



Area of Learning: Communication and Language		
	What we want children to learn:	What we can do:
36-40 months	<p>Joins in with favourite rhymes - some lines, words and actions.                      Play alongside an adult, attentive as play is narrated.                      Engaging and showing interest in books                      Participate with words, phrases or gestures as play is narrated.                      Form sentences four words and beyond.</p>	<p>Sing a range of rhymes and songs</p> <p>Allow children to choose and show preferences of rhymes and books</p> <p>Provide a range of books – fiction and non-fiction</p> <p>Create a cosy area to look at books and stories</p> <p>Ask questions at the beginning, during and ending of stories</p> <p>Provide independent activities</p>
40-44 months	<p>Use back and forth conversations about play.                      Answer why questions.                      Remain attentive to the end of the book without prompts.                      Anticipate the ending of familiar books.                      Express preferences for rhymes.                      Sing a few familiar rhymes.</p>	<p>Narrate play to encourage children to join</p> <p>Use a wide range of vocabulary</p> <p>Widen vocabulary of children's interests</p> <p>Provide activities that involve turn taking</p> <p>Give instructions to complete a task</p> <p>Talk about the similarities in rhyming words</p>
44-48 months	<p>Use talk to organise play, assigning roles, directing others, choosing resources.                      Ask and answer why questions.                      Join in with very familiar repeated sections in books.                      Able to talk about events now and in the past.                      Follow two part instructions.                      Know a wider range of rhymes.                      Beginning to use a range of tense in the correct format.</p>	<p>Use open ended questions                      Provide books with repeated stories</p> <p>Give instructions to follow through a task – setting dining room up</p> <p>Display photos of events and activities the parents share for the children to discuss</p>

**Curriculum overview 3-5 Years**

<b>Area of Learning: Communication and Language</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>48-52 months</b>	<p>Follow adult cues to listen.            Ask either/or questions.            Participate in adult narration of independent learning.            Joins in with conversational turn taking in small and larger groups.            Formulate and respond to "Why?" and "How?" questions.            Follow two step instructions.            Beginning to use a wide range of vocabulary relating to appropriate topics</p>	<p>Independent activities to complete</p> <p>Provide books that relate to children's interests</p> <p>Promote independence- cutting own snack            Provide pictures of main events in a story to give opportunity to sequence a story</p> <p>Give explanations using connective words            Provide resources that relate to stories</p> <p>Group games to follow and respond to instructions – Simon says</p>
<b>52-56 months</b>	<p>Beginning to recognise rhymes            Use 'funny' words to formulate own rhymes.            Add connectives on the end of simple responses to include detail.            Tell story using sequenced illustrations as prompts.            Answer open ended questions.            Show skills to others by demonstrating and verbally giving instruction.</p>	
<b>56-60 months</b>	<p>Use props or small figures to build up a story.            Use body percussion or instrumental sounds as a simple performance.            Answer open ended or speculative questions.            Process three step instructions.            Follow through a positional vocabulary instruction.            Play games where they give instructions to each other.            Recall and define specialist vocabulary for the half term</p>	



Area of Learning: Personal Social and Emotional Development		
	What we want children to learn:	What we can do:
<b>36-40 months</b>	<p>Form a secure bond with key worker and play in parallel, observing others and copying ideas.</p> <p>Select from a small range of resources on offer within a single activity.</p> <p>Become more outgoing with other adults in the setting.</p> <p>Locate and bring additional resources to activities to achieve a particular goal.</p> <p>Beginning to form good relationships with peers and adults.</p>	<p>Small amounts of 1-1 time with keyworker</p> <p>Consistent members of staff in the room</p> <p>Provide small group times of 'all about me', adults also sharing</p> <p>Visual rules visible for children</p> <p>Encourage children to take turns and share resources</p> <p>Allow discussions, for children to share ideas and thoughts</p>
<b>40-44 months</b>	<p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Beginning to show signs of safety awareness on outings.</p> <p>Spontaneously take turns.</p> <p>Join in with simple discussions with an adult about how to make things fair.</p> <p>Choose the tools and materials they need to achieve a goal.</p> <p>Develop ways to calm themselves and use these with adult support.</p> <p>Shows awareness of how others may be feeling.</p>	<p>Visual feelings board</p> <p>Provide various materials children may need to reach a goal</p> <p>Encourage children to search for resources that could help</p> <p>Consistent approach on sharing and taking turns</p>
<b>44-48 months</b>	<p>Follow rules without reminders.</p> <p>Use play with another child to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Carry out simple tasks requested to help someone else</p> <p>Make others aware of simple rules.</p> <p>Demonstrate friendly behaviour towards peers.</p> <p>Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost object.</p> <p>Take a role in domestic play and speak from another point of view.</p>	

**Curriculum overview 3-5 Years**

<b>Area of Learning: Personal Social and Emotional Development</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>48-52 months</b>	<p>Follow routines including self-help with clothing.            Distinguish between healthy food choices and special treats.            Define what makes me special            Build a vocabulary around feelings.            Demonstrate handwashing and food preparation.            Work together, in a small group or pairs to succeed in a challenge.            Perform confidently to an audience in a simple adult structured presentation.            Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.            Understand own actions can affect others – make them sad or happy.</p>	<p>Encourage and support independence:</p> <ul style="list-style-type: none"> <li>• Handwashing</li> <li>• Dressing</li> <li>• Pouring drinks</li> <li>• Cutting snack</li> <li>• Using knife and forks</li> <li>•</li> </ul> <p>Grow our own vegetables and fruit in the garden</p> <p>Prepare snack independently</p>
<b>52-56 months</b>	<p>Work in a small group on tasks like turn-taking games.            Show some simple problem solving approaches.            Make healthy snacks.            Work in a small group on tasks like turn-taking games.            Discuss how to solve simple problems.            Choose ingredients suited to a healthy snacks.            Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p>	<p>Provide books promoting healthy eating</p> <p>Preparation of meals with Chef</p> <p>Provide opportunities for problem solving</p> <p>Play small group games e.g. Shopping list</p>
<b>56-60 months</b>	<p>Engage in more complex and extended turn taking games            Read facial expressions and body language and extending the vocabulary of emotions.            Discussing the success or failure of a challenge – why it happened.            Building strategies to make new friends.            Engage in games where different participants have different roles.            Build strategies to challenge undesirable behaviour towards others.</p>	<p>Provide opportunities for children to take on challenges</p> <p>Larger group games e.g. Duck, Duck, Goose</p>

Area of Learning: Physical Development		
	What we want children to learn:	What we want can do:
36-40 months	<p>Drive scooters, bikes and trikes by pushing feet.                      Jump two feet to two feet on the spots. Jump down from a higher to a lower height.                      Run at speed in the outdoor space.                      Kick, roll, chase and collect a ball.                      Copy some aspects of whole body action rhymes.                      Climb apparatus with alternate feet, using own hands for support.                      Recognising the need to go to the toilet and seeking an adult for help/support.                      Make marks with large tools using arms and shoulders.</p>	<p>Provide various ride-on outdoor toys</p> <p>Garden races – e.g</p> <ul style="list-style-type: none"> <li>• Hopping</li> <li>• Jumping</li> <li>• Running</li> </ul> <p>Trips to the park to explore larger climbing frames</p> <p>Introduce children to the bathroom and toilets</p>
40-44 months	<p>Hop on the spot and to travel.                      Beginning to use the toilet independently and washing hands.                      Use a fork and spoon independently.                      Make marks with different size pens with a palmer grip.                      Use the pedals on bikes.                      With an adult hand travel above floor height by walking or crawling.                      Using pincer movements to pick up small items or nip malleable materials.                      Post and thread.                      Take own coat off and put it on.</p>	<p>Provide and encourage use of cutlery at mealtimes</p> <p>Toilet and washing hands in daily routine</p> <p>Provide large scale drawing</p> <p>Create and provide materials for an obstacle course</p> <p>Give opportunities to use equipment that requires pincer grip</p> <p>Encourage and support independent dressing</p>
44-48 months	<p>Travel above floor height by slowing and controlling movement.                      Weave materials into frames.                      Attempt some very simple fastenings when helping an adult with dressing and undressing.                      Collaborate with others to transport large items safely.                      Compete in a simple challenge with adult support.                      Copy adults to move in a variety of ways.                      Use a fork independently, beginning to attempt to cut food with knife.                      Use a tripod grip to make marks.                      Repeat the same mark making movement with control and ascribe meaning to marks.</p>	<p>Create challenges for children to take part in e.g sports day</p> <p>Demonstrate putting on coats and zip fastening</p> <p>Play games such as Simon says and tag</p> <p>Provide mark making tools – pens pencils to encourage tripod grip</p>

Curriculum overview 3-5 Years

Area of Learning: Physical Development		
	What we want children to learn:	What we want can do:
48-52 months	<p>Stack, align and balance blocks of different shapes and sizes</p> <p>Thread, peg, and sew on cards.</p> <p>Cutting along lines,</p> <p>Move in a range of ways, changing direction and avoiding obstacles.</p> <p>Stack, aligning, balancing with magnetic joints.</p> <p>Join and separate small construction kit components by clicking and twisting.</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p>	<p>Provide construction materials of various sizes</p> <p>Give access to scissors in a range of activities</p> <p>Provide a range of hand tools e.g rollers, cutters</p> <p>Independence to cut snack and serve self</p> <p>Have a range of sports activities –</p> <ul style="list-style-type: none"> <li>• Bats and balls</li> <li>• Various balls</li> <li>• Cones</li> <li>• Bean bags</li> </ul>
52-56 months	<p>Weave, thread and tie</p> <p>Use small hammers accurately</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Travel across simple obstacle courses</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Travel across more complex obstacle courses including changes of height.</p> <p>Use the scissors with good control – cutting a specific 'picture' out.</p>	<p>Give independent activities of cutting</p> <p>Allow access to creative materials e.g glue and tape</p> <p>Opportunities of gardening – using tools</p>
56-60 months	<p>Join with tape and glue.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and building techniques with malleable materials.</p> <p>Bounce a ball on the spot or on the move.</p> <p>Roll or throw a ball underarm at a target.</p> <p>Kick a ball at a target or to a friend.</p>	

Area of Learning: Mathematics		
	What we want children to learn:	What we want children to learn:
<b>36-40 months</b>	<p>Build with various construction materials and loose parts. Beginning to use positional language. Compare small sets of objects by processing language “more than” and “fewer than”. Count within and up to 5 with correspondence. Demonstrate and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members. Use spontaneous number language in play.</p>	<p>Provide a variety of construction materials (e.g duplo, blocks, mobilo) Provide various loose parts/junk modelling materials (e.g boxes, tubes) Use positional language as demonstrating Involve counting with all activities</p>
<b>40-44 months</b>	<p>Identify up to 3 objects without counting Process and use positional vocabulary accurately when building. Build arrangements with 2D shapes. Beginning to recognise properties of 2D shapes. Use everyday language to compare size. Process and use positional vocabulary accurately when out in the wider locality. Process language to create structures or arrangements longer, shorter, taller, wider than mine.</p>	<p>Use numbers in areas of the room, including role play areas Allow exploration of different shapes – 2D and 3D Model mathematical language when creating arrangements and structures Visual timetable displayed for children to see and discuss Visual of numbers in the room Opportunities to link objects to numerals</p>
<b>44-48 months</b>	<p>Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Recognise and carry on a continuous pattern. Talk about things that have happened in the past. Compare 2D shapes Talk about things that have already happened and things that are going to happen. Use terms day and night in relation to stories. Beginning to link Numerals to quantity.</p>	<p>Circle time to share news – talking about the past Create patterns and involve children to continue Provide photos of buildings and structures Discussions of day and night Shape walks</p>



Area of Learning: Mathematics		
	What we want children to learn:	What we want children to learn:
<b>48-52 months</b>	<p>Count forwards to 10, naming the number after and counting on from a given number.                      Narrate the pattern of the nursery day using now, next, after playtime, after lunch, before home time etc                      Sort by one criterion. Recognise the odd one out in a set.                      Count backwards within 10, understanding the number before and counting back from a given number.                      Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time.                      Link numerals to sets within 5.</p>	<p>Activities involving numerals with objects to match</p> <p>Circle time – time to talk about the day ahead or reflect on the day</p> <p>Provide books with numbers and counting</p> <p>Sing songs and rhymes that involves actions of counting</p> <p>Provide magnetic shapes to build a create 3D shapes</p> <p>Allow opportunities to continue counting beyond 10</p> <p>Play games involving counting e.g Hide and seek</p>
<b>52-56 months</b>	<p>Count forwards and back within 20.                      Subitise to 5.                      Narrate the pattern of a week using today, tomorrow, yesterday                      Design with 2D shapes.                      Create shapes.                      Make comparison of length and height using non-standard measures.                      Take risks to achieve arrangement on large scale.</p>	
<b>56-60 months</b>	<p>Count on rote to 50 and beyond.                      Recall and apply double 1 to double 5.                      Recall subtraction facts within 5 and apply.                      Make 3D shapes out of 2D shapes.                      Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday.                      Continue and create more complex linear patterns.</p>	



**Curriculum overview 3-5 Years**

<b>Area of Learning: Literacy</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>36-40 months</b>	<p>Maintain focus on a short picture book shared with an adult until the end.            Make marks on a range of scales with a range of tools and grips.            Anticipate favourite sections as the book is shared.            Hold books independently, opening to find pages of interest.            Demonstrate joint attention during rhyme time, imitating some actions.            Turn the pages of books from beginning to end, noting items of interest along the way.</p>	<p>Provide a wide range of books</p> <p>Opportunity for group story and 1-1</p> <p>Provide a variety of mark making materials</p> <p>Demonstrate different ways to make marks</p> <p>Group song times</p> <p>Nursery rhyme/song choice for children</p>
<b>40-44 months</b>	<p>Remain engaged from the beginning to end of short books.            Select books independently and share interests of characters.            Focus on marks as they are being created by a range of tools.            Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story.            Answer closed questions as a book is being shared.            Join in sections of familiar rhymes with all actions.            Recognise a few examples of environmental print such as shop logos and food labels.</p>	<p>Inviting and comfortable story corner</p> <p>Ask questions throughout stories</p> <p>Emphasise on repeated phrases and rhymes</p> <p>Demonstrate actions to rhymes</p> <p>Discuss or point out familiar logos</p> <p>Give opportunity for children to share thoughts on story</p>
<b>44-48 months</b>	<p>Begin to participate in the repetitive features of very familiar books.            Suggest what might happen next from memory.            Make marks and give meaning            Beginning to recognise letters from name.            Complete a phrase with the final rhyming word.            Demonstrate a hand preference.</p>	<p>Provide name labels for draws and pegs – for children to see name</p> <p>Opportunities to write during role play and other activities</p> <p>Allow mark making opportunities both indoors and outdoors</p> <p>Introduce activities to build rhyming strings e.g silly soup</p>

**Curriculum overview 3-5 Years**

<b>Area of Learning: Literacy</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>48-52 months</b>	<p>Beginning to attempt letter formation            Use marks or some letters for meaning.            Look for cues in illustrations.            Answer how or why questions about a book.            Name and locate favourite books and give very brief descriptions of the book.            Suggest what might happen next in unfamiliar books.            Enjoys joining in with rhyming games and activities.</p>	<p>Ask questions and discuss books as a group or 1-1</p> <p>Play games e.g match and spell, letter bingo, eye spy</p> <p>Model oral blending of sounds to make words of everyday contexts e.g h-a-t, hat</p> <p>Introduce children to books and other materials that provide information</p> <p>Support and scaffold individual children's writing as interest grows</p>
<b>52-56 months</b>	<p>Recall key elements of books they have heard and read.            Express preferences for books.            Understand cause and effect in books they have heard or read.            Predict the endings of books.            Use imitative writing during role play.            Showing an interest to copying letters from their name.            Recognise rhymes with visuals.</p>	
<b>56-60 months</b>	<p>Empathise with characters.            Access simple information books.            Name book characters and describe their qualities.            Recognising the dilemmas, the characters face.            Use the structure of rhyming texts to participate in a recall section of text.            Able to write name – sometimes writing letters backwards.            Link letters to sounds.            Can segment and sounds in simple words and blend them together.            Begin to write labels and captions.</p>	

Area of Learning: Understanding the World		
	What we want children to learn:	What we can do:
36-40 months	<p>Actively collect and enjoy transporting materials. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things. Use some very simple adjectives to describe the sensory properties of everyday materials.</p>	<p>Provide various baskets and boxes for children to use around the room</p> <p>Provide various toys that move</p> <p>Use a wide range of vocabulary</p> <p>Display family photographs</p> <p>Share events family have shared on tapestry Insect lore – butterfly lifecycle</p>
40-44 months	<p>Collect particular materials for a purpose. Watch and talk about the lifecycle of a butterfly. Ask questions of living things. Improve techniques with a range of action and reaction toys. Recognise and name family members in photographs. Show understanding of planting a seed for it to grow.</p>	<p>Point out and talk of the living things in our garden</p> <p>Talk about planting seeds</p> <p>Expand on family cultural celebrations e.g. activities relating</p> <p>Ask questions</p> <p>Talk about and show pictures of people in our community</p> <p>Take letters/pictures to post in the post box</p>
44-48 months	<p>Explore and talk about the properties of everyday materials. Talk about cultural celebrations, using new vocabulary accurately. Answer closed questions in simple adult led experiments about the properties of materials. Recognise self in baby photographs and relate simple family stories about babyhood Describe and enact some of the roles of community figures. Name some special buildings in our community. E.g Church, Library</p>	<p>Take children for walks in the community</p> <p>Organise trips to local buildings e.g church, library</p>

**Curriculum overview 3-5 Years**

<b>Area of Learning: Understanding the World</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>48-52 months</b>	<p>Name plants and parts of plants in allotment harvest.            Know that children and adults were babies.            Know that adults can remember things from the past.            Describe original and new use of objects.            Recognise changes of the outdoor world over different seasons.            Describe family traditions.            Name street furniture on a short locality.            Name some special buildings in our community and give simple explanations of what they are.</p>	<p>Display flowers and plants for children to explore</p> <p>Ask parents to send in family photographs of them as children</p> <p>Explain and demonstrate use of new objects</p> <p>Allow children to share experiences of family events</p> <p>Look at photographs of local buildings            Talk and show the names of features in our environment</p>
<b>52-56 months</b>	<p>Name locality features on a simple route to the library.            Describe and re-enact traditions from Chinese New Year celebrations.            Identify similarities and differences between babies and four-year-olds. Describe how a person changes as they grow from baby to adult.            Talk about the similarities and differences from one another            Know that information can be retrieved from books and computers.            Describe the roles of significant adults in the community.            Sequence the life of a butterfly.            Talk about what things are made of, e.g. plastic, metal, paper.</p>	<p>Create books of our outings for children to reflect on</p> <p>Allow children to plant seeds and take home</p> <p>Plant flower, fruit, and vegetable seeds in nursery garden</p> <p>Look of photographs of places from around the world</p> <p>Talk about and show different materials for recycling</p>
<b>56-60 months</b>	<p>Demonstrate planting seeds and give a simple explanation on how to care for it.            Recognise routes to familiar places.            Name features of familiar places e.g. park, beach, shopping centre.            Identify differences of the environment from the world around us to where we live, using photographs.            Understand the different habitats of different animals and plants.            Identify recyclable materials.</p>	<p>Provide bins for recycling</p>

**Curriculum overview 3-5 Years**

<b>Area of Learning: Expressive art and design</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>36-40 months</b>	<p>Use props, similar to the items they represent, appropriately, during simple domestic role play.</p> <p>Use small world props in short non-verbal narratives.</p> <p>Make marks with a wide range of tools and grips.</p> <p>Will experiment with mixing colours of paint.</p> <p>Recognise and begin to match environmental sounds to pictures</p>	<p>Opportunities to explore and experiment with paints</p> <p>Provide a range of mark making tools and places to create marks</p> <p>Take the children on listening walks</p> <p>Provide various materials, such as tubes, bottles, boxes</p> <p>Have time for group stories as well as 1-1</p> <p>Provide scarves during song time</p>
<b>40-44 months</b>	<p>Use materials for a purpose.</p> <p>Use small world props in simple stories with some narration.</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Create original stories with small world figures.</p> <p>Use mark making tools to make a range of enclosed shapes.</p> <p>Enjoy 'dancing' time with materials e.g. scarves, ribbons</p>	<p>Have a range of instruments available for children to explore</p> <p>Lead circle time around rhythms</p> <p>Set out props that can be linked to stories</p> <p>Adult-led activities around mark making and using tools</p> <p>Group song/singing time</p> <p>Song books for children</p>
<b>44-48 months</b>	<p>Speak in role in simple story telling.</p> <p>Join materials in a range of ways to make things for a purpose.</p> <p>Use mark making tools with control.</p> <p>Generate simple stories inspired by props.</p> <p>Use mark making tools to make very simple representational drawings.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p>	

**Curriculum overview 3-5 Years**

<b>Area of Learning: Expressive art and design</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>48-52 months</b>	<p>Stack, align and balance with bricks and blocks on a range of scales.            Draw familiar people from memory, with attention to detail.            Enact domestic routines and brief family narratives using props.            Create music using body percussion.            Know that if you mix colours, it can create a new colour.            Perform a small repertoire of short repetitive songs.            Know further action songs and story ring games by heart</p>	<p>Have a range of construction materials</p> <p>Demonstrate colour mixing</p> <p>Have a story of the week – story read more than one time</p> <p>Demonstrate making playdough</p> <p>Allow children to make playdough            Access to sand indoors and outdoors</p> <p>Painting 'real life things' e.g. flowers</p>
<b>52-56 months</b>	<p>Retell episodes from a known story in role or small world play.            Imitate rhythm patterns with instruments.            Recall ingredients we use to create playdough/            Speak and act in role, demonstrating recall of the jobs of key members of the community.            Retell episodes from a known story with dialogue using small world figures or puppets.            Use particular colours for a purpose.</p>	
<b>56-60 months</b>	<p>Move rhythmically on the spot and travelling, using hands or feet to mark the beat.            Make detailed and accurate observational drawings of natural found objects and living things, including matching colours.            Shape and mould wet sand with hand tools to create effects.            Generate simple oral and enacted narratives with role play props or small world.</p>	