

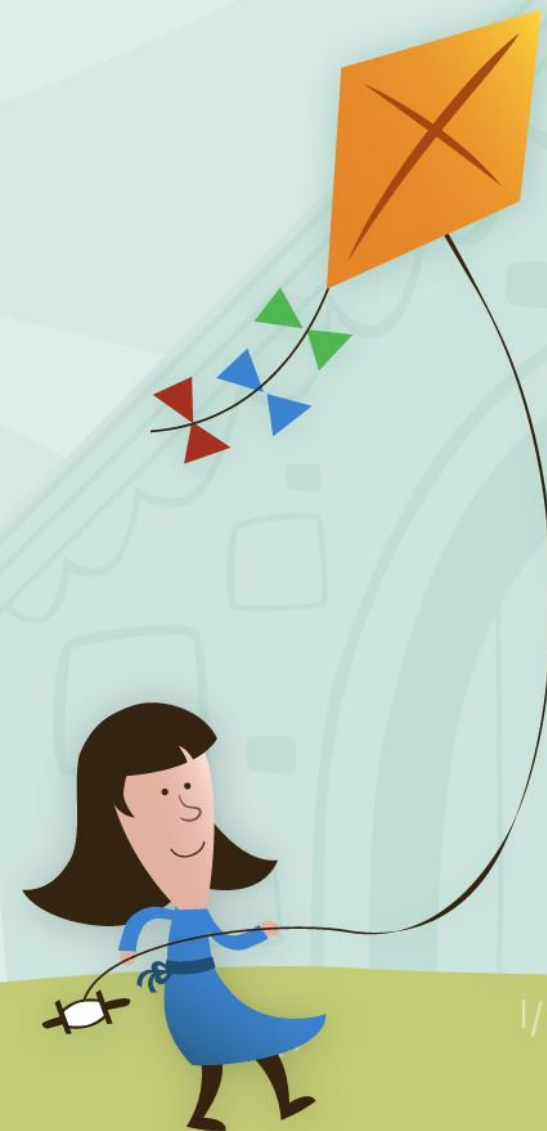
How To Help Your Child Reach Their Early Learning Goals

Ways You Can Help Your Child To Develop As A Person and Learner

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Reception children are working towards Early Learning Goals which they will be assessed against during the summer term. The assessment does not involve a formal test. If they reach the goals as a 'best fit' level in the three prime areas of Communication and Language, Personal, Social and Emotional Development and Physical Development plus Literacy and Mathematics, they are described as having reached a Good Level of Development.

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> 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. Write simple phrases and sentences that can be read by others.



Developing The Whole Child



At Pirton School we are committed to working with families to help children meet their potential, both academically and as a whole person. This philosophy underpins the early years curriculum.

‘Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development’

(Statutory Framework For The Early Years Foundation Stage, September 2021)



Golden Rules:

- Be Safe
- Be Kind
- Be Positive

The Prime Areas of learning link closely to our golden rules at Pirton School, particularly personal, social and emotional development. It would be helpful at home if you could use the three words associated with our rules, for example:



- Let's hold hands to cross the road, we need to be **safe**.
- Think about the words you used, were they **kind**?
- We are going somewhere new today, isn't it exciting! I'm feeling **positive** about it!



Pirton 6 Learning Behaviours

Ready - Adults are prepared and confident. Children are motivated to learn and know what is expected of them.

There are high expectations and a shared vision for the school.

Responsible - Adults and children look after each other and themselves in order create an atmosphere of trust. Everyone speaks politely and looks after school property.

Reflective - Adults reflect on own practice and demonstrate life-long learning. Children are given opportunities to think and develop a mindful approach to school.

Respectful - Pupils and adults interact politely and with regard for the other person. Feelings and emotions are expressed clearly with the desire to seek a resolution.

Resourceful - Adults model resourcefulness and children use strategies and past experience in current lessons. Challenges are overcome in a calm and purposeful manner.

Resilient - Adults and children to show determination at times of challenge. There is a sense of unity and purpose in learning that is inclusive and celebrates all achievements.

These six learning behaviours are vital and need to be developed from early in a child's life... so how can you do this at home?

Ready: self care such as dressing, toileting, eating independently.

Responsible: organising their belongings, tidying up after themselves, being responsible for jobs around the home, taking responsibility for their actions.

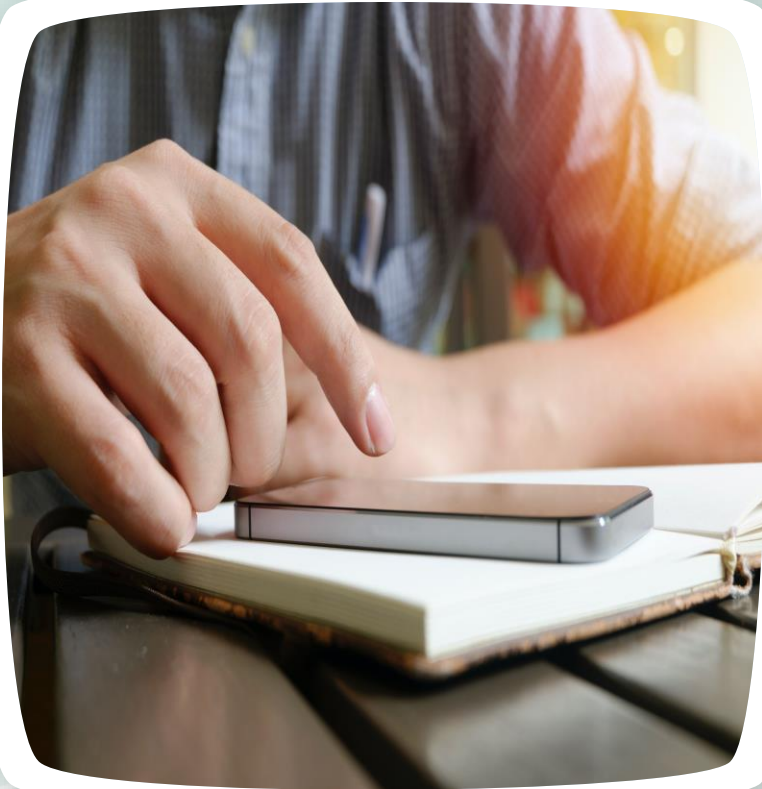
Reflective: what went well? What went wrong? What will you do next time?

Respectful: manners, turn taking, taking care of belongings, each other, pets, plants, the planet.

Resourceful: finding new ways to do things, solving problems for themselves.

Resilient: keep on trying, don't give up, you can do it! Meeting new people. Separating from loved ones.





Work and phones are demanding and can dominate our time but...

Be present and talk, talk, talk! But keep in mind that some children are naturally more introverted and may need time alone to recharge.



quality time spent with their significant others is vital for children.



Let's Get Physical!

Park: gross-motor skills, fitness, strength, safety and self-confidence

Forest/country walks: fitness, connection with nature, understanding of the world, risk taking, mental wellbeing

Sports: perseverance, fitness, competition, teamwork, pride, life long health



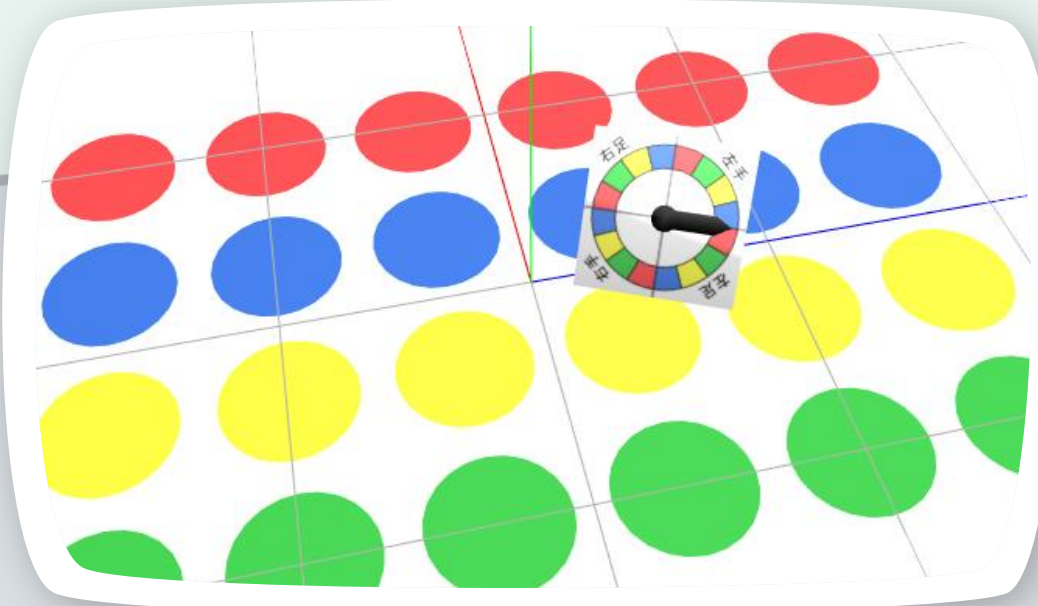
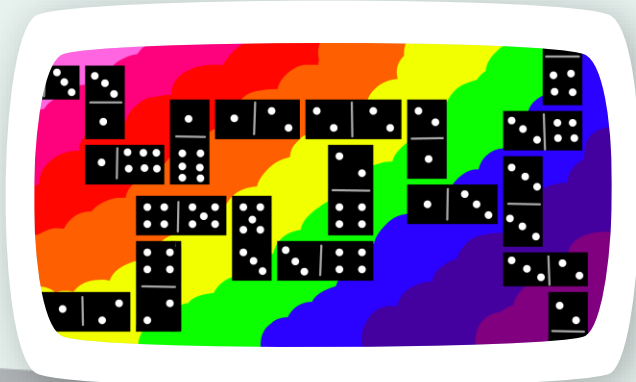
Daily reading is invaluable. It can take many forms; school reading books, reading for pleasure books, e-readers, comics... follow your child's interests.

Daily reading is an expectation, it is vital for developing fluency, as is re-reading school texts and favourite books. **Nursery and action rhymes should sit alongside reading to help develop phonic knowledge and vocabulary.** Confidence with reading develops a love of reading which is key to future learning.



Writing is a very complex skill which many children will not choose to engage in for pleasure yet, but we can encourage them to mark make...

Mark making can be done with a range of materials and in a range of places, it doesn't need to be sat at a table... some children prefer to do it lying down or standing up. Remember the golden rules and be positive about attempts at writing and drawing. Set up a 'message centre' at home that has stationery easily accessible, encourage your child to be responsible for it. Encourage children to write their name as often as possible, especially if writing a message or drawing a picture.



One of the best ways to help your child understand numbers and develop spatial awareness is to play with them. It also helps with turn taking and sharing.



Singing number based rhymes and songs will help children to learn to count forwards, backwards and in different sets of numbers, such as 2s, 5s and 10s.



Baking is a fantastic activity to do with your child, you need to read, use numbers, weight, capacity, temperature and time. It can be physically hard work, so it develops perseverance and fine-motor skills.

Get baking!

There are risks involved so it fosters pride and self-esteem. If doing it with siblings there usually ends up being lots of turn taking and negotiation required. You have to be responsible and clean the kitchen... then you get to share what you have made!

Young children are full of curiosity and creativity... their questions and creations help them understand the world. Go with their interests but set boundaries too, these help them to feel safe.



Healthy routines help to ensure your child remains well, so they are receptive to learning both at home and school. Routines help children to feel secure. Starting these routines now will instill them for life.



Useful resources:

- Purple Mash <https://www.purplemash.com/sch/pirton-sg5#/>
- Mr Thorne Does Phonics <https://www.youtube.com/@MrTsPhonics>
- Phonics Play <https://www.phonicsplay.co.uk/>
- Kids TV123 <https://www.youtube.com/@KidsTV123>
- Top Marks <https://www.topmarks.co.uk/>
- BBC Teach <https://www.bbc.co.uk/teach/early-years-teaching-resources/zhhf92p>
- Cbeebies, in particular Alphablocks <https://www.bbc.co.uk/cbeebies>
- Bug Club e-Readers
- Local Libraries



Thank You For Your Time

Any questions?

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