



EYFS Early Learning Goals as covered by A-life



Bold Statements: Objectives covered in workshop and fun fitness session.

Non-bold statements: Objectives covered in fun fitness session only.

PRIME AREAS	30 - 50 months			40 - 60+ months			ELG			
	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	
Personal, Social and Emotional Development	Making relationships	PSED 5 MR Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.			PSED 6 MR Explains own knowledge and understanding, and asks appropriate questions of others. PSED 6 MR Takes steps to resolve conflicts with other children, e.g. finding a compromise.			PSED MR Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		
	Self-confidence and self-awareness	PSED 5 SCSA Is more outgoing towards unfamiliar people and more confident in new social situations. PSED 5 SCSA Shows confidence in asking adults for help.			PSED 6 SCSA Confident to speak to others about own needs, wants, interests and opinions.			PSED SCSA Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.		
	Managing feelings and behaviour	PSED 5 MFB Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. PSED 5 MFB Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. PSED 5 MFB Can usually adapt behaviour to different events, social situations and changes in routine.			PSED 6 MFB Aware of the boundaries set, and of behavioural expectations in the setting. PSED 6 MFB Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.			PSED MFB Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.		
Communication and Language	Listening and attention	CL 5 LA Listens to others one to one or in small groups, when conversation interests them. CL 5 LA Focusing attention - still listen or do, but can shift own attention. CL 5 LA Is able to follow directions (if not intently focused on own choice of activity).			CL 6 LA Maintains attention, concentrates and sits quietly during appropriate activity. CL 6 LA Two-channelled attention - can listen and do for short span.			CL LA Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.		
	Understanding	CL 5 U Understands use of objects (e.g. "What do we use to cut things?") CL 5 U Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. CL 5 U Responds to simple instructions, e.g. to get or put away an object. CL 5 U Beginning to understand 'why' and 'how' questions.			CL 6 U Responds to instructions involving a two-part sequence. CL 6 U Listens and responds to ideas expressed by others in conversation or discussion.			CL U Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.		
	Speaking	CL 5 S Beginning to use more complex sentences to link thoughts (e.g. using and, because). CL 5 S Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. CL 5 S Questions why things happen and gives explanations. Asks e.g. who, what, when, how. CL 5 S Uses a range of tenses (e.g. play, playing, will play, played).			CL 6 S Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. CL 6 S Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.			CL S Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		
Physical Development	Moving and handling	PD 5 MH Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. PD 5 MH Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. PD 5 MH Can stand momentarily on one foot when shown.			PD 6 MH Experiments with different ways of moving. PD 6 MH Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.			PD MH Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.		
	Health and self-care	PD 5 HSC Can tell adults when hungry or tired or when they want to rest or play. PD 5 HSC Observes the effects of activity on their bodies. PD 5 HSC Understands that equipment and tools have to be used safely.			PD 6 HSC Eats a healthy range of foodstuffs and understands need for variety in food. PD 6 HSC Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. PD 6 HSC Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. PD 6 HSC Practices some appropriate safety measures without direct supervision.			PD HSC Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		

SPECIFIC AREAS	30 - 50 months			40 - 60+ months			ELG		
	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
Literacy	Reading	L 5 R Knows that print carries meaning and, in English, is read from left to right and top to bottom.		L 6 R Knows that information can be retrieved from books and computers.			L R Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.		
	Writing	L 5 W Ascribes meanings to marks that they see in different places.					L W Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.		
Mathematics	Numbers	<ul style="list-style-type: none"> M 5 N Uses some number names and number language spontaneously. M 5 N Uses some number names accurately in play. M 5 N Recites numbers in order to 10. M 5 N Knows that numbers identify how many objects are in a set. M 5 N Shows curiosity about numbers by offering comments or asking questions. M 5 N Compares two groups of objects, saying when they have the same number. M 5 N Shows an interest in numerals in the environment. M 5 N Realises not only objects, but anything can be counted, including steps, claps or jumps. 		<ul style="list-style-type: none"> M 6 N Recognise some numerals of personal significance. M 6 N Recognises numerals 1 to 5. M 6 N Counts up to three or four objects by saying one number name for each item. M 6 N Counts actions or objects which cannot be moved. M 6 N Counts objects to 10, and beginning to count beyond 10. M 6 N Counts out up to six objects from a larger group. M 6 N Counts an irregular arrangement of up to ten objects. M 6 N Estimates how many objects they can see and checks by counting them. M 6 N Uses the language of 'more' and 'fewer' to compare two sets of objects. M 6 N In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 			<ul style="list-style-type: none"> M N Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. 		
	Shape, space and measure	<ul style="list-style-type: none"> M 5 SSM Shows awareness of similarities of shapes in the environment. M 5 SSM Uses positional language. M 5 SSM Shows interest in shapes in the environment. M 5 SSM Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 		<ul style="list-style-type: none"> M 6 SSM Can describe their relative position such as 'behind' or 'next to'. M 6 SSM Orders two or three items by length or height. M 6 SSM Uses everyday language related to time. M SSM Beginning to use everyday language related to money. 			<ul style="list-style-type: none"> M SSM Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 		

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Understanding the World	People and communities							UW PC Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.		
	The world	UW 5 W Can talk about some of the things they have observed such as plants, animals, natural and found objects. UW 5 W Talks about why things happen and how things work. UW 5 W Developing an understanding of growth, decay and changes over time. UW 5 W Shows care and concern for living things and the environment.			UW 6 W Looks closely at similarities, differences, patterns and change.			UW W Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.		
	Technology	UW 5 T Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. UW 5 T Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. UW 5 T Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.						UW T Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
Expressive Arts and Design	Exploring and using media and materials							EAD EMM Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
	Being imaginative	EAD 5 BI Uses movement to express feelings. EAD 5 BI Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.			EAD 6 BI Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. EAD 6 BI Plays alongside other children who are engaged in the same theme.			EAD BI Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		