

Driver area of learning: Understanding the world

Area of Learning	Three- and four-year olds	Reception	ELG
Communication and Language	<p>Ask or answer a simple scientific question.</p> <p>Listen to others when one to one or in a small group, and start and continue a conversation with a friend.</p>	<p>Ask a relevant scientific question to find out more, explain how things work and why they might happen.</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</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>Listening, Attention and Understanding</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>Understanding</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>Speaking</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>

Area of Learning	Three- and four-year olds	Reception	ELG
Physical development	<p>Create pictures of places from imagination or experience.</p> <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>Choose and explore appropriate tools for simple practical tasks.</p> <p>Create art in different ways on a theme, to express their ideas and feelings.</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 confidently in a range of ways and safely negotiate space, obstacles and terrains.</p> <p>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p> <p>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p>Select appropriate tools and media to draw with.</p>	<p>Gross motor skills</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>Fine motor skills</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>

Area of Learning	Three- and four-year olds	Reception	ELG
Personal, social and emotional development	<p>Be increasingly independent in meeting their own care needs, including dressing themselves, brushing teeth, using the toilet, washing and drying their hands and using a knife and fork.</p> <p>Listen to others when one to one or in a small group, and start and continue a conversation with a friend.</p>	<p>Listen carefully in a range of situations and is aware of the importance of listening.</p> <p>Look after basic hygiene and personal needs and talks about the importance of good oral health.</p> <p>Select vocabulary and pictures to express their feelings and consider the feelings of others.</p> <p>Talk about what constitutes a healthy lifestyle.</p>	<p>Self regulation</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>Managing self</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>Building relationships</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>

Area of Learning	Three- and four-year olds	Reception	ELG
Literacy	<p>Begin to talk about the main events and principle characters in stories, using props and materials for role play.</p> <p>Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p> <p>Join in with oral blending activities.</p> <p>Join in with rhyme, rhythm and alliteration activities.</p>	<p>Blend sounds to read words.</p> <p>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Recognise and say sounds represented by graphemes.</p> <p>Retell stories and narratives through role play and small world play, using some key vocabulary.</p> <p>Say words, captions and sentences out loud before writing.</p> <p>Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Talk about stories that have been read to them and retell them through role play and small world play.</p> <p>Use talk to support the writing process.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p>	<p>Comprehension</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>Word reading</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>Writing</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>

Area of Learning	Three- and four-year olds	Reception	ELG
Mathematics	<p>Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall.</p> <p>Count to 5 forwards and backwards, saying one number for each item in order.</p> <p>Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty.</p> <p>Explore real-world addition and subtraction within their play, such as if they have two cars and a friend gives them one more, they will have three.</p> <p>Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5.</p> <p>Recite numbers, in order, past five.</p>	<p>Double quantities within 10 and explore how to share amounts evenly using concrete resources.</p> <p>Double quantities within 10 and explore how to share amounts evenly using concrete resources.</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>Explore the composition of numbers to 10 and compare numbers.</p> <p>Order and sequence familiar events, such as everyday routines.</p>	<p>Number</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>Numerical patterns</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>

Area of Learning	Three- and four-year olds	Reception	ELG
Understanding the world	<p>Begin to observe and talk about living things in the local environment.</p> <p>Begin to talk about and name the body parts of common animals, including pets.</p> <p>Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.</p> <p>Name a variety of domestic and wild animals.</p> <p>Shows an interest in different occupations and the lives of familiar people.</p>	<p>Compare and group objects and materials according to simple given criteria.</p> <p>Describe a contrasting environment to their own.</p> <p>Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p> <p>Explore and describe electrical and non-electrical light sources.</p> <p>Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Input simple instructions to technological toys, including floor robots and onscreen sprites.</p> <p>Make a shadow bigger or smaller using toys, play equipment and a light source.</p> <p>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <p>Share stories and talk about events in the past.</p> <p>Talk about the different occupations that familiar adults and members of their community have.</p> <p>With support, observe, record and talk about materials and living things.</p> <p>ICT – Online Bullying</p> <p>Describe ways that some people can be unkind online.</p> <p>Offer examples of how this can make others feel</p>	<p>Past and present</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>People, culture and communities</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>The natural world</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>

Area of Learning	Three- and four-year olds	Reception	ELG
Expressive arts and design	<p>Begin to talk about the main events and principle characters in stories, using props and materials for role play.</p> <p>Create pictures of places from imagination or experience.</p> <p>Demonstrate awareness of what has been read to them by retelling stories in their play using props</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing well known rhymes and songs in a small group.</p>	<p>Communicate their ideas as they are creating artwork.</p> <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>Explore, build and play with a range of resources and construction kits with wheels and axles.</p> <p>Learn and sing songs and rhymes as part of a larger group.</p> <p>Listen to a variety of music and talk about how it makes them feel.</p> <p>Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</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>Select appropriate materials when constructing and making.</p> <p>Select appropriate tools and media to draw with.</p> <p>Talk about stories that have been read to them and retell them through role play and small world play.</p> <p>Use primary and other coloured paint and a range of methods of application.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p>	<p>Being imaginative and Expressive</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>Creating with Materials</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>