

# Early Years Foundation Stage: Early Learning Goals

## Personal, Social and Emotional Development

### Managing self:

- Confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

### Self-regulation:

- Understanding of own and others' feelings, and able to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

### Building Relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments with adults and friendships with peers.
- Show sensitivity to their own and others' needs.

## Communication and Language

### Listening, Attention and Understanding:

- Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small groups discussions.
- Comment on and ask questions about what they heard to clarify understanding.
- Hold conversation when engaged in back and forth exchanges with teachers/peers.

### Speaking:

- Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab.
- Offer explanation for why things might happen making sure of recently introduces vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express ideas and feelings about their experience using full sentences, including the use of tenses and conjunctions. With support from the teacher.

## Physical Development

### Fine motor:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in most cases.
- Use a range of small tools i.e. scissors, paintbrushes, cutlery.
- Begin to show accuracy and care when drawing.

### Gross motor:

- Negotiate space and obstacles safely with consideration for themselves and others.
- Demonstrate strength, balance, and coordination when playing.
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

## Literacy

### Comprehension:

- Demonstrate understanding of what had been read to them by retelling stories and narratives using own words and recently introduced vocabulary.
- Anticipate -where appropriate- key events in stories.
- Use and understand recently introduced vocab during discussion about stories, non-fiction, rhymes and poems and during role-play.

### Word reading:

- Say a sound for each letter of the alphabet and at least 10 diagraphs.
- Read words consistent with phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Maths

### Numerical patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when on quantity is greater than, less than and the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Number:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

## Understanding the world

### Past and Present:

- Talk about lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now – drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

### People, Culture and community:

- Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what had been read in class.
- 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.

## Expressive Arts and Design

### Creating with materials:

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function.
- Share creations, explaining the processes they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being imaginative and expressive:

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing 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.