

## Pre-school Year Overview

### Development Matters '3 & 4 Years'

Curriculum Areas	Autumn term All about me Autumn / winter	Spring term Once upon a time / Julia Donaldson	Summer term Under the sea / Holiday bear
Communication and language	<ul style="list-style-type: none"> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Understand why questions</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Listen to other people's talk with interest but can easily be distracted by other things.</li> <li>• Develop pretend play; 'putting baby to sleep' or 'driving the car to the shops'.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books and be able to tell a long story.</li> <li>• Use longer sentences of four to six words.</li> <li>• Uses talk to organise themselves and their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>• May have problems saying; some sounds r,j,th,ch and sh. Multisyllabic words.</li> <li>• 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.</li> </ul>

<p><b>Personal, Social and Emotional</b></p>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> </ul>
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<p><b>Physical</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Collaborate with others to manage large items.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> <li>• Be increasingly independent in meeting their own care needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> <li>• Be increasingly independent in meeting their own care needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>
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<p><b>Literacy</b></p>	<p><b>0-3 years</b></p> <ul style="list-style-type: none"> <li>• Make Marks on their picture to stand for their name</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p><b>0-3 Years</b></p> <ul style="list-style-type: none"> <li>• Develop play around favourite stories using props.</li> <li>• Makes comments and shares their own ideas.</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some or all their name.</li> <li>• Write some letters accurately.</li> </ul>
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<p><b>Mathematics</b></p>	<p><b>0-3 Years</b></p> <ul style="list-style-type: none"> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Recite numbers past 5</li> <li>• Say one number for each item in order 1,2,3,4,5.</li> <li>• Show 'finger numbers' up to 5</li> <li>• Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5.</li> <li>• Understand position through words alone.</li> <li>• Combine shapes to make new ones.</li> <li>• Talks about and identifies the patterns around them.</li> <li>• Extend and create ABAB patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5.</li> <li>• Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</li> </ul>
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<p><b>Understanding the World</b></p>	<p><b>0-3 Years</b></p> <ul style="list-style-type: none"> <li>• Notice differences between people.</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore how things work.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they see, using wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about differences between materials and changes they notice.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>
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<p><b>Expressive Arts and Design</b></p>	<p><b>0-3 years</b></p> <ul style="list-style-type: none"> <li>• Move and dance to music.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house etc.</li> <li>• Explore colour and colour mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Sing the pitch of a tone sung by another person.</li> <li>• Sing the melodic shape of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings.</li> <li>• Sing the melodic shape of familiar songs.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>
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<p><b>Characteristics of learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>• Make choices and explore different resources and materials.</li> <li>• Plan and think ahead about how they will explore or play with objects.</li> <li>• Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>• Respond to new experiences that you bring to their attention.</li> </ul>	<p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> <li>• Use a range of strategies to reach a goal they have set themselves.</li> <li>• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>• Keep on trying when things are difficult.</li> </ul>	<p><b>Creating and Critically thinking</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</li> <li>• Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets</li> <li>• Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>• Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> <li>• Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> <li>• Know more, so feel confident about coming up with their own ideas.</li> <li>• Make more links between those ideas.</li> <li>• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>
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