



# A Parent's Guide to the New Early Learning Goals



The Early Learning Goals (ELGs) are the goals or targets for children to achieve at the **end** of their reception year. They will be working towards these goals throughout the EYFS. The stages of development that lead into these Early Learning Goals are discussed with you during the year. This information is designed to give you a feel for where the children are headed by the end of the year. As we all know each child is unique and learns at their own pace and we are always happy to discuss your child's progress with you. As in life, learning in the EYFS is not a race and we work very hard with you to ensure each child achieves their full potential.

There are 17 ELGs across all the areas of learning, as seen in this table:

Curriculum Area	Aspect	Early Learning Goal
Personal, Social and Emotional Development (PSED)	Self-Regulation	Show an understanding of their own feelings and those of others and begin 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 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	Be 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.
	Building Relationships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and Language (C&L)	Listening, Attention and Understanding	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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.

Physical Development (PD)	Gross Motor Skills	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.
	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Literacy (L)	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their 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 (M)	Numbers	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.
	Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or 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.
Understanding the World (Utw)	Past and Present	Talk about the lives of the 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.
	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has 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 (EA&D)	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 the seasons and changing states of matter.
	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process 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.

Other areas that don't have explicit ELGs but are areas we will still cover include : Shape, space and measures - children will be able to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Technology - children will be given opportunities to explore a range of technologies within different areas of learning, including programmable toys, I Pads, cameras.

Our first form of communication with you is talking to you!! And through email ([tigers@st-annescofe.derbyshire.sch.uk](mailto:tigers@st-annescofe.derbyshire.sch.uk)) . We will always inform you of any concerns or issues that we have and would hope you would do the same - we are very happy to listen to any concerns you have and to answer any questions. We will often give verbal targets through our discussions with you, if we feel the need for your child to work on a specific area we would always tell you.

The reading, maths and writing meetings that we hold throughout the year are accompanied by detailed leaflets which outline ways in which you can help your child at home, and again we are very happy to discuss these at any time with you.

We will also use Class Dojo and your child's home/ school diary to keep in touch and again hope you will use these too. As always if you have any queries about any of this information, please do come and ask!

Thank you for your time in reading this.

Mrs Whitfield and the Tiger Team

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