

Personal, Social and Emotional Development:

- Be confident to try new activities and initiate ideas.
- Explain what makes you feel happy, sad, clam, angry, scared.
- Be sensitive to the needs, views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly.
- Explain and give reasons why some things are right and wrong.
- Consider the consequences of their words and actions for themselves and others.
- Recognise that their own needs, views, cultures and beliefs are important.
- Respect people with different needs, views, cultures and beliefs.

Creative Development:

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
- Explore colour, texture, shape, form and space in two or three dimensions.
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.
- Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Communication, Language and Literacy Development:

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- Extend their vocabulary, exploring the meanings and sounds of new words.
- Speak clearly and audibly with confidence and control and show awareness of the listener.
- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feeling and events.
- Use past, present and future forms accurately when talking about events.
- Develop own narratives and explanations by connecting ideas or events.
- Hear and say sounds in words in the order in which they occur.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Explore and experiment with sounds, words and texts.
- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Read a range of familiar and common words and simple sentences independently.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation.

Reception Skills

Teacher to Ensure Children:

- Continue to be interested, excited and motivated to learn.
- Work with groups of people, including adults and children, to work together harmoniously.

Each early learning goal is used to develop other key skills.

See colour coding.

Learning to listen

Time to talk

Music, movement and memory
storytime

learning about print

tuning into sound (phonics)

moving into writing

Physical Development:

- Move with confidence, co-ordination, imagination and in safety.
- Travel around, under, over and through balancing and climbing equipment.
- Recognise the importance of keeping healthy, and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Problem Solving, Reasoning and Numeracy:

- Count reliably up to ten everyday objects.
- Recognise numerals 1 to 9.
- Use developing mathematical ideas and methods to solve practical problems including doubling, halving and sharing.
- Use language such as 'more' or 'less' to compare two numbers.
- Find one more or one less than a number from one to 20.
- Relate addition to combining two groups of objects and subtraction to 'taking away'.
- Use language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities.
- Talk about, recognise and recreate simple patterns.
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- Use everyday language words to describe position.

Understanding of the World:

- Look closely at similarities, differences, patterns and change.
- Ask questions about why things happen and how things work.
- Select tools and techniques they need to shape, assemble and join materials they are using.
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.
- Find out about past and present events in their own lives, and in those of their families and other people they know.
- Find out about their environment, and talk about those features they like and dislike.
- Make observations of animals and plants and explain why some things occur
- Begin to know about their own cultures and beliefs and those of other people.