













-  Communication and language
-  Mathematics
-  Personal, Social and Emotional Development
-  Understanding the World
-  Physical Development
-  Expressive Arts and Design
-  Literacy

Communication and Language

ELG 1 Listening, Attention & Understanding ALL ELGs




-  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 conversations when **engaged in back-and-forth exchanges** with their teacher and peers.

ELG 2 Speaking ALL ELGs




-  Participate 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.

Personal, Social and Emotional Development

ELG 3 Self-Regulation ELG 1/2/4/5

-  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 an activity, and show an ability to **follow instructions** involving several ideas or actions.

ELG 4 Managing Self ELG 1/2/3/5

-  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.

ELG 5 Building Relationships

ELG 1/2/3/4/14



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

Physical Development

ELG 6 Gross Motor Skills

ELG 4/5



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

ELG 7 Fine Motor Skills

ELG 10/16



- Hold a pencil effectively** in preparation for fluent writing - using a **tripod grip** in almost all cases.
- Use a **range** of small tools, including scissors, paint brushes and cutlery.
- Begin to show **accuracy and care** when drawing.

Literacy

ELG 8 Comprehension

ELG 1/2/3/17



- Demonstrate an **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 during role-play.

ELG 9 Word Reading

ELG 1/2/3



- Say** a sound for **each letter** of 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**.

ELG 10 Writing

ELG 1/2/7



- 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**.

Mathematics

ELG 11

Number


ELG 1/2

- Have a deep understanding of **numbers 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**.


ELG 12 Numerical Patterns


ELG 1/2

- 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 to 10, including **evens and odds, double facts & how quantities can be distributed equally**.

Understanding the World


ELG 13 Past and Present


ELG 1/2/5

- 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**.


ELG 14

People, Culture and Communities


ELG 1/2/5

- Describe their **immediate environment** using knowledge from observation, discussion, 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 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 maps.

ELG 15 The Natural World


ELG 1/2/7/16

- 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**.

Expressive Arts and Design

ELG 16 Creating with Materials

ELG 1/2/5/7

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.

ELG 17

Being Imaginative and Expressive

ELG 1/2/5

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**.



Early Years Adopters by Teacher's Pet

Our early Years Adopter statements have been taken directly from the DfE Statutory Framework July 2020.

The 17 early learning goals are colour coded into the 7 areas of learning and numbered 1 to 17. These also colour match any of our additional EYFS framework resources.

We have included links between the ELGs using 

Please remember that the ELGs are only to be used as an assessment.

If you have any ideas or feedback, please leave a comment on the resource page, for our consideration. Thank you!

These cards are designed to be cut, laminated and attached to either a keychain or lanyard.