

Reflecting on the Early Learning Goals

Summer 2026
Summer 2026

Early Learning Goals
Reflecting on the



Guidance to support schools in making accurate judgements to identify children who have met each Early Learning Goal



Contents

- **What does the statutory EYFS framework tell us?..... 3**
- **Useful Links 4**
- **Exemplification material and videos5**
- **Communication and Language ELGs 7**
- **PSED ELGs 9**
- **Physical development ELGs 11**
- **Literacy ELGs 13**
- **Maths ELGs 16**
- **Understanding of the World ELGs 18**
- **Expressive Arts and Design ELGs 20**



What does the Statutory framework for the early year's foundation stage tell us (for group and school-based providers)?

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The Early Years Foundation Stage Statutory Framework - July 2025 pages 8 - 21

1.7 The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs **should not** be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development.

1.9 Instead, the ELGs should support teachers to make a holistic, **best-fit judgement** about a child's development at the end of the EYFS, and their **readiness for year 1**.

1.11 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded written or photographic evidence is not required.

The Early Years Foundation Stage Statutory Framework - July 2025 page 11

2.14 The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

2.15. Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children **are meeting expected levels of development**, or if they **are not yet reaching expected levels** ('emerging').

The Early Years Foundation Stage Statutory Framework - July 2025 page 20

Useful links:

- Early Years Foundation Stage Profile - [Early years foundation stage profile handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook)
- Statutory framework for the early years foundation stage - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework)
- The EYFS Profile for Headteachers and School Leaders with guidance on ELGs (some exemplars) - [Help for early years providers : The EYFS profile for headteachers and other school leaders](https://www.gov.uk/government/publications/help-for-early-years-providers)
- Early Years Foundation Stage Profile Guidance on Exemptions January 2026 - [Early years foundation stage \(EYFS\) guidance on exemptions \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/publications/early-years-foundation-stage-profile-guidance-on-exemptions)
- Best start in life parts 1,2,3 : a research review for early years - [Best start in life: a research review for early years - GOV.UK](https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years)
- Strong Foundations document - [Strong foundations in the first years of school - GOV.UK](https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school)
- Giving every child the best start in life - The government's strategy for improving child development and meeting the ambition that 75% of 5-year-olds in England have a good level of development by 2028 - [Giving every child the best start in life - GOV.UK](https://www.gov.uk/government/publications/giving-every-child-the-best-start-in-life)
- The Reading Framework - <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>
- The Writing Framework - [The writing framework - GOV.UK](https://www.gov.uk/government/publications/the-writing-framework)
- SEND support - [Early years | Oxfordshire Schools](https://www.oxfordshire.gov.uk/early-years)
- Information for parents - [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](https://www.gov.uk/government/publications/what-to-expect-in-the-eyfs-complete-final-16-09-compressed-pdf)
- 50 things app - [Fifty things to do before you're five](https://www.gov.uk/government/publications/fifty-things-to-do-before-youre-five)

For information:

Pupil Premium (PP) is additional funding given to schools to support disadvantaged pupils. This funding is often allocated based on the number of children eligible for FSM. The goal is to help close the attainment gap between disadvantaged children and their peers by providing extra resources and support. PP funding is used at the school's discretion to support children, and each situation is assessed individually. Are you considering individual needs when spending PP?

Free School Meals (FSM) are provided to children whose families meet certain income-related criteria. These meals ensure that children receive at least one nutritious meal during the school day.

Assessment guidance

- The EYFS Profile for Headteachers and School Leaders with guidance on ELGs (some exemplars) supports your assessment at the end of the Reception year - [Help for early years providers : The EYFS profile for headteachers and other school leaders](#)
- ELG National EYFSP exemplifications Published March 2022 are also still available:

Case Study		Area(s) of Learning	Profile Assessment	Possible questions to help you reflect on where the child is and how they have got there, taken from the video clips transcript
Case Study 1	Early Years Foundation Stage: Exemplification materials - Case Study 1 - YouTube	Communication and Language and Literacy	Emerging for the ELGs discussed	<ul style="list-style-type: none"> - What more does the child have to do to meet the expected standard? - How have you assessed the Comprehension and EAD ELGs together? - Tell me about the child's word reading skills. - Have you seen the child's knowledge of sounds transferred into their writing?
Case Study 2	Early Years Foundation Stage: Exemplification materials - Case Study 2 - YouTube	Communication and Language and Mathematics <i>Selective mute</i>	Met the ELGs discussed	<ul style="list-style-type: none"> - What do you see towards the end of the year that make you think the child is achieving this goal?
Case Study 3	Early Years Foundation Stage: Exemplification materials - Case Study 3 - YouTube	Communication and Language and Mathematics <i>Midyear starter and EAL child</i>	Met the ELGs discussed	<ul style="list-style-type: none"> - How can story maps help with vocabulary development? - What is the child's questioning ability? - Have you seen how the child makes connections with their own questions and questions from their peers to an understanding of the world? - How do you know that the child is showing a good understanding of what it means to think about the processes that are needed to take to get to an answer?

Case Study 4	Early Years Foundation Stage: Exemplification materials - Case Study 4 - YouTube	Communication and Language and Expressive Arts and Design <i>EAL child - Lots of references made to the characteristics in the conversation</i>	Met ELGs discussed	<ul style="list-style-type: none"> - What sort of words and phrases did the child use at the beginning of the year? - This curriculum has given us so much more opportunity to be with the children and engage with the children. Have you seen that that's helped with the impact in this child's speaking and listening this year? - If a child was able to use a word yesterday in the correct place/context, how do you think that matches to the speaking early learning goal? - Have you seen the child working and playing co-operatively? - When does the child keep trying and not give up?
Case Study 5	Early Years Foundation Stage: Exemplification materials - Case Study 5 - YouTube	PSED and Understanding the World	Met ELGs discussed	<ul style="list-style-type: none"> - This is a conversation between a teacher and the teaching assistant about the child
Case Study 6	Early Years Foundation Stage: Exemplification materials - Case Study 6 - YouTube	Communication and Language and PSED. <i>Child not met ELGs but made lots of progress - good for suggestions as to what to do in Year 1 for this child.</i>	Emerging in CL Met in PSED	<ul style="list-style-type: none"> - Can you give any examples of how the child's language has increased or what he/she is now able to say to other children or adults? - What makes you confident in your judgement that the child hasn't met the early learning goal? - Could you tell me a little bit more about what his relationships are like with children and adults? - Tell me a little bit more about how he manages self. - So, what should the year one team do in terms of supporting this child's development further?
Case Study 7	Early Years Foundation Stage: Exemplification materials - Case Study 7	PSED and Understanding the World <i>Only child, Summer born, started later than other children.</i>	Emerging ELG for self-regulation, but met all other ELGs for areas discussed	<ul style="list-style-type: none"> - If a child needed support with managing feelings and self-regulation, how might you be seeing that in class, how was it manifesting itself? - Does the child need more support going forward, do you feel, in any areas?

Further guidance to support accurate judgements

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- ✓ 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.

ELG: Speaking

Children at the expected level of development will:

- ✓ 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.

What do we need to 'unpick/clarify' in the ELG statements?

Listening, Attention and Understanding

- **How do children display skills of being competent and effective listeners during class/group sessions?**
- **What sort of questions do they ask, or what comments do they make?**
- **Where do you find they have the confidence to make comments - in one-to-one situations with adults, or in a group of their peers, to show that they have listened and understood?**
- **How often do you hear conversations that are two way or are they still just listening/nodding/looking away?**

Speaking:

- **How often do you hear vocabulary in their play which you are using/introducing in everyday provision?**
- **During learning opportunities can you hear children suggesting their own ideas?**

- **Where have you been able to capture children speaking in full sentences with some evidence of the correct use of tenses? (Best fit)**

Assessment support - [Help for early years providers : ELG: Speaking](#)

Points for consideration: Teaching and Learning:

- **Have you screened all your children for speech and language development to highlight those children who need some support? (eg using WellComm or NELI?)**
- **Are you giving all children the opportunity to comment/participate etc?**
- **Are you allowing enough time for them to respond?**
- **Are you providing sufficient opportunities for children to orally compose sentences before being asked to write them down?**
- **Are you encouraging the use of full sentences all the time/using it in descriptive commentary/repeating a sentence using a full/extended sentence?**
- **Are all adults modelling the correct use of tenses explicitly?**
- **Are you confident that your universal provision for early language is of a high quality? (e.g. strategies which promote the use of visuals, matching your level of language to that of the child, agree and add).**
- **FSM/PP children – are all staff aware of children who may regularly need an extra conversation or additional vocabulary development?**
- **SEND children - what is in place for children with SEND in terms of accessible communication tools and aids? Do all staff know how to use these tools and aids? Do all staff know how to use quality interactions to develop and extend language?**

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- ✓ 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.

ELG: Managing Self

Children at the expected level of development will:

- ✓ 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: Building Relationships

Children at the expected level of development will:

- ✓ 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.

What do we need to 'unpick/clarify' in the ELG statements?

Self-Regulation:

- **Have you observed an early sense of empathy? An understanding of another child's feelings?**
- **How do you see children aiming to achieve something? Do they enjoy having a project? Are children in control of their behaviour generally? (Best fit)**
- **What does it look like when children focus on an activity, a request, a question, or an instruction?**

Assessment support - [Help for early years providers : ELG: Self-Regulation](#)

Managing Self:

- **Do children give up easily or persevere? What examples can you think of to show this?**

- Do they understand the need for rules? Are they following them in the main?
- Can they manage their day-to-day care? Do they understand, for example, why it is important to eat, have a healthy diet and look after their teeth?
- Do they collect appropriate clothing for different weather for example a waterproof coat or a sun hat?

Building Relationships:

- In which parts of the provision do you see children taking turns?
- What has enabled the children to develop good attachments/friendships to some staff/children up to this point? How do they share information with these attachments and feel safe, but also be away from these individuals and still feel safe?
- Can children wait whilst staff comfort another child? Are they aware of why this is important?

Points for consideration: Teaching and Learning:

- Are you giving all children the opportunity to achieve these goals through sustained play/exploration opportunities?
- Is there provision to enable construction over a sustained period of time, to play games (led by an adult) which require resilience inside and outside?
- Are you providing an environment which encourages a growth mindset so that it is safe for children to 'fail' and try again?
- Do you use the language that supports this? For example, do adults use the word yet, when describing to a child what they can/can't do?
- Are rules of behaviour explicit enough? Are they explained to children so that they understand why these rules are there?
- Do adults model an understanding of all children's behaviour, so that children will do this too?
- Are attachments modelled well?
- Are adults listening to children and to each other?
- FSM/PP children – are all staff aware of children who might need extra support? This may be very relevant on entry to your unit or class.
- SEND children - what is in place for children with SEND who need extra time and support to develop within PSED? Is there support for transition in place (visuals, extra time with unfamiliar adults)

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- ✓ 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- ✓ 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, paint brushes and cutlery.
- ✓ Begin to show accuracy and care when drawing

What do we need to 'unpick/clarify' in the ELG statements?

From Development Matters:

- *Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian*
- *Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene*

See aspects of PD above in bold italics. These are hugely important and are not in the goals. Ensure these are considered when the goals are considered and are noted for a child if they have not achieved this part.

Gross Motor Skills:

- **Even when children are not focussed and targeted in their movements – are they still avoiding obstacles/each other?**
- **Do they run/move comfortably and fluidly?**
- **Is body strength obvious/developing (best fit)?**
- **Can children pull themselves up and use control when climbing etc?**
- **Can they pedal a bike and control it at the same time?**
- **Can they hop and skip (balance - best fit)?**
- **When given the opportunity, do you observe free dancing, movement, climbing etc (best fit)?**

Fine Motor Skills:

- Are children comfortable to write?
- Can they write one letter after the other?
- Do they write freely in other situations than an adult focus?
- Which grip do they have? Does it appear clumsy? Is it hampering their formation of letters/writing?
- Can children handle tools to use effectively – scissors for snipping/cutting mainly effectively/cutlery at lunchtime or in play dough/the finer of paint brushes to make mainly accurate strokes (possibly held in an effective grip for them)?
- Do children take time when observing objects they are drawing (best fit)?
- Do they construct a picture carefully and talk about the different parts?
- When drawing from a story, can they focus on different characters to represent and add detail such as the colour of their clothes/hair/faces/eyes/nose/mouth etc (best fit)?

Assessment support - [Help for early years providers : ELG: Gross and Fine Motor Skills](#)

Points for consideration: Teaching and Learning:

- Are you providing opportunities for dancing freely?
- Is there music in your setting?
- Can children show spontaneous movement, and do they have the opportunity to move energetically?
- Is there provision for children to develop their upper body strength?
- Is the provision supportive of writing freely both inside and outside?
- Is there a good choice of tools for children to use in terms of paintbrushes/sponges/cotton buds/straws etc, inside and outside?
- Is handwriting taught separately from Phonics (as well as within if your Phonics scheme promotes this).
- Is the teaching of handwriting consistent across the school?
- Do all staff understand the importance of gross and fine motor development – what these skills contribute to?
- Is drawing/constructing/creating/painting/art appreciation a focus of your provision? This can support cultural capital.
- FSM/PP children – are all staff aware of children who may not have had opportunities to build core strength and stability? This develops essential skills for learning, including reading, writing, and phonics. Are children with these needs a focus for staff?
- SEND children - what is in place for children with SEND which is a broad and balanced provision to help children access the type of activities which promote gross and fine motor development? Is there a focus on providing these activities daily where required? Are their sensory needs met?

Literacy

ELG: Comprehension

Children at the expected level of development will:

- ✓ 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.

ELG: Word Reading

Children at the expected level of development will:

- ✓ 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.

ELG: Writing

Children at the expected level of development will:

- ✓ 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.

What do we need to ‘unpick/clarify’ in the ELG statements?

(See Fine Motor Skills Goal for additional detail on the physical aspects of writing.)

ELG: Comprehension

- **Have you observed children retelling stories to one and another and to their adults? Is this through role play/use of puppets/small world play/storytelling?**
- **As children listen to stories, are they keen to suggest the next part/event? Can they keep track of a story as it unfolds?**
- **Do you overhear vocabulary used in teaching and learning in role play etc? Are children referring to new words/themes/topics in their play or in conversations with adults?**

ELG: Word Reading

- **Refer to your phonics assessments**

- Refer to your phonics assessments
- Refer to your phonics assessments and can children read decodable books to each other and adults?

Assessment support - [Help for early years providers : ELG: Word Reading](#)

ELG: Writing

- Can you recognise which letters a child is attempting to form? Do they recognise them on a sound bank/letter bank and also when they have written them? Are they forming some correctly? (What professional conversations will you have to support your decision around the term 'most' regarding correctly formed letters?) Best fit.
- Are you observing oral segmenting when children are having a go at spelling for writing? Can they point out the letter/s that they have used for certain sounds?
- When you share children's writing with the class, can children mostly read what it says? Are children having a go at both phrases and sentences (best fit)?

Assessment support - [Help for early years providers : ELG: Writing](#)

Points for consideration: Teaching and Learning:

- Are developing literacy opportunities available to children throughout all areas of learning?
- What opportunities do children have to use new vocabulary within the environment? How do you know children are using and understanding recently introduced vocabulary? Do you ensure there are opportunities for adults to talk with children (both formally and informally) about the world around them and about books, stories, rhymes, poems, songs they have shared together? e.g. small/large group times, one to one, paired peer discussions, continuous provision?
- Are you explicitly introducing new vocabulary to children in all areas of learning? (Consider the 3 tiers of vocabulary suggested in [Best start in life part 3: the 4 specific areas of learning - GOV.UK](#))
- Is scaffolding available in terms of vocabulary/phonics/modelling/good examples of writing?
- How do you ensure children have access to a range of different text types within your environment (stories, non-fiction, rhymes, poems, songs) to develop a lifelong love of reading? Are there a range of stimuli to promote quality discussions? Is there a range of differing texts for children to access to provide engagement and motivation in reading?
- Do you plan for book talk sessions? Do staff use dialogic book talk sessions with children?
- Do you ensure that children take home / read books from the reading scheme that explicitly match their phonic knowledge?
- Do you offer reading sessions which are focused on decoding and word reading? In addition, do you offer small group opportunities to focus on language comprehension?
- Do you prioritise phonological awareness activities to ensure that children practice oral blending on a daily basis throughout the year?

- **How do you ensure that there are a range of differing mark making tools and materials within both the indoor and outdoor environments? How are these adapted to meet the needs of all children?**
- **Are you providing sufficient opportunities for children to orally compose sentences before asking them to write them down?**
- **At the beginning of their writing journey, do you give children the opportunity to practise transcription skills in isolation (to avoid working memory overload)? e.g. dictation**
- **How are you ensuring that children are consolidating and applying their phonic knowledge; what opportunities do you provide within your continuous provision? Does your continuous provision provide opportunities that motivate children to practise and embed their writing skills?**
- **Does your chosen reading scheme give children opportunities to read phonetically plausible words/decode and common exception words? What opportunities do children have to engage with “real texts” to support this?**
- **FSM/PP children – are all staff aware of children who may start school with less lived experiences of stories? They may have a smaller word vocabulary if this is the case – how are staff working towards extend this vocabulary knowledge?**
- **SEND children - what is in place for children that need to build their oral segmenting and blending skills? Are all staff aware of how to approach and deliver this?**

References:

- “Ensure that pupils who are in the early stages of learning to write, and older pupils who are not fluent in transcription, practise transcription skills in isolation (to avoid working memory overload).” [Telling the story](#)
- “At first, teachers should support children to compose sentences out loud, without requiring them to write.” [The reading framework - GOV.UK](#)

Mathematics

ELG: Number

Children at the expected level of development will:

- ✓ 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- ✓ 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.

What do we need to 'unpick/clarify' in the ELG statements?

(You will notice that the language used in the Numerical Patterns ELG - recognise, explore, compare, represent – is encouraging practical opportunities to demonstrate their knowledge whereas the Number ELG is more prescribed.)

ELG: Number

- Have you observed children applying their understanding of numbers 1-10 in areas such as construction play, role-play, at snack time and other real-life routines? How do you know it's a deep understanding? Can they use reasoning skills to explain?
- How do the children demonstrate that they have confidence in subitising? Have you observed quick quantity recognition when they are presented with small groups of objects/dice/amounts on five and ten frames etc? Can they recognise smaller quantities of objects without counting?
- When given the opportunity to talk about quantities to 5/10, are children splitting the amounts to easily make 5/10 and then remembering this? Can they solve real life problems where adults are using amounts to 5/10? Do they understand what double means and can also see/use this in other contexts such as real-life problems?

Assessment support - [Help for early years providers : ELG: Number](#)

ELG: Numerical Patterns

- How consistent is the ability to count verbally beyond 20?
- Do you see that the child is making links with their knowledge shown in the Number ELG in order to accurately compare quantities? Can they talk about larger and smaller amounts?
- Can children explore number to solve puzzles regarding real life problems about quantities/sharing/odd numbers etc? Do they have a go at answering questions about sharing/fair/unfair quantities etc? Do children explore colour patterns?
- Can children use their understanding of shape, space and measure to notice when something is taller/shorter/longer etc and use this to support their spatial awareness? E.g. when constructing on a small and large scale.

Points for consideration: Teaching and Learning:

- Are children being given opportunities to share objects/fruit etc out to explore equal/odd/even patterns?
- Can children play with both 2D and 3D shape? Do they have access to block play to encourage balance/order/symmetry/sharing etc?
- Are there lots of opportunities to count out loud daily? Do adults chant numbers in groups/2s/5s? Do you teach children songs and rhymes that have numerical patterns in them?
- Do children have opportunities to play maths games/use dice/spinners (Subitising)?
- Is there scaffolding available in terms of number recognition/visuals/counting boards/tens frames and are children given opportunities to explore these?
- Are children given regular opportunities to count out a small number of objects from a larger set?
- Are all children being taught to be aware of the space around them? Are they being taught how to judge this?
- FSM/PP children – are all staff aware of children who may regularly need exposure to counting and familiarisation with number through active experiences throughout the day?
- SEND children - what is in place for children that need access to counting rhymes and the initial phases of block play?

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- ✓ 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: 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 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, when appropriate, maps.

ELG: The Natural World

Children at the expected level of development will:

- ✓ 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.

What do we need to 'unpick/clarify' in the ELG statements?

ELG: Past and Present

- How often do you experience children communicating about the people around them and in their lives? Can they describe their jobs and their roles?
- Can they compare the past (this can be any distance in the past) and now in terms of the experiences that they have had using knowledge that they have learnt?
- Do children communicate their understanding of the past through role play, drawings, speech, small world?

ELG: People, Culture and Communities

- Are children able to describe their environment in terms of drawings, speech, maps, diagrams, labels, role play etc using their knowledge?
- Do children recognise that people are different and live their lives differently from themselves? Can they communicate this through circle times, reflective conversations, sharing stories etc.
- Do children know that people from other villages/cities/countries may eat different food, speak different languages, have different flags, live in different houses etc.

ELG: The Natural World

- Do children communicate about the natural world around them through drawings, conversations, labels, small world etc?
- Can children communicate the similarities and differences between different environments (outside and inside, natural, and man-made, local, and far away.)
- Can children communicate their knowledge about changes in states (e.g., liquid, solid, gas), growth, cooking, weather etc.

Assessment support - [Help for early years providers : ELG: Natural World](#)

Points for consideration: Teaching and Learning:

- Do children have regular access to globes/maps/large floor drawing/floor mats for cars and small world?
- Have children had the opportunity to talk to people from outside the school who help in the community? Is the role play giving opportunities to explore the past? Are there quality texts around the classroom which support this?
- Have children had conversations about the past in terms of yesterday/ last week/ grandparents etc? Do you have texts which support this?
- Can children explore thick and thin liquids/bubbles/ice?
- Are children given opportunities to talk in circle times about other people's lives/different ways of living?
- Do you use quality texts relating to the natural environment/change of seasons?
- Do you help children to make links with the natural environment through regular art activities throughout the year e.g. still life drawing and paintings of plants and flowers and using a range of media?
- FSM/PP children – are all staff aware of children who may need regular exposure to experiences which build their knowledge of the world around them – this may be missing on entry to Reception. Do you make parents familiar with the 50 things app? [Fifty things to do before you're five](#)
- SEND children - What do you provide in daily provision which will support children with SEND to develop their awareness of and have a sense of the world around them? Are experiences accessible to all children with SEND?

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- ✓ 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: Being Imaginative and Expressive

Children at the expected level of development will:

- ✓ 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.

What do we need to 'unpick/clarify' in the ELG statements?

ELG: Creating with Materials

- Do you only observe the art area? Children may explore materials in a mud kitchen, in block play, or experiment with colour using technology.
- Can children share their ideas in a small group or one to one with an adult? This does not need to be in front of a whole class.
- Do children pretend their coat is a super-hero cape, or find a pinecone outside and use it to retell a story about a hedgehog? This ELG may be observed more naturally without the pressure of feeling like everything has to be a performance.

ELG: Being Imaginative and Expressive

- Do children remember parts of stories and incorporate these into their play? Do children contribute remembered elements of narratives and stories to a whole group recount?
- Are children able to match the correct words to a known melody? Do they sing as they play alone or with friends (i.e., 'Row, row, row your boat')?
- Are children more inclined to dance to music that is well known to them, perhaps popular and current (appropriate) songs?

Points for consideration: Teaching and Learning:

- Are children given the opportunity to explore a variety of materials, tools, and techniques? Do you offer a range of tools to apply paint with/form malleables with/construct with?

- **Are children offered opportunities to experience other forms of art – sculpture/architecture etc?**
- **Do children feel emotionally safe to express themselves through art and to share and talk about it?**
- **Are they taught to listen to each other respectfully?**
- **Are children taught the vocabulary they need to explain the process they have used?**
- **Does your class have favourite stories that you read repeatedly? Are these stories available as texts around the classroom so that children can pick these up and explore them? Can they retell them by looking at the pictures? Consider this as essential fuel for their creative expression.**
- **Are you modelling singing through the day and through their play or does singing only take place during formal group times?**
- **Children need to be taught a carefully planned range of songs, not only to develop their singing skills but also to equip them with the cultural capital they need to access and understand references throughout their lives.**
- **FSM/PP children – are all staff aware of children who may have gaps in their confidence to approach aspects of EAD? What is happening in the classroom for these children to develop their imagination and add to their experiences around creativity?**
- **SEND children - what is in place for children with SEND who need to acquire skills to create? Is there enough singing for them to take part in if they enjoy this? Is there media to use practically so that they develop their creativity and are staff confident to do this?**