**EYFS Early Learning Goals: Parent and Carers Guide**

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below.

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| **Prime Area: Personal, Social and Emotional Development** |
| **Self-Regulation** | **Managing Self** | **Building Relationships** |
| **SR** Show an | **SR** Set and work towards | **SR** Give focused | **MS** Be confident to try | **MS** Explain the reasons | **MS** Manage their own | **BR** Work and play | **BR** Form positive | **BR** Show sensitivity to |
| understanding of their | simple goals, being able | attention to what the | new activities and show | for rules, know right from | basic hygiene and | cooperatively and take | attachments to adults | their own and to others’ |
| own feelings and those of | to wait for what they want | teacher says, responding | independence, resilience | wrong and try to behave | personal needs, including | turns with others. | and friendships with | needs. |
| others, and begin to | and control their | appropriately even when | and perseverance in the | accordingly. | dressing, going to the |  | peers. |  |
| regulate their behavior | immediate impulses | engaged in activity, and | face of challenge. |  | toilet and understanding |  |  |  |
| accordingly. | when appropriate. | show an ability to follow |  |  | the importance of healthy |  |  |  |
|  |  | instructions involving |  |  | food choices. |  |  |  |
|  |  | several ideas or actions. |  |  |  |  |  |  |

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| **Prime Area: Communication and Language** |
| **Listening, Attention and Understanding** | **Speaking** |
| **LAU** 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. | **LAU** Make comments about what they have heard and ask questions to clarify their understanding. | **LAU** Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | **S** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | **S** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | **S** 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. |

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| **Prime Area: Physical Development** |
| **Gross Motor Skills** | **Fine Motor Skills** |
| **GMS** Negotiate space and obstacles safely, with consideration for themselves and others. | **GMS** Demonstrate strength, balance and coordination when playing. | **GMS** Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **FMS** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | **FMS** Use a range of small tools, including scissors, paintbrushes and cutlery. | **FMS** Begin to show accuracy and care when drawing. |

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| **Specific Area: Literacy** |
| **Comprehension** | **Word Reading** | **Writing** |
| **C** Demonstrate | **C** Anticipate (where | **C** Use and understand | **WR** Say a sound for each | **WR** Read words | **WR** Read aloud simple | **W** Write recognisable | **W** Spell words by | **W** Write simple phrases |
| understanding of what | appropriate) key events | recently introduced | letter in the alphabet and | consistent with their | sentences and books that | letters, most of which are | identifying sounds in | and sentences that can |
| has been read to them by | in stories. | vocabulary during | at least 10 digraphs. | phonic knowledge by | are consistent with their | correctly formed. | them and representing | be read by others. |
| retelling stories and |  | discussions about |  | sound-blending. | phonic knowledge, |  | the sounds with a letter |  |
| narratives using their own |  | stories, non-fiction, |  |  | including some common |  | or letters. |  |
| words and recently |  | rhymes and poems and |  |  | exception words. |  |  |  |
| introduced vocabulary. |  | during role play. |  |  |  |  |  |  |

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| **Specific Area: Mathematics** |
| **Numbers** | **Numerical Patterns** |
| **N** Have a deep understanding of number to 10, including the composition of each number. | **N** Subitise (recognise quantities without counting) up to 5. | **N** Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | **NP** Verbally count beyond 20, recognising the pattern of the counting system. | **NP** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | **NP** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

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| **Specific Area: Understanding of the World** |
| **Past and Present** | **People, Cultures and Communities** | **The Natural World** |
| **PP** Talk about the lives of | **PP** Know some | **PP** Understand the past | **PCC** Describe their | **PCC** Know some | **PCC** Explain some | **NW** Explore the natural | **NW** Know some | **NW** Understand some |
| the people around them | similarities and | through settings, | immediate environment | similarities and | similarities and | world around them, | similarities and differences | important processes and |
| and their roles in society. | differences between | characters and events | using knowledge from | differences between | differences between life | making observations and | between the natural world | changes in the natural |
|  | things in the past and | encountered in books | observation, | different religious and | in this country and life in | drawing pictures of | around them and | world around them, |
|  | now, drawing on their | read in class and | discussion,stories, non- | cultural communities in | other countries, drawing | animals and plants. | contrasting environments, | including the seasons and |
|  | experiences and what | storytelling. | fiction texts and maps. | this country, drawing on | on knowledge from |  | drawing on their | changing states of matter. |
|  | has been read in class. |  |  | their experiences and | stories, non- |  | experiences and what has |  |
|  |  |  |  | what has been read in | fiction texts and (when |  | been read in class. |  |
|  |  |  |  | class. | appropriate) maps. |  |  |  |

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| **Specific Area: Expressive Arts and Design** |
| **Creating with Materials** | **Being Imaginative and Expressive** |
| **CM** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | **CM** Share their creations, explaining the process they have used. | **CM** Make use of props and materials when role playing characters in narratives and stories. | **BIE** Invent, adapt and recount narratives and stories with peers and their teacher. | **BIE** Sing a range of well-known nursery rhymes and songs. | **BIE** Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |