**Mathematics**

* Recite numbers past 5
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Experiments with own symbols and marks as well as numerals.
* Compare quantities using language ‘more than ‘fewer than’
* Make comparisons between objects relating to size, length, weight and capacity.
* Selects shapes appropriately; flat surfaces for buildings, triangular prism for roof.
* Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.

**Expressive Arts and Design**

* Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Listen with increased attention to sounds
* Remember and sing entire songs.

**Understanding the World**

* Use all their senses in handson exploration of natural materials.
* Explore collections of materials with similar and/or different properties.
* Begin to make sense of their own life-story and family’s history.
* Talk about the differences between materials and changes they notice.
* Continue to develop positive attitudes about the differences between people.

**Literacy**

* Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
* Repeat words and phrases from familiar stories.
* Understands that print has meaning
* Names the different parts of a book.
* Counts or claps syllables in words
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.

Development Matters

Nursery Objectives-Autumn Term

Three and Four Year Olds

**Physical Development**

* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Personal, Social and Emotional Development**

* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
* Become more outgoing with unfamiliar people, in the safe context of their setting.
* Play with one or more other children, extending and elaborating play ideas.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.

**Communication and Language**

* Enjoy listening to longer stories and can remember much of what happens.
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”
* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”