

Neroche Primary School's Curriculum for 3- and 4-year-olds

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	Stage 1	Stage 2	Stage 3
Personal, Social and Emotional Development Building Relationships	<p>Interact appropriately with an adult involved in the play/game</p> <p>Share and take turns when playing with or alongside an adult.</p> <p>Become more outgoing with adults, in the safe context of their setting.</p> <p>To know adult's names.</p> <p>To complete a simple given activity or instruction with guidance and support from an adult.</p> <p>To take part in pretend play (being a mummy/daddy/doctor)</p>	<p>Interact and play with one other child, extending and elaborating play ideas.</p> <p>Share and take turns when playing with or alongside another child / other children.</p> <p>Become more outgoing and develop confidence in new social situations with adults and children, in the safe context of their setting.</p> <p>To know the names of familiar peers.</p> <p>To work as part of a class or team to achieve an outcome or simple given activity or instruction.</p> <p>To take part in pretend play by acting out different roles (being the Gruffalo, mouse, owl)</p>	<p>Interact and play with other children and or alongside an adult, extending and elaborating play ideas.</p> <p>Share and take turns when playing with a small group of children.</p> <p>Form positive relationships with adults and other children in the safe context of their setting.</p> <p>To use names of others to communicate and form relationships.</p> <p>Independently complete a simple given activity or instruction.</p>
Personal, Social and Emotional Development Managing Self	<p>Explore the classroom environment and access different activities of their interest. Experiment using different resources with an adult to model and reassure.</p> <p>Introduce school/class expectations/rules</p> <p>Follow the routines of the classroom</p> <p>Tidying up after an activity with an adult</p> <p>Learn the school routine – putting away belonging such as book bags and coats</p> <p>Understand how to transport equipment and resources safely including scissors, drink bottles, tools.</p>	<p>Select and use activities and resources, with help when needed. Adults to support and scaffold children to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Tidying up after an activity working alongside other children.</p> <p>Take themselves to the toilet with little support from adult (wiping, pulling clothes back up, buttons)</p> <p>Separate and transition into setting with ease and confidence. Follow the school routine by putting their belongings away with little reminding.</p>	<p>Encourage children to join in guided activities such as sewing, making animals. Some activities may pose challenge and require some independence.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Tidying up after their chosen activity</p> <p>Use the toilet independently</p> <p>Transition into school by leaving the adult that brings them and follow school routine with independence.</p>

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	<p>Express when they need the toilet and ask an adult for help</p> <p>Separate from main career with support and reassurance from adult.</p>		
Personal, Social and Emotional Development Self-regulation	<p>Identify basic feelings 'happy' 'sad' 'angry' 'tired'</p> <p>Approach activities alongside or with an adult for reassurance.</p> <p>Ask an adult for help when unsure or conflict arises.</p> <p>To establish clear boundaries and routines.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Approach new activities and observe or have a go themselves.</p> <p>To help find a solution to conflict by suggesting ideas to others or changing activity.</p> <p>Comply and understand why we have boundaries and routines to keep ourselves and others safe.</p>	<p>Talk about and understand how others might be feeling.</p> <p>To build self confidence and try new activities.</p> <p>Talk with others to solve conflicts.</p> <p>Interact appropriately in new social situations following boundaries and routines with little reminding.</p>
Physical Development Fine motor	<p>Use `scissors to make snips of paper.</p> <p>Begin to explore using one handed tools and equipment with scaffolding from an adult/ hand over hand help. eg: scissors, scoops, pipits, hammers.</p> <p>Begin to show a preference for a dominant hand.</p> <p>Use a spoon to scoop up their chosen snack with support.</p> <p>Use a safety knife when preparing snack with an adult.</p> <p>Use finger and thumb to pick up small objects.</p> <p>Point to illustrations and objects using index finger.</p> <p>Use pieces of chalk, pastels, paintbrush to make marks holding between finger and thumb.</p>	<p>Use scissors to cut materials eg: plants, tissue paper, straws.</p> <p>Use one handed tools and equipment safely.</p> <p>Show a preference for a dominant hand.</p> <p>Use a spoon carefully to scoop up their chosen snack.</p> <p>Use cutlery correctly during role play scenarios.</p> <p>Develop tripod grip to draw a picture and begin to form some letters, e.g. letters in their name, early set 1 sound.</p> <p>Use tweezers to pick up small objects.</p> <p>Use different sized painting tools to make strokes, lines and circular marks.</p>	<p>Use scissors to cut a straight line then curved lines</p> <p>Select the right resource to carry out their plan. Eg; spade for digging a hole, scissors for cutting string.</p> <p>Use one handed tool's skilfully using their dominant hand.</p> <p>Where appropriate eat independently using a knife and a fork.</p> <p>Use a comfortable tripod grip with good control to draw pictures and form some recognisable letters.</p> <p>Use a range of painting tools to paint a picture or make purposeful marks.</p> <p>Make arrangements, representations and models using different construction and malleable materials, e.g. making food creatures/from dough, vehicles, buildings.</p>

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	Explore using a range of large construction materials, e.g. wooden blocks, waffles, junk model materials.	Use smaller construction materials and malleable materials, e.g. duplo, poly M, small wooden bricks, loose parts, mobilo and other types of connect construction kits, playdough and junk model materials.	
Physical Development Gross motor	<p><u>Movement and rhythm</u> Run safely</p> <p>Walk steadily on both feet avoiding obstacles by turning or stepping over.</p> <p>Explore moving in different ways (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</p> <p>Make movement in response to music.</p> <p>Copy sequences and patters on movement which relate to music or rhythm, e.g. action songs, heads shoulders knees and toes</p> <p><u>Balancing and coordination</u> Cross arm over from left to right, right to left to touch different body parts.</p> <p>Use their feet to push themselves along on trikes</p> <p>Move whole body to avoid obstacles.</p> <p>Balance objects on different parts of their body, moving their body to balance, e.g. bean bag on shoulder, leg, back.</p> <p><u>Coordination with equipment</u> Use ribbons, flags, pompoms and streamers to wave and make large-muscle movements.</p>	<p><u>Movement and Rhythm</u> Follow given instructions as part of a game to move in different ways, e.g. Simon says slither, gallop, swim, trot.</p> <p>Squat and rise</p> <p>Follow and give instructions as part of a game to move in different ways on larger outside areas, e.g. crawl along a plank, walk along a beam, wade through grass, jump along the logs.</p> <p>Come up with their own ways of moving to follow a game or task, e.g. decide whether to run, walk or crawl across a plank depending on its height and width.</p> <p><u>Balance and coordination</u> Balance in different positions, yoga poses or gymnastic positions e.g. Pike, tuck, straddle, pencil roll, tuck roll.</p> <p>Begin to use the peddles when on a trike</p> <p>Jump off an object landing safely on 2 feet.</p> <p>Go up steps and stairs or climb up apparatus using alternate feet, e.g. make steps using wooden blocks and benches in hall.</p> <p><u>Coordination with equipment</u></p>	<p><u>Movement and rhythm</u> Moving confidently in a range of ways (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</p> <p>Change direction and speed, moving in different ways</p> <p><u>Balancing and coordination</u> Balance on one leg or hold a pose using arms to steady themselves in games, e.g. musical statues.</p> <p>Climb, balance and jump with control.</p> <p>Use the peddles and steering to negotiate trikes</p> <p><u>Coordination with equipment</u> Use a range of sports equipment to push, dribble and hit a ball from one place to another.</p> <p>Introduce children to simple team games which require turn taking and rules, e.g. dodge ball, tag, domes and dishes.</p>

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	<p>Roll a large ball and stop it using hand, e.g. pass around circle, skittles.</p> <p>Use large paint rollers to make marks, changing direction and gradually progress to use large paint brushes to make marks with water or paint on large sheets or along the fence, encourage body crossing.</p> <p>Use sticks, natural materials to roll through water, mud, paint to make marks.</p> <p>Kick, throw and catch a large ball</p>	<p>Throw and catch a weighted item, bean bag in games with an adult, e.g. bean bag in a hoop/bucket, over a balancing rope.</p> <p>Use a range of tools (paint brushes, chalk, dabbers, rollers) to make marks.</p> <p>Draw pictures using chalk.</p> <p>Kick, roll, throw and catch a ball in group games with an adult.</p>	
<p>Physical Development Health and self-care</p>	<p>Collect their own coat, bottle, bag, wellies when instructed by an adult, one item at a time</p> <p>Express when they need the toilet and ask an adult for help if required</p> <p>wash and dry hands independently</p> <p>understand why it is important to wash our hands and when throughout the day</p> <p>Eating with good manners in a group</p> <p>Select their own food during snack time</p> <p>Wash their own plate up and place their food waste and rubbish into the correct bins after snack</p> <p>Line up</p> <p>Importance of brushing teeth and personal hygiene</p>	<p>Put an apron or coat on and do zip up independently</p> <p>Dress and undress with little support (dressing up clothes)</p> <p>Keeping safe when out and about</p> <p>Awareness of sensible amounts of screen time</p> <p>The importance of exercise and different ways we can keep active.</p>	<p>Transition preparation for school starters</p> <p>Take shoes on and off independently</p> <p>Dress and undress independently (dressing up clothes)</p> <p>Use the toilet independently</p> <p>Learn about healthy and unhealthy foods and the importance of a balanced diet, e.g. its acceptable to have some treats. (link to growing and planting foods, making salads etc)</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language Listening, Attention and Understanding</p>	<p>Turns to look at an adult when their name is called and listens to the instruction.</p> <p>Stops and listens to an adult's instruction when asked to 'show me 5 then show me 10'</p> <p>Engages and listens to stories and non-fiction texts; recalls characters, setting, main principles and key information when 1:1 or in small groups.</p> <p>Responds to simple questions</p> <p>Follow simple instructions e.g. one thing at a time</p> <p>Engages in play with an adult for a period of time, responding back and forth.</p> <p>Uses familiar vocabulary from books to talk about what they have heard and describe the world around them.</p> <p>Enjoy listening to songs and rhymes. May develop favourites.</p> <p>Show they understand action words by pointing to the correct picture in a book</p> <p>Joins in with repetitive words and phrases</p> <p>Demonstrates they have understood what has been read by using key vocabulary in their play</p> <p>Listens carefully to songs and rhymes by beginning to copy actions and repeated phrases.</p>	<p>Makes good eye contact with the person speaking.</p> <p>Stops listens and responds to an adult's instruction when asked to 'show me 5 then show me 10'</p> <p>Listens and engages with longer stories and non-fiction texts read as a whole class, beginning to answer questions about what is happening and how things work.</p> <p>Shows an interest in illustrations and what is happening in the story by talking about the characters, setting and story structure.</p> <p>Begins to ask simple questions, 'what', 'where' 'who' 'when'</p> <p>Engages in play with other children for a period of time sometimes jumping between ideas</p> <p>Asks what unfamiliar vocabulary means</p> <p>Learns songs and rhymes confidently joining in during whole class and larger group session. Shows their enjoyment by reacting them in their play Can predict their own story ending.</p> <p>Recognises rhythm and rhyme and has fun with it.</p>	<p>Demonstrating listening behaviours by looking at the person speaking, sitting still and tuning into the speaker.</p> <p>Follows a question or an instruction which has two parts.</p> <p>Understands 'why' and 'how' questions</p> <p>Beginning to ask 'why' and 'how' questions to further their knowledge and understanding.</p> <p>Engage in story times and in non-fiction books by following along and joining in with repetitive words/phrases and answering questions.</p> <p>Retells familiar stories in their play by pretending to be characters or using resources</p> <p>Remains focused and engaged in an activity sustaining play for a longer period of time or until a task is complete</p> <p>Show understanding of new and familiar vocabulary through application in talk and play</p> <p>Sings a large repertoire of songs, rhymes and poems, joins in with repeated refrains and uses props and actions.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language Speaking</p>	<p>Developing communication with others by stopping, turning to face the person speaking giving eye contact</p> <p>Observes body language and begins to copy</p> <p>Puts four or more words together to give meaning or request an object</p> <p>Frequently asks questions</p> <p>Uses descriptive vocabulary to describe the world around them, including time, space and function</p> <p>Uses pronouns, plurals and prepositions.</p>	<p>Talk about their own experiences, describe and retell events</p> <p>Begin to learn new vocabulary.</p> <p>Uses speech to create roles in imaginative play.</p> <p>Beginning to use complete sentences in everyday talk</p> <p>Hold simple conversations with their peers and adults.</p> <p>Share and explain their opinion or point of view</p> <p>Answers simple questions</p> <p>Uses sentences of more than 6 words</p>	<p>Use talk to organise thinking and activities.</p> <p>Begin to use new learnt vocabulary in talk through planned opportunities.</p> <p>Talk with confidence and retell events using correct tenses</p> <p>Explain and clarify their ideas in play</p> <p>Use talk to express a point of view, negotiate and problem solve when they disagree with an adult or friend</p> <p>Use conjunctions to connect ideas</p> <p>Initiates conversations with adults and peers maintaining topic and continuing for many turns</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy Reading (word reading)</p>	<p>Understand print has meaning and different purposes</p> <p>Identifies and talks about print around them, e.g. signs, logos, road signs.</p> <p>Name the parts of a book, e.g. the cover, the author, the page number, the title.</p> <p>Point to words in a book left to right, top to bottom.</p> <p>Understand and identify that a sentence starts with a capital letters and end in a full stop</p> <p>Handle books independently holding the correct way up, turns pages, talk about illustrations</p> <p>Point to some short words and some longer words in a book</p> <p>Identifies the initial letter of their name</p>	<p>Uses print in play, e.g. menu, shopping list, receipt, recipe</p> <p>Notices and uses environmental print in their play, e.g. road signs, logos, numbers</p> <p>Identifies their name</p> <p>Begin to identify and read set 1 sounds following RWI programme</p> <p>Can hear the initial sound in a spoken word</p>	<p>Hearing and saying initial sounds in words</p> <p>Begin to recognise GPC</p> <p>Oral blending and segmenting cvc words</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy Reading (comprehension)</p>	<p>Listens to and identifies different sounds in the environment</p> <p>Listen and join in with rhymes and songs</p> <p>Listen to stories and join in with repetitive refrains.</p> <p>Identify rhyme in spoken words</p> <p>Make up rhymes by changing words</p> <p>Spot and suggest rhymes</p> <p>Count and clap out rhythms and syllables in words, e.g. clap the syllables in their name</p> <p>Describe parts of a story they have heard; setting, characters, events.</p>	<p>Recall and discuss stories or information (non-fiction) that has been read to them.</p> <p>To use new vocabulary which has been influenced by their experience of books</p> <p>Invent their own story's based on ones they have been read</p>	<p>Recognise words with the same initial sound, e.g. sun, sausage, snake</p> <p>Engage in extended conversations about stories and non-fiction texts in detail.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy Writing</p>	<p>Make marks using a range of tools, pens, paint, chalk, water etc.</p> <p>Sometimes gives meaning to the marks they make and see</p> <p>Traces vertical, wavy and zigzag lines</p>	<p>Write letters in their name</p> <p>Begin to form some set 1 sound letters following the RWI letter formation rhymes</p> <p>Forms marks with meaning</p> <p>Distinguishes between the different marks they make</p> <p>Forms vertical, wavy and zigzag lines with control</p> <p>Traces anti clockwise lines</p>	<p>Write letters in the correct order to spell their name</p> <p>Begin to use correct letter formation for lowercase letters, in line with RWI</p>

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Mathematics Progression based on https://www.ncetm.org.uk/in-the-classroom/early-years/	Cardinality and Counting		
	Begins to say numbers in order, some of which are in the right order (ordinality) May engage in counting-like behaviour in play and saying some numbers in sequence, e.g. 1,2,3 In everyday situations, takes or gives two or three objects from a group	Beginning to notice numerals (number symbols) Beginning to count on their fingers. May enjoy counting verbally as far as they can go Uses some number names and number language within play	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. May show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings
	composition		
			Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
	Comparison		
	Responds to words like lots or more	Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
	Pattern		
	Becoming familiar with patterns in daily routines Joins in with and predicts what comes next in a story or rhyme Beginning to arrange items in their own patterns, e.g. lining up toys	Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines	Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next
Shape and Space			
Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements Enjoys filling and emptying containers	Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Chooses puzzle pieces and tries to fit them in	Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names	

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	Investigates fitting themselves inside and moving through spaces	Recognises that two objects have the same shape Makes simple constructions	Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks
	Measure		
	Shows an interest in size and weight Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Beginning to understand that things might happen now or at another time, in routines	Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time	In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories
Understanding the World Past and Present	Talk about themselves Talk about past events that they have experienced e.g. peers houses, visits at the weekend, holidays they have enjoyed. Talk about photos and pictures of familiar people, e.g. family and friends Talk about who they live with Understands that some things exist and then they are gone, e.g. bob ate a biscuit	Talk about their immediate friend and families Talk about different jobs that are familiar to them, e.g. mummy is a vet she looks after animals. Recognise that some things have changed over time. Look at and discuss pictures/ photos of themselves as a baby and now they are older, photos showing familiar places, objects, machines, clothing taken in the past.	Listen to stories about fictional and non-fictional characters from the past and present. Talk about extended members of their family, e.g. cousins, auntie who lives in another country Know that things happened before they were born Asks questions about things that happened in the past, e.g. dinosaurs
Understanding the World People, Culture and Communities	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Is interested in photographs of themselves and other familiar people and objects Enjoys stories about people and is interested in photographs of themselves with these.	Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others	Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors

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			Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Understanding the World The Natural World	<p>Identify the changes that take place in the natural world in the autumn and winter.</p> <p>Know how the changing seasons affects their own behaviour, experiences and needs e.g. longer nights, needing to wear warmer clothing, turning on the heating.</p> <p>Explore collections of natural materials, e.g. shells, pebbles, bark, pinecones</p> <p>Use all senses to explore the natural world around them</p> <p>Use descriptive vocabulary to talk about what they observe</p> <p>Investigate and make arrangements with natural materials</p> <p>Explore different technology that supports children to investigate the world around them, e.g. magnifying glass, binoculars, wind up torch shadows, cogs, tablets to take photos.</p> <p>Remembers where objects belong outside</p>	<p>Identify the features in the natural world of winter and spring.</p> <p>Notices detailed features of objects in their environment</p> <p>Can talk about some of the things they have observed and experienced such as plants, animals, natural and found objects</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Explore making and feeling different forces, e.g. pushing water with plastic boat, stretch elastic band, snap twig, magnets</p> <p>Use vocabulary related to the exploration of forces</p> <p>Describe and explore man made materials</p> <p>Talk about the use of forces on everyday objects, machinery. E.g. retracting door, boats, trains, gravity, aeroplanes.</p>	<p>Identify the features in the natural world of spring and summer.</p> <p>Explore plants in their immediate environment. Plant seeds to watch how they grow and make observations over time, e.g. verbalising what they can see, taking photos etc.</p> <p>Watch how things change over time, e.g. an apple core going brown, ice cubes melting, eggs cooking.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things, e.g. share stories about the environment, climate change, habitat erosion etc.</p>

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<p>Expressive Arts and Design Creating with materials</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Adult suggestions to support their developing ideas.</p> <p>Children to draw from their imagination and observations, using shapes and lines to express their thinking.</p> <p>Explore instruments in free play.</p>	<p>Develop their own ideas and then decide which materials to use to express them, with adult support to offer suggestions.</p> <p>Begin to create closed shapes to represent objects, with adult support and guidance, helping to add details</p> <p>Explore instruments with adults, copying sounds.</p>	<p>Join different materials with an understanding of how to secure them together without adult support.</p> <p>Independently create closed shapes with continuous lines and begin to use these shapes to represent objects. Spending sustained time on these activities with independence (although some adult support will still be required and appropriate for this stage). 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. Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>Expressive Arts and Design Being Imaginative and Expressive</p>	<p>Listen with increased attention to sounds.</p> <p>Remember lines from songs/rhymes, increasingly joining in with group singing.</p> <p>Respond to sounds, e.g. music, by moving body in their own way</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Join in with group singing, beginning to match the pitch sung by another person. Start to use known songs to create their own music.</p> <p>Respond to sounds with increasing control, e.g. following an adults actions</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Take part in active listening activities. E.g. listening whilst painting or drawing, or whilst moving.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know.</p> <p>Respond to sounds by creating a dance with certain moves</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Begin to engage in imaginative play alongside other children engaged in the same theme.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title Possible key learning emphasis to facilitate progression (alongside children's interests)	All about me/starting school New beginnings Harvest Autumnal changes People who help us	Festivals and Celebrations Diwali Bonfire night Remembrance Winter Christmas	Toys New Year Valentine's Day Pancake Day Superheroes Teddies Vehicles	Fantasy and Adventure (Storytelling) Signs of Spring Mothering Sunday Easter Superheroes Traditional tales	Science and investigation Growing plants Animals Insects Dinosaurs Changes	Places Seaside Summer Transition to Yr1 Food around the world Our environment