

Driver area of learning: Understanding the world

Area of Learning	Three- and four-year olds	Reception	ELG
Communication and Language	<p>Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</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>Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</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 to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Show an understanding of the meanings of new words by using them in discussion and role play situations.</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>

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Physical development		<p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p> <p>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</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>

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Personal, social and emotional development	<p>Help to prepare a range of healthy snacks.</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>Look after basic hygiene and personal needs and talks about the importance of good oral health.</p> <p>Suggest healthy ingredients that can be used to make simple snacks.</p> <p>Talk about what constitutes a healthy lifestyle.</p> <p>Wash and dry hands regularly and say why this is important.</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>

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Literacy	<p>Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p> <p>Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>Join in with repeated refrains and phrases when being read to.</p> <p>Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</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>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</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>Show an understanding of the meanings of new words by using them in discussion and role play situations.</p> <p>Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p> <p>Use writing to support their play.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</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>

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Mathematics	<p>Compare the weight of everyday objects in their play and begin to use language associated with this, with support, such as heavy and light.</p> <p>Count to five forwards and backwards, saying one number for each item in order.</p> <p>Explore the composition of numbers to five and compare numbers.</p> <p>Identify and represent up to three objects, without counting, using concrete objects and pictorial representation.</p>	<p>Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty.</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>Compare quantities and objects to solve problems.</p> <p>Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.</p> <p>Explore how to share amounts evenly using concrete resources.</p> <p>Explore odd and even numbers to 10.</p> <p>Explore the composition of numbers to 10 and compare numbers.</p> <p>Find one more or one less than numbers to 10.</p> <p>Follow instructions, including simple recipes, that include measures and ingredients.</p> <p>Identify and represent up to five objects, without counting, using concrete objects and pictorial representation.</p> <p>Record data in simple tables, pictograms or block charts</p> <p>Record simple data in physical activities during their play, such as running, jumping, skipping and hopping.</p> <p>Use money, including coins, in role play situations.</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>

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Understanding the world	<p>Begin to talk about ways to care for a plant or animal.</p> <p>Care for growing seeds and plants and describe observable features of different types of plants and trees.</p> <p>Name a variety of domestic and wild animals.</p>	<p>Begin to identify the origins of some foods.</p> <p>Describe some similarities and differences between things in the past and the present.</p> <p>Describe some ways that plants or animals should be cared for in order for them to survive.</p> <p>Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p> <p>Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.</p> <p>Make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p>Match animals to their young.</p> <p>Name and describe basic features of plants and trees.</p> <p>Observe and describe living things and their habitats within the local environment.</p> <p>Put familiar events in chronological order, using pictures and discussion.</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>Use age-appropriate software independently.</p> <p>With support, observe, record and talk about materials and living things.</p> <p>ICT – Health, Wellbeing and Lifestyle</p> <p>Identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>Give some simple examples of these rules</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>

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Expressive arts and design	<p>Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p> <p>Explore colour and application of paint using a range of different tools.</p>	<p>Adapt and refine their work as they are constructing and making.</p> <p>Communicate their ideas as they are creating artwork.</p> <p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Explore artwork by famous artists and talk about their likes and dislikes.</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>Make simple prints using a variety of tools, including print blocks and rollers.</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 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>Use writing to support their play.</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>