

Driver area of learning: Understanding the world

Area of Learning	Three- and four-year olds	Reception	ELG
Communication and Language	<p>Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>Ask a relevant scientific question to find out more, explain how things work and why they might happen.</p> <p>Break the flow of speech into words.</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>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</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>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>Make simple prints using fingers, hands, feet and found objects.</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>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>Draw or paint a place from observation or imagination.</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>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>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>
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Personal, social and emotional development	Talk about their own interests, needs and opinions.	Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge.	<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>Begin to use recently introduced vocabulary to talk about the main characters in stories.</p> <p>Recognise words that start with the same initial sound.</p> <p>Talk about the pictures in story books.</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>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Recognise and say sounds represented by graphemes.</p> <p>Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Use phonic knowledge to decode monosyllabic real and nonsense words.</p> <p>Use phonic knowledge to spell words.</p> <p>Use writing to support their play.</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>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>Continue, copy and create repeating patterns using a variety of objects.</p> <p>Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.</p> <p>Record data in simple tables, pictograms or block charts.</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 and name the body parts of common animals, including pets.</p> <p>Begin to talk about ways to care for a plant or animal.</p> <p>Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.</p> <p>Talk about some of the things that they have observed using simple scientific vocabulary.</p>	<p>Begin to collect simple geographical data during fieldwork activities.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p>Describe some ways that plants or animals should be cared for in order for them to survive.</p> <p>Describe ways to look after the immediate environment.</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>Make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p>Match animals to the foods that they eat.</p> <p>Match animals to their young.</p> <p>Navigate to find digital content, in digital folders and online, with supervision.</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 Reputation</p> <p>Identify ways that they can put information on the internet.</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>Listen with increased attention to sounds.</p> <p>Make simple prints using fingers, hands, feet and found objects.</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>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</p> <p>Draw or paint a place from observation or imagination.</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>Observe how activities are going and adapt their ideas if necessary.</p> <p>Select appropriate materials when constructing and making.</p> <p>Select appropriate tools and media to draw with.</p> <p>Share their creations with others, explaining their intentions and the techniques and tools they used.</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>