

Nursery overview 3-4 year olds

| Communication and Language | Personal, Social and Emotional | Physical | Literacy |
|---|--|---|---|
| Enjoys listening to longer stories and can remember much of what happens | Select and use activities and resources, with help, when needed | Continue to develop movement, balancing, riding and ball skills | Understands the five key concepts of print (meaning, purpose, L-R & T-B, parts, sequence) |
| Can find it difficult to pay attention to more than one thing at a time | Develop their sense of responsibility and membership of a community | Go up steps and stairs, or climb up apparatus, using alternate feet | Spots and suggests rhyme |
| Uses a wider range of vocabulary | Become more outgoing with unfamiliar people | Skip, hop, stand on one leg and hold a pose for a game like musical statues | Counts/claps syllables in a word |
| Understands a question or instruction with two parts | Show more confidence in new social situations | Use large-muscle movements to wave flags and streamers, paint and make marks | Recognises words with the same initial sound such as money and mother |
| Understand 'why' questions | Play with one or more other children, extending and elaborating on play ideas | Start taking part in group activities which they make up | Engages in extended conversations about stories, learning new vocabulary |
| Sings a large repertoire of songs | Help to find solutions to conflicts and rivalries. | Increasingly able to use and remember sequences and patterns of movement, related to music | Uses some of their print and letter knowledge in their early writing (initial sounds) |
| Knows many rhymes, is able to talk about familiar books, able to tell a long story | Increasingly follows rules, understanding why they are important | Match their developing physical skills to tasks and activities (crawl, walk or run depending on...) | Writes some or all of their name |
| Has issues with some irregular tenses and plurals | Do not always need an adult to remind them of rules | Choose the right resources to carry out their plan | Writes some letters accurately |
| May have problems saying (r, j, th, ch, sh), multisyllabic words (4 or 5 syllables) | Develop appropriate ways of being assertive | Collaborate with others to manage large items | |
| Uses sentences of four to six words | Talks with others to solve conflicts | Use one-handed tools and equipment | |
| Is able to express a point of view and debate when they disagree | Talk about their feelings using vocabulary like 'happy', 'sad', 'angry' or 'worried' | Use a comfortable grip with good control | |
| Can start a conversation with an adult or friend and continue it | Begins to understand how others might be feeling | Start to eat independently, learning to use a knife and fork | |
| Use talk to organise themselves and their play | | Shows a preference for a dominant hand | |
| | | Be increasingly independent as they dress | |
| | | Be increasingly independent for own care needs | |
| | | Makes healthy choices | |

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| MATHEMATICS | UNDERSTANDING THE WORLD | EXPRESSIVE ARTS AND DESIGN |
|--|---|---|
| Fast recognition of up to 3 objects without having to count | Use their senses in hands-on exploration of natural materials | Take part in simple pretend play |
| Recite numbers past 5 | Explore collections of materials with similar and/or different properties | Begin to develop complex stories using small world |
| Say one number for each item 1-5 | Talk about what they see, using a wide vocabulary | Make imaginative and complex small worlds with blocks and kits |
| Know that the last number tells you how many there are | Begin to make sense of their own life story and family history | Explore different materials freely, developing ideas |
| Show 'finger numbers' up to 5 | Shows an interest in different occupations | Join different materials and explore different textures |
| Link numerals and amounts | Explores how things work | Create closed shapes with continuous lines – represent objects |
| Experiment with their own symbols and marks as well as numerals | Plants seeds and cares for growing plants | Draw with increasing complexity and detail (such as a face with a circle and including details) |
| Solve real world mathematical problems with numbers to 5 | Understands the key features of the life cycle of a plant and an animal | Use drawing to represent ideas like movement or loud noises |
| Compare quantities using 'more than' and 'fewer than' | Begins to understand the need to respect and care for the natural environment and all living things | Show different emotions in their drawings and paintings |
| Talk about and explore 2D/3D shapes using informal and mathematical language | | Explore colour and colour-mixing |
| Understand position with words alone | Explores and talks about the different forces they can feel | Listen with increased attention to sounds |
| Describe a familiar route | Talks about the differences between materials and changes they notice | Respond to what they have heard, expressing thoughts and feelings |
| Discuss routes and locations | Continue to develop positive attitudes about the differences between people | Remember and sing entire songs |
| Make comparisons between objects – size, length, weight and capacity | | Sing the pitch of a tone sung by another person |
| Select shapes appropriately – flat for building, triangular for a roof... | Knows that there are different countries in the world and talks about the differences they have seen or experienced | Sing the melodic shape of familiar songs |
| Combine shapes to make different shapes | | Create their own songs, or improvise around one they know |
| Talk about and identifies patterns | | Play instruments with increasing control |
| Extends and creates ABAB patterns, correcting errors | | |
| Begins to describe sequences of events using 'first', 'next'... | | |