

Driver area of learning: Understanding the world

| Area of Learning | Three- and four-year olds | Reception | ELG |
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| Communication and Language | Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. | <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>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>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>Explore ways of changing the shape or texture of malleable materials.</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>Draw or paint a place from observation or imagination.</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>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>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>Talk about why it is important to stay safe in the sun.</p> <p>Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.</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>Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>Engage in extended conversations about stories and, with support, make links to other familiar stories.</p> <p>Give meaning to the marks they are making as they are drawing, writing or painting.</p> | <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</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>Retell stories and narratives through role play and small world play, using some key vocabulary.</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>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>Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.</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>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 the composition of numbers to 10 and compare numbers.</p> <p>Identify and represent up to five objects, without counting, using concrete objects and pictorial representation.</p> <p>Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three.</p> <p>Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> <p>Use money, including coins, in role play situations.</p> <p>Use simple positional language to describe where things are in relation to each other and give directions.</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>Describe a familiar route and use maps as part of role play.</p> <p>Name a variety of domestic and wild animals.</p> <p>Say how two places in the immediate environment are the same or different.</p> <p>Show care for living things and the environment.</p> <p>Talk about and play with objects that float and sink and describe different forces that they can feel.</p> <p>Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.</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>Begin to notice and talk about the different places around the world, including oceans and seas.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Describe ways to look after the immediate environment.</p> <p>Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Match animals to the foods that they eat.</p> <p>Observe and describe living things and their habitats within the local environment.</p> <p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</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>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 Copyright and Ownership</p> <p>Know that work I create belongs to me.</p> <p>Name my work so that others know it belongs to me.</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>Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</p> <p>Explore ways of changing the shape or texture of malleable materials.</p> <p>Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.</p> <p>Talk about and represent ideas, sounds, movement and emotions through their creations.</p> | <p>Adapt and refine their work as they are constructing and making.</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>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Draw or paint a place from observation or imagination.</p> <p>Explore artwork by famous artists and talk about their likes and dislikes.</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>Observe how activities are going and adapt their ideas if necessary.</p> <p>Retell stories and narratives through role play and small world play, using some key vocabulary.</p> <p>Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p>Use digital devices to take digital images or recordings of their creations to share with others.</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> |