**Mathematics**

* ‘Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* • Say one number for each item in order: 1,2,3,4,5.
* • Show ‘finger numbers’ up to 5.
* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* • Understand position through words alone – for example, “The bag is under the table,” – with no pointing
* Extend and create ABAB patterns – stick, leaf, stick, leaf.

**Development Matters**

**Nursery Objectives-Spring Term**

**Three and Four Year Olds**

**Expressive Arts and Design**

* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Develop their own ideas and then decide which materials to use to express them.
* 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.
* Respond to what they have heard, expressing their thoughts and feelings.
* Sing the pitch of a tone sung by another person (‘pitch match’)
* Play instruments with increasing control to express their feelings and ideas

**Literacy**

* Understand that print can have different purposes - page sequencing - we read English text from left to right and from top to bottom
* Develop their phonological awareness, so that they can: - spot and suggest rhymes
* • Engage in extended conversations about stories, learning new vocabulary.
* Write some or all of their name

**Understanding the World**

* Talk about what they see, using a wide vocabulary
* Explore how things work
* Begin to understand the need to respect and care for the natural environment and all living things.
* • Explore and talk about different forces they can feel.

**Physical Development**

* 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
* Start taking part in some group activities which they make up for themselves, or in teams.
* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* 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

**Communication and Language**

* Can find it difficult to pay attention to more than one thing at a time.
	+ Sing a large repertoire of songs.
	+ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
* Use longer sentences of four to six words.
* Can start a conversation with an adult or a friend and continue it for many turns.

**Personal, Social and Emotional Development**

• Develop their sense of responsibility and membership of a community

• Increasingly follow rules, understanding why they are important.

• Talk with others to solve conflicts.

Begin to understand how others might be feeling.