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| **Area of learning** | **New ELG** | **Current ELG** | **Changes** |
|  | **Communication and Language** |  | * Understanding removed
 |
| **Listening** | * 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.
 | **Listening and Attention 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.
 | * Change from ‘Listening and Attention’ to ‘Listening’.
* Range of situations more defined – stories, whole class group discussions, small group interactions
* Rephrased – ‘conversations’ which has removed ‘attention’ part
* ‘Understanding’ only implied with asking questions/comments/using actions to clarify understanding
* Giving attention to others – now in PSED Self-Regulation
 |
| **Speaking** | * Participate in small group, class and 1-to-1 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.
 | **Speaking 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.
* *They are confident to speak in a familiar group, will talk about their ideas. SCSA*
 | * Specifies situations
* Big focus on new ideas and developing vocabulary
* Links to Understanding – offering explanations
* Focus on using sentences and conjunctions
* Links to 30-50 reading/comprehension – may be a sense check
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|  | **Physical Development** |  | Health and Self-care now in PSED – Managing Self |
| **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.
 | **Moving and Handling 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.
 | * Moving and handling now split into Gross and Fine
* Consideration for others when moving around
* Strength and balance (we anticipated this and ordered balance equipment)
 |
| **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;
* Show accuracy and care when drawing.
 | * Use of tripod grip added but with exceptions allowed
* Tools specified – focus on cutlery – lunchtime!
* ‘accuracy when drawing’ now a focus
 |
|  | **Personal, Social and Emotional Development** |  | Self-Confidence and Self-Awareness **SCSA** removed |
| **Self-regulation** | * Show an understanding of their own feelings and those of others, and 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.
 | **Managing Feelings and Behaviour 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.
* *Children follow instructions involving several ideas or actions. They answer ’how’ and ‘why’ questions about their experiences and in response to stories or events. (Understanding)*
* *Children are confident to try new activities and say why they like some activities more than others. and will choose the resources they need for their chosen activities. They say when they so or don’t need help. SCSA*
 | * Links to Understanding – follow (multi-step) instructions
* Link to old Listening and Attention, and to Understanding
* No SCSA – no focus on positive sense of self
* Focus on feelings linked to behaviour and strategies for self-calming
* No focus on working with others
* Focus on goals, delayed gratification
 |
| **Managing Self** | * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
* Explain the reasons for rules and 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;
 | **Health and Self-Care HSC – prev under Physical Development*** 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.
 | * Health and self-care but no mention of exercise or keeping safe
* Linked to MFB and also Self-Regulation
* Link to old SCSA – being confident to try new things. Link to Characteristics of Effective Learning – perseverance and resilience
* Trying to follow rules
 |
| **Building Relationships** | * Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers;
* Show sensitivities to their own and to others’ needs.
 | **Making Relationships 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.
* *They know that other children don’t always enjoy the same things, and are sensitive to this. PC*
 | * New focus on ‘work’ as well as play
* No mention of taking account of others’ ideas
* Big focus on attachment
 |
|  | **Literacy** |  | Reading now split into comprehension and word reading |
| **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 vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
 | * Children read and understand simple sentences.
* They demonstrate understanding when talking with others about what they have read.
* *They answer ‘how’ and ‘why’ questions in response to stories - Understanding*
 | * Link to 30-50 criteria for reading
* Link to Understanding
* Possible sense check with Speaking – big focus on recently introduced vocab
* Focus on vocabulary, use of role play – more puppets and copies of class books needed? Make sets of puppets to link to class books for children to use in freeflow
* Retelling, predicting events
* Focus on understanding what has been read to them – ‘read by themselves’ has been removed
 |
| **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 common exception words
 | * 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.
 | * Specifies phonic knowledge, still no expectation of Phase, although it implies some understanding (not all) of Phase 3.
 |
| **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.
 | * 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.
 | * Focus on handwriting here rather than Fine motor. Sense check – may be linked
* No mention of common exception words
* No mention of accuracy of representing sounds!
* Simple phrases, not just sentences
 |
|  | **Mathematics** |  | Shape Space and Measure taken out!<https://www.ncetm.org.uk/resources/52500> |
| **Number** | * 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 for numbers 0-5 (including subtraction facts) and some number bonds to 10, including double facts.
 | * 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.
 | * Numbers now to 10, rather than 20
* Doubling now in both areas of maths
* No specific mention of order of numbers/more/less/number recognition – this may be implied under ‘deep’ understanding
* Greater focus on number bonds and partitioning (will impact Y1 planning)
* No specific mention of subtraction apart from partitioning facts – linking subtraction to addition
* Focus on visual memory – subitise, and recall. Lots of ways of representing number in different ways eg dice, numicon, ten frame – ‘story’ of each number
* No mention of how to solve number facts – strategies
* Focus on recall of facts rather than general understanding of how to add/subtract
 |
| **Numerical patterns** | * Verbally count beyond 20, recognising the pattern of the number 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.
 | * 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.
 | * Knowing numbers beyond 30
* Use subitising and different arrays to compare numbers
* Greater focus on comparisons and language to compare – using quantities rather than numbers
* Odds and evens from Y1 – they may need to adjust future planning
* Great focus on sharing
* No problem solving. Still need patterns to develop prediction and reasoning
* Very little focus on recognition of number or recording
* Recall of double facts
 |
|  | **Understanding the World** | People and Communities PC now split | No Technology |
| **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.
 | * Children talk about past and present events in their own lives and in the lives of family members
 | * Less focus on personal history, more on ‘history’
* Need to develop class libraries to make sure texts read include fiqures/characters from past
* Focus on differences in traditional tales etc
* Link to reading, sharing stories, understanding these and recall
 |
| **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.
 | * They know about similarities and differences between themselves and others, and among families, communities and traditions
* *They talk about the features of their own immediate environment and how environments might vary from one another. W*
 | * Addition of ‘culture’. Greater focus on religious and cultural similarities and differences – RE festival calendar created
* They know that other children don’t always enjoy the same things, and are sensitive to this. – in PSED BR
* More focus on immediate environment – school, home, Winnersh
* Use of books and stories – set at home/school, different countries - need to check/develop class libraries to include this
* Look at life in other countries – check overlap with other year groups
* Greater focus on map work
* Overlap with world – features of environment
* Link with Speaking – explaining differences
 |
| **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.
 | * 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.
 | * Emphasis on recording eg pictures
* Overlap with People, Culture and Communities - local environment
* Overlap with Y1 Science – seasonal change
* Check with Y1/2 and Science focus eg Rainforests, Africa
* Observing natural phenomena eg puddles drying up. More focus on physics
* Need a small freezer for ice experiments!!!
 |
|  | **Expressive Arts and Design** |  | Pretty much swapped over! Focus on performing rather than creating/imagination |
| **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.
 | * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
 | * Singing and dancing now in performing but not ‘experiment with ways of changing them.’
* Greater focus on Art/DT
* Use of props and role play (moved from 30-50) – link to Comprehension
* Greater focus on process not just end product
* Could add measures here and 3D shape to help with explaining process eg I used a cube because it has flat faces…
* Safety now incorporated here rather than HSC
 |
| **Performing** | * Invent, adapt and recount narratives and stories with their 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 – move in time with music;
 | * Children sing songs, make music and dance
* They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
* *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. SCSA*
 | * Focus on learnt songs rather than creating and exploring
* Link to SCSA – confidence
* Big focus on narratives and stories, link to comprehension – using Pie Corbett again? More modelling of story telling/adapting stories needed in topic time
* Only role play left and this focuses more on retelling
 |