

## EYFS- Early Learning Goals

The Early Learning Goals (ELGs) in the EYFS are used at the **end** of a child's Reception year to assess their development across the seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
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Across these areas, there are 17 Early Learning Goals in total, each outlining the expected level of development children should reach by the end of the EYFS.

| PRIME AREAS OF LEARNING                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  | SECONDARY AREAS OF LEARNING                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                  |
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| Personal, Social and Emotional Development                                                                                                                                                                                                                                              | Communication and Language                                                                                                                                                                                                                   | Physical Development                                                                                                                                                                                                                                                             | Literacy                                                                                                                                                                                                                                                                   | Mathematics                                                                                                                                                                                                                                                                         | Understanding the World                                                                                                                                                                                                                                                            | Expressive Arts and Design                                                                                                                                                                                                                                       |
| Self-Regulation                                                                                                                                                                                                                                                                         | Listening, Attention and Understanding                                                                                                                                                                                                       | Gross Motor Skills                                                                                                                                                                                                                                                               | Comprehension                                                                                                                                                                                                                                                              | Number                                                                                                                                                                                                                                                                              | Past and Present                                                                                                                                                                                                                                                                   | Creating with Materials                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate</li> </ul> | 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.<br><br>• Make comments about what they have heard and ask | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing,</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> </ul> | Have a deep understanding of number to 10, including the composition of each number.<br><br><ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> |

| <p>impulses when appropriate.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                  | <p>questions to clarify their understanding.</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>                                                                                                                                                                                                             | <p>hopping, skipping and climbing.</p>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.</li> </ul>                                                                                                                                                       | <p>other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>                                                                                                                                                                                |
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| Managing Self                                                                                                                                                                                                                                                                                                                                                                                  | Speaking                                                                                                                                                                                                                                                                                                                                                                                                  | Fine Motor Skills                                                                                                                                                                                                                                                                                          | Word Reading                                                                                                                                                                                                                                                                                                                                      | Numerical Patterns                                                                                                                                                                                                                                                                                                                                                         | People, Culture and Communities                                                                                                                                                                                                                                                                                                           | Being Imaginative and Expressive                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about</li> </ul> | <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> | <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> | <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens</li> </ul> | <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what</li> </ul> | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> |

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| importance of healthy food choices.                                                                                                                                                                                                                   | 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. |  |                                                                                                                                                                                                                                                                                                          | and odds, double facts and how quantities can be distributed equally. | has been read in class.<br><br>• 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.                                                                                                                                                                                                                                    |  |
| <b>Building Relationships</b>                                                                                                                                                                                                                         |                                                                                                                                                                         |  | <b>Writing</b>                                                                                                                                                                                                                                                                                           |                                                                       | <b>The Natural World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> |                                                                                                                                                                         |  | <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> |                                                                       | <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the</li> </ul> |  |

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