

Where Next?
Reaching our
Early Learning
Goals.



End of Year Expectations

By the end of the Reception year the children will reach the end of the Early Years Foundation Stage (0-5 years).

Early Learning Goals represent the level the children are expected to achieve.

There are 7 areas of development and 17 Early Learning Goals.



The 7 Areas of Development



The **Prime Areas** develop first and are built upon in the context of the **Specific Areas**.

Prime areas of Development

Prime Areas:

**Communicati
on and
Language**

**Personal,
Social and
Emotional
Development**


**Physical
Developm
ent**



Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:


- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
 - Make comments about what they have heard and ask questions to clarify their understanding;
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 



Communication and Language

Speaking ELG

Children at the expected level of development will:


- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
- 



Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- 



Personal, Social and Emotional Development

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.



Personal, Social and Emotional Development

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Physical Development

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



Specific areas of Development



Literacy

Maths

**Understandi
ng The World**


**Creative Arts
and Design**



Literacy

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- 



Literacy

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

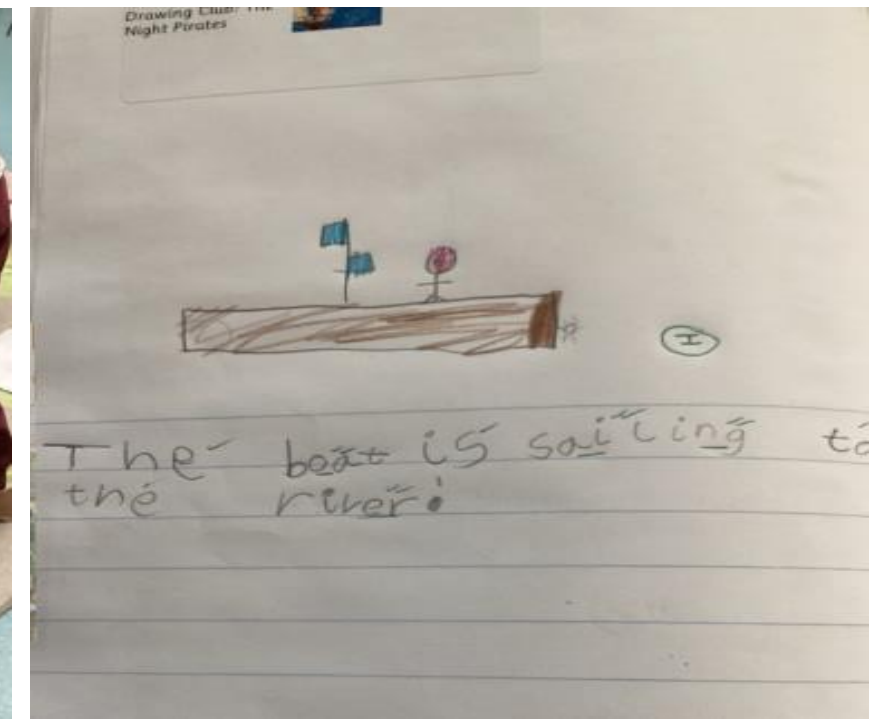
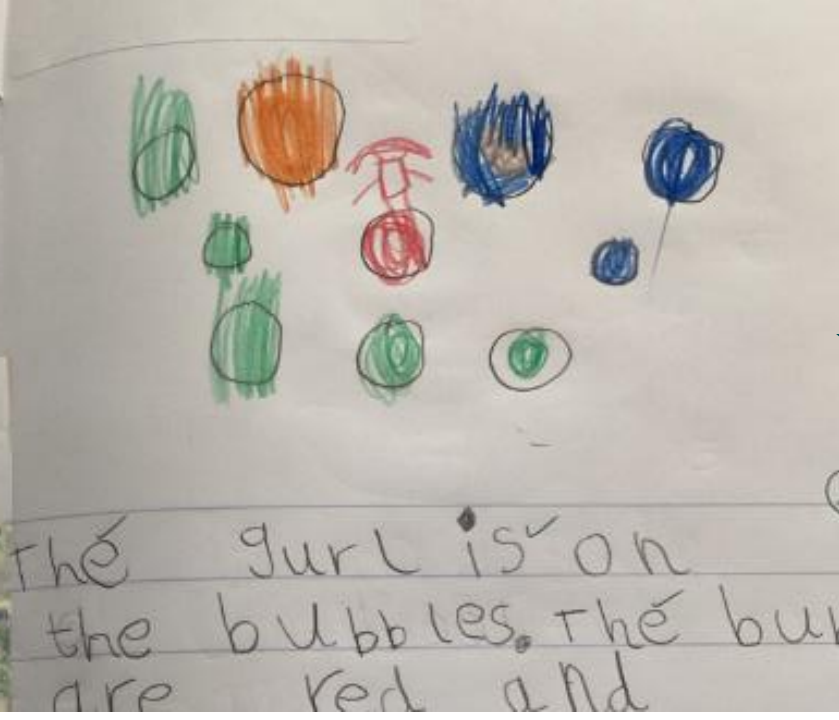


Literacy

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.






Mathematics

Number ELG

Children at the expected level of development will:


- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5;
 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- 

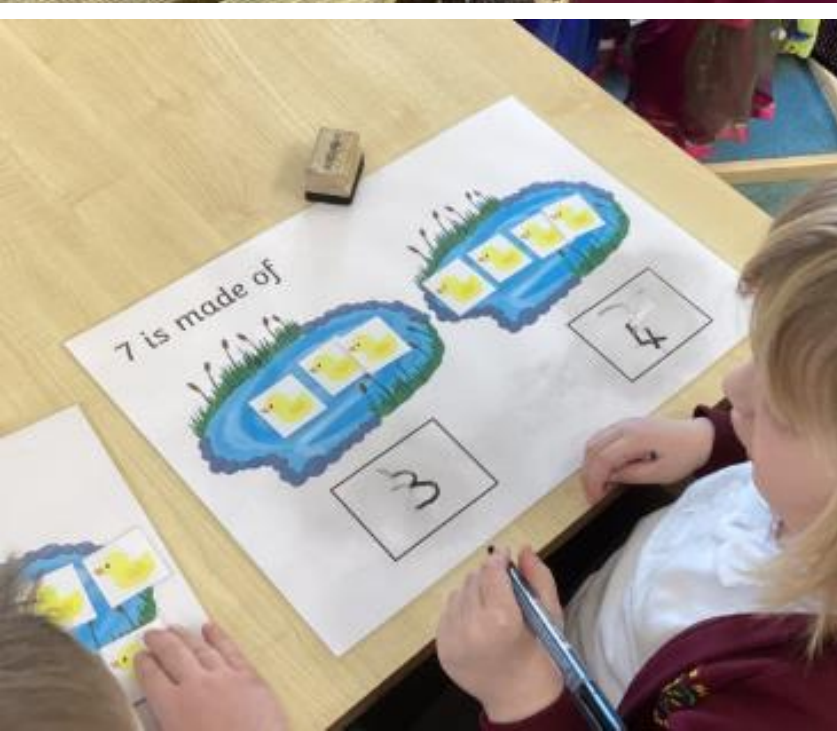


Mathematics

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- 





Understanding the World

Past and Present ELG

Children at the expected level of development will:


- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings and stories.



Understanding the World

People Culture and Communities ELG

Children at the expected level of development will:


- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
 - Explain some similarities and differences between life in this country and life in other countries, drawing
- 



Understanding the World

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- 






Expressive Arts and Design

Creating with Materials ELG


Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
 - Share their creations, explaining the process they have used;
 - Make use of props and materials when role playing characters in narratives and stories.
- 



Expressive Arts and Design

Being Imaginative and Expressive ELG Children at the expected level of development will:


- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
 - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
- 



The Early Years Profile

The Early Years Foundation Stage Profile is an assessment of children's development and learning at the end of the reception Year.


Data is submitted for all children against the 17 Early Learning goals to our Local Authority by Friday 11th July.



Good Level Of Development

All children are expected to reach a **Good Level of Development (GLD)** at the end of the Reception year to be ready for year one.

To achieve GLD children need to achieve all of the **Prime Areas** of development alongside **Maths and Literacy**.



Our Curriculum

Our creative curriculum at Jeavons Wood has been written with all seventeen Early Learning Goals in mind.

Children are given every opportunity to achieve these goals through continuous provision and directed teaching.

We identify quickly where children are not on track to meet these goals, and put additional supports and intervention in place.

Support from home, especially in the areas of maths and literacy, will support your child in reaching GLD.






How do we assess children?

We use a range of information to accurately assess where children are in their learning.

- Half termly phonics assessments and reading groups
- Weekly 1-1 Maths assessments
- Weekly 1-1 Writing outcomes
- Observations
- Conversations
- Feedback from staff team
- Independent work from provision

We attend in school and county Moderation before the Early Years Profile is submitted to ensure our judgements are accurate.



Going beyond the EYFS Curriculum

We recognise the enormous leap from FS to Year 1.

We have assessed that some areas of the EYFS Statutory Framework do not go far enough to support the children's transition into Year 1.

On occasion, we go beyond the EYFS curriculum to ensure children are as successful as they can be when they reach Year 1!

- Using capital letters and full stops consistently.
- Knowing key number facts automatically.
- Reading with pace and automaticity.
- Higher level vocabulary in science, geography and history.
- Shape names and properties
- A strong sense of resilience when faced with new challenges.
- Word Classes

We are fortunate at Jeavons Wood that our Year 1 provision follows an EYFS approach to learning, which helps to ease the children's transition into KS1.



How can you help?

Children should be reading daily, including practising their tricky words (these are all on weekly Little Wandle phonics sheets).

Children should be writing regularly in print.

Children need lots of opportunities to write sentences which include using spaces between words.

Children should be recognising, ordering and counting numbers to 10 in practical ways.

They should be solving a number of addition, subtraction, doubling, halving and sharing problems.

Children should be able to spot 2D and 3D shapes in their environment and talk about them using mathematical language.

Please bring into school or add to Seesaw any writing/number work your child completes at home.



Any Questions?

If you have any questions or worries around the Early Learning Goals, please speak to your child's class teacher.

