

EYFS Early Learning Goals: A 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 have been working towards these goals throughout the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below.

| Prime Area of Learning | Aspect | Early Learning Goals |
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| PSED | Self-Regulation | Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Gives 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. |
| | Managing Self | Confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explains the reasons for rules, know right from wrong and try to behave accordingly. Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| | Building Relationships | Works and plays cooperatively and take turns with others. Forms positive attachments to adults and friendships with peers. Shows sensitivity to their own and to others' needs. |
| Communication and Language | Listening, Attention and Understanding | Listens 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. Makes comments about what they have heard and ask questions to clarify their understanding. Holds conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| | Speaking | Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Expresses 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. |
| Physical Development | Gross Motor Skills | Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| | Fine Motor Skills | Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paintbrushes and cutlery. Begins to show accuracy and care when drawing. |
| Literacy | Comprehension | Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipates (where appropriate) key events in stories. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| | Word Reading | Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| | Writing | Writes recognisable letters, most of which are correctly formed. Spells words by identifying sounds in them and representing the sounds with a letter or letters. Writes simple phrases and sentences that can be read by others |

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| Maths | Number | Has a deep understanding of number to 10, including the composition of each number. Subitises (recognise quantities without counting) up to 5. Automatically recalls (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. |
| | Numerical Patterns | Verbally counts beyond 20, recognising the pattern of the counting system. Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Understanding the World | Past and Present | Talks about the lives of the people around them and their roles in society. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understands the past through settings, characters and events encountered in books read in class and storytelling. |
| | People, Culture and Communities | Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explains some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. |
| | The Natural World | Explores the natural world around them, making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Expressive Art and Design | Creating with Materials | Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Shares their creations, explaining the process they have used. Makes use of props and materials when role playing characters in narratives and stories. |
| | Being Imaginative and Expressive | Invents, adapts and recounts narratives and stories with peers and their teacher. Sings 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. |