

Driver area of learning: Personal, social and emotional development

Area of Learning	Three- and four-year olds	Reception	ELG Goal
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>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>During small group or one to one discussion, 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>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>Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.</p>	<p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p>Choose and explore appropriate tools for simple practical tasks.</p> <p>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Select appropriate tools and media to draw with.</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>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>Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas.</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>Make comments about people who are special to them.</p>	<p>Build constructive and respectful relationships and talk about the special people in their lives and why they are important.</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>Play cooperatively with others and take turns.</p> <p>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</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>Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly.</p> <p>Understand that they must wait for their turn to use equipment or take part in activities.</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 extended conversations about stories and, with support, make links to other familiar stories.</p> <p>Identify and suggest rhymes and join in with rhyming games.</p> <p>Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.</p>	<p>Begin to link the letters of the alphabet with the corresponding phoneme.</p> <p>Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</p> <p>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</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>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>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>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>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>Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5.</p> <p>Use and understand positional language.</p> <p>Compare the length, height and capacity of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall, heavy, light, full and empty.</p> <p>Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.</p>	<p>Count objects, actions and sounds, up to 10 forwards and backwards, beginning at 0, 1 or any given number and link numerals with its cardinal number value.</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 how to share amounts evenly using concrete resources.</p> <p>Recite numbers, in order, to 20 and beyond.</p> <p>Record data in simple tables, pictograms or block charts.</p> <p>Use and understand language related to adding and subtracting, including more than, less than and the same as.</p> <p>Use and understand language that describes where objects are in relation to each other.</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>Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> <p>Use mathematical names for common 2-D shapes and explore shapes in their play.</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>Say how they have changed over time.</p> <p>Show care for living things and the environment.</p> <p>Shows an interest in different occupations and the lives of familiar people.</p> <p>Describe how they can look after their environment.</p>	<p>Input simple instructions to technological toys, including floor robots and onscreen sprites.</p> <p>Name and talk about man-made features in the local environment, including shops, houses, streets and parks.</p> <p>Recognise and discuss how they have changed from when they were babies.</p> <p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Talk about the different occupations that familiar adults and members of their community have.</p> <p>Use age-appropriate software to create images and record sounds and videos.</p> <p>ICT – Self-image and identity</p> <p>Recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>ICT – Online relationships</p> <p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of they might use technology to communicate with people they know</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>Listen with increased attention to sounds.</p> <p>Remember and sing well known rhymes and songs in a small group.</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>Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</p> <p>Explore, build and play with a range of resources and construction kits with wheels and axles.</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p>Retell stories and narratives through role play and small world play, using some key vocabulary.</p> <p>Select appropriate tools and media to draw with.</p> <p>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</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>