



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	<p>Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others.</p>	<p>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.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show sensitivity to their own and others' needs.</p>
C&L	<p>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.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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.</p>
PD	<p>Negotiate space and obstacles safely with consideration for themselves and others.</p>	<p>Demonstrate strength, balance and coordination when playing.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

	Use a range of small tools, including scissors, paintbrushes and cutlery.	Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.	Begin to show accuracy and care when drawing.
Literacy	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.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. 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.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.
Maths	Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the patterns of the counting system.	Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Automatically recall (without reference to rhymes, counting or other aid) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
UW	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling. 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.

	drawing pictures of animals and plants.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on 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.
EAD	Share their creations, explaining the process they have used. Sing a range of well-known nursery rhymes and songs.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Invent, adapt and recount narratives and stories with peers and their teacher.	Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.