

## Driver area of learning: Personal, social and emotional development

Area of Learning	Three- and four-year olds	Reception	ELG
Communication and Language	<p>Begin to offer simple explanations for why things happen.</p> <p>Extend their vocabulary by exploring and using a wide range of new words.</p> <p>Understand and ask 'why' questions and a variety of two-part questions and instructions.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p> <p>Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <p>Listen carefully in a range of situations and is aware of the importance of listening.</p> <p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children 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.</p> <p>They make comments about what they have heard and ask questions to clarify their understanding.</p> <p>They hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Understanding</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b></p> <p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children 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.</p>
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<b>Physical development</b>	<p>Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.</p>	<p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p>	<p><b>Gross motor skills</b></p> <p>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.</p> <p><b>Fine motor skills</b></p> <p>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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
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Personal, social and emotional development		<p>Listen carefully in a range of situations and is aware of the importance of listening.</p> <p>Play cooperatively with others and take turns.</p>	<p><b>Self-regulation</b></p> <p>Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children 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.</p> <p><b>Managing self</b></p> <p>Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>They explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building relationships</b></p> <p>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.</p>

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Literacy		<p>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>Retell stories and narratives through role play and small world play, using some key vocabulary.</p> <p>Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p><b>Comprehension</b></p> <p>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>They anticipate – where appropriate – key events in stories. They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word reading</b></p> <p>Children say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>They read words consistent with their phonic knowledge by sound-blending.</p> <p>They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b></p> <p>Children write recognisable letters, most of which are correctly formed.</p> <p>They spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>They write simple phrases and sentences that can be read by others.</p>

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Mathematics	<p>Experiment with mathematical mark making when solving real-world addition and subtraction problems</p> <p>Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.</p>	<p>Compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest.</p> <p>Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.</p> <p>Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.</p> <p>Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.</p> <p>Explore the composition of numbers to 10 and compare numbers.</p> <p>Follow instructions, including simple recipes, that include measures and ingredients.</p> <p>Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> <p>Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p>	<p><b>Number</b></p> <p>Children have a deep understanding of number to 10, including the composition of each number; 14 - 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.</p> <p><b>Numerical patterns</b></p> <p>Children verbally count beyond 20, recognising the pattern of the counting system.</p> <p>They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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Understanding the world	<p>Develop their sense of responsibility and membership of a community. Develop positive attitudes about the differences between people.</p> <p>Explore and try a range of foods and suggest where they come from.</p>	<p>Name and sort everyday items into groups of the same material.</p> <p>Show an awareness of the similarities and differences between people in different communities and groups from around the world.</p> <p><b>ICT – Managing Online Information</b></p> <p>Talk about how to use the internet as a way of finding information online.</p> <p>Identify devices they could use to access information on the internet.</p> <p><b>ICT – Privacy and Security</b></p> <p>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p><b>Past and present</b></p> <p>Children talk about the lives of the people around them and their roles in society.</p> <p>They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>They understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, culture and communities</b></p> <p>Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>They 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.</p> <p>They 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.</p> <p><b>The natural world</b></p> <p>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>They 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.</p> <p>They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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Expressive arts and design		<p>Construct simple structures and models using a range of materials.</p> <p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <p>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Retell stories and narratives through role play and small world play, using some key vocabulary.</p> <p>Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p>	<p><b>Being imaginative and Expressive</b></p> <p>Children Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>They sing a range of well-known nursery rhymes and songs.</p> <p>They perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Creating with Materials</b></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They share their creations, explaining the process they have used.</p> <p>They make use of props and materials when role playing characters in narratives and stories.</p>