

ELG, exceeding and NC statements

Prime Areas

	Expected	Exceeding - Tickell	Exceeding – year 1
PSED SCSA	Confident to try new activities and say why they like some more than others. Confident to speak in familiar group, will talk about ideas and choose own resources. Say when they do or don't need help/	Confident to speak to class group. Can talk about things they enjoy, are good at and about the things they don't find easy. They are resourceful in finding support when they need help or info. Can talk about plans they have made to carry out activities and what they might change if they were to repeat them	
PSED MFB	Talk about how they and others show feelings, talk about own and others behaviour & its consequences & know that some behaviour is unacceptable. Work as part of group or class and understand and follow rules. Adjust behaviour to different situations and take changes of routine in their stride.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	
PSED MR	Children play cooperatively, taking turns with others. They can take account of one another's ideas about how to organise their activity. Show sensitivity to others needs and feelings & form positive relationships with adults and children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that it is unacceptable.	
PD	Can show good control and coordination 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.	Children can hop confidently and skip in time to music. They hold paper in position and use preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size.	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns
HSC	Eats a healthy range of foodstuffs and understands the need for variety in food. Usually dry during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.	<ul style="list-style-type: none"> • lead healthy, active lives.
C&L L&A	Listen attentively in range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately, while engaging in another activity.	Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group (eg assembly)	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers
C&L U	Follow instructions involving several ideas or actions. Answer how and why questions about experiences and in response to stories or events.	After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Can carry out instructions which contain several parts in a sequence.	<ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge
C&L S	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	Show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add info, express ideas or explain or justify actions or events.	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions

ELG, exceeding and NC statements

Specific Areas

	Expected	Exceeding – Tickell	Exceeding – year 1
Lit R	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Demonstrate understanding when talking with others about what they have read	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Can describe the main events in simple stories they have read.	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • understand both the books they can already read accurately and fluently and those they listen to. • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
Lit W	Use phonic knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing,	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: • add prefixes and suffixes: • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • write sentences
MATH N	Children count reliably with numbers from 1-20, place them in order and say which is 1 more/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.	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words.
MATH SSM	Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Estimate, measure, weigh and compare and order objects and talk about properties, position and time.	<ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ○ mass/weight [for example, heavy/light, heavier than, lighter than] ○ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ○ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> ○ lengths and heights ○ mass/weight ○ capacity and volume ○ time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

	Expected	Exceeding – Tickell	Exceeding – Key stage 1 POS
EA&D EMM	Sing songs, make music and dance & experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form.	Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decision about how media and materials can be combined and changed.	Art & Design – <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. D&T – <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Music – <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment
EA&D BI	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.	Talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own work, recognising the differences between them and the strengths of others.	
UTW TW	Know about similarities and differences in relation to places, objects, materials and living things. Can talk about features of own immediate environment and how environments might vary from one another. Can make observations of animals, plants & explain why some things occur, and talk about changes.	Children know that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area that they live in. know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.	History- <ul style="list-style-type: none"> significant historical events, people and places in their own locality. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period. Science - <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants, including trees. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies.
UTW P&C	Talk about past and present events in their own lives and the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.	Know difference between past and present events in own lives and some reasons why people's lives were different in the past. Know that others have different likes and dislikes and that they may be good at different things. Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Geog – <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary

UTW TECH	Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.	Find out about and use a range of everyday technology. Select appropriate applications that support an identified need (eg how to record results or events)	Computing – <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
---------------------	--	---	---

PSED = Personal, Social, Emotional Development

- SCSA self-confidence and self-assurance
- MR making relationships
- MFB managing feelings and behaviour

PD = Physical Development

- MH Moving and Handling
- HSC Health and Self-care

CL = Communication and Language

- S Speaking
- LA Listening and Attention
- U Understanding

Lit = Literacy

R Reading

W Writing

Math = Mathematics

N Number

SSM Shape, Space and Measure

UTW = **Understanding the World**

- TW The World
- PC People and Communities
- Tech Technology

EA&D = **Expressive Arts and Design**

- EU&I Exploring Media and Materials
- BI Being Imaginative