## EYFS Early Learning Goals and Exceeding Statements Prime Areas

| Area of<br>Learning                               | Aspect                                    | Early Learning Goals  | Exceeding Statements  |
|---|---|---|---|
| Personal, Social and Emotional Development (PSED) | Making<br>Relationships                   | Children play co-operatively, taking turns with others.<br>They take account of one another's ideas about how to<br>organise their activity. They show sensitivity to others'<br>needs and feelings, and form positive relationships<br>with adults and other children.   | Children play group games with rules. They<br>understand someone else's point of view can<br>be different from theirs. They resolve minor<br>disagreements through listening to each other to<br>come up with a fair solution. They understand what<br>bullying is and that this is unacceptable behaviour.                     |
|   | Self-Confidence<br>and Self-<br>Awareness | Children are confident to try new activities and say<br>why they like some activities more than others. They<br>are confident to speak in a familiar group, will talk<br>about their ideas, and will choose the resources they<br>need for their chosen activities. They say when they<br>do or don't need help.  | They can talk about the things they enjoy, and are good at, and about the things they do not find easy.<br>They are resourceful in finding support when they  |
|   | Managing<br>Feelings and<br>Behaviour     | Children talk about how they and others show feelings,<br>talk about their own and others' behaviour and its<br>consequences, and know that some behaviour is<br>unacceptable. They work as part of a group or class<br>and understand and follow the rules. They adjust their<br>behaviour to different situations and take changes of<br>routine in their stride. | They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They   |
| Communication and Language (C&L)                  | Listening and<br>Attention                | listen to stories, accurately anticipating key events and respond to what they hear with relevant comments,   | Children listen to instructions and follow them<br>accurately, asking for clarification if necessary. They<br>listen attentively with sustained concentration to follow<br>a story without pictures or props. They can listen in a<br>larger group, for example, at assembly.   |
|   | Understanding                             | actions. They answer 'how' and 'why' questions about  | After listening to stories, children can express views<br>about events or characters in the story and answer<br>questions about why things happened. They can<br>carry out instructions which contain several parts in a<br>sequence.   |
|   | Speaking                                  | awareness of listeners' needs. They use past, present<br>and future forms accurately when talking about events<br>that have happened or are to happen in the future.  | Children show some awareness of the listener by<br>making changes to language and non-verbal features.<br>They recount experiences and imagine possibilities,<br>often connecting ideas. They use a range of vocabulary<br>in imaginative ways to add information, express ideas<br>or to explain or justify actions or events. |
| Physical Development<br>(PD)                      | Moving and<br>Handling                    | and small movements. They move confidently in a range of ways, safely negotiating space. They handle  | Children can hop confidently and skip in time to music.<br>They hold paper in position and use their preferred<br>hand for writing, using a correct pencil grip. They are<br>beginning to be able to write on lines and control letter<br>size.   |
|   | Health and Self-<br>Care                  | physical exercise and a healthy diet, and talk about  | Children know about, and can make healthy choices in<br>relation to, healthy eating and exercise. They can dress<br>and undress independently, successfully managing<br>fastening buttons or laces.   |

