



West Dean CE Primary School

End of Year Expectations for Reception Year



This booklet provides information on the end of year expectations for children in our school.

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.

For example, as you help your children with homework and target work, if they show that they understand or can do one of these things, then please make a brief note of it, adding the date.

You may also spot their learning at other times, such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.

These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking is really valuable.

We are sure you will be able to provide excellent speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.

NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.

We will collect it in a week before the end of each half term.

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

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school. These are included in this pack. Work on oracy will be extremely helpful and we include the primary school objectives below.
You will be able to provide excellent speaking and listening opportunities at home!

Communication and Language

a	<p>Listening and Attention: Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	
b	<p>Understanding: Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	
c	<p>Speaking: Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	

Physical Development

a	<p>Moving and handling: Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	
b	<p>Health and self-care: Children know the importance for good health of physical exercise, and healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently.</p>	

Personal, Social and Emotional Development

a	<p>Self confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p>	
b	<p>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
c	<p>Making relationships: Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and peers.</p>	

Literacy		
a	<p>Reading: Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	
b	<p>Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	

Mathematics		
a	<p>Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>	
b	<p>Shape, space and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	

Understanding the World

a	<p>People and communities: Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
b	<p>The world: Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
c	<p>Technology: Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	

Expressive Arts and Design

a	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function.</p>	
b	<p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thought and feelings through design and technology, art, music, dance, role-play and stories.</p>	

Learning Behaviours			
	Fantastic Elastic Brains	What does the learning behaviour mean? What might you do?	Space to jot down examples where these behaviours have been evidenced. How can you get better as a learner?
aperseveream resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
b	.....are independent	.....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.
c	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.
d	.....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems
e	.....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.
f	.....join up their thinking	.....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.
g	.....love a challenge	.....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.
h	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.
i	.....adapt	.....am flexible and can change my ideas or actions when I get feedback or find a better way.