



Reception ELG Overview

Although there can be no prescribed way in an early years setting and all children will of course progress at their own level dependant on a range of factors, we have set out ELG coverage, in an ideal world, with some form of progression in mind. Obviously, if the need should arise, individually or within classes, intentions will alter.

AoL	Autumn	Spring	Summer
PSED	Children play cooperatively, taking turns with others. They say when they do or don't need help. They work as part of a group or class, and understand and follow rules.	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and to say why they like some activities more than others. 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 take account of one another's ideas about how to organise their activity. 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 adjust their behaviour to different situations, and take changes of routine in their stride.
C&L	Children listen attentively in a range of situations. Children express themselves effectively, showing awareness of listeners' needs.	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children follow instructions involving several ideas or actions. They develop their own narratives and explanations by connecting ideas or events.	They give their attention to what others say and respond appropriately, while engaged in another activity. They answer 'how' and 'why' questions about their experiences and in response to stories or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
PD	They handle equipment and tools effectively, including pencils for writing. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children show good control and coordination in large and small movements. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Literacy	They demonstrate an understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds.	They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Some words are spelt correctly and others are phonetically plausible.	Children read and understand simple sentences. They also write some irregular common words. They write simple sentences which can be read by themselves and others.
Maths	Children count reliably with numbers from 1 to 20 and place them in order using quantities and objects. They recognise, create and describe patterns.	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Say which number is one more or one less than a given number. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
UW	Children talk about past and present events in their own lives and in the lives of family members. They talk about the features of their own immediate environment and how environments might vary from one to another. They select and use technology for particular purposes.	They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. They select and use technology for particular purposes.	They know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools.
EAD	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children 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.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

