



# End of Year Expectations Reception

## EOY expectations in Reception

The objectives summarise the knowledge, skills and understanding that all young 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 a variety of ways both indoors and outdoors.

Any extra support you can provide to help your child is greatly valued and can be evidenced by yourself through seesaw.

## The 7 areas of learning

Communication and Language

Personal, Social and  
Emotional Development

Physical Development

Literacy

Maths

Understanding of the World

Expressive Arts and Design

# 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,
- Offer explanations for why things might happen, 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

# Communication and Language

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

- Model correct language
- Use who what where when why how questions
- Read stories
- Talk about their day
- Play games involved in listening

# Personal, Social and Emotional Development

## 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

# Personal, Social and Emotional Development

## How you can help at home:

- Discuss how you and your child feels and talk about those emotions.
- Play games that include taking turns and sharing.
- Talk about the Golden Rules:
  - We are honest
  - We work hard
  - We listen
  - We are kind and helpful
  - We look after property
  - We are gentle.

# Physical Development

## 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

# Physical Development

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

- Take them to the park and use climbing equipment
- Riding a bike
- Engage in creative activities such as playdough, painting, using scissors.
- Provide a play environment that encourages lots of time and space for energetic and noisy play.
- Stretch out body parts. Stretch and gently wiggle your toes, feet, legs, arms, and fingers. Gently stretch your neck by looking side to side and up and down
- Set aside family time for a hike, walk, or visit to a nearby park. Play games that involve running, hopping, throwing and catching together
- 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
- 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

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

### Phonics

- Make it fun—Play hide and seek with objects or hunt for letters when out & about
- Write sounds while in the bath
- Make sounds from sticks, stone or paint them with water
- Spot letters in books and move forwards to identify words
- Make sure you pronounce them correctly!
- **Early Reading**
- Create a love of books—enjoy reading make it a happy time
- Let your child use the pictures to tell you a story
- Enjoy it when children memorise the story and can ‘tell’ you the words on the page
- Spot words that your child knows in the book— Mum, Dad, dog or cat are often great words to start
- Find words that your child can segment and blend by themselves— set them up to impress you! • Read everything—books, cereal packets, signs, number plates, posters—whatever takes their fancy!

### Early Writing

- Start writing on a big scale—outdoors with a paint brush or chalk
- Check and encourage your child to grip the tool correctly, using a pincer grip
- Draw and copy patters—these will develop the writing motions of up and down strokes or rounds and diagonals
- Think about writing with your ‘wrong’ hand while wearing a glove—this is like writing for a child—it’s tricky!
- Let them free write—they can tell you ‘what is says’ - marks and then letters have meanings!
- Watch out for children writing the first sound of the word they are sounding out • Encourage spelling by sounding out the letters
- ‘Check’ how the word would look like in a book if your child asks
- Again have fun, don’t make it a chore, make them love it

# 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

### Number

- Choose a number for the week, e.g. 2. Encourage your child to look out for this number all the time. Can your child see the number 2 anywhere? at home - in the kitchen or on pages in a book in the street - on doors, on car number plates or on buses while out shopping - on the shop till, on shelves, in shop windows
- Patterns and games with numbers Find two apples, toys, spoons, straws, sweets, etc. Make patterns, such as two knives, two forks, two spoons, two knives, two forks, two spoons... Practise writing the number 2.
- 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. Who can reach 20 first? What would 1 less or 1 more than that number be? What about 2 more or 2 less?

### Counting

- Practise counting. Start at 5, and count on from there to 11. Start at 9, count back from there to zero. Choose a different starting number each time. Count using numbers to 10, 20 and then beyond to 100.
- Baking and cooking activities
- Looking at shapes in the environment- talking about the properties of the shape –corners, sides

# 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.

# Understanding the World

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

- When out and about discuss the surroundings.
- Visits to different places, farms holidays, seaside, the woods.
- Look at maps, books and the internet to find out about different countries
- Talk about people that are in their family and past events that are significant to them
- Visits to church or a place of worship
- Talk about jobs people do –police, NHS, shop keepers etc

# 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.

# Expressive Arts and Design

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

- Allow children to have opportunities to make models using cut and stick materials.
- Painting activities
- Puppet making to retell stories
- Sing nursery rhymes
- Listen to music,
- Make music even if it is with pots and pans!

# Characteristics of effective teaching and learning

As well as assessing children's knowledge and skills that have been detailed so far we also look at how children. These are called the characteristics of effective teaching and learning.

They are broken down into 3 parts:

Playing and Exploring

Active Learning

Creating and Thinking Critically

In school these are personified through using the Mr Men and Little Miss characters.

I can think of ways to solve a problem like Little Miss Brainy

I know what I have done well like Little Miss Sunshine

I can explain my ideas like Mr Clever

I can predict what might happen like Mr Daydream

I will keep trying Mr Strong

I will concentrate like Little Miss Busy

I can listen carefully to others like Mr Quiet

I can explain my ideas like Little Miss Chatterbox

I can work with others to complete a task like Little Miss Helpful

I can make observations using my sense like Mr Nosey