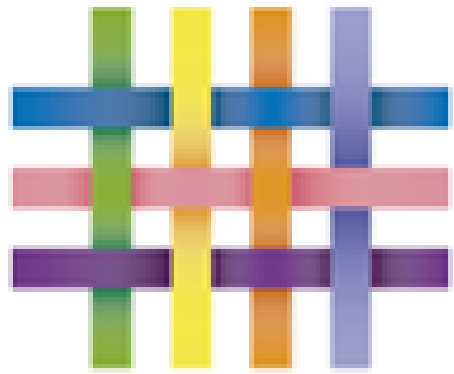


Reception

Next Steps



TAPESTRY

ONLINE LEARNING JOURNAL

We only see your children for 39 weeks of the year for just 6 hours of the day...

By using Tapestry you can help us build a better picture of all the skills and knowledge that your child is gaining...

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Early Learning Goals

Making Relationships
Self Confidence and Self Awareness
Managing Feelings and Behaviour

Listening and Attention
Understanding
Speaking

Moving and Handling
Health and Self Care

Reading
Writing

Number
Shape, Space and Measure

People and Communities
The World
Technology

Exploring using Media and Materials
Being Imaginative

Emerging, Expected or Exceeding GLD

ELG- Writing

ELG10 – 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.

ELG - Writing

I went to
Linda I saw dinosaurs
bons I went to
the moose
m

ELG- Writing

Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote!

'Pleze doant BRak the casle' (Please don't break the castle)



pleze doant
BRak the
casle

ELG- Writing



a a starnot lost his
LuPa saw this
jumper so
he put a gas
space
suit on *

ELG. W, PD.

What super independent writing. You stretched out each word and spelt them by yourself. You read your caption to me. 😊

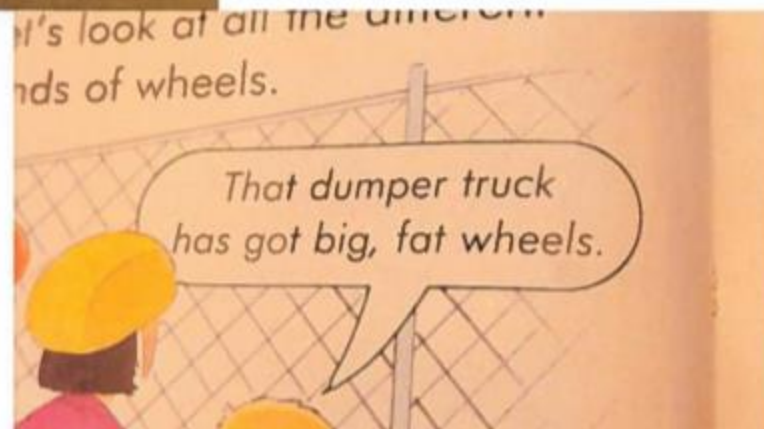
ELG-Reading

ELG09 – Reading

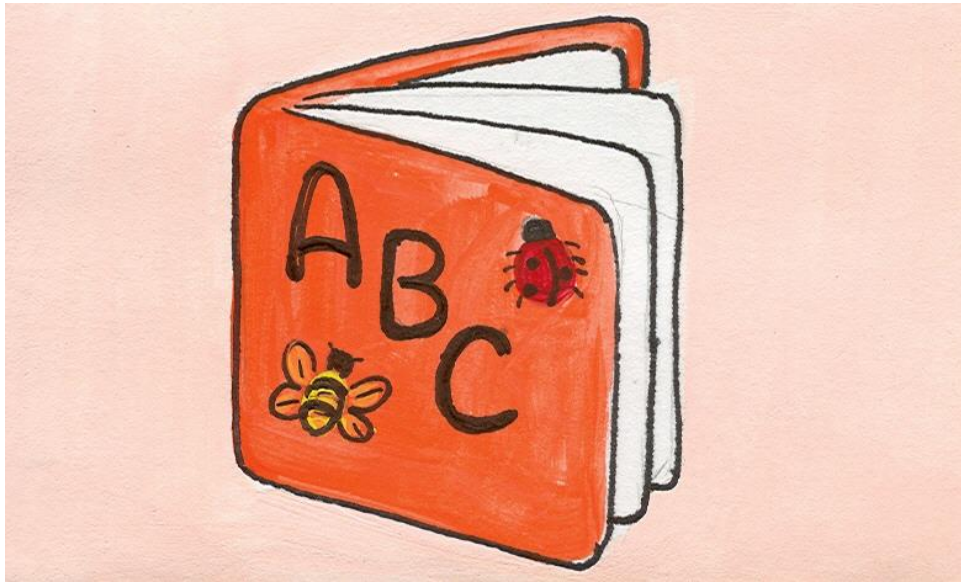
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG-Reading

Alisha is becoming a confident reader, and enjoys choosing a range of books to look at independently. She has competent decoding skills and can sight read some high frequency words.



ELG-Reading



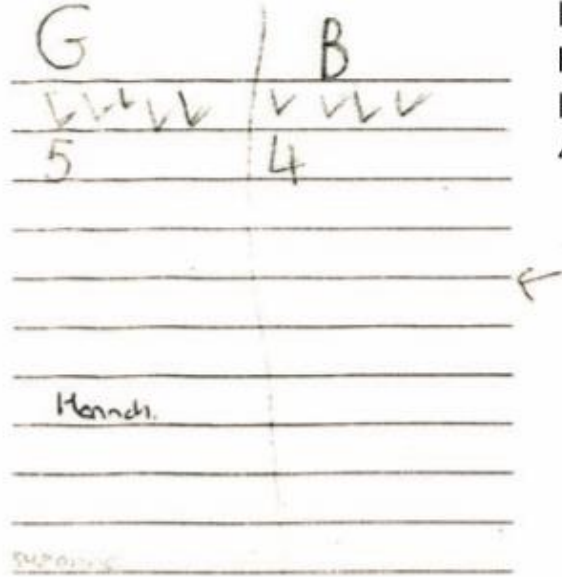
J read clues
to find the
Easter eggs in
the playground.
He read,
"go to the trees"
"at the picnic
bench look down"
"look in the
box of blocks"
he used ee and
sounded out bench
and blocks with
confidence.

ELG-Number

ELG11 – Numbers

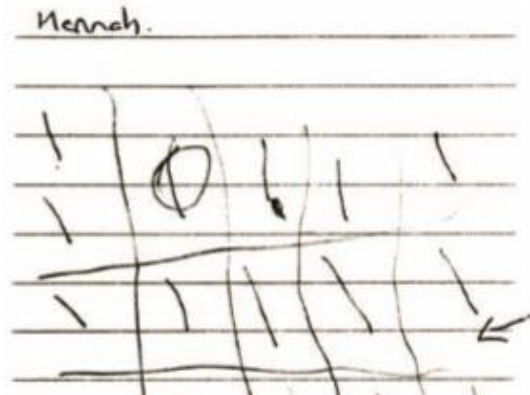
Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG-Number



Hannah made a chart of the children outside. She listed how many girls and how many boys were outside. Hannah was able to say that "There are 5 girls and 4 boys. That's 9 altogether".

Hannah counted her chart. "There are 15 children in and one child out. I have put a circle and a line because Brooke came in later".



Hannah made a chart. "This is circles for people who are out and lines for people who are in. It's a bit like a register but it's a chart". Hannah went around looking for children who were in class and who were outside.

Chloe was playing in the maths area. "I need three more" and some

ELG-Number



C put two wheels on one side of his lorry. Now double it. He put two on the other side. "That's four"

ELG-Number



William went to
the tesco roleplay
area outside
and purchased
two items.

* He used fingers
to add $3+3$ together.
He said "it is 6"

ELG- Shape, Space Measure

ELG12 – 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.

ELG- Shape, Space Measure



Ella and Thomas made a repeating pattern with the plastic bricks (an adult directed challenge). The tower also had to be taller than them. They worked well together...
Ella; "There you go Thomas" and passed him a brick.
Thomas; "Hang on – this one next".
Ella; "It's nearly taller than us!"
Ella; "It's going to fall over. It's getting taller than us".
Thomas; "One more! Hang on!"

When he had finished listening to 'The Giraffe who got in a Knot', Thomas correctly identified that the giraffe was "taller" at the end of the story (spontaneous comment), as he no longer had a knot in his neck.

ELG- Shape, Space Measure

I was building with some 3 D shapes.

"When the sphere is cut in half it has a flat side and a curved side. The flat side is a circle"

I decided to make some butterflies with the shapes in the office.

"I'm using a triangle for the bottom and two squares for the wings but I will turn them around so they look like diamonds".

Playing with 3D shapes



Making a shape butterfly

