



Early Learning Goal meeting 2019

Personal, social and emotional

1. Self confidence and self awareness
2. Managing feelings and behaviour
3. Making relationships.

Communication and language

4. Listening and attention
5. Understanding
6. Speaking

Physical development

7. Moving and handling
8. Health and self care

Literacy

9. Reading
10. Writing

Maths

11. Number
12. Shape, space and measure

In June we have to report to Croydon on the Early Learning Goal in these 12 areas.

Early Learning Goal Statements
On each of your chairs there is
a document.
Written are the 12 statements
for each of the areas we assess
your child on.

The Early Learning Goals (end of reception assessment)

The prime areas

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. 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. They say when they do or don't need help.

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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Communication and language

Listening and attention: children 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.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children 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 narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children 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.

Health and self-care: 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.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken 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.

Mathematics

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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

The Early Learning Goals (end of reception assessment)

The prime areas

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. 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. They say when they do or don't need help.

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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children 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, and form positive relationships with adults and other children.

Communication and language

Listening and attention: children 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.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children 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 narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children 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.

Health and self-care: 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.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken 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.

Mathematics

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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

What have we been doing to collect evidence for each of the areas?

Throughout the school year we have been collecting evidence for each of your children.

We have collected observations, quotes, photographs, pieces of work, homework, home observations and proud clouds.

We store this in their Learning Journals, which are in class and you are welcome to come and look at any time.

Good Level of Development

Children achieving a **good level of development** are those achieving at least the Early Learning Goals in the following areas of learning:

communication and language;

physical development;

personal, social and emotional development;

literacy and

mathematics.

- GOV

2. Managing feelings and behaviour

1. Self confidence and self awareness

3. Making relationships.

4. Listening and attention

12. Shape, space and measure



5. Understanding

11. Number

6. Speaking

10. Writing

9. Reading

8. Health and self care

7. Moving and handling

KEY- Have made Early Learning Goal .

Have no made Early Learning Goal.

2. Managing feelings and behaviour

1. Self confidence and self awareness

3. Making relationships.

4. Listening and attention

12. Shape, space and measure

Have not reached a
Good Level of Development
(GLD)

5. Understanding

11. Number

6. Speaking

10. Writing

9. Reading

7. Moving and handling

8. Health and self care

KEY- Have made Early Learning Goal .

Have no made Early Learning Goal.

What does it mean if your child does not reach a Good Level of Development at the end of Reception?

- Their Year 1 teacher will be informed.
- Their Year 1 teacher will personalise and differentiate learning based on the EYFS to support you child in lessons.

Personal, social and emotional development

Self-confidence and self-awareness: children are **confident to try new activities**, and say why they like some activities more than others. **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. They say when they do or don't need help.

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. They work as part of a group or class, and understand and follow the rules.** They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children 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**, and form positive relationships with adults and other children.

Communication and language

Listening and attention: children 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.

Understanding: children **follow instructions** involving several ideas or actions. **They answer 'how' and 'why' questions** about their experiences and in response to stories or events.

Speaking: children **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 narratives and explanations by connecting ideas or events.

Physical development

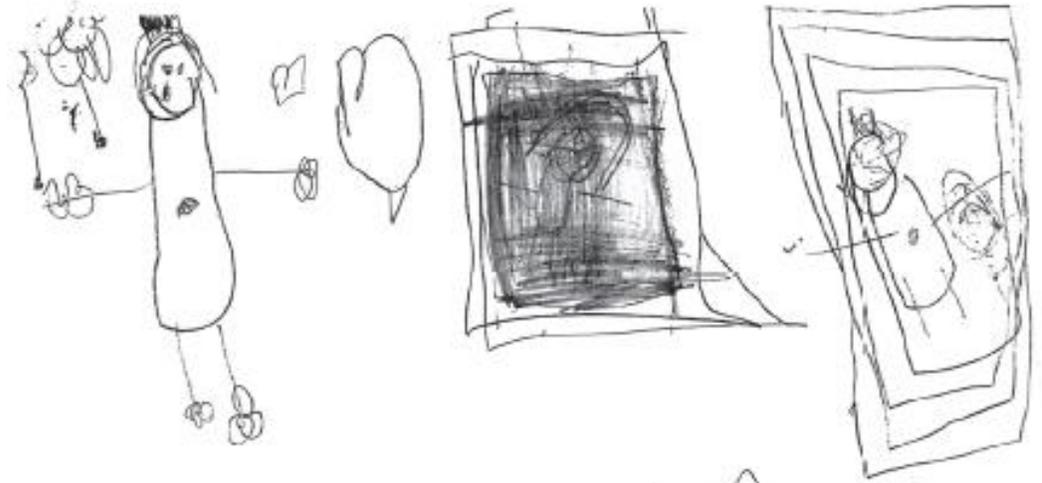
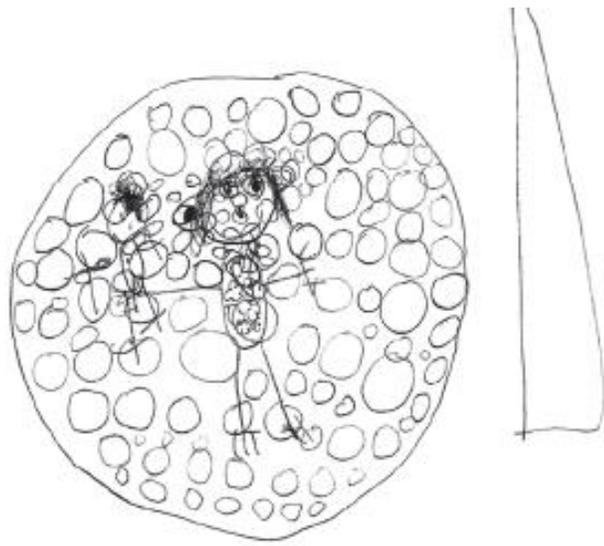
Moving and handling: children show **good control and co-ordination in large and small movements**. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools **effectively, including pencils for writing**.

Health and self-care: 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

Reading: children **read and understand simple sentences**. They use phonic knowledge to decode regular words and read them aloud accurately. They also **read some common irregular words**. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken 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.



On Saturday I
 Went to the
 met fodoom
 Iswamaplaia wivsar
 I went on the side

I went to
 Land I son dinosor
 bong I went to
 the moysese
 m

Mathematics

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. Using quantities and objects, they **add and subtract two single-digit numbers** and count on or back to find the answer. They solve problems, **including doubling, halving and sharing.**

Shape, space and measures: children use everyday language to talk about **size, weight, capacity, position, distance, time and money** to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

A hand-drawn diagram illustrating the equation $6 + 4 = 10$. The number 6 is represented by a vertical line with a circle at the top. The number 4 is represented by a vertical line with three horizontal bars extending from its top. The number 10 is represented by a vertical line with a circle at the top. Above the 6, there are six circles arranged in a slightly curved line. Above the 4, there are four circles arranged in a slightly curved line. The entire diagram is drawn in black ink on a white background.

$$6 + 4 = 10$$

William went to
the tesco roleplay
area outside
and purchased
two items

* He used fingers
to add $3+3$ together.
He said "it is 6p"

In June, after we have reported to Croydon, we will report to you whether your child has reached GLD, this will be in your child's end of year report.

GLD- (Good Level of Development)
Early learning goal in all 12 areas.