



## Nursery Curriculum

### Communication and Language 3-4 year olds

#### Educational programme

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

#### **English as an additional language**

*Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.*

#### **3-4 year old will be learning to:**

*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.*

#### **Planning: how this will look in practice**

*We offer children at least a daily story time as well as sharing books throughout the session. We aim for 2 stories in nursery.*

*If they are busy in their play, children may not be able to switch their attention and listen to what you say. When we need to, we help young children to switch their attention from what they are doing to what we are saying. We give them a clear prompt.*

Use a wider range of vocabulary.  
(after exposure, use extended vocabulary without supplying words/modelling every time)

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?"

We extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. For example, we use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'. We take into account the vocabulary taught in the National Curriculum and feed into this. New vocabulary is included in our weekly planning.

We use the Wellcomm programme for all children in nursery and provide interventions to help children develop their language and communication skills and meet their age related expectations in Wellcomm.

We provide children with a rich language environment by sharing books and activities with them. We encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"

Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.

We offer children lots of interesting things to investigate as encourages them to ask questions.

We have a bedtime story book loan encourage shared reading at home

Literacy sessions are based around key books. In line with the rest of the school, nursery have 6 core books that we would like children to be very familiar with by the end of the year. These core books are enhanced by key stories linked into out topic themes.

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

We consider which core books, songs and rhymes we want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.

Small world play based is sometimes based on key books for example, 'Dear Zoo' will help children to learn the names of the different animals. Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.

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	<p>As well as traditional nursery rhymes, for example, Humpty Dumpty and Twinkle, Twinkle, we teach children a new rhyme a week linked to our Master the Curriculum maths scheme. This has a maths based focus.</p> <p>In line with the rest of the school, children in nursery learn a rhyme teach term which is performed as part of our performance poetry week.</p>
<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul>	<p>Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, we recast what the child said. For example: "How lovely that you swam in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. We pronounce the word correctly so they hear the correct model.</p> <p>We use Elklan strategies such as mind maps, to help children develop language skills.</p> <p>We refer children to our speech and language if necessary.</p>
<p>Use longer sentences of four to six words.</p> <p>Use sentences that include "because", "or", "and".</p> <p>Can speak in the past tense</p>	<p>We expand on children's phrases. For example, if a child says, "going out shop", we may reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</p> <p>We model the correct use of because/or/and, encouraging children to use them in their own conversations. We give children sentence starters with because/or/and encourage them to finish them. Wellcomm activities support this for children who need further support.</p> <p>When children are ready, we introduce diary time in nursery where we encourage children to talk about things they have done at home. As part of our discussions in class, we talk about things we have done and encourage children to do the same. Our displays and floor books support us with these discussions.</p>
<p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>We model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"</p> <p>We use open-ended questions like "I wonder what would happen if...?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc.</p>

<p>Use talk to organise themselves and their play:  “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p><i>We help children to elaborate on how they are feeling: “You look sad. Are you upset because Jasmin doesn’t want to do the same thing as you?”</i></p> <p><i>We use diary time to promote discussion .</i></p> <p><i>We have a special take home bear and encourage children and their families to keep a diary of the bears adventures with them. We use this as a discussion tool one brought back to school.</i></p> <p><i>We plan in time with the children to play and follow their lead, helping to develop language skills through this.</i></p>
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<p><b>Observation Checkpoint</b></p>	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>
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<p><b>Personal, Social and Emotional Development</b></p> <p><b>3-4 year olds</b></p> <p><b>Educational programme</b></p> <p><i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</i></p>
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Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<b>3-4 year old will be learning to:</b>	<b>Planning: how this will look in practice</b>
<p>Select and use activities and resources, with help when needed. This helps them to achieve the goal they have chosen, or one which is suggested to them.</p>	<p><i>We respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. We have carefully planned skills progression from the start of nursery though to reception.</i></p> <p><i>We widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as a creative task.</i></p>
<p>Develop their sense of responsibility and membership of a community</p>	<p><i>We give children appropriate tasks to carry out. For example, they help to keep the classroom tidy and look after equipment, fetch milk cartons or fruit.</i></p> <p><i>We have a garden area where children are supported to take responsibility for looking after plants and seeds.</i></p>
<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p><i>Staff from the main school are regular visitors to school and children are encouraged to get to know them in their own environment (this also helps with transition down to the main school). Where possible, we invite people into school (such as the emergency services)</i></p> <p><i>Children come down to school for special events.</i></p> <p><i>Where possible, we have a visit to the library and the farm as well as regular walks down to the main school.</i></p> <p><i>As nursery is offsite, we try to have events some with the reception class. These may include a joint Christmas show and sport day.</i></p> <p><i>We hold special parent events throughout the year. These include Mother's Day and Father's Day events and stay and play sessions linked to specific areas of learning.</i></p>
<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p><i>We involve children in making decisions about room layout and resources. For example, setting up a special role-play area in response to children's interests. We let children help set the area up.</i></p> <p><i>We add further resources and enrich children's play, based on their interests. We plan in time to respond to children's interests.</i></p>

	<p><i>We notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. We model positive play and co-operation as appropriate.</i></p> <p><i>We teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.</i></p>
<p><i>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></p>	<p><i>Conflict resolution on going and is also taught through the Relationships aspect of Jigsaw.</i></p> <p><i>Children are taught about the rules in nursery and these are reinforced throughout the year.</i></p> <p><i>Adults always model and support with conflict resolution as the needs arise.</i></p> <p><i>We use stories to support conflict resolution. For example, we read The Little Red Hen to support with understanding about helping others.</i></p> <p><i>We reward acts of kindness with Dojo points.</i></p>
<p><i>Increasingly follow rules, understanding why they are important.</i></p> <p><i>Remember rules without needing an adult to remind them.</i></p>	<p><i>We explain why we have rules and display a small number of necessary rules visually as reminders.</i></p> <p><i>Our rules in nursery, match the school rules are displayed in the classroom and referred to regularly. The simple terms, ready, respectful and safe help children remember them better. Children are rewarded with Dojo points when they follow and model the school rules.</i></p> <p><i>We also teach rules and kindness through Being in my World in Jigsaw</i></p>
<p><i>Develop appropriate ways of being assertive.</i></p> <p><i>Talk with others to solve conflicts.</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</i></p>	<p><i>Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.</i></p> <p><i>We model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</i></p>

	<p><i>Children who need additional support with their self-regulation are supported individually with bespoke resources and intervention. These may include social stories, individual reward charts and now and next.</i></p> <p><i>Feelings are addressed regularly through books and children are asked how different characters might be feeling. The Feelings Monster book is also used to specifically talk about feelings in nursery.</i></p> <p><i>In line with the rest of the school, we use the feeling shed for children to express how they are feeling. We can then use this information further explore further children who might be feeling worried, upset or angry.</i></p> <p><i>Feelings are also explored throughout the Jigsaw curriculum.</i></p>
<i>Understand gradually how others might be feeling</i>	<p><i>We help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play</i></p> <p><i>Feelings are addressed regularly through books and children are asked how different characters might be feeling.</i></p>

## Physical Development 3-4 year olds

### Educational programme

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

#### **3-4 year old will be learning to:**

#### **Planning: how this will look in practice**

*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*

*We encourage children to transfer physical skills learnt in one context to another one.*

*We encourage children to paint, chalk or make marks with water on large vertical surfaces. These include walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies..*

<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>We have a selection of outdoor mark-making tools which support large-muscle movements.</p> <p>We use a windy day box with streamers, flags etc to support large muscle movement.</p> <p>The nursery has a set of steps to come inside and outside and children are supported to use these independently.</p> <p>The outdoor area has a climbing frame/slide which helps children to develop to a range of large-muscle movements.</p> <p>We support children to build obstacle courses to develop balance and movement skills.</p> <p>We encourage children to explore a range of balls in the outdoor environment and support them in developing some basic skills which will prepare them for more focussed skill development in reception class.</p>
<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>We lead movement-play activities when appropriate. These challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.</p> <p>We model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.</p> <p>We provide opportunities for children to move to action songs and take part in dance activities.</p>
<p>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.</p>	<p>Encourage children to become more confident, competent, creative and adaptive movers.</p> <p>The outdoor area has a climbing frame/slide which helps children to develop to a range of large-muscle movements. Children can choose which way they would like to get to the top of the frame, which helps to develop a range of skills.</p> <p>We support children to build obstacle courses to develop balance and movement skills. Children are supported and guided when using the obstacle courses to develop their physical skills and make choices about how to move</p>
<p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>We explain why safety is an important factor in handling tools, and moving equipment and materials. We have clear and sensible rules for everybody to follow.</p>

<p>Use one-handed tools and equipment. Use scissors correctly.</p> <p>Use a comfortable grip with good control when holding pens and pencil (tripod grip). (Consistently and independently use the tripod grip independently).</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>We begin by showing children how to use one-handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. We gradually reduce the help you are giving and allow the child to use the tool independently.</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. We help children to develop this grip with specially designed pencils. We encourage children to pick up small objects like or tiny bits of chalk to draw with.</p> <p>We have daily dough gym session then move onto ‘Squiggle Whilst You Wiggle’ and funky fingers sessions when children are ready. This helps to develop the gross and fine motor skill needed to handle tools effectively.</p> <p>When children are ready, we learn to form set 1 letters in preparation for handwriting in reception class.</p>
<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>We encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. We gradually reduce our help until the child can do each step on their own.</p> <p>We provide dressing up clothes for children to practice their dressing and undressing skills and have dolls clothes available as part of role-play to let children practice skills with clothing.</p> <p>We have an independence board to encourage children to become independent with self-help skills.</p>
<p>Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>We talk to children about the importance of eating healthily and brushing their teeth. Children in our nursery brush their teeth regularly as part of a toothbrushing scheme. In reception, toothbrush skills are then sent home for children to continue with the skills learnt in nursery class.</p> <p>We talk to children about why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet.</p> <p>We provide children with healthy snacks of a daily basis.</p> <p>We teach children about making healthy choices through or PSHE jigsaw Healthy Me sessions.</p>

# Literacy

## 3-4 year olds

### Educational programme

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

3-4 year old will be learning to:	Planning: how this will look in practice
<p><i>Understand the five key concepts about print:</i></p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom - the names of the different parts of a book</li> <li>- page sequencing</li> </ul>	<p><i>We draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.</i></p> <p><i>We have environmental print on display in the classroom in our role-play area to encourage discussion and recognition.</i></p> <p><i>When reading to children, we sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.</i></p> <p><i>We talk to children about the sequence of stories in preparation for reception.</i></p> <p><i>Children have bedtime stories which they choose and change each week. These are sent home to share with parents at home.</i></p>
<p><i>. Develop their phonological awareness, so that they can:</i></p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>- orally blend and segment.</li> </ul>	<p><i>We help children tune into the different sounds in English by making changes to rhymes and songs, like:</i></p> <ul style="list-style-type: none"> <li>- changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car"</li> <li>- making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</li> </ul> <p><i>We deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."</i></p> <p><i>We draw children's attention to the ends of words and change the initial letters to make rhyming words.</i></p> <p><i>We follow the Little Wandle Revised Letters and Sounds phonic scheme and structure and focus on Foundation for Phonics in nursery.</i></p>

<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p><i>We choose books which reflect diversity.</i></p> <p><i>Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</i></p> <p><i>We use pre teach for children who may need an additional focus on learning new vocabulary linked to books. The language will be introduced using visual or real objects to support the development of new vocabulary.</i></p>
<p>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; writing 'm' for mummy.</p> <p>Write all of their name with the letters correctly formed.</p>	<p><i>We motivate children to write by providing opportunities in a wide range of ways. For example, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from.</i></p> <p><i>We do Big Write in nursery on a regular basis to help develop early writing skills.</i></p> <p><i>We have a daily dough gym session and then move onto Squiggle Whilst You Wiggle to support early writing skills. Funky fingers activities are always a part of continuous provision and to enable children to practice the fine motor skills needed for early writing.</i></p> <p><i>When children are ready, they practice their name writing on a daily basis and there is a focus on correct letter formation. The Little Wandle letter rhymes are used to support this.</i></p>
<p>Write some letters accurately -an agreed set of letters are correctly formed.</p>	<p><i>Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</i></p> <p><i>We teach children the first set of letters from our handwriting scheme.</i></p>

## Mathematics

## 3-4 year olds

### Educational programme

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.*

**To prepare children for maths in reception, we use Master the Curriculum objectives and guidance to plan and deliver our nursery maths curriculum. We follow the small steps of progression set out in Master the curriculum to help children master the skills they need to progress in maths. These link in with the developmental matters statements. The new skills mastered, prepare the children for progression onto the White Rose objectives covered in reception. Topics are revisited and consolidated through enhanced provision to keep key skills 'alive'.**

#### 3-4 year old will be learning to:

*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').*

*Recite numbers past 5.*

*Say one number for each item in order: 1,2,3,4,5.*

*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').*

*Show 'finger numbers' up to 5.*

#### Planning: how this will look in practice

*These skills are explicitly taught through the Master the Curriculum topics:*

*Number 1*

*Number 2 Subitising/Number 2*

*Number 3/Number 3 subitising*

*Number 4*

*Number 5*

*Numbers to 5*

*(See Master the Curriculum for further details)*

*Included in this we:*

*We point to small groups of two or three objects: "Look, there are two!" We ask children how many there are in a small set of two or three.*

*We say the counting sequence several times though out the day, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. Oral counting forms part of our daily maths sessions.*

<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>We count things and then repeat the last number. For example: “1, 2, 3 – 3 cars”. Point out the number of things whenever possible; so, rather than just ‘chairs’, ‘apples’ or ‘children’, say ‘two chairs’, ‘three apples’, ‘four children’.</p> <p>We ask children to get a number of things, and emphasise the total number in our conversation with the child. We use small numbers to manage the learning environment.</p> <p>Showing finger numbers in a regular part of our daily maths group sessions.</p>
<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p>	<p>These skills are explicitly taught through the Master the Curriculum topics:</p> <p>Number 1  Number 2  Number 3  Number 4/Number 4 composition  Number 5/Number 5 composition  Number composition  Numbers to 5  More than/fewer  What come before?/What comes after?  (See Master the Curriculum for further details)</p> <p>We encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Numbers are displayed in both the indoor and outdoor environment of the children to use and reference (these include a number snake of the playground and a number line in the indoor classroom).</p> <p>We discuss mathematical ideas throughout the day, inside and outdoors. For example,</p> <ul style="list-style-type: none"> <li>- “I think Adam has got more crackers...”</li> <li>- we support children to solve problems using fingers, objects and marks: “There are four of you, but there aren’t enough chairs...”</li> <li>- we draw children’s attention to differences and changes in amounts, such as those in stories like ‘The Enormous Turnip’.</li> </ul>
<p>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’</p>	<p>These skills are explicitly taught through the Master the Curriculum topics:</p> <p>Matching  Sorting  2d shape  3d shape  (See Master the Curriculum for further details)</p>

	<p>We encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. We support and discuss questions like: "What is the same and what is different?"</p> <p>We encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."</p>
<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. (on/off. Up/down, round/back, under, beside, between and behind).</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>These skills are explicitly taught through the Master the Curriculum topics: Positional language (See Master the Curriculum for further details)</p> <p>We use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. For example, "Let's put the troll under the bridge and the billy goat beside the stream."</p> <p>We set up obstacle courses, interesting pathways for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.</p> <p>We provide train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.</p> <p>We read stories about journeys, such as 'Rosie's Walk'.</p>
<p>Make comparisons between objects relating to size, length, height weight and capacity.</p>	<p>These skills are explicitly taught through the Master the Curriculum topics: Matching Sorting Height and Length Mass Capacity (See Master the Curriculum for further details)</p> <p>We provide experiences of size changes. Suggestions: "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens when you stretch dough, or elastic?"</p> <p>We talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons.</p>
<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>These skills are explicitly taught through the Master the Curriculum topics: 2d shape 2d shape (See Master the Curriculum for further details)</p>

Combine shapes to make new ones - an arch, a bigger triangle etc.

We provide a variety of construction materials like wooden blocks/logs and planks and interlocking bricks (Duplo...). Provide den-making materials. Allow children to play freely with these materials, outdoors. When appropriate, we talk about the shapes and how their properties suit the purpose.

We provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make.

Where appropriate, we suggest challenges, so that children build increasingly more complex constructions.

We use tidy-up time to match blocks to silhouettes.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

These skills are explicitly taught through the Master the Curriculum topics:  
Pattern  
Sequencing  
(See Master the Curriculum for further details)

Extend and create ABAB patterns – stick, leaf, stick, leaf.

We provide examples of different patterns in our environment.

Notice and correct an error in a repeating pattern.

We provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes. These include pines cones, pebbles, shells, logs...

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

We engage children in following and inventing movement and music patterns, such as clap, clap, stamp.

We talk about the sequence of events in stories.

We use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'. We use out daily class time table and talk to children about what we are going to do during different parts of the day. Each morning, we use our today board to talk about what the day is, what day it was yesterday/going to be tomorrow. We teach children a days of the week song.

We count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'

# Understanding the World

## 3-4 year olds

### Educational programme

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

<b>3-4 year old will be learning to:</b>	<b>Planning: how this will look in practice</b>
<p><i>Use all their senses in hands on exploration of natural materials.</i></p> <p><i>Explore collections of materials with similar and/or different properties.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p>	<p><i>We provide interesting natural environments for children to explore freely outdoors.</i></p> <p><i>Through our Little Explorers topic we make collections of natural materials to investigate and talk about (for example, leaves, shells, flowers, bark...)</i></p> <p><i>We provide equipment to support exploration and investigations (for example magnifying glasses or a tablet with a magnifying app)</i></p> <p><i>We encourage children to talk about what they see.</i></p> <p><i>We model observational and investigational skills. Ask out loud: "I wonder if...?"</i></p> <p><i>We plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</i></p>
<p><i>Begin to make sense of their own life-story and family's history.</i></p>	<p><i>We have our All about me and my family topic at the start of the year to help get to know the children and their families.</i></p> <p><i>We display have a display 'me and my family' where children bring in photographs of their immediate family to promote discussion. (This moves in in reception to include wider family members such as grandparents).</i></p> <p><i>We focus on immediate family – who lives in my house.</i></p> <p><i>We have a home learning task linked to family history and children are encouraged to talk about this back in school.</i></p>

<p>Show interest in different occupations.</p>	<p>Different occupations is delivered through our people who help us topic</p> <p>We invite different people to visit from the emergency services/watch video clips and share non-fiction books about the different emergency services.</p> <p>We enhance the classroom environment with emergency service role-play and activities.</p> <p>We plan and introduce new vocabulary related to the occupation, and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.</p>
<p>Explore how things work.</p>	<p>We look at how things work through our Little Explorers topic</p> <p>We provide mechanical equipment for children to play with and investigate. These include wind-up toys, pulleys, sets of cogs with pegs and boards.</p>
<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>We look at growth and life cycles through our Spring and growth topic</p> <p>We have an outdoor growing area where children can be fully involved in the process of planting and looking after seeds and plants.</p> <p>We show and explain the concepts of growth, change and decay with natural materials.</p> <ul style="list-style-type: none"> <li>- plant seeds and bulbs so children observe growth and decay over time (for example, potatoes, beans and flower seeds)</li> <li>- look after a plants in the classroom</li> <li>- watch flowers over time</li> <li>- observe an apple core going brown and mouldy over time</li> <li>- Life cycle of a chick (live in the classroom) and life cycle of a butterfly.</li> </ul> <p>We plan and introduce new vocabulary related to the exploration. We encourage children to use it in their discussions, as they care for living things</p> <p>We have a working wall which may include photographs of activities carried out for children to refer to.</p> <p>We have books linked to science topics to support learning (whole school initiative)</p>
<p>Explore and talk about different forces they can feel.</p>	<p>Forces are investigated through our Little Explorers topic</p> <p>We draw children's attention to forces.</p> <ul style="list-style-type: none"> <li>- how the water pushes up when they try to push a plastic boat under it</li> <li>- how they can stretch elastic, snap a twig, but can't bend a metal rod</li> </ul>

	<p><i>- magnetic attraction and repulsion</i></p> <p><i>We plan and introduce new vocabulary related to the exploration of forces, and encourage children to use it.</i></p>
<p><i>Talk about the differences between materials and changes they notice.</i></p>	<p><i>Materials are investigated through our Little Explorers topic</i></p> <p><i>We provide children with opportunities to change materials from one state to another.</i></p> <ul style="list-style-type: none"> <li><i>- cooking – combining different ingredients, and then cooling or heating (cooking) them (Throughout the year)</i></li> <li><i>- melting – leave ice cubes out in the sun, see what happens when you shake salt onto them</i></li> </ul> <p><i>We explore how different materials sink and float.</i></p> <p><i>We explore how you can shine light through some materials, but not others. Investigate shadows.</i></p> <p><i>We plan and introduce new vocabulary related to the exploration of materials, and encourage children to use it.</i></p>
<p><i>Continue developing positive attitudes about the differences between people.</i></p>	<p><i>We ensure that resources reflect the diversity of life in modern Britain.</i></p> <p><i>We encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. (This links with all about me and my family topic).</i></p> <p><i>We answer their questions and encourage discussion. These include talking positively about different appearances, skin colours and hair types.</i></p> <p><i>We celebrate and value cultural, religious and community events and experiences. We try to celebrate religious events linked to the children in the current cohort.</i></p> <p><i>We help children to learn each other's names, modelling correct pronunciation.</i></p> <p><i>This links to our Jigsaw theme Being in my World</i></p>
<p><i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p>	<p><i>This links to our All about me and my family topic</i></p> <p><i>We display a simple map to ignite interest and promote discussion.</i></p> <p><i>We use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. Links to jigsaw – being in my world</i></p>

# Expressive Arts and Design

## 3-4 year olds

### Educational programme

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

<b>3-4 year old will be learning to:</b>	<b>Planning: how this will look in practice</b>
<p><i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></p> <p><i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i></p> <p><i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p>	<p><i>Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. We, for example, offer pinecones in the home corner for children to pour into pans and stir like pasta.</i></p> <p><i>Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).</i></p> <p><i>We provide lots of flexible and open-ended resources for children's imaginative play. These include tyres, crates, boxes, wooden blocks ...</i></p> <p><i>We help children to negotiate roles in play and sort out conflicts. We notice children who are not taking part in pretend play, and help them to join in.</i></p>
<p><i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p>	<p><i>We offer opportunities to explore scale. These may include</i></p> <ul style="list-style-type: none"> <li><i>- long strips of wallpaper</i></li> <li><i>- child size boxes</i></li> <li><i>- different surfaces to work on e.g. paving, floor, tabletop or easel</i></li> </ul> <p><i>We listen and understand what children want to create before offering suggestions.</i></p>

<p>Join different materials and explore different textures.</p>	<p>We provide a range of resources for children. These include glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes and hammers and nails Children move from using glue sticks to PVA glue with brushes and spreaders and then masking tape</p> <p>When children start at nursery, materials are pre-cut ready for the children to use. We move on as skills develop and provide materials that children have to cut themselves.</p>
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>	<p>We help children to develop their drawing and model making. We encourage them to develop their own creative ideas. We spend sustained time alongside them. Showing interest in the meanings children give to their drawings and models. We talk together about these meanings.</p> <p>We encourage children to draw from their imagination and observation. We provide range of things for observational drawing natural materials such as flowers and plants.</p> <p>We help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>We talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: "How does blue become green?"</p> <p>In line with the rest of the school , we focus on an Artist's work each half-term and take ideas from this for our own art work. <u>Artist Damian Hurst</u></p>
<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>We help children to develop their listening skills through a range of active listening activities. We notice how' children listen well, for example: listening whilst painting or drawing, or whilst moving. This links to phase 1 Little Wandle and include sound matching games. We develop listening skills through Can Do Music sessions.</p> <p>We listen to different styles of songs and talk about how different songs make us feel.</p>
<p>Remember and sing entire songs.</p>	<p>When teaching songs to children we are aware of our own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice we use a limited pitch range. For example, 'Rain rain' uses a smaller pitch</p>

<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know</p>	<p>(high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. We encourage them to use their 'singing' voice: when asked to sing loudly, children often shout</p> <p>We sing slowly, so that children clearly hear the words and the melody of the song.</p> <p>We use songs with and without words – children may pitch-match more easily without words. For example, using one-syllable sounds such as 'ba'.</p> <p>We clap or tap to the pulse of songs or music, and encourage children to do this.</p> <p>Nursery take part in a Christmas show with the reception class and the focus in nursery is on singing a range of songs.</p>
<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>We offer children a wide range of different instruments, from a range of cultures.</p> <p>We encourage children to experiment with different ways of playing instruments. We listen carefully to their music making and value it.</p> <p>We model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p>