



**Parkwood
Academy**
A Primary and Nursery School for the Community

End of Year Expectations for Reception



The following information is for you to know what is expected at the **END of your child's year in Reception at Parkwood Academy and some ideas of how we can achieve these goals together with some fun activities you can do at home!**

Reception end of year expectations:

By the end of your child's reception year, your child should be able to achieve the following:

There are three areas that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:



- Communication and Language ELG's:
 - 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.
 - ELG: Speaking
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.



- Physical Development ELG:
 - ELG Gross Motor Skills
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.
 - ELG: Fine Motor Skills
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.

- Personal, Social and Emotional Development ELG's:
 - ELG Self-Regulation:
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.
 - ELG: Managing Self
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.
 - ELG: Building Relationships
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.

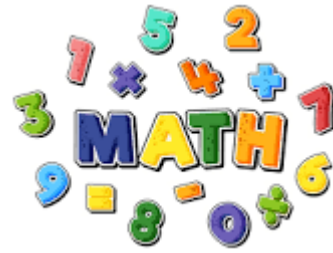
There are also four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:



Literacy

- ELG:Comprehension
 - 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.
- ELG: Word Reading
 - 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.
- ELG: Writing
 - 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

- ELG: Number
 - 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.
- ELG: Numerical Patterns
 - 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



- ELG: Past and Present
 - 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, characters and events encountered in books read in class and storytelling.
- ELG: People, Culture and Communities
 - 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 on knowledge from stories, non-fiction texts and – when appropriate – maps.
- ELG: The Natural World
 - Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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

- **ELG: Creating with Materials**
 - 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.
- **ELG: Being Imaginative and Expressive**
 - 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.

Further information on end of year expectations



Reading

As well as the children learning their phonics (you will be informed of these weekly by email as well as bring home a phonetically matched book to what they are learning), your child should be able to recognise, read and write the following words;

he	I	my	a
of	put	the	are
your	Be	Baby	go
he	me	my	no
of	said	say	to
you	mother	any	are
be	brother	by	call
do	fall	go	her
I'm	I've	now	of
one	saw	school	she
small	so	some	tall
their	there	they	to
wall	want	was	watch
we	were	what	where
who	sister		



Writing

The following are some ideas for how you can help your child to write at home

Activity 1 – shopping list

Go through your cupboards and fridge and call out different items that you need to buy from the shops, get your child to write the list

Activity 2 – write a sensory poem

At the park/cinema/in spring/

I see....

I hear....

I feel....

I touch....

I smell...

And so on.

Activity 3 – fun envelopes

Ask your children to write letters to family members or friends they cannot see at the moment and tell them you will post them. If you do not have any envelopes you could make some.

Remind them of tricky words, to use their phonics to sound out words, writing on top of the line, finger spaces, a capital letter for a name or beginning of a sentence and to finish with a full stop.

Activity 4 – decorating the alphabet

Give your child a letter from the alphabet to write down and see what they can turn it into, an animal, a car, a castle. Can they label their picture?

Activity 5 – role play

Ask your child to take your lunchtime order, can they write down everything you would like using their phonics knowledge. I would like... a hotdog, ketchup and

some crisps. Expect them to make phonetically plausible attempts for example they may write sum crisps rather than some.

Activity 6 – book log

Ask the children to create and write a book log of their favourite story's you have shared and keep them in the file or book. What did you like about the story/ what didn't you like? Who was your favourite character? Rate it out of 3 stars, decorate it with drawings.

Activity 7 sorting initial sounds

Have 3 sounds in three separate piles s,t,p (for example) Can you write any 2 words that have that initial sound and put it in the correct pile? Sock, sand, soap, tap, toast, tin, pan, pizza, popcorn. Can you find something/object in your house that starts with that sound to add to your pile?

Activity 8 – draw a super hero

Ask the children to draw a super hero and label all of its powers and what he/she can do, what do they look like, who will they save? Can you write a story to show/tell your teacher or a family member?

Fine Motor development is a skill you need to be able to control and build strength in the small muscles in the hands and fingers. These aid coordination between what you see and what you do. Without fine motor skills your child will not be able to write or hold objects using the correct grip.

Activity 1 – tweezer fun

Empty an egg carton – (pom poms, tweezers) get your child to pick up the pom poms 1 by 1 using the tweezers and place them in an egg compartment. You can challenge your children by writing numbers on the carton to match the amount placed there.

Activity 2- play dough

Play dough if you won't have any it's easy to make very versatile!

2 cups of flour, 2 tablespoons of vegetable oil/coconut oil/baby oil, ½ cup salt, 1 cup of boiling water, 2 tablespoons cream of tartar (will still work without), paint or food colouring and glitter (optional).

- You can add loose parts to the dough to make things with it such as pasta, buttons, shells, pebbles, candles.
- You can create tracing tools with paper so your child can mould and twist the dough to a letter or number shape.
- You can find printable play dough mats online so your children can make faces or other ideas.

Activity 3 – create a collage

Cut out pictures from a catalogue/magazine/or drawings and stick them all together.

Activity 4 - threading

- Beads on pipe cleaners/string/ribbons
- Pasta necklaces
- Spaghetti pasta and beads
- A collider with straws/pipe cleaners

Activity 5 – sensory writing

- Baking tray with a thin layer of salt, sand, glitter, sieved flour and the back of a pencil, fork, spoon, paintbrush, finger or stick to practice writing letters, words or letter shapes

Activity 6 – complete a puzzle

Jigsaw puzzles are an excellent way to promote fine motor skills.

Activity 7 – bottle lids activity

Collect some bottle lids of different colours, make some small slots in a box and colour around them in different colours. Your child is to match the correct colour to the bottle lid. Can extend with amounts in each and you can check after.

Activity 8 – painting with cotton buds

You can make paint with yoghurt and food colouring temporarily.

Activity 9 – weaving

Cut different coloured card into strips and demonstrate how to thread the paper under, over and under again through the slits. Or use trellis in the garden and ribbon.

Activity 10 - elastic bands

Wrap elastic bands around a pine cone to create an elastic band ball

Activity 11 – loose part shapes

Draw some zig zags/spirals/letters/numbers on paper. Use loose parts pasta, rice, buttons, stones, stickers anything and place on top. Then can be reused again and again. Extend by using tweezers/pegs.

Fun Number and Counting Activities:

Key Vocabulary: more, less, the same, fewer, many, number, count, estimate, order, recognise.



Fun Shape Activities: Key vocabulary: corner, side, round, straight, Curved, point, shape names

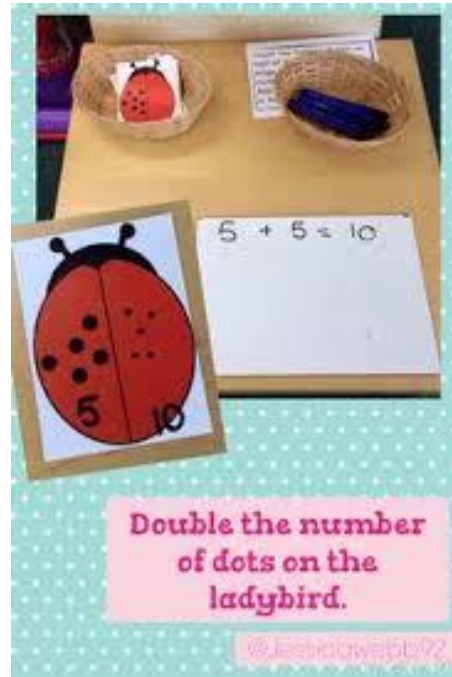
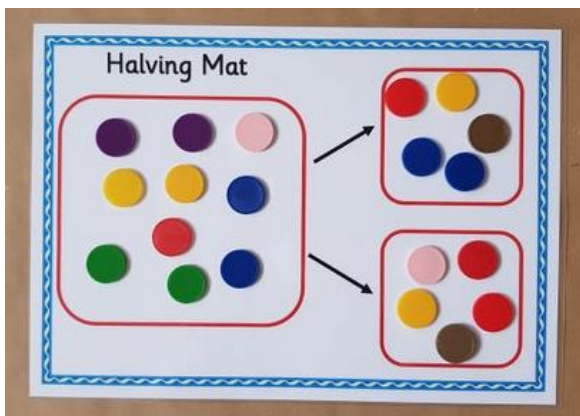


names

Fun Problem Solving Activities



Number bonds to 10 with flowers



Double the number of dots on the ladybird.

@Jessicawebb92

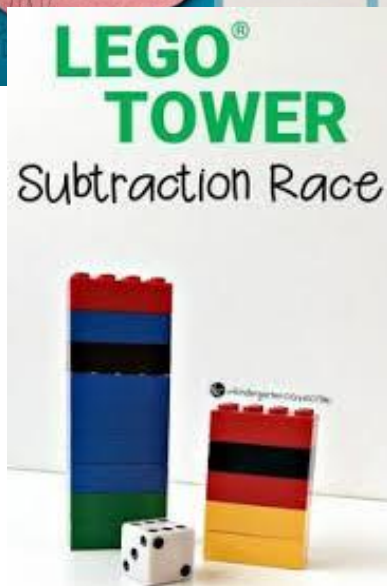
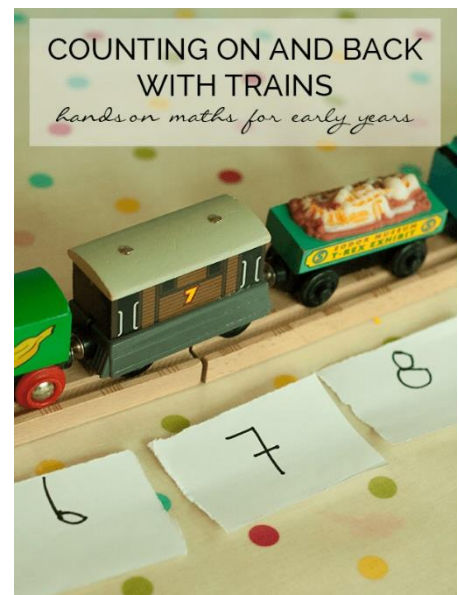


Sharing the food out between caterpillars.

Jessicawebb92

Fun Addition and Subtraction Activities:

Key Vocabulary: more, less, the same, fewer, many, add, total, take away, subtract, count, number, forwards, backwards.



Fun Size Activities:

Key Vocabulary- big, small, medium, middle sized, biggest, smallest, bigger, smaller, little, compare, order.

