



Nursery Curriculum Overview (3-4 yrs old)

Nursery 3-4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Independently listen to simple stories and understand what is happening, with the help of pictures and supporting resources. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' To understand and act on longer sentences like 'make teddy jump' or 'find your coat' Start to develop conversation, often jumping from topic to topic To understand simple questions about 'who',	Start to enjoy listening to longer familiar stories. Use a wider range of vocabulary (termly vocab). Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver". Linked to topic Begin to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."	Enjoy listening to longer familiar stories. Use a wider range of vocabulary (termly vocab). Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver Linked to topic Start a conversation with an adult or a friend and take turns. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."	Start to enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary (termly vocab). Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver Linked to topic . Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Enjoy listening to longer familiar stories and can remember much of what happens Use a wider range of vocabulary (termly vocab). Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver Linked to topic Start a conversation with an adult or a friend and continue it for many turns Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary (termly vocab). Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver Linked to topic 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. (food tasting) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



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	'what' and 'where' (but generally not why). Begin to sing a repertoire of familiar songs	Sing a repertoire of familiar songs	Begin to sing a repertoire of songs.	Sing a repertoire of songs Develop their pronunciation but may have problems saying: • some sounds: r, j, ch, and sh • multi-syllabic words such 'pterodactyl', 'planetarium' or 'hippopotamus'. (progress check) Use longer sentences of four to six words (progress check)	Begin to 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'.	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'.
Personal, Social and Emotional Development	Learn to use the toilet with help, and then independently. (child specific)	Develop their sense of responsibility and membership of a community. (new starter) Begin to play with one or more other children.	Develop their sense of responsibility and membership of a community. (new starter) Begin to play with one or more other children. (new starters)		Develop their sense of responsibility and membership of a community. (new starter) Begin to play with one or more other children. (new starters)	Play with one or more other children, extending and elaborating play ideas.



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	Develop friendships with other children Begin to show effort 'effort control'. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Talk about their feelings in more elaborated ways; "I'm sad because" or "I love it when..." Safely explore emotions beyond their normal range through play and stories.	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas with adult support Increasingly follow rules, understanding why they are important, with adult support. 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. Become more outgoing with unfamiliar people, in	Play with one or more other children, extending and elaborating play ideas Sometimes find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Increasingly follow rules, understanding why they are important, with adult support. 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. Become more outgoing with unfamiliar people, in	Play with one or more other children, extending and elaborating play ideas. 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. 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. Become more outgoing with unfamiliar people, in	Play with one or more other children, extending and elaborating play ideas . Understand gradually how other might be feeling. Remember some rules without needing an adult to remind them. 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. Become more outgoing with unfamiliar people, in	Remember rules without needing an adult to remind them. 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. Become more outgoing with unfamiliar people, in the safe context of their setting.
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		the safe context of their setting. Show more confidence in new social situations (if new)	the safe context of their setting. Show more confidence in new social situations (if new)	the safe context of their setting. Show more confidence in new social situations (if new)	the safe context of their setting. Show more confidence in new social situations (if new)	Show more confidence in new social situations (if new)
Physical Development	Clap and stamp to music music increasingly complex rhythms Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Begin to use one-handed tools and equipment, for example, Tweezers, paint brush, chalk, with support Explore different materials and tools Independently build with a range of appropriate resources, with adult support Develop manipulation and control	Use large muscle movements to wave flags and streamers, paint and make marks Begin to use one-handed tools and equipment, for example, Tweezers, paint brush, chalk. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use large muscle movements to wave flags and streamers, paint and make marks. Begin to use one-handed tools and equipment, for example, scissors with support . Begins to show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.	Use large muscle movements to wave flags and streamers, paint and make marks Begin to use one-handed tools and equipment, for example, scissors.	Use large muscle movements to wave flags and streamers, paint and make marks Use one-handed tools and equipment, for example, scissors. Shows a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. Choose the right resources to carry out their own plan. For example,	Use large muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, scissors. Choose the right resources to carry out their own plan. For example,



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	Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Enjoy starting to kick, throw and catch balls Fit themselves into spaces like tunnels, dens and large boxes and move around in them.	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. Start to remember simple sequences with adult support. . 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.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Remember simple sequences. 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.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start to remember sequences and patterns with adult support. 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.	choosing a spade to enlarge a small hole they dug with a trowel Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start to remember sequences and pattern of movements which are related to music and rhythm. 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.	choosing a spade to enlarge a small hole they dug with a trowel Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm 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.
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						Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (outside)
Literacy	Pay attention and respond to detailed pictures. Repeat words and phrases from familiar stories Enjoy sharing books with an adult Have favourite books and seek them out, to share with an adult, with another child, or look at it alone. (show and tell or on tapestry)	Understand the five key concepts about print. Focus on book handling Start to engage in extended conversation about stories.	Understand the five key concepts about print. Focus on knowledge of book direction and direction of print.	Understand the five key concepts about print. Focus on awareness of book pages and words and letters Engage in extended conversations about stories.	Understand the five key concepts about print. Focus on print relays a message.	Understand the five key concepts about print. Focus on emerging knowledge of the alphabet. Engage in extended conversations about stories, learning new vocabulary.



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	Develop play around favourite stories using props Ask questions about the book. Make comments and share their own ideas Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Notice some print, such as the letter of their name, a bus or door number, or a familiar logo. Make marks on their pictures to stand for their name. Phase 1	Begin to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing m for mummy. Phase 1	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing m for mummy. Phase 1	Start to write some letters accurately Phase 1	Write some letter accurately. Phase 1	Write some letter accurately. Write some all of their name. Phase 1
Mathematics	Show fingers up to 5. (singing)	Say one number for each item in order: 1,2,3,4,5	Start to develop recognition of up to 3 objects. Link numerals and amounts: for example,	Develop fast recognition of up to 3 objects.	Start to develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Know that the last number reached when counting a	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')



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		Make comparison between objects relating to size, length, weight and capacity. Understand position through words alone – for example , “The bag is under the table”- with pointing. Describe a familiar route (Autumn Walk) Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like	showing the right number of objects to match the numeral, up to 5. Maths Mastery Compare quantities using language: ‘more than’, ‘fewer than’. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Extend and create ABAB patterns –stick, leaf, stick, leaf	Make comparison between objects relating to size, length, weight and capacity. Notice and correct an error in a repeating pattern	small set of objects tells you how many there are in total (‘cardinal principle’) Experiment with their symbols and marks as well as numerals. Understand position through words alone – for example , “The bag is under the table”- with pointing.	Solve real world mathematical problems with number up to 5. Discuss routes and locations, using words like ‘in front of’ and ‘behind’
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		'pointy', 'spotty', 'blobs', etc				
Expressive Art and Design	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Make simple models which express their ideas Use their imagination as they consider what they can do with the different materials	Take part in simple pretend play, using an object to represent something else even though they are not similar. Linked to topic Explore different materials freely, to develop their ideas about how to use them and what to make (with adult support)	Take part in simple pretend play, using an object to represent something else even though they are not similar. Linked to topic Explore different materials freely, to develop their ideas about how to use them and what to make (Goldilocks house) 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. (In preparation for writing letters)	Take part in simple pretend play, using an object to represent something else even though they are not similar. Linked to topic Show different emotions in their drawings – happiness, sadness, fear, etc	Take part in simple pretend play, using an object to represent something else even though they are not similar. Linked to topic Use drawing to represent ideas like movement or loud noises.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Linked to topic Explore colour and colour mixing. (making butterflies)



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	Confidently move and dance to music Confidently join in with songs and rhymes, making some sounds Explore their voices and enjoying making sounds Enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'	Listen with increased attention to sounds (sound walk)	Respond to what they have heard, expressing their thoughts and feelings.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing entire songs. (progress checks) 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.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Remember and sing entire songs. (progress checks) Create their own songs or improvise a song around one they know. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc
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						Play instruments with increasing control to express their feelings and ideas.
Understanding the World	Begin to understand the need to respect and care for the natural environment Begin to make sense of their own life story and family's history	Begin to make sense of their own life story and family's history Start developing positive attitudes about differences between people with adult guidance Start to show interest in different occupations.	Start to Talk about the differences between materials and changes they notice. Start to Explore collections of materials with similar and/or different properties.	Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment	Start to understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment.	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. Begin to make sense of their own life story and family's history. Continue developing positive attitudes about differences between people. Show interest in different occupations.