

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

Personal, Social and Emotional	<ul style="list-style-type: none">• Select and use activities and resources, with help when needed.• Develop their sense of responsibility and membership of a community.• Become more outgoing with unfamiliar people, in the safe context of their setting.• Increasingly follow rules, understanding why they are important.• Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.	<ul style="list-style-type: none">• Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas.• Do not always need an adult to remind them of a rule.• Begin to understand how others might be feeling.	<ul style="list-style-type: none">• Help to find solutions to conflicts and rivalries.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.
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<p>Physical</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding 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. • Collaborate with others to manage large items. • Use one handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs. 	<ul style="list-style-type: none"> • 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. • Use one handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Show preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs. 	<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Use a comfortable grip with good control when holding pens and pencils. • Start eating independently and learning how to use a knife and fork. • Make healthy choices about food, drink, activity and tooth brushing.
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<p>Literacy</p>	<p>0-3 years</p> <ul style="list-style-type: none"> • Make Marks on their picture to stand for their name • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." <p>3-4 Years</p> <ul style="list-style-type: none"> • 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 • Engage in extended conversations about stories, learning new vocabulary. 	<p>0-3 Years</p> <ul style="list-style-type: none"> • Develop play around favourite stories using props. • Makes comments and shares their own ideas. <p>3-4 years</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Write some or all their name. • Write some letters accurately.
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<p>Mathematics</p>	<p>0-3 Years</p> <ul style="list-style-type: none"> • Compare amounts, saying 'lots', 'more' or 'same'. <p>3-4 Years</p> <ul style="list-style-type: none"> • Recite numbers past 5 • Say one number for each item in order 1,2,3,4,5. • Show 'finger numbers' up to 5 • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately. 	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5. • Understand position through words alone. • Combine shapes to make new ones. • Talks about and identifies the patterns around them. • Extend and create ABAB patterns. 	<ul style="list-style-type: none"> • Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5. • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • 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'.
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<p>Understanding the World</p>	<p>0-3 Years</p> <ul style="list-style-type: none"> • Notice differences between people. <p>3-4 Years</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about what they see, using wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore and talk about different forces they can feel. • Talk about differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people.
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<p>Expressive Arts and Design</p>	<p>0-3 years</p> <ul style="list-style-type: none"> • Move and dance to music. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • 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. <p>3-4 Years</p> <ul style="list-style-type: none"> • 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 house etc. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • 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. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Respond to what they have heard, expressing their thoughts and feelings. • Sing the pitch of a tone sung by another person. • Sing the melodic shape of familiar songs. 	<ul style="list-style-type: none"> • 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. • Sing the melodic shape of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs, or improvise a song around one they know.
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<p>Characteristics of learning</p>	<p>Playing and exploring</p> <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • 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." • Make independent choices • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<p>Active learning</p> <ul style="list-style-type: none"> • 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. • Use a range of strategies to reach a goal they have set themselves. • 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. • Keep on trying when things are difficult. 	<p>Creating and Critically thinking</p> <ul style="list-style-type: none"> • 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. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets • Review their progress as they try to achieve a goal. Check how well they are doing. • 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. • 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." • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
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