow a story without pictures or props. (Understanding)
Listens and responds to ideas expressed by others in conversation or discussion. (Understanding)
Follows instructions involving several ideas or actions (ELG). (Understanding)
Answers 'how' and 'why' questions about his/her experiences and in response to stories or events (ELG). (Understanding)
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (Speaking)
Uses language to imagine and recreate roles and experiences in play situations. (Speaking)
Links statements and sticks to a main theme or intention. (Speaking)
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Speaking)
Introduces a storyline or narrative into his/her play. (Speaking)
Expresses himself/herself effectively, showing awareness of listeners' needs (ELG). (Speaking)
Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG). (Speaking)
Develops his/her own narratives and explanations by connecting ideas or events (ELG). (Speaking)
Experiments with different ways of moving. (Moving and handling)
Jumps off an object and lands appropriately. (Moving and handling)
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (Moving and handling)
Travels with confidence and skill around, under, over and through balancing and climbing equipment. (Moving and handling)
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (Moving and handling)
Uses simple tools to effect changes to materials. (Moving and handling)
Handles tools, objects, construction and malleable materials safely and with increasing control. (Moving and handling)
Shows a preference for a dominant hand. (Moving and handling)
Begins to use anticlockwise movement and retrace vertical lines. (Moving and handling)
Begins to form recognisable letters. (Moving and handling)
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (Moving and handling)



Shows good control and co-ordination in large and small movements (ELG). (Moving and handling)
Moves confidently in a range of ways, safely negotiating space (ELG). (Moving and handling)
Handles equipment and tools effectively, including pencils for writing (ELG). (Moving and handling)
Eats a healthy range of foodstuffs and understands the need for variety in food. (Health and self-care)
Is usually dry and clean during the day. (Health and self-care)
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (Health and self-care)
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (Health and self-care)
Shows understanding of how to transport and store equipment safely. (Health and self-care)
Practices some appropriate safety measures without direct supervision. (Health and self-care)
Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe (ELG). (Health and self-care)
Manages his/her own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG). (Health and self-care)
Is confident to speak to others about his/her own needs, wants, interests and opinions. (Self-confidence and self-awareness)
Can describe himself/herself in positive terms and talk about abilities. (Self-confidence and self-awareness)
Is confident to try new activities, and says why he/she likes some activities more than others (ELG). (Self-confidence and self-awareness)
Is confident to speak in a familiar group, will talk about his/her ideas, and will choose the resources he/she needs for his/her chosen activities (ELG). (Self-confidence and self-awareness)
Says when he/she does or doesn't need help (ELG). (Self-confidence and self-awareness)
Understands that his/her own actions affect other people. For example, he/she becomes upset or tries to comfort another child when he/she realises he/she has upset them. (Managing feelings and behaviour)
Is aware of the boundaries set, and of behavioural expectations in the setting. (Managing feelings and behaviour)
Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken his/her toy. (Managing feelings and behaviour)
Talks about how he/she and others show feelings, talks about his/her own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable (ELG). (Managing feelings and behaviour)
Works as part of a group or class, and understands and follows the rules (ELG). (Managing feelings and behaviour)
Adjusts his/her behaviour to different situations, and takes changes of routine in his/her stride (ELG). (Managing feelings and behaviour)
Initiates conversations, attends to and takes account of what others say. (Making relationships)
Explains his/her own knowledge and understanding, and asks appropriate questions of others. (Making relationships)
Takes steps to resolve conflicts with other children, e.g. finding a compromise. (Making relationships)
Plays co-operatively, taking turns with others (ELG). (Making relationships)
Takes account of another's ideas about how to organise their activity (ELG). (Making relationships)
Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children (ELG). (Making relationships)
Enjoys joining in with family customs and routines. (People and communities)
Talks about past and present events in his/her own life and in the lives of family members (ELG). (People and communities)



Knows that other children don't always enjoy the same things, and is sensitive to this (ELG). (People and communities)
Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG). (People and communities)
Looks closely at similarities, differences, patterns and change. (The world)
Knows about similarities and differences in relation to places, objects, materials and living things (ELG). (The world)
Talks about the features of his/her own immediate environment and how environments might vary from one another (ELG). (The world)
Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG). (The world)
Completes a simple program on a computer. (Technology)
Uses ICT hardware to interact with age-appropriate computer software. (Technology)
Recognises that a range of technology is used in places such as homes and schools (ELG). (Technology)
Selects and uses technology for particular purposes (ELG). (Technology)
Is beginning to build a repertoire of songs and dances. (Exploring and using media and materials)
Explores the different sounds of instruments. (Exploring and using media and materials)
Explores what happens when he/she mixes colours. (Exploring and using media and materials)
Experiments to create different textures. (Exploring and using media and materials)
Understands that different media can be combined to create new effects. (Exploring and using media and materials)
Manipulates materials to achieve a planned effect. (Exploring and using media and materials)
Constructs with a purpose in mind, using a variety of resources. (Exploring and using media and materials)
Uses simple tools and techniques competently and appropriately. (Exploring and using media and materials)
Selects appropriate resources and adapts work where necessary. (Exploring and using media and materials)
Selects tools and techniques needed to shape, assemble and join materials he/she is using. (Exploring and using media and materials)
Sings songs, makes music and dances, and experiments with ways of changing them (ELG). (Exploring and using media and materials)
Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG). (Exploring and using media and materials)
Creates simple representations of events, people and objects. (Being imaginative)
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (Being imaginative)
Chooses particular colours to use for a purpose. (Being imaginative)
Introduces a storyline or narrative into his/her play. (Being imaginative)
Plays alongside other children who are engaged in the same theme. (Being imaginative)
Plays cooperatively as part of a group to develop and act out a narrative. (Being imaginative)
Uses what he/she learnt about media and materials in original ways, thinking about uses and purposes (ELG). (Being imaginative)
Represents his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories (ELG). (Being imaginative)

