

End of Year Expectations for Reception



Loving, laughing
learning
together!



End of Year Expectations in Reception

This booklet provides information for parents and carers about the end of year expectations for children in our school. The objectives summarise the knowledge, skills and understanding that our children should have gained by the end of the Reception year in order to meet age related expectations.

All the objectives will be worked on throughout the year and will be the focus of teaching and learning in class through lots of learning experiences in both our indoor and outdoor learning environment. These are not intended as a tick list but are there just to guide you through your child's learning journey in Reception. We recognise that every child is unique and that they are all at different stages in this journey too.

Your help and support in helping your children to reach these goals is, as always, not only crucial but greatly appreciated by the Foundation Team. We would love to see children's work sent to us via ClassDojo so that we can share and celebrate it as a class.

Should you have any queries or want support in knowing how best to help your child, please do not hesitate contact us again through ClassDojo or via the school email address.

There are seven areas of learning and development that influence our curriculum in early years settings. All areas of learning and development are important and inter-connected. The first three areas known as the PRIME AREAS are fundamental for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The other four are SPECIFIC through which the PRIME areas are strengthened and applied.

The Foundation Team

Communication and language

Listening, Attention and Understanding

- + 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.

Speaking

- + 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

How you can help at home to develop this area of learning

- + Model correct language and encourage your child to speak in full sentences as we do in our Maths meetings and in Plan do Review. Today I am going to... The number that is one more is...
- + Read stories
- + Talk about their day
- + Play games involved in listening. You could play our Fred Games too!
- + Use what, where, when and how questions. Show your child objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".
- + Have fun saying new words in an exaggerated manner or use different voices.
- + Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'How do you know' questions: For example "I wonder why this jellyfish is so dangerous? Ahh, it must be because it has poison in its tentacles."

Personal, Social and Emotional Development

Building Relationships

- + 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.

Managing Self

- + 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.

Self-Regulation

- + 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.

How you can help at home to develop this area of learning:

- + Talk them through why we take turns, wait politely, tidy up after ourselves and so on.
- + Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. In Foundation we use kind Hands, kind heart and kind words with actions. The children are also taught to 'Choose it, use it and put it away'!
- + Ensure children's play regularly involves sharing and cooperating with others peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other.
- + Remind the children about our Golden Rules in school and talk about what they mean:
 - ✓ We are honest - we don't cover up the truth
 - ✓ We work hard- we don't waste time
 - ✓ We listen - we don't interrupt
 - ✓ We are kind and helpful - we don't hurt anybody's feelings
 - ✓ We look after property -we don't damage things
 - ✓ We are gentle- we don't hurt others
- + Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused

Physical development

Gross Motor Skills

- + 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.

Fine Motor Skills

- + 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, paintbrushes and cutlery.
- + Begin to show accuracy and care when drawing

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How you can help at home to develop this area of development

- ✚ Set aside family time for a walk or visit to a nearby park. Play games that involve running, hopping, throwing and catching together. Try rolling games. How many different ways can we roll? Slow and fast rolls, arms at side, or one arm up and one arm down
- ✚ Give children experience of carrying things up and down on different levels (slopes, hills and steps).
- ✚ Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.
- ✚ Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.
- ✚ Encourage children to conclude movements in balance and stillness.
- ✚ Allow for time to be still and quiet. Why not try looking up at the sky, or sitting or lying in a den?
- ✚ Encourage children to be highly active and get out of breath several times every day.
- ✚ Use a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
- ✚ Help children to develop the core strength and stability they need to support their small motor skills. Encourage crawling on all fours, pulling themselves up on a rope and hanging on monkey bars.
- ✚ Offer children activities to develop and further refine their small motor skills such as pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like playdough.
- ✚ Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practise, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic!!
- ✚ When playing ball, ask the child to use alternate feet for kicking or alternate hands for batting. Make sure the ball is large enough to promote success, yet small enough to present a challenge.
- ✚ Discourage inactivity by limiting TV viewing and video/computer game playing to less than two hours a day

Literacy

Reading Comprehension

- + 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.

Word Reading

- + 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.

Writing

- + 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.

How you can support your child in this area of development at home

Phonics

- ✚ Make it fun—Play hide and seek with objects or hunt for letters when out & about.
- ✚ Write sounds while in the bath using bath crayons.
- ✚ Write sounds the children are learning using sticks, make them with stones or paint them with water in the garden.
- ✚ Make sure you pronounce the sounds as pure sounds correctly! (See our link to the RWI programme)
- ✚ Play Fred Games
- ✚ Help children to read the sounds speedily. This will make sound-blending easier.
- ✚ Spot letters in books and move forwards to identifying words.
- ✚ Read everything when you are out and about!

Writing

- ✚ Start writing on a big scale—outdoors with a paint brush and a bucket of water or pavement chalks. These can be purchased from Asda or the Pound shop
- ✚ Check and encourage your child to grip the tool correctly, using a pincer grip
- ✚ Encourage spelling by sounding out the letters. Ask the children to show you how we pinch each sound onto each finger Fred Fingers to spell the word.
- ✚ Encourage children to write by providing opportunities in a wide range of ways. Use chalks for paving stones, boards and notepads.
- ✚ Have fun and don't make writing a chore. Give them a real purpose for their writing such as a shopping list for a forgetful grandma, a tools list for grandad, a birthday list for a younger family member, a birthday card or a plaque for their bedroom door that says "Keep out this is my room!", "A beautiful princess sleeps here" or "William's man cave!"
- ✚ Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories.
- ✚ Children are also motivated by simple home-made books, different coloured paper, books shaped like animals and paper decorated with fancy frames.

- ✚ Finally remember that before we help children to learn to form their letters accurately. Children need a wide-ranging programme of physical skills development, inside and outdoors.
- ✚ Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play etc. Their small-muscle co-ordination: hands and fingers can be developed through using scissors, learning to thread and sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round and round', 'back and forward' etc.).

Reading

How to support this area of learning at home

- + Create a love of books—enjoy reading make it a happy, relaxing, cosy time.
- + Share a story at least once a day.
- + Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.
- + Read aloud good quality books and talk about them with your children.
- + See our top 40 list!
- + Listen to and talk about stories to build familiarity and understanding.
- + Use different and silly voices for the narrator or each character to bring the book to life!
- + Comment on what is happening in a story: for example when reading Room on the Broom say “That looks dangerous - I’m sure they’re all going to fall off that broom!”
- + Talk about the plot and the main problem in the story. How did the characters solve the problem?
- + Identify the main characters in the story and talk about their feelings, actions and motives. Do they change as the story progresses? Why?
- + Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense.
- + Choose a few interesting longer words from a rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.
- + Help children to join in with refrains and learn some verses by heart using call and response.

Mathematics

Number

- + 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.

Numerical Patterns

- + 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.

How you as a parent/carer can help/support your child in this area

- ✚ When you are counting together say how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle.
- ✚ Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see if we are right?" Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle.
- ✚ Build counting into everyday routines such as counting socks, stairs, toys, bricks, pieces of fruit.
- ✚ Sing counting songs and number rhymes
- ✚ Show small quantities in familiar patterns (for example, dice, domino patterns).
- ✚ Prompt children to subitise first when counting groups of up to 4 or 5 objects. For example: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.
- ✚ Play show me – encourage children to show a number of fingers 'all at once', without counting. Show me 3. Show me another way of making 3. Repeat with other numbers. This is a firm favourite in our daily maths meetings.
- ✚ Make homemade number cards games such as snap or matching pairs with cards where some have numerals and some have dot arrangements. Try hiding one set around the room and match it with the other.
- ✚ Play a Dice game Use a 'dotted' dice and write the numbers 1 to 6 on a sheet of paper (or use the numbered animals). Throw the dice. Can your child guess how many dots there are? Check by counting. Ask your child which number on the paper matches the dots on the dice. Add 2 numbers together—add the dots by counting, write a sum. Ask – What would 1 less or 1 more than that number be? What about 2 more or 2 less?
- ✚ Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, a hat etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?"
- ✚ Model comparative language using 'than' and encourage children to use this vocabulary when comparing the weight of two bags of shopping. For example: "This is heavier than that."
- ✚ Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"
- ✚ Have fun in the bath exploring capacity and the language empty, full, half empty and overflowing.
- ✚ Pour on container into another. Which holds the most the least?

Understanding The World

People, Culture and Communities

- + 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 on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

- + 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.

Past and Present

- + 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, characters and events encountered in books read in class and storytelling.

How you can support this area of learning at home

- + Using examples from real life and from books, show your child how there are many different families.
- + Talk about people that are in their family and past events that are significant to them
- + Talk about people that your child may have come across within their community, such as the police, the fire service, doctors and teachers.
- + Visit a church or a place of worship
- + Give your child frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- + Create opportunities to discuss how we care for the natural world around us. After close observation encourage them to draw pictures of the natural world, including animals and plants
- + Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Help your child to name and describe some plants and animals children they see, encouraging children to recognise familiar plants and animals whilst outside.
- + Plan visits to different places, farms, holidays, seaside, the woods.
- + Look at maps, books and the internet to find out about different countries.
- + Draw children's attention to the weather and seasonal features. Throughout the year, take your child outside to observe the natural world and encourage them to observe how animals behave differently as the seasons change.

Expressive Arts and Design

Creating with Materials

- ✚ 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.

Being Imaginative and Expressive

- ✚ 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.

How you can help to support this area of learning

- + Allow children to have opportunities to make models using cut and stick materials, use cardboard or cereal boxes, egg boxes or empty plastic containers that you have ready for recycling.
- + Painting activities
- + Puppet making to retell stories - wooden spoons are a wonderful handy resource for this
- + Sing nursery rhymes
- + Listen to music
- + Enjoy making music even if it is with pots and pans!

Parent partnerships

We view parents and carers as a child's first and most enduring educators and therefore place great importance upon establishing a successful partnership between teaching staff and the families in our community. We aim to facilitate this by ensuring a two-way flow of information, knowledge and expertise between home and school.

We love to see what you and your child do at home. Please record any significant events you want to share and send us any photographs of home wow moments and achievements through Class Dojo. This not only feeds into our assessment process but gives us an opportunity to celebrate these moments with your child and share them with their friends.

Should you need any support or help with your child's learning please Dojo us.

Many thanks for your support.

The Foundation Team.

Who is this?



Fred frog is missing you!

He'd like you to play some of his Fred talking games to cheer him up.

Ask a grown up to play.

Fred Games

Speaking like Fred helps children to understand that words are made up of sounds. In foundation we use Fred Talk in games and throughout the day to help children practise blending sounds together.

Parents/Carers, please note -

When playing the Fred talk games, if your child is not yet able to blend the sounds to make the whole word, please don't worry, it is something that just needs practise, keep going! Help them by modelling the blending of sounds to make whole words, this will be great for their development.

Fred's Fridge

Fred opens his Fridge and what does he find?

Sound talk what you might find in the Fridge.

Remember to say the words broken down into sounds

Fred would say ch-ee-s for cheese

And j-oo-s for juice

m-i-l-k milk

j-a-m jam

h-a-m ham

f-i-sh fish



f-r-oo-t

Fred says put your hands on your h-e-d head repeat

Child says h-e-d hed and touches their head

Repeat with b-a-k t-u-m-h-a-n-d-f-u-t-h-i-p

Then Fred says

r-u-n-

h-o-p

s-k-i-p

j-u-m-p

s-t-o-p

Fred I spy

Fred says I spy something r-e-d children repeat

r-e-d.

Can the children hear the old word r-e-d, red then point to something red?

Play with other colours

b-l-oo, g-r-ee-n,, b-l-a-k etc.