

# The Early Learning Goals and activities to try at home

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their Reception year

## 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.

### **Activities to try at home**

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Keep helping your child learn new words. Say a new word, and tell him what it means, or use it in a way that helps him understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle today. I am too tired to walk."
- Share rhymes, songs, books and stories and talk about what is happening in the stories or rhymes.
- Talk about where things are, using words like "first," "middle," and "last" or "right" and "left." Talk about opposites like "up" and "down" or "on" and "off."
- Talk about your children's interests and encourage them to learn and use new vocabulary.
- Have your child guess what you describe. Say, "We use it to sweep the floor," and have her find the broom. Say, "It is cold, sweet, and good for dessert. I like strawberry" so she can guess "ice cream."
- Work on groups of items, or categories. Find the thing that does not belong in a group. For example, "A shoe does not go with an apple and an orange because you can't eat it. It is not round. It is not a fruit."
- Help your child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."
- Ask your child to give directions. Follow his directions as he tells you how to build a tower of blocks.
- Watch movies together on TV or a tablet. Talk about what your child is watching. Have her guess what might happen next. Talk about the characters. How are they feeling? Ask her to tell you what happened in the story. Act out a scene together, or make up a different ending.
- Use everyday tasks to learn language. For example, talk about the foods on the menu and their colour, texture, and taste when in the kitchen. Talk about where to put things. Ask her to put the napkin on the table, in your lap, or under the spoon. Talk about who the napkin belongs to. Say, "It is my napkin." "It is Daddy's." "It is Tamara's."

**Personal, Social and Emotional**

**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.

**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.

**Activities to try at home**

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do.
- Encourage them to explain their thoughts and feelings.
- Comment whenever you notice your child's positive behaviours: "You just offered to teach your sister a nursery rhyme. Let's talk for a second about what kind of person you're being right now."
- Encourage children to be independent but to ask for help when needed.
- Encourage them to talk to familiar adults and children about activities they would like to do.
- Talk to the children about what they like/dislike about different toys/ objects in the house and why they might be feeling like that.
- Discuss different feelings – try acting out different emotions for children to identify.
- Provide the children with mirrors. Can they make faces to show different emotions in the mirror? What happens to their faces? What does your face look like when you are sad?
- Listen to pieces of music which evoke different emotions. For example, an upbeat piece of music to encourage a happy feeling. Can they describe how it makes them feel? Can they move their body to show this feeling?
- Discuss plans and routines and encourage children to talk about their daily activities.
- Help your child learn to compromise. When you and your child can't agree, talk about it: "You want this. I want that. How can we both get what we want?" Then brainstorm solutions and choose the best idea for right now.

## 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.

### Activities to try at home

- Balloons are endlessly fun to play with and a good way to help develop children's hand-eye coordination. Set a timer and challenge your children to see how long they can keep a balloon off the ground for – this is great for practising balance and steadiness! You could also encourage team play skills by asking children to hit the balloon back and forth across a table or floor space.
- Play **Walk like an animal** game. Can you child hop like a frog, waddle like a duck, gallop like a horse or crawl like a bear? Put some music on and see who can do the best impression of each animal! These whole-body exercises are great for letting children experiment with creating their own versions of movement. These exercises are also a good way to help children develop their gross motor skills.
- Encourage children to try using different types of materials and simple tools.
- Create an obstacle course.
- Improve your child focus through Yoga. Find great ideas on YouTube **Cosmic Kids Yoga**
- Provide fabric and child-safe needles for children to practise sewing as well as some beads and laces for threading.
- You could also provide tools, such as child safe scissors, paintbrushes, crayons, and child-safe knives and forks.
- Encourage your child to get dressed/ undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).
- Encourage your child to talk about healthy food choices. Go through the shopping list with your child and talk about healthy foods and why a balanced diet is important.

## 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.

### Activities to try at home

- Play rhyming games. Say 'into the pot goes' while pretending to place objects that rhyme into a pot (for example, a bat, a hat, a cat, a mat). Do this with your child and then see if they can do it independently. You can turn this into a game by throwing in words that don't rhyme, and asking your child to catch these ones out. For example, a cat, a hat, a bird – this last word shouldn't go in the pot!
- Listen to (and sing!) songs and rhymes. Singing songs and nursery rhymes helps your child to hear the sounds in words and build up a bank of favourites they know well. Play with words and sounds and make up nonsense rhymes too. Encourage them to join in.
- Share pleasure in reading with your child. Share books together.
- Encourage your child to look at a range of different books such as, stories, poems, information books and comics.
- Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics).
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices.
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard.
- Encourage children to try writing for different purposes too and praise them for their efforts.
- Lots of reading and writing activities on Twinkl <https://www.twinkl.co.uk/resources/parents>
- **Bug Club**- use your login details
- <https://www.ruthmiskin.com/en/find-out-more/parents/>
- <https://www.doorwayonline.org.uk/activities/letterformation/> Letter Formation
- Read Write Inc. guide for parents <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

## Numeracy

### Numbers

Children count reliably with numbers from one 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.

#### **Activities to try at home**

- Look for numbers in different places. Talk about house numbers, car number plates, prices of goods, numbered book pages etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play games that involve number and counting, like bingo, dice, dominoes and card games. Play around with magnetic numbers to help your child's number recognition. Board games like Snakes and Ladders are also great for practising counting forwards and backwards
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Look for 2D and 3D shapes around the house and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.
- Talk with your child about maths to build their confidence and help them see how maths is used in everyday life. Try following a recipe together, talking about the numbers in the recipe and counting ingredients: 'We need 2 scoops of flour. We need 1 cherry for each cake.' Set the table together, and ask: 'Who will be eating dinner today? How many forks do we need?'
- Look for repeating patterns on curtains, wallpaper, or clothing. Ask your child: 'Can you see a pattern? Tell me about it. What will come next?' Start patterns with blocks, beads, playing cards or toys and encourage your child to build on the pattern to make it longer. Look for patterns in time together (e.g. seasons, months or daily routines) and talk about what you notice: 'We always go to the shop on a Monday. We go swimming on a Tuesday.' Listen for patterns in songs and clap or dance the rhythm.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/ shorter one?') or pouring water into different cups during bath time.
- Numbots <https://play.numbots.com/> use your log in details
- Lots of maths activities on Twinkl <https://www.twinkl.co.uk/resources/parents>
- Play maths games on <https://www.topmarks.co.uk/> to practise early maths skills and help to build your child's confidence.

## Understanding the World

### People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technologies

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Activities to try at home**

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Do simple Science Experiments, for example What melts in the sun? Choose things that your child thinks might melt or not melt (a lego piece, ice, a rock, a cube of cheese, butter, a ball, chocolate, etc). Place them in the sun and set a timer for 10 min. Record your findings.
- More science experiments ideas on <https://www.firstdiscoverers.co.uk/early-years-science-activities-eyfs/>
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Lots of topics to explore on **Espresso** – use your log in details.

## Expressive Arts and Design

### Exploring and using media and materials

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.

### Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### **Activities to try at home**

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Try making the theme a week-long event by planning some activities such as threading bead or pasta bracelets using elastic thread, or organise a jewellery-making week, and make necklaces, badges and headbands which can also be given as friendship gifts later.
- Encourage children to sing their favourite songs and listen to different types of music.
- Make musical instruments. Find items that make sounds or noises. Experiment with your sense of hearing by finding a variety of materials that make lots of sounds to explore and experiment with. Small jars, bottles, and containers with min-sized items inside can be thrown in for shaking and rattling. Spoons and other similar tools can be used for banging and whacking.
- Try using some toys or make some puppets and create your own story.
- Try setting up a pretend shop, restaurant, hairdresser's salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.