

EYFS Early Adopter ELGs Comparisons, Changes and Considerations

Personal, Social and Emotional Development

Current Early Learning Goals	
Making Relationships	Children play cooperatively, 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	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	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.

Early Adopter Early Learning Goals	
Building Relationships	<ul style="list-style-type: none"> • 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.
Managing Self	<ul style="list-style-type: none"> • 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.
Self-Regulation	<ul style="list-style-type: none"> • 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.

Key Changes
<ul style="list-style-type: none"> • There is now a focus on self-regulation. • Children are expected to know right from wrong and be able to explain the reasons for rules. • 'Managing Self' replaces 'Health and Self-Care' from the current Physical Development ELGs, without the emphasis on physical exercise and keeping safe. • Refers to following 'multi-step' instructions, which links to the current ELG for 'Understanding' within Communication and Language.
Considerations
<ul style="list-style-type: none"> • Set and work towards simple goals – consideration needs to be given to support children with this. Model and practise talking about the goals they wish to achieve and how they can do this by setting small steps. • Work with children on self-regulation and how they can name feelings and learn strategies for dealing with them. • Work together on class rules and why they are important. • Create opportunities for developing perseverance and resilience, such as problem-solving activities and opportunities. • Support children to follow instructions that involve several ideas or actions by building on from one step instructions and using visual clues to sequence instructions.

Communication and Language

Current Early Learning Goals	
Listening and Attention	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	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	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.

Early Adopter Early Learning Goals	
Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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.
Speaking	<ul style="list-style-type: none"> • 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.

Key Changes
<ul style="list-style-type: none"> • 'Understanding' is no longer a separate strand and is now within the strand Listening, Attention and Understanding. • Emphasis on the technical aspects of spoken language, including conjunctions, tense and vocabulary. • The range of listening situations is clearly defined, 'when being read to and during whole class discussions and small group interactions'. • Less focus on 'Understanding', with this area being referred to by making comments about what they have heard and ask questions to clarify their understanding. Elements of 'Understanding' are now covered in other Areas of Learning. • More focus on conversations and discussions, with an emphasis on vocabulary.
Considerations
<ul style="list-style-type: none"> • With the new focus on 'using recently introduced vocabulary', you may wish to include key vocabulary lists for each new topic or area of learning in the planning. • Model the use of questioning to ensure that children are developing the skills of asking and answering appropriate questions. • Build in time for conversations and discussion, allowing children to contribute to 'back-and-forth' conversations. • Encourage children to talk in full sentences, using the correct tense and with conjunctions by planning time for talking in one-to-one and group situations. • Provide activities that have opportunities for discussion and explanations, like problem-solving activities, science experiments or curiosity cube activities.

Physical Development

Current Early Learning Goals	
Moving and Handling	Children 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.
Health and Self-Care	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.

Early Adopter Early Learning Goals	
Gross Motor Skills	<ul style="list-style-type: none"> 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.
Fine Motor Skills	<ul style="list-style-type: none"> 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. Begin to show accuracy and care when drawing.

Key Changes
<ul style="list-style-type: none"> 'Health and Self-Care' has been removed. This is now covered in PSED, under 'Managing Self'. Focuses on motor skills explicitly, with 'Moving and Handling' now split into 'Gross' and 'Fine Motor Skills'. Focus on drawing and accuracy, rather than self-expression and representation. The range of tools is specified. More focus on the preparation for writing. The use of 'tripod grip' has been added but with exceptions allowed. Safety is only mentioned in response to negotiating space and not in reference to handling tools. This is referred to in Expressive Arts and Design. 'Strength and balance' are now specified, alongside 'coordination'.
Considerations
<ul style="list-style-type: none"> With a new focus on 'strength, balance and coordination', you may wish to consider the apparatus and equipment you have to support this. Consider the tools that you have available in your setting for children to use, such as cutlery, scissors and brushes. You may wish to consider how some aspects will be assessed, for example 'accuracy and care when drawing'. The emphasis of using tools safely has now been placed within Expressive Arts and Design. You may wish to plan for children to be taught the risks and safety of tools used within their setting. Children will need to be supported with their pencil grip to achieve a tripod grip, where possible. You may wish to consider how using a tripod grip will be demonstrated and practised during independent activities.

Literacy

Current Early Learning Goals	
Reading	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	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.

Early Adopter Early Learning Goals	
Comprehension	<ul style="list-style-type: none"> • 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.
Word Reading	<ul style="list-style-type: none"> • 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.
Writing	<ul style="list-style-type: none"> • 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.

Key Changes
<ul style="list-style-type: none"> • There is now a focus on comprehension. • Within 'Comprehension', links are made to the current 'Understanding' element of Communication and Language. • There is now a 'Word Reading' strand. • The number of sounds and digraphs children need to know and say are explicitly stated. • Children are to anticipate and retell key events in stories. • A greater emphasis on vocabulary. • Handwriting is a focus of the 'Writing' strand. • There is no longer mention of writing common exception words. • There is no longer mention of 'phonetically plausible' spellings.
Considerations
<ul style="list-style-type: none"> • You may need to plan regular opportunities for children to demonstrate their understanding of what has been read, focusing on retelling, anticipating events and discussions. • Provide opportunities for children to retell and retain stories and narratives through role play, puppets and small world opportunities linked to key texts. • Ensure that planning provides plenty of opportunities for children to explore a range of genres, including stories, non-fiction, rhymes and poems. • Provide children with books that are consistent with their phonic knowledge. • Plan for regular opportunities to become familiar with and learn common exception words. • You may need to consider how phonics is assessed to track children's progress towards naming a sound for each letter of the alphabet and at least 10 digraphs.

Mathematics

Current Early Learning Goals		Early Adopter Early Learning Goals	Key Changes
Number	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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The 'Shape, Space and Measure' strand has been removed, though it is still expected that children will have rich learning opportunities in this area. • Number focus is now to 10, rather than 20. • Focus on depth of understanding. • Focus on subitising. • Greater emphasis on automatic recall and retention of number bonds and facts, rather than a focus on strategies for addition and subtraction. • Counting focus is now beyond 20. • New 'Numerical Patterns' strand. • Greater focus on comparison and the vocabulary for comparison – using quantities rather than numbers. • Greater focus on numerical patterns, with emphasis on odd and even numbers, sharing and double facts. • These changes fit with the maths mastery principles the government recommend.
Shape, Space and Measure	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.	<ul style="list-style-type: none"> • 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. 	
Considerations			
<ul style="list-style-type: none"> • Although Shape, Space and Measure has been removed from the ELGs, planning should ensure that 'the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.' • Throughout mathematical planning, subitising needs to be embedded from the very early experiences of number. Consider the resources that your setting has available to support subitising, such as dice, dot cards, ten-frames and regular and irregular representations of number. • Children need regular opportunities to practice automatic recall of number bonds to 5 and 10 and also double facts. Consideration needs to be given to ensure that children have mastered these recall facts and have a solid understanding of the strategies and processes that have occurred. • Consider the resources available in your setting that will support the greater emphasis on comparing quantities, such as five and ten-frames, concrete objects and regular and irregular representations of number. • Consideration will also need to be given to how children can develop their understanding of numerical patterns, for example exploring odd and even numbers and doubles facts. 			

Understanding the World

Current Early Learning Goals	
People and Communities	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	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	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early Adopter Early Learning Goals	
People, Culture and Communities	<ul style="list-style-type: none"> 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.
The Natural World	<ul style="list-style-type: none"> 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.
Past and Present	<ul style="list-style-type: none"> 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.

Key Changes
<ul style="list-style-type: none"> 'Past and Present' strand has been introduced with less emphasis on their personal history. Focus on similarities and differences through looking at historical events and stories. Addition of 'Culture' to 'People and Communities'. Greater emphasis on religious and cultural similarities and differences. Use of maps and primary sources to study their local environment and the wider world. The 'Technology' strand has been removed, though it is still expected that children will be introduced to appropriate technology and use it within their provision. More emphasis has been placed upon natural processes and changes. More focus on observations of the natural world and recording these through drawings.
Considerations
<ul style="list-style-type: none"> Consider the age appropriate texts available in your setting that will encourage discussions about past and present. Consider the age appropriate texts and maps available that focus on the local area and life in other countries. Consider trips, walks and visitors that will develop children's understanding of their local area, the roles and lives of people around them and the different cultural and religious communities. Consider links between Understanding of the World and Communication and Language when teaching past tense.

Expressive Arts and Design

Current Early Learning Goals	
Exploring and Using Media and Materials	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	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.

Early Adopter Early Learning Goals	
Creating with Materials	<ul style="list-style-type: none"> • 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.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.

Key Changes
<ul style="list-style-type: none"> • 'Exploring and Using Media and Materials' has been replaced by 'Creating with Materials'. • Focus on explaining the process they have used. • Dance is no longer referred to but is referred to in Physical Development. • The safety of using tools is now referred to in 'Creating with Materials' rather than in 'Health and Self-Care'. • More emphasis is placed upon well-known nursery rhymes and songs and less focus on creating and exploring their own ideas, thoughts and feelings. • Larger focus on role play and narratives being based on stories.
Considerations
<ul style="list-style-type: none"> • Consider planning regular opportunities for children to perform to peers, staff or parents. • Look at the props and materials you have available for role play. • To support children with 'explaining the process they have used', model and encourage this thought process, such as "I have used a... because..." • Plan for teaching children about the safe use of tools. • You may wish to create a large bank of songs and rhymes that can be sung regularly with the children.