

Literacy Writing

Nursery 3 - 4 years:

- Understand the five key concepts about print:
 - ✓ print has meaning
 - ✓ print can have different purposes
 - ✓ we read English text from left to right and from top to bottom
 - ✓ the names of the different parts of a book
 - ✓ page sequencing
 - ✓ count or clap syllables in a word
 - ✓ recognise words with the same initial sound, such as money and mother
- Write some letters accurately.
- Use one-handed tools and equipment. *For example: making snips in paper with scissors.*
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Reception:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: *pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.



Literacy Reading

Nursery 3 - 4 years:

- Understand the five key concepts about print:
 - ✓ print has meaning
 - ✓ print can have different purposes
 - ✓ we read English text from left to right and from top to bottom
 - ✓ the names of the different parts of a book
 - ✓ page sequencing
- Develop their phonological awareness, so that they can:
 - ✓ spot and suggest rhymes
 - ✓ count or clap syllables in a word
 - ✓ recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

Reception:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Re-read what they have written to check that it makes sense.

Physical Development

Gross Motor 3 - 4 years:

- Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg, and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.

Gross Motor Reception:

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility.

Fine Motor 3 - 4 years:

- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Fine Motor Reception:

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Expressive Arts & Design

Being Imaginative and Expressive 3 – 4 years:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Creating With Materials 3 – 4 years:

- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.

Being Imaginative and Expressive – Reception:

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources, and skills.
- Listen attentively, move to, and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Creating With Materials – Reception:

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Understanding The World

Nursery 3 – 4 years:

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people.

Reception:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Explore the natural world around them.
- Describe what they see, hear, and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Talk about members of their immediate family and community.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.



Personal, Social and Emotional Development

Self-Regulation 3 – 4 years:

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

Managing Self 3 – 4 years:

- 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.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Building Relationships 3 – 4 years:

- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*

Self-Regulation – Reception:

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.

Managing Self – Reception:

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Manage their own needs. Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: *regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.*

Building Relationships – Reception:

- Build constructive and respectful relationships.
- Think about the perspectives of others.

Mathematics

Nursery 3 – 4 years:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Compare quantities using language: 'more than', 'fewer than'.
- Understand position through words alone – *For example: "The bag is under the table," – with no pointing.*
- Make comparisons between objects relating to size, length, weight, and capacity.
- Talk about and identify the patterns around them. *For example: stripes on clothes, designs on rugs and wallpaper.*
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

Reception:

- Count objects, actions, and sounds.
- Subitise.
- Count beyond ten.
- Compare numbers.
- Link the number symbol (numeral) with its cardinal number value.
- Continue, copy, and create repeating patterns.
- Compare length, weight and capacity.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Explore the composition of numbers to 10.

Communication & Language

Speaking 3 – 4 years:

- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: some sounds: *r, j, th, ch, and sh.*
- Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: *"Let's go on a bus... you sit there... I'll be the driver."*

Listening and Attention 3 – 4 years:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: *"Get your coat and wait at the door."*
- Understand 'why' questions, like: *"Why do you think the caterpillar got so fat?"*

Speaking and Listening – Reception:

- Learn new vocabulary.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary & use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in Storytime.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems, and songs.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.