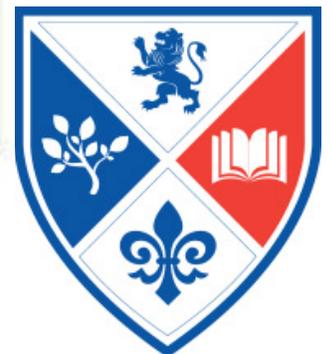
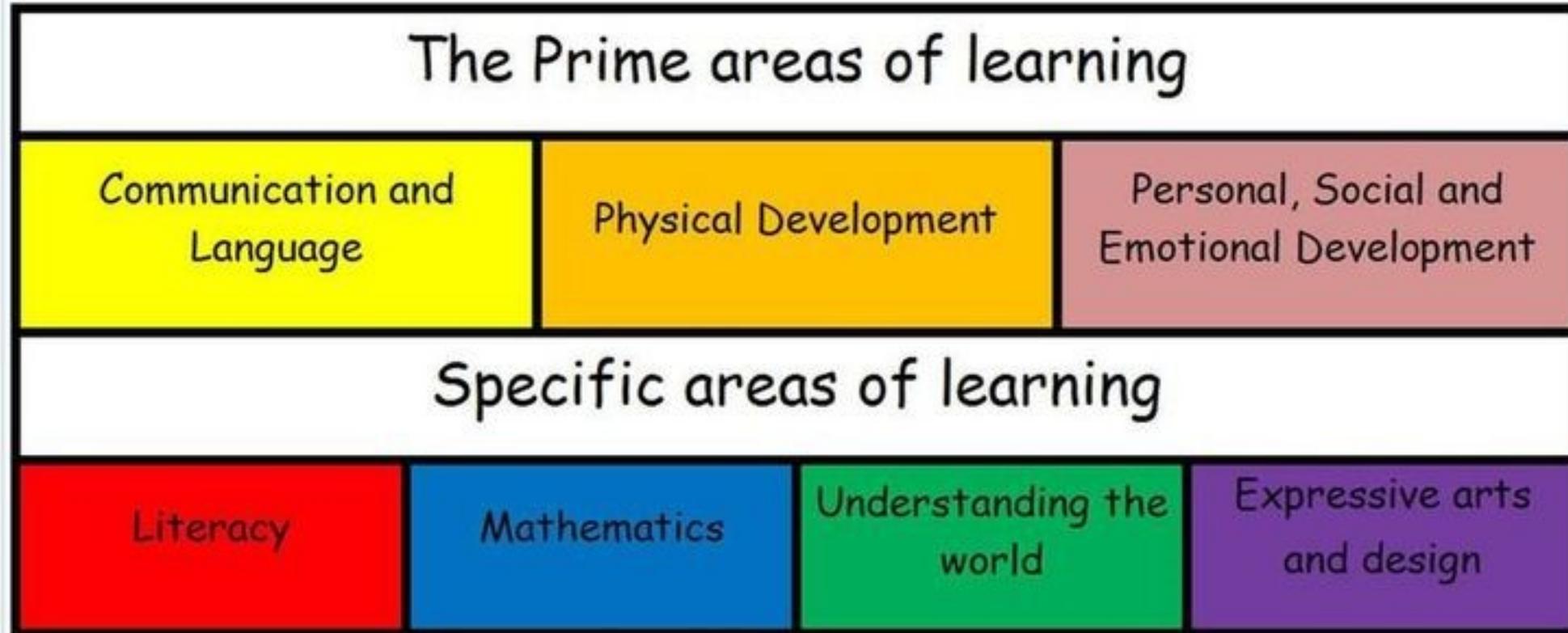


**Welcome!**

**Let's talk about Early Learning Goals.**

# There are seven areas of learning.



How do we measure each early learning goal (ELG)?

Emerging = beginning to work within the level ("dipping feet")

Expected = where a child meets what's expected ("swimming 25m unaided")

Exceeding = where a child exceeds what is expected ("swimming like Michael Phelps")



## Personal Social and Emotional Development

- For your child to reach **expected** in the ELG for this area they will be able to play co-operatively and take turns with other children. They will talk to others and share ideas on how to play show sensitivity towards others feelings. They will be confident to try new things and say way they like some activities more than others. They will find the materials they need for their chosen activities and be able to ask for help if they need it. They will be able to talk about their own and others feelings and behaviour, the consequences of some behaviour and how some behaviour is unacceptable. They can work in a team, understand and follow the rules and adjust their behaviour to different situations and changes in routine.

### **Things you can do to help at home.**

- You can help your child by talking to them about how they are feeling. Act out different emotions for them to recognise.
- Encourage your child and praise them for things they like doing and are good at. Talk about their likes and dislikes and encourage them to explain why they do and don't like these things.
- Encourage them to talk about what they plan to do and what they need to carry out their chosen activity.



# Communication and Language

- To **achieve** (expected) the ELGs children will be able to listen attentively, anticipate key events in stories and respond appropriately to what they hear. They will be able to follow a series of instructions and answer how and why questions. Children will be able to express themselves effectively and show awareness of the listener. They will be able to use past, present and future forms.

## Things you can do at home

- Play board games that involve taking turns, this helps listening and concentration .
- Encourage them to talk without being questioned. This can help them to talk more about their experiences.
- Open questions like 'What are you going to play with today?' encourage them to say more than 'yes' and 'no'. Have fun with rhyme and alliteration and encourage your child to learn new words.



# Physical development

- To meet **expected** in the ELG for this area your child needs to show good control and coordination in large and small movements. They should be able to move confidently in a range of ways and avoid obstacles and other children as they move around a space. They will handle equipment and tools effectively, including pencils for writing. Your child should be able to talk about the importance of physical exercise and a healthy diet to maintain good health and manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Things you can do at home

- You can help your child develop in this area by talking about ways to be healthy and exercise, discussing food choices when you take your child shopping, talk about what happens to bodies and how we feel when we have been running around.
- Play lots of different games, listen to music and dance along and encourage your child to practise writing their sounds in their phonics packs, following the correct letter formation and encouraging correct pencil grip.
- It is also important to encourage your child to start dressing independently. Set them a challenge to get ready for bed on their own. Children will find things like buttons easier to manage as their fine motor skills develop but you can help them by giving them polo shirts that just have a few buttons . Shoe laces are very difficult so we would suggest Velcro shoes until children are ready to tackle laces.



# Pencil grip.

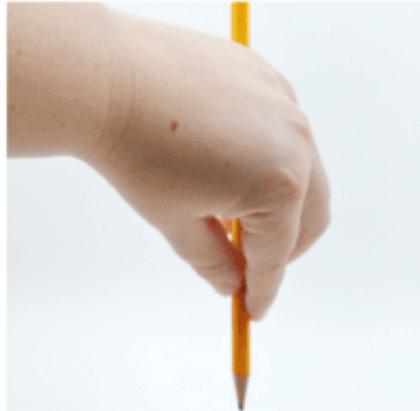
10 months  
Pincer Grasp



12-15 months  
Palmar Supinate  
Grasp



2-3 years  
Digital Pronate  
Grasp



3-4 years  
Quadrupod Grasp



4-5 years  
Tripod Grasp

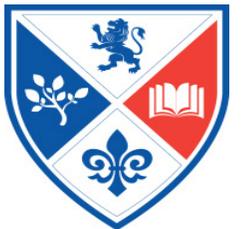


# Writing

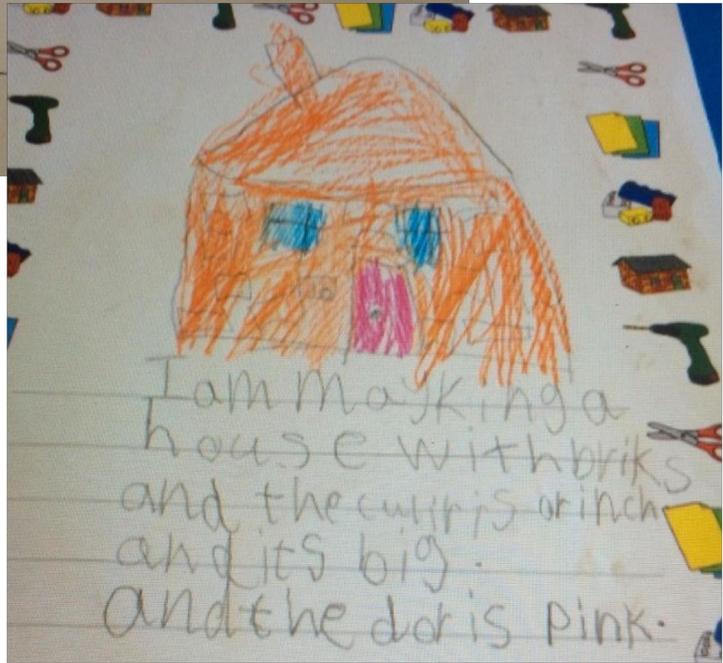
- To **achieve** (expected) the ELG children will be able to use their phonic knowledge to write some simple words correctly and others in ways which match their spoken sounds. They can also write some common irregular (tricky) words and spell them correctly. They will be able to write simple sentences which can be read by themselves and others.

## Things you can do at home:

- Model using writing for different purposes such as making lists, writing cards and notes.
- Ask your child what you should write, write it down and read it back to them. Provide different opportunities for mark making like painting and printing and encourage them to talk about their creations.
- As the children develop their knowledge of letter sounds through phonics give your child opportunities to write for different purposes as above. Encourage your child to write as well as read the phonemes and words in their books and encourage them to form the letters correctly.



run run as fast  
as you can  
I am the june  
bread man



### My Shopping List

T <sup>like</sup> L G H C  
O <sup>to</sup> U T G E T  
C H O C <sup>chocolate</sup> O L E <sup>pancakes</sup>  
A N D <sup>chocolate</sup> C H O C <sup>bread</sup> B R E D  
A N D <sup>chocolate</sup> K O O L S W E E T S

# Reading

- To **achieve** (expected) the ELG children will be able to 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.

## Things you can do at home

- Share books together in a positive way.
- Sing songs and nursery rhymes together on repeat!
- Tell a story together, eg. Once upon a time there was ..... He lived in .... One day he decided to ...
- Read books with no words and create the story together.
- At the shop, read the labels with your child, skimming the words with your finger so your child can follow the print.
- Did they like the story? Why? Why not?



## Maths - Number

- To **achieve** the early learning goal your child will be able to 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 will be able to add and subtract two single-digit numbers and count on or back to find the answer. They can solve problems, including doubling, halving and sharing.

### Things you can do at home

- Sing number rhymes with your child.
- Encourage your child to look out for this number all the time. Can your child see the number anywhere? At home - in the kitchen, on pages in a book, in the street - on doors, on car number plates, on buses, while out shopping on the shop till, on shelves, in shop windows. Count out that amount of apples, toys, spoons, straws, sweets, etc.
- Practise writing the numbers. Play dice games with your child such as snakes and ladders where counting moves is required – when your child is ready, use two dice and add the numbers. Counting and putting numbers in order. Use old magazines, comics or greetings cards. Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5. Shuffle the animals. Ask your child to put them in order from 1 to 5. Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number. Ask your child to say what number comes before or after a number you choose. When your child can do this, repeat with numbers 1 to 10 then 11- 20.
- When they become more confident recognising, writing and sequencing numbers use everyday objects to provide opportunities for simple practical addition, subtraction and sharing.



Hakima had chosen to collect all of the purple objects. She lined them all up and told me there were 16. She knew that 16 was a 1 and a 6. She could confidently tell me 1 and 2 more or less than 16, without counting, and she knew how to write each number.

Counting - ice cream scoops in the café using 'double' scoops. Two teddies have come for lunch - how many more have arrived, how many do we have now? How could we record this?

## ELG- End of Year R Number

$$\begin{array}{r} 9000000 \\ 6+4=10 \end{array}$$

Counting reliably - 1:1 correspondence to 20

0. went over to the farm display counted out 6 sheep and then shared them between 2 barns. Repeated the activity for 8, 10 sheep - and then for 14 sheep.

Observation: When playing in the shop Christopher was able to use his shopping list to add 2 amounts. He said "the beans are 5 pence and the bananas are 3 pence, altogether that is 8 pence."

Making - Sharing a group of objects equally between two children - food in a café, cutting fruit for snack in half



After finding a tub of conkers in the number resources, K. tipped them out into a builders tray and "There are loads of them" She said she was going to "count them all to see how many there are altogether" When asked how many did she think there were she said that there was "ten hundreds"

She began to count each one place it in the bucket as she did. K accurately counted up to 30 conkers before getting lost in her counting. Once the bucket was full of conkers, she tipped them back into the tray and started counting again.

# Maths - Shape, Space and Measure

- To **achieve** the ELG your child must be able to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will be able to recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Things you can do at home

- Look for 2D and 3D shapes around the home and outside, talk about the properties of the shapes, how many sides, corners etc.
- Involve your child when baking weighing the ingredients, filling and emptying containers and encourage compare sizes and amounts.
- Talk about what happens at different times of the day and how long things take.
- Have a treasure hunt around the home using positional language as clues, your next clue is under the table, for example.

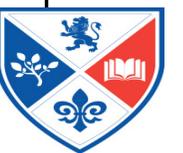


# Understanding of the World - People and Communities, The World and Technology

- For your child to achieve **expected** in the ELG for this area they will need to be able to talk about past and present events in their own lives and the lives of family members. They will need to understand that other children don't always have the same experiences, environments and lifestyle as them, and learn how to react sensitively to this. They will be able to recognise similarities and differences between themselves and others, and among families, communities and traditions. They will recognise similarities and differences in relation to places, objects, materials and living things. They will be able to talk about features of their own immediate environment and begin to understand how environments might vary from one another. They will begin to remember what they have observed or learnt of animals, and plants and explain why some things occur. They will need to recognise a range of technology and their uses. They will begin to select and use technology for particular purposes.

## Things you can do at home:

- You can help your child develop in this area looking at changes in the environment through the seasons and at different times of the day.
- Talk about their friends, what are they like, how are they different or the same?
- Encourage your child to talk about different natural environments and look closely at the things they find.
- Explore the technology you have around the home such as phones, computers (tablets, ip kindles etc.), TV, radio, CD or DVD players. Have hunts around the house for all the light switches or for all the things that plug in and all the things that need batteries and talk about their u



# Expressive Arts and Design

- For your child to achieve **expected** in this area they will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Things you can do at home:

- You can help your child develop further in this area at home by encouraging them to explore a variety of different media such as paint, glue, pens, pencils, charcoal, chalks and junk modelling. Use ink and feathers to write a potion, draw secret pictures in white crayon and then wash over with water paint or food colouring.
- Make and decorate cakes, talk about designs and ask your child why they have chosen that particular one. Colour some pasta or rice and use it to make pictures.
- Print pictures with your fingers, hands, feet, cotton wool, potatoes or sponges.



Any questions?

