

Simonside Primary School

Reception Curriculum Expectations

Including Non-
Negotiables



A guide for Parents/Carers

End of Year Expectations – Reception

This booklet provides information for Parents/Carers about the End of Year Expectations for children in Reception, based on the requirements of the Early Years Curriculum. These requirements have been outlined as the minimum expectation for your child, in order to ensure they make progress in the following year.

We build up to achieving these during the year, taking smaller steps to achieve the Objective. Any extra support you can provide in helping your child to achieve these, is greatly valued.

If you have any queries regarding the content of this booklet, or you would like support in knowing how best to help your child, please see one of the Reception staff and they will be more than happy to help.

Personal Social and Emotional Development

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

Expressive Art and Design

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

Communication and Language

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

Physical Development

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

Literacy

- They read and understand simple sentences.
- They use phonic knowledge to read regular words and read them aloud accurately, (for example, when reading bat, child says the letters 'b a t' then bat.)
- They also read some common irregular words,(eg to, the, here, come – these words cannot be sounded out)
- They demonstrate understanding when talking with others about what they have read.
- They use their phonic knowledge to write words in ways which match their sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible, matching to the sounds they know, (eg - wons upon a tighm, is correct for once upon a time)

Mathematics

- They count reliably with numbers from one to 20,
- They place numbers 1-20 in order.
- They say which number is one more than a given number (to 20).
- They say which number is one less than a given number (to 20).
- Using quantities and objects, they add two single-digit numbers and count on to find the answer.
- Using quantities and objects, they subtract two single-digit numbers and count back to find the answer.
- They solve problems, including doubling.
- They solve problems including halving.
- They solve problems including sharing.
- They use everyday language to talk about size to compare (quantities) and to solve problems, involving money, capacity, time, weight, height and length.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

- They talk about past & present events in their own lives and in the lives of family members.
- They know that others don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others.
- They know about similarities and differences among families, communities and traditions.
- They know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary.
- They make observations of animals, plants and explain why some things occur, and talk about changes.
- They recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.