

3 – 4 Year Olds - Communication and Language – Autumn 1

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.

Birth to 3

- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
 - Use the speech sounds p, b, m, w.
 - Pronounce:
 - /r/w/y - s/sh/ch/dz/j
 - f/th - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.

Topics covered

- Simple books with easy or repetitive text
- Spontaneous chatter
- Conversation linked to book- what is your favourite pet? Etc
- Talking about daily life
- Talking about food likes and dislikes

Development Matters

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.- learn to shift attention and listen and do at the same time.
- 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?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- 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.
- 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.
- Can 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."

What this looks like in Autumn 1

- Getting to know each other and developing confidence to speak
- Learning to sit together and listen together for a short period of time, starting with songs and progressing to stories
- Listening to simple text and gradually extending this to longer ones
- Chatting whilst we play
- Adults playing alongside us and commenting on our play
- Introducing signing and visual aids to support Sp+L group and EAL learners

Possible Core texts

- Brown Bear, Brown Bear
- We're going on a Bear Hunt
- Dear Zoo

Key Vocabulary

- Names of classmates and teachers
- Timetable vocabulary i.e. carpet time
- nouns- of classroom objects
- Actions words- jump, sit, stand, crawl, hop
- Descriptive words from Dear Zoo- big, tall, grumpy etc

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- Apple Day

3 – 4 Year Olds - Communication and Language – Autumn 2

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Topics covered

- Diwali
- Bonfire night
- Christmas
- Autumn and seasonal changes
- weather

Core texts

- Diwali stories
- Story of bonfire night
- Christmas stories
 - Nativity story
- Pip and Posy's Christmas
- Just Right for Christmas

What this looks like in Autumn 2

- Talking about celebrations
- Introducing Word of the Week-autumn, celebrate, crunchy.
- Listening to stories as a whole/larger group
- Talking about books as we read- what's happening, what are the clues about the book on the cover?
- Learning a song and a rhyme of the week
- Talking during our free play with adults and children

Key Vocabulary

- Celebrate
- Diwali
- Christmas
- Autumn
- Weather words

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit

3 – 4 Year Olds - Communication and Language – Spring 1

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What this looks like in Spring 1

- Gaining new experiences to enrich our vocabulary
- Continuing with word of the week
- Learning traditional tales
 - Playing games with instructions
- Discussing why questions at carpet times and in small groups- why did the gingerbread man run away etc
- Playing role play games- new props/role play set ups to support. Adult support if needed.
- Demonstrations of role play with Alfie and Luna (class behavior bunnies)
- Retelling traditional tales in a range of ways- role play, puppets, animations etc

Core texts

- Gingerbread man
- Red Riding Hood
- Three Billy Goats Gruff
- Goldilocks
- Jack and the beanstalk
- Elves and the Shoemaker
- Hansel and Gretel

Topics covered

- Winter and seasonal changes
 - Traditional tales

Key Vocabulary

- Winter- frost, snow, icy
- Character names, settings, repeated refrains, objects/places in books

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop.
- Wolf trap
- Arts week?

3 – 4 Year Olds - Communication and Language – Spring 2

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What this looks like in Spring 2

- talking about different countries in the world- where do we have family/friends/ where have we been?
- Talking about local area and day trips
 - Talking about London
 - Role play day trips and transport
 - Instructions games
 - Why questions- why would you need to travel by plane, train foot etc

Topics covered

- Families
- Local area
- The world

Core texts

- We all went travelling by
- Books about France/Paris or children's book that is popular in France
- Books about London- Paddington bear,
- Books about USA/Canada- possibly Dr Seuss
- Book about Russia or book that is popular in Russia
 - Books about Hong Kong

Key Vocabulary

- Earth, World, Great Britain/UK
- Sea/ocean, land, countryside, city, beach
- Country names/capital cities

Enrichment Opportunities

- Visiting places on Google Earth- places that are important to children

3 – 4 Year Olds - Communication and Language – Summer 1

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What this looks like in Summer 1

- Talk about everyday experiences- dentist, Dr, swimming
- Debating a topic- Mr croc as prime minister introduces a new rule/law and we debate it.
- Discussions around stories
- Talking about life cycles

Topics covered

- Kings coronation/knight, castle, princess stories
- Life cycles-duck/chick, frog, caterpillar, bee, plants

Core texts

- Topsy and Tim first experiences
- Knight, castle, Princess stories
- Bee Story and Info books
- Tad book (tadpoles and frogs)
 - Chick/duck infor texts
 - Hungry caterpillar
 - Mouse plants a seed
 - Tap the Seed book

Key Vocabulary

- Coronation
 - King
 - Royal
 - Castle
 - Palace

Enrichment Opportunities

- Royal tea party/ printing commemorative tea towel
 - Planting
- Humpty Dumpty experiment

3 – 4 Year Olds - Communication and Language – Summer 2

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- Can 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."

What this looks like in Summer 2

- Discussions about moving on to school and new classes etc
- Discussing wildlife and how we can help animals
 - Debating with Mr croc
- Introduction of new longer words
- Encouraging longer sentences
- Conversations in small groups

Topics covered

- Looking after the planet- Rainforests/oceans/plains/beach/ park/ school
 - Recycling
- Staying safe near water

Core texts

- Desmond goes to school
 - Monsters like school
 - Deron starts school
- 10 things I can do to look after the planet
- Somebody swallowed Stanley

Key Vocabulary

- School/reception/teacher names
 - Litter/recycle
 - Environment
- Rainforest, ocean, plains, park, beach, nature

Enrichment Opportunities

- Possible lifeboat visit?

3 - 4 Year Olds - Personal, Social and Emotional Development – Autumn 1

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 9 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. 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.

Birth to Three

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently

Key Vocabulary

- Feelings
- Names of friends
- Sharing/taking turns
 - Waiting

Development Matters

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Be increasingly independent in meeting own care needs- toileting, hand washing, coats
- Make healthy choices about food/drink etc

What this looks like in Autumn 1

- choosing activities independently
- Beginning to share and take turns
- Naming feelings and reading feelings books
- Using the nursery toilets and learning the rules- clean up wee, wash hands, using the seats etc
- Learning self regulation skills- waiting etc

Core texts

- I feel Sad
- Feelings
- Iris and Isaac
- Pip and Posy
- Penguin and duck are not friends

Activities/Resources

- Books to explore emotions
- Toilet seats and steps

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week

Goals

- Usually be happy to stay at nursery
- Start to name feelings
- Use the toilets with increasing independence
- Eat some food at lunch and feed self with cutlery

3 - 4 Year Olds - Personal, Social and Emotional Development – Autumn 2

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- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently

Key Vocabulary

- Feelings/zones of regulation
 - Sharing/taking turns
 - Waiting/patience

Development Matters

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- Play with one or more other children, extending and elaborating play ideas.
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- Increasingly follow rules, understanding why they are important.
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- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Be increasingly independent in meeting own care needs- toileting, hand washing, coats
- Make healthy choices about food/drink etc

What this looks like in Autumn 2

- choosing increasing range of activities
- Using vocabulary and strategies around sharing, taking turns, asking to play etc
- Naming feelings and reading feelings books- understanding zones
- Using the nursery toilets and learning the rules- clean up wee, wash hands, using the seats etc
- Talk about shared rules in class and teach behavior bunnies
- Starting to wait patiently- understanding needs may not be met immediately
- Lessons with Alfie and Luna to teach them new skills- relevant to the class behaviours.

Core texts

- Feelings collection- croc needs to wait etc
 - Iris and Isaac
 - Pip and Posy
- Penguin and duck are not friends
 - Barbara throws a wobbler
 - My big shouting day

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit

Goals

- Regulate better in the classroom
 - Start to name feelings
- Use the toilets with increasing independence
- Use strategies from zones of regulation and taught sessions with Luna and Alfie (behavior bunnies)
- Keep self occupied with a range of activities
- Follow class rules most of the time

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Development Matters

- 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.
- *Develop their sense of responsibility and membership of a community.*
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- *Play with one or more other children, extending and elaborating play ideas.*
- *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- Increasingly follow rules, understanding why they are important.
- *Remember rules without needing reminding*
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.*
- Begin to understand how others might be feeling.
- Be increasingly independent in meeting own care needs- toileting, hand washing, coats
- Make healthy choices about food/drink etc

What this looks like in Spring 1

- Showing community behaviors like tidying up, helping with jobs etc- understanding why these are important and not expecting rewards etc
- Phasing out stickers
- Playing with others rather than in parallel
- Looking for ways to resolve issues- compromise, timers for turns etc
- Lessons with behavior buddies to learn new PSED skills or things we need to address in class.
- Following rules most of the time
- Naming feelings and discussing what they can do to help themselves

Core texts

- Feelings collection- croc needs to wait etc
 - Iris and Isaac
- Pip and Posy and the super scooter
 - Penguin and duck are not friends
- Friendship stories- there's one with an elephant!

Key Vocabulary

- Friends
- Compromise
- Sharing
- Taking turns
- Community

Goals

- Manage friendships better- waiting, turn taking, sharing compromise
- Use zones of regulation with support
 - Manage winter clothing

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop. Wolf trap
- Arts week?

3 - 4 Year Olds - Personal, Social and Emotional Development – Spring 2

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- Begin to understand how others might be feeling.
- Be increasingly independent in meeting own care needs- toileting, hand washing, coats
- Make healthy choices about food/drink etc

What this looks like in Spring 2

- Showing greater sense of community-taking responsibility for a job etc
- Understanding that all good deeds don't need instant rewards
- Playing in small group
- Following the rules
- Naming feelings and relating to Zones

Key Vocabulary

- Cooperate
- Share/ turns
- Community
- compromise

Core texts

- I feel Sad
- Squirrels who squabbled
- Koala who could

Enrichment Opportunities

- Visiting places on Google Earth- places that are important to children

Goals

- Manage friendships with less adult support
- Remember what has been taught with behavior bunnies and apply it in class
- Follow rules in all settings at school

3 - 4 Year Olds - Personal, Social and Emotional Development – Summer 1

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 9 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. 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.

Development Matters

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing reminding
- Do not always need an adult to remind them of a rule.
- *Develop appropriate ways of being assertive.*
- *Talk with others to solve conflicts.*
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- *Begin to understand how others might be feeling.*
- Be increasingly independent in meeting own care needs- toileting, hand washing, coats
- *Make healthy choices about food/drink etc*

What this looks like in Autumn 1

- Understanding appropriate strategies and phrases to use to be assertive- stop it, I don't like it.
- Learning about conflict resolution- how might we resolve a problem fairly?
- Talk to others about feelings
- Learn to express our own feelings. I don't like it when.....
- Discussing empathy and talking about another's point of view
- Learning about different types of food and what they are good for in our bodies

Core texts

- Books around conflict resolution and relate to zones

Enrichment Opportunities

- Royal tea party/ printing commemorative tea towel
 - Planting
 - Humpty Dumpty experiment

Key Vocabulary

- Empathy
- understanding

3 - 4 Year Olds - Personal, Social and Emotional Development – Summer 2

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 9 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. 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.

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- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- [Begin to understand how others might be feeling.](#)
- Be increasingly independent in meeting own care needs- toileting, hand washing, coats
- [Make healthy choices about food/drink etc](#)

What this looks like in Summer 2

- Talking about how to make friends in new classes
- Looking out for others and their feelings
- What does being a good friends look like?
- How we can take the first steps to forming new friendships- would you like to play?
- Looking at scenario feeling cards and discussing what we can do to support the friend i.e get a tissue, offer a hug etc

Core texts

- Starting school books

Key Vocabulary

- Would you like to play?
- You can be my friend
 - I will help you

3 – 4 Year Olds - Physical Development – Autumn 1

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

Birth to Three

- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.

Development Matters

- 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.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Development Matters

- 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
- 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.
- 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.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- 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.

What this looks like in Autumn 1

- Staying for lunch encouraging children to eat lunch and use cutlery
- Teaching children how to manage clothing and fastenings
- Providing a range of gross and fine motor skill activities
- Exploring a range of equipment and activities
- Teaching children how to put on their coat
 - Teaching children how to use the bathrooms, wash hands and lunch time routines.

Core texts

- Pip and Posy and the puddle
 - Eat up Gemma

Key Vocabulary

- Clothing and fastening names i.e. smock, coat, buttons, zip etc
 - Cutlery and food names
- Language around using the toilet- flush, wipe etc

Activities/Resources

- Toilet seats and steps
- Fine and gross motor equipment
 - scissors

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week

3 – 4 Year Olds - Physical Development – Autumn 2

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- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Core texts

Class made book of children's photos

What this looks like in Autumn 2

- Making a class book with our photos in
 - Toilet lesson with Behavior Bunnies
 - Scissor skills activities
- Sock lesson- how do I put on my socks?
 - Getting dressed lesson
- Large drawing/painting outside
 - Balancing games/activities in garden
 - Ball games outside

Enrichment Opportunities

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit

Key Vocabulary

- Cut, snip, straight, around
- Balance, along, over, round, through
- Catch, kick, throw, hit

3 – 4 Year Olds - Physical Development – Spring 1

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- 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.*

What this looks like in Spring 1

- Learning how to do up a zip
- Learning simple dances- Elmo dance, grand old duke of York, Alice the camel
- Opportunities to listen to different types of music
- Using large blocks in the garden-focus on working together
- Teaching children in the moment to think about what resources they need

Key Vocabulary

- Clothing and fastening names i.e. smock, coat, buttons, zip etc
 - Cutlery and food names
- Language around using the toilet- flush, wipe etc

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop. Wolf trap
 - Arts week?
 - Luna New Year
 - Persian New Year

Core texts

3 – 4 Year Olds - Physical Development – Spring 2

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- Show a preference for a dominant hand.
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What this looks like in Spring 2

- Continuing with construction and collaboration in the garden
- Develop independence in doing zips and managing clothes (majority of class independent)
- Thinking through activities- what do I need?

Key Vocabulary

What do I need to do this?

Enrichment Opportunities

- Gymnastics sessions
- Alastair PE sessions

Core texts

3 – 4 Year Olds - Physical Development – Summer 1

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What this looks like in summer 1

- Teaching musical statues
- Practising skipping and hopping
- Teaching group games in the garden
- Developing drawing/pencil skills

Key Vocabulary

- Skip, hop, jump
- Hold, move, up, down

Enrichment Opportunities

- PE and Gym sessions

Core texts

3 – 4 Year Olds - Physical Development – Summer 2

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- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- 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.
- 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.

What this looks like in Autumn 1

- Staying for lunch encouraging children to eat lunch and use cutlery
- Teaching children how to manage clothing and fastenings
- Providing a range of gross and fine motor skill activities
- Exploring a range of equipment and activities
- Teaching children how to put on their coat
- Teaching children how to use the bathrooms, wash hands and lunch time routines.

Core texts

- Pip and Posy and the puddle
- Eat up Gemma

Key Vocabulary

- Clothing and fastening names i.e. smock, coat, buttons, zip etc
- Cutlery and food names
- Language around using the toilet- flush, wipe etc

Activities/Resources

- Toilet seats and steps
- Fine and gross motor equipment
 - scissors

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- Apple Day

Goals

- To sit at the table and eat, mostly using cutlery instead of fingers
- To use the nursery toilets with increasing independence
- To participate in a range of physical skills, both fine and gross motor

3 – 4 Year Olds - Literacy – Autumn 1

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).

Birth to Three

- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Point out print in the environment and talk about what it means.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
- Make marks on their picture to stand for their name

Development Matters

- 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.
- 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.
- Write some or all of their name.
- Write some letters accurately

What this looks like in Autumn 1

- Sharing stories together
- Providing a range of indoor and outdoor mark making activities
- Plan for drawing and mark making opportunities
- Familiarise children with their name cards and where they are and when to use them.
- Naming parts of the book at carpet times
- Thinking about what clues the cover of the book gives us to help us know what the story is about

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week

Key Vocabulary

- Book, cover, spine, writing, words, title, pictures
- Draw/write

Core texts

Topic books same as lang and communication

3 – 4 Year Olds - Literacy – Autumn 2

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).

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- Write some or all of their name.
- Write some letters accurately

What this looks like in Autumn 2

- Sharing stories together
- Looking at common logos
- Looking for text in the environment- what does it mean?
- Talking about books and which way we turn the pages- how do we look at books carefully.
- Clapping syllables for word of the week.

Core texts

Topic books same as lang and communication

Key Vocabulary

- Book, cover, pages
- Syllables

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit

3 – 4 Year Olds - Literacy – Spring 1

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What this looks like in Autumn 1

- Discussing traditional tales and comparing different versions- what do we like/not like etc which version is best?
- Looking at text in the environment what does it mean?
- Looking at symbols and signs- what do they mean? (stop, go, wiat, green man etc)
- Playing rhyming games- Willoughby wallaby, rhyming match
- Reading rhyming texts- Oi frog collection, Elephant Welliphant collection

Key Vocabulary

- Book, cover, spine, writing, words, title, pictures
- Character names and settings
- rhyme

Core texts

- Gingerbread man
- Red Riding Hood
- Three Billy Goats Gruff
- Goldilocks
- Jack and the beanstalk
- Elves and the Shoemaker
- Hansel and Gretal

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop.
- Wolf trap
- Arts week?

3 – 4 Year Olds - Literacy – Spring 2

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What this looks like in Spring 2

- Playing games with alliteration
- Oral segmenting and blending with robots
- Discussions of key texts
- Key texts added to book corner

Key Vocabulary

- Sounds the same as....
- First sound

Core texts

Oi frog collection
Alliteration books

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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).

Development Matters

- 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.
 - *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.*
- *Write some or all of their name.*
- *Write some letters accurately*

What this looks like in Summer 1

- Teaching children how to write their name (first letter, first few or whole name)
- Name cards in writing area/arts and crafts area
- Modelling where we read text from and which way to go.
- Naming parts of book at carpet time- cover, text, spine, pages
- Information texts- what are they and what can we find out
- Modelling how to write a list- baby goes to market, Handa's Surprise, Donkey and Goat book
- Making shopping lists for cooking
- Modelling correct formation of letters
- Start of RWI Nursery programme

Core texts

- Knight, castle, Princess stories
- Bee Story and Info books
- Tad book (tadpoles and frogs)
 - Chick/duck info texts
 - Hungry caterpillar
 - Mouse plants a seed
 - Tap the Seed book

Key Vocabulary

- Book, cover, spine, writing, words, title, pictures
- Draw/write

Enrichment Opportunities

- Royal tea party/ printing commemorative tea towel
 - Planting
- Humpty Dumpty experiment

3 – 4 Year Olds - Literacy – Summer 2

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).

Development Matters

- 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.
 - *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.*
- *Write some or all of their name.*
- *Write some letters accurately*

What this looks like in Summer 2

- Writing own name (or part of) with/without name card
- Beginning to form some letters correctly (start of name)
- Setting up plenty of engaging opportunities for mark making
- Teaching letter formation through RWI
 - Continuing with RWI
- Opportunities for different types of mark making- cards, lists, maps with labels etc

Core texts

Key Vocabulary

- Letter sounds
- Up, down, top, bottom

Enrichment Opportunities

- Possible lifeboat visit?

3 – 4 Year Olds - Mathematics- Autumn 1

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.

Birth to Three

- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

Development Matters

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- 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.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Development Matters

- 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.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
 - 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.

What this looks like in Autumn 1

- Singing counting songs
- Using fingers to represent numbers at carpet time

Core texts

- Song and rhyme books- five little men in a lying saucer etc

Key Vocabulary

- Number names 1-5

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- Apple Day

3 – 4 Year Olds - Mathematics- Autumn 2

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- **Fast recognition of up to 3 objects, without having to count them individually ('subitising').**
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- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

What this looks like in Autumn 1

- Singing counting songs
- Playing simple dice games
- Using fingers to represent numbers at carpet time
- Reciting numbers together
- Counting groups of objects- conkers, pirate treasure etc
- Matching numerals to groups

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit

Core texts

Number books- child's play song books

Key Vocabulary

- Number names 1-5
- How many?
- count

3 – 4 Year Olds - Mathematics- Spring 1

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- Notice and correct an error in a repeating pattern.
 - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Key Vocabulary

- In front, behind

What this looks like in Spring 1

- Using numbers to solve real problems- how many bowls of porridge do the bears need? How many spoons etc?
- Describing Little Red Riding Hoods route through the woods
 - Describing route to school
- Making patterns- leaf, flower, leaf flower etc- we can do this with all books
- Correcting errors in patterns- uh oh the gingerbread man has made a mistake. Who can help?
- Making a chart of how many things we need- experimenting with own ways of mark making
- Teaching tallying, dots to represent numbers etc
- Using positional language to describe where something is- where is the goat?
- Lots of taught sessions with positional language
 - Building bridges for goats

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop. Wolf trap
 - Arts week?

Core texts

- Gingerbread man
- Red Riding Hood
- Three Billy Goats Gruff
- Goldilocks
- Jack and the beanstalk
- Elves and the Shoemaker
- Hansel and Gretel

3 – 4 Year Olds - Mathematics- Spring 2

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- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

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- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
 - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

What this looks like in Spring 2

- Revision of number songs and quantities
- Describing the routes in story books- first past Big Ben etc
- Using symbols and marks to tally/chart what they can find- how many sticks? How many eggs? Relevant to another activity or story.
- Repetition of positional language- on, under, in, behind, next to, in front
- More real world problems with numbers to five

Core texts

- We all went travelling by
- Books about France/Paris or children's book that is popular in France
- Books about London- Paddington bear, No Nancy No,
- Books about USA/Canada- possibly Dr Seuss
- Book about Russia or book that is popular in Russia
 - Books about Hong Kong
 - Books set in Nigeria
 - Books set in Ethiopia

Key Vocabulary

Repetition of positional language- on, under, in, behind, next to, in front

3 – 4 Year Olds - Mathematics- Summer 1

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Key Vocabulary

- 2d shapes- square, circle, rectangle, triangle, hexagon
- 3d shapes- cone, pyramid, cuboid, cube, hexagonal prism

What this looks like in Summer 1

- Looking at patterns on "royal" cloaks from around the world and talking about them.
- Looking at wall paper samples and choosing our favorite- what does it look like?
- Order items by length/size/ capacity- direct teaching of concepts. Which egg is biggest? Which bird is biggest?
- Building with blocks/making pictures with shapes, combining shapes to make new ones i.e. two squares made a rectangle- making a hen house/bee hive.
 - Opportunities for playful learning/experimentation with shapes
- Learning the names of 2d and 3d shapes and talking about properties
- Comparing quantities- badger has more sweets etc

Enrichment Opportunities

- Royal tea party/ printing commemorative tea towel
 - Planting
- Humpty Dumpty experiment

Core texts

Mouse shapes
Square
Circle
Triangle

3 – 4 Year Olds - Mathematics- Summer 2

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- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

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- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- [Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'](#)

What this looks like in Autumn 2

- Revision of key number skills- subitising, grouping, labelling
- Continuation of 2d and 3d shapes- names, properties, key vocab

Core texts

Mouse shapes
Square
Circle
Triangle

Key Vocabulary

- Numerals to 5, how many
- Shape names
- Shape properties- side, corner, straight, curved.

Enrichment Opportunities

- Possible lifeboat visit?

3 – 4 Year Olds - Understanding the World – Autumn 1

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.

Development Matters

- 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.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- 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.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

What this looks like in Autumn 1

- Providing opportunities to include natural objects in play
- Introducing the use of magnifying glasses through play
- Look for opportunities to increase the child's vocabulary whilst they are making observations
- Observing autumn treasures
- Range of messy play activities

Key Vocabulary

- Naming natural materials
 - Conker, leaf, acorn

Topics covered

- Autumn
- Sensory exploration

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week

3 – 4 Year Olds - Understanding the World – Autumn 2

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What this looks like in Autumn 2

- Finding out about Diwali through books activities and information videos (let's celebrate CBBC)
- Finding out about bonfire night- little background on Guy Fawkes but more discussion around fireworks and what they look and sound like
- Discovering autumn through observation of the natural environment and collections of autumn things.
- Celebrating Christmas together- Xmas lunch, Nativity plays
- Talking about Christmas and what we do to celebrate
- Thinking about giving to others
- Comparing Christmas decorations and sorting by type
- Using books with lift the flap

Topics covered

- Autumn
- Diwali
- Firework night
- Christmas

Core texts

- Lighting a Lamp (Diwali)
 - Twinkl (firework story)
- Pip and Posy and the Christmas Tree
 - Little Robin Red Vest
- Just Right for Christmas
- Autumn books- Tap the Magic Tree, Leaf Trouble

Key Vocabulary

Diwali- diya, celebrate, fireworks
Fireworks night- fireworks, bonfire

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit

3 – 4 Year Olds - Understanding the World – Spring 1

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What this looks like in Spring 1

- Exploring forces through traditional tales- can we help the goats move quicker down the slopes?
- Finding out what our parents jobs are
 - Visit from people that have interesting jobs
- Setting up different role play scenarios- drs, dentist, police etc

Topics covered

- What we did at Christmas?
- Family celebrations/families
 - Birthdays
- Talking about what our parents do

Core texts

- Traditional tales
- My Family- Todd Parr

Key Vocabulary

- Family names
- Occupation names
- Forces- push, pull, slide, fast, slow

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop. Wolf trap
 - Arts week?
- Visits from people with interesting jobs

3 – 4 Year Olds - Understanding the World – Spring 2

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- *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*

What this looks like in Spring 2

- Learning about different countries around the world- focus on places where our families have connections
- Different types of music from around the world.
- Talking about things that are different and things that are the same with the countries we explore
- Sharing photos of places children have been

Topics covered

- Around the world
- My family
- Our home

Key Vocabulary

- Country names
- Names of languages spoken
- Forces- push, pull, slide, fast, slow

Core texts

- my world your world
- My family-Todd Parr
- Oxfam book collection

Enrichment Opportunities

- Visiting places on Google Earth- places that are important to children
- Photos of children in different countries
- Inviting parents in to talk about places their families have a connection to

3 – 4 Year Olds - Understanding the World – Summer 1

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.

Development Matters

- 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.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- 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.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

What this looks like in Summer 1

- Planting seeds etc
- Life cycles-duck/chick, tadpoles, caterpillars, bees
- Hatching eggs in class
- Bringing in tadpoles to observe
- Caterpillars in class

Core texts

- Topsy and Tim first experiences
- Knight, castle, Princess stories
- Bee Story and Info books
- Tad book (tadpoles and frogs)
- Chick/duck info texts
 - Hungry caterpillar
- Mouse plants a seed
- Tap the Seed book

Key Vocabulary

- Frogspawn, tadpole, froglet frog
 - Bee, hive, honey
- Incubator, duck, egg, duckling, piping, egg tooth, hatch
- caterpillar, pupa, chrysalis, hatch, butterfly

Topics covered

- Life cycles

Enrichment Opportunities

- Royal tea party/ printing commemorative tea towel
 - Planting
- Humpty Dumpty experiment
 - Hatching
- Caterpillars in class
- Tadpoles to visit?

3 – 4 Year Olds - Understanding the World – Summer 2

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.

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What this looks like in Summer 2

- Talking about the planet and how we can help to take care of it
- Understanding that different animals have different habitats that need looking after
- Finding out about different animals and their habitats
- Exploring ice and how it melts
- Finding out about recycling and what we can do
- Sorting recycling- exploring materials
- Playing simple games on touch screen devices
 - Using camera/ipad for photography

Key Vocabulary

- Animals and habitat name- savannah, polar regions, rainforests etc

Core texts

- Books about animals and their habitats- lonely planet collection?
- Information texts about animals

Topics covered

- Life cycles

Enrichment Opportunities

- Visit to local garden?

3 - 4 Year Olds - Expressive Arts and Design – Autumn 1

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.

Development Matters

- 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.
- Explore different materials freely, in order 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.
- Listen with increased attention to sounds

Development Matters

- Respond to what they have heard, expressing their thoughts and feelings.
- 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.

Key Vocabulary

Stick, paint glue, make, create, think, sing, listen

Core texts

- Child's play song books
 - mouse paint

What this looks like in Autumn 1

- Starting to explore activities at the creative area
- Understand how to use glue, scissors paint etc
- Engage in basic role play (or complex if ready)
- Additional role play props added to the home corner as per the children's interests
- Free exploration of art/craft activities.
- Teaching how to colour mix and reading mouse paint
- Starting class music lessons
- Listening to sounds and matching to objects or instruments

Topics covered

- Autumn and seasonal changes

Enrichment Opportunities

- Harvest Festival
- Show Racism the red card day
- Hispanic day
- Black Voices Week
- Music with Rachel

3 - 4 Year Olds - Expressive Arts and Design – Autumn 2

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What this looks like in Autumn 2

- Making artworks relevant to the festivals we are learning about
- Taking inspiration from other pictures/idea
- Learning to use water colours
- Introducing printing
- Plenty of free exploration of arts and crafts materials
- Large scale activities in the garden-chalking, wall painting etc
- Changing home corner props and resources relevant to festivals.
- Adding additional cultural props

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit
- Music lessons with Rachel

Core texts

- Tanka skunk
- What can we hear?

Topics covered

- Autumn and seasonal changes
- Festivals and celebrations

Key Vocabulary

Stick, paint glue, make, create, think, sing, listen

3 - 4 Year Olds - Expressive Arts and Design – Spring 1

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Key Vocabulary

Stories- first, then, next
Once upon a time

Core texts

- Traditional tales

What this looks like in Spring 1

- Responding creatively to traditional tales
- Acting our core text with small world props, puppets, masks etc
- Adding props to role play areas to reflect stories we are learning
- Using imagination to complete challenges
- Drawing pictures based around the books

Topics covered

- Traditional tales
- Drawing
- Painting
- 3d structures

Enrichment Opportunities

- Big weekly challenge/experience to go with story- escaped Gingerbread men, porridge café, bean planting experiments, shoe shop, sweet shop. Wolf trap
- Arts week?
- Visits from people with interesting jobs

3 - 4 Year Olds - Expressive Arts and Design – Spring 2

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Key Vocabulary

Country names
languages

Core texts

- Books based on countries we are learning about

What this looks like in Spring 2

- Dressing up in traditional clothes from countries that we learn about
- Listening to world music/composers from different countries
- Drawing pictures
- Learning new songs in their entirety/ learning children's songs from other countries
- Looking at famous/current artists from countries
- What do children do for fun in the countries we are learning about? What sports? What activities? What games?
- What songs would children learn at school?

Enrichment Opportunities

- Visiting places on Google Earth- places that are important to children
- Photos of children in different countries
- Inviting parents in to talk about places their families have a connection to

Topics covered

- Around the world
- Drawing
- Painting
- 3d structures

3 - 4 Year Olds - Expressive Arts and Design – Summer 1

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Core texts

- books about palaces and castles/ royal families etc
 - Life cycle texts
 - Information books

Key Vocabulary

- Names of animals we are studying for lifecycles
- Castle, king, queen, royal

What this looks like in Summer 1

- Finding different ways to make pictures/3d artwork of the animals from our lifecycle topic
- Building royal residences- castle, place etc
 - Developing drawing skills
 - Big drawing together
- Learning how to show emotion in artwork- expressions/colours- could relate back to colour monster
- Progression in musical skills and singing

Topics covered

- Life cycles
- Royal families and royal places/castles
- Drawing
- Painting
- printing

Enrichment Opportunities

- Royal tea party/ printing commemorative tea towel
- Planting
- Humpty Dumpty experiment
- Hatching
- Caterpillars in class
- Tadpoles to visit?

3 - 4 Year Olds - Expressive Arts and Design – Summer 2

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Topics covered

- Habitats and animals
- Drawing
- Painting
- Printing
- collage

What this looks like in Summer 2

- Music with Rachel
- Building dioramas of animal habitats
- Looking at Rousseau's jungle pictures
- Looking at Lowry's cities and beaches
- Miro face painting?

Core texts

Books based on artists
Books with illustrations/photos of habitats

Enrichment Opportunities

- Visit to local garden?
- Life boat visit?

Key Vocabulary

- Habitat and animal names
- Draw
- Paint
- Stick
- Print
- Textures
- collage

3 – 4 Year Olds - Religious Education – Autumn 1

Learning

- To understand what it means to be kind
- Discuss what we can do to help those that don't have enough food
- Building **Relationships** with others

What this looks like in Autumn 1

- Discussions around kindness and what it looks like
- What things can we do to be kind?
- Harvest- talking about favourite foods.
- Reading The Last Chip and discussing what we can do to help people who are hungry.

Topics covered

Harvest
Kindness
relationship

Core texts

The Last Chip

Enrichment Opportunities

- Family supper
- Harvest festival

Key Vocabulary

- kindness

3 – 4 Year Olds - Religious Education – Autumn 2

Learning

- To understand what *giving* means
 - Learn about a range of festivals/celebrations- Diwali/Christmas
- Learning about **joy** and what it means- what makes us happy?

Key Vocabulary

- Giving

What this looks like in Autumn 1

- Discussions around things we can give to others- present, time, help etc
- Thinking about others and the sort of present they might like

Topics covered

- Christmas
 - Diwali
- Giving to others
 - **Joy**

Core texts

- Just right for Christmas
 - Diwali story
- What makes me happy

Enrichment Opportunities

- Christmas dinner with parents
- Filming our version of nativity
- Church visit or Dennis Visit
- Rangoli/Diva activities for Diwali

3 – 4 Year Olds - Religious Education – Spring 1

Learning

- Develop an understanding of Luna New year and it's customs
(Respect)
- Develop an understanding of Persian new year and customs
(respect)
- Discuss what class rules we have and why they are important for everyone **(nurture)**
- Begin to understand what impact our behavior has on others
(nurture)

What this looks like in Spring 1

- Finding out about Chinese new year through stories, film and activities
- Inviting in any families from our community that celebrate Luna New Year (TC)
- Farideh talking to children about Persian New Year?

Topics covered

Nurture
Respect
Chinese New Year
Persian New Year?

Core texts

- Persian new year story
- Chinese New Year Race story

Enrichment Opportunities

- Visitors to tell us about their family celebrations

Key Vocabulary

Luna New Year
Persian New Year

3 – 4 Year Olds - Religious Education – Spring 2

Learning

- Learning about cultural differences around the world
(Respect)
- Learning about countries that our class mates/teachers have links to and developing some ideas of differences in culture/language. **(Respect)**

What this looks like in Autumn 1

- Learning the word respect- what it means
- Learning about other countries and similarities/differences
 - Learning other languages

Topics covered

- **Respect**
 - Learning about different countries/cultures and customs.

Enrichment Opportunities

- Families sharing information etc about countries they have a connection to.

Key Vocabulary
Respect/respectful

Core texts

- Books about London
- Books about France/French Stories (Theodore, Achille, Neytan)
- Learning about Hong Kong/ stories from Hong Kong (TC)
- Learning about USA and Canada (Esther/Keiko)
 - Books about Russia (Anthony/Timur)
- Books about Austria? (Aglaia? Check!)
- Books about Ethiopia (Heran)
- Books about Nigeria (Tiwa)

3 – 4 Year Olds - Religious Education – Summer 1

Learning

- Talk about the things we are good at (**excellence**)
- Talk about things other people are good at (**excellence**)
- Learn to give compliments to others (**excellence**)
- Learning about jealousy and what we can do to manage the feeling (**excellence**)
- Learning about taking pride in ourselves and expressing appropriately (**excellence**)
- Discussing perseverance and the importance of trying (**excellence**)

What this looks like in Summer 1

- Reading key texts and discussing the themes
- Talking about things we are good at
 - What are our classmates/ mums/dads good at?

Core texts

- It's a George thing
- Meesha Makes friends
 - Tilda Tries again

Enrichment Opportunities

- Trying out some new things

Key Vocabulary

- Pride
- jealousy

Topics covered
Excellence

3 – 4 Year Olds - Religious Education – Summer 2

Learning

- Learning the word **hope** and what it means
- What do we **hope** for our futures/what would we like to be when we grow up?
- What are our **hopes** for animals and their habitats
- What are our **hopes** for the planet?

Key Vocabulary

What this looks like in Summer 2

- Discussions about our future and what we'd like to be when we are older.
- Discussions about animals and what problems they have with their habitat
- How to look after pets/animals

Topics covered Hope

Core texts

- 5 little men in a flying saucer (Child's play version)
- 10 things I can do to look after the world
- Somebody Swallowed Stanley
- There's a Rang-Tang in my bedroom

Enrichment Opportunities

- Animal visit?