



Our curriculum for 3 and 4 year continues to focus on the three **Prime Areas** of the EYFS: Personal, Social and Emotional Development, Communication and Language, and Physical Development.

We continue to **prioritise** these areas as they form the foundations for all future learning and understand the importance of the developing skills of the **specific areas**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	By the end of Nursery most Pre-Reception children should:
PSED - These statements are split but can apply throughout the year							
Self-Regulation	Begin to recognise basic feelings (happy, sad) and express needs with adult support Follow simple rules with reminders Begin to notice others during play	Begin to name feelings (happy, sad, cross) Follow simple rules with increasing consistency Begin to understand that others have feelings	Express a wider range of feelings (happy, sad, angry, worried) Begin to follow rules with some understanding of why Start to respond to others' feelings	Talk about feelings and begin linking them to experiences Follow rules with less prompting Begin to use simple strategies to manage emotions	Express feelings clearly and begin to manage them appropriately Follow rules independently in familiar situations Show understanding of others' feelings	Talk confidently about feelings and begin to regulate behaviour Consistently follow and remember rules without reminders Respond appropriately to others' feelings	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive. Understand gradually how others might be feeling. Select and use activities and resources, with help when needed.
Managing Self	Begin to attempt self-care routines (e.g. coat, handwashing) with support Choose activities with adult guidance Begin to follow simple routines	Show growing independence in self-care (e.g. coat, hygiene with reminders) Begin to select activities more independently Follow familiar routines with less support	Show increasing independence in dressing and hygiene Begin to choose resources to achieve a goal Show some persistence in activities	Manage most self-care routines with minimal support Select and use resources with increasing independence Begin to make simple healthy choices	Be mostly independent in self-care routines Show persistence in achieving goals Make healthy choices with growing independence	Show independence in all self-care routines including toothbrushing Independently select and use resources to achieve goals Consistently make healthy choices	This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.



Nursery Skills Development Progression (3 and 4 Year Olds)

Building Relationships	Play alongside others (parallel play) Begin to engage with familiar adults Start to take turns with support	Begin to play with others for short periods Take turns and share with adult support Build relationships with familiar peers	Play with one or two others, extending play ideas Begin to be assertive (e.g. "stop", "mine") Show confidence with familiar people	Engage in cooperative play Begin to resolve simple conflicts with support Show awareness of others' feelings	Play collaboratively, extending play ideas Begin to negotiate roles and share ideas Use talk to help resolve conflicts with support	Sustain cooperative play with multiple peers Resolve conflicts through discussion and compromise Show confidence with both familiar and unfamiliar people	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. Talk with others to solve conflicts
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Communication and Language

Listening, Attention and Understanding	Listen to short stories and enjoy familiar rhymes Attend to adult-led activities for short periods Begin to understand simple instructions (one step) Respond to familiar words and simple questions	Listen to longer stories and begin to recall simple events Maintain attention for increasing periods during play and group time Understand and follow simple instructions more consistently Begin to respond appropriately to simple questions	Enjoy listening to longer stories and remember key parts Begin to pay attention to more than one thing at a time Understand and follow two-part instructions with support Begin to understand simple 'why' questions	Listen attentively to longer stories and recall much of what happens Maintain attention during activities while shifting focus when needed Understand and follow two-step instructions independently Respond to 'why' questions with simple explanations Begin to develop and understand a wider range of vocabulary	Sustain attention in a range of contexts, including group activities and play Pay attention to more than one thing at a time with increasing independence Understand a wider range of vocabulary linked to experiences and stories Follow two-step instructions consistently Answer 'why' questions with increasing detail	Enjoy and engage deeply with longer stories, recalling and discussing key events Sustain attention across extended activities and shift focus appropriately Confidently pay attention to more than one thing at a time Understand and respond accurately to two-part instructions in different contexts Use and understand a wide range of vocabulary Confidently understand and respond to 'why' questions, showing deeper thinking	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
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Speaking	Begin to join in with familiar songs and rhymes, copying words or actions Use single words and short phrases to communicate needs Begin to talk about familiar people or objects Start to use simple sentences (3-4 words)	Join in with a range of familiar songs and rhymes with increasing confidence Begin to talk about familiar stories and recall simple events Use sentences of 4-6 words more consistently Begin to start simple conversations with familiar adults	Sing a wider range of songs and remember key parts of rhymes Talk about familiar books and begin to retell parts of stories Use talk to join in and begin to organise play Begin to continue a short back-and-forth conversation Speech is becoming clearer, though some sounds may still be developing	Know and sing many rhymes and songs independently Retell familiar stories in simple sequences Use longer sentences (4-6+ words) to share ideas Begin to express a point of view (e.g. "I don't like that") Use talk to organise play with others (e.g. assigning roles) Pronunciation continues to develop (some sounds still unclear)	Sing a large repertoire of songs and rhymes confidently Tell longer stories based on familiar texts or experiences Start and sustain conversations with peers and adults Use talk confidently to organise play and explain ideas Begin to use language to explain disagreements or preferences Grammar is developing, though irregular forms may still occur	Confidently sing a wide range of songs and recall rhymes independently Tell longer, more detailed stories with a clear sequence Sustain conversations for many turns with adults and peers Express a clear point of view and begin to debate using language Use talk effectively to organise play, negotiate roles, and solve problems Use longer sentences consistently; speech is mostly clear though some sounds and complex words may still be developing	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'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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Physical Development

Gross Motor Skills	Explore movement in a variety of ways (running, walking, crawling, climbing) Begin to use large-muscle movements (e.g. waving arms, making big marks, simple dancing) Show developing balance when moving and stopping Begin to use equipment with support (e.g. balls, ride-ons).	Move with increasing control and coordination when walking, running, and climbing Begin to use balance bikes, trikes, or scooters with support Start to kick, throw, and roll balls Use large-muscle movements with more control (e.g. ribbons, painting, music) Begin to go up steps or climb using both feet (not yet consistently alternating).	Show improved balance when moving and during simple activities (e.g. stopping, starting) Begin to go up steps and climb apparatus using alternate feet Develop ball skills (throwing, catching, kicking with more control) Begin to join in simple group physical activities Start to explore movement to music	Move confidently in different ways (running, jumping, climbing, balancing) Begin to hop, stand on one leg briefly, or attempt simple poses Use large-muscle movements with purpose (e.g. streamers, mark-making) Take part in group games, beginning to follow simple rules Begin to link movements together (simple sequences)	Travel with confidence and skill, adjusting movement to space and equipment Skip, hop, stand on one leg and hold a pose with increasing control Show improved coordination in ball skills and riding equipment Begin to remember and repeat sequences of movements (e.g. dance, obstacle courses) Choose appropriate movements for tasks (e.g. crawl, walk, or run depending on space) Begin to work with others in physical play (e.g. moving large items with support)	Move confidently and safely with control, coordination, and balance in a range of ways Demonstrate a range of skills (skipping, hopping, balancing, climbing) with control Use and remember sequences and patterns of movement linked to music and rhythm Take part in group and team activities, cooperating with others Match physical skills to tasks independently (e.g. selecting how to move or what equipment to use) Collaborate with others to manage large items safely (e.g. planks, blocks) Choose and use appropriate resources to carry out their own physical plans	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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 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. Increasingly 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. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
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Fine Motor Skills	Begin to explore one-handed tools (e.g. mark-making tools, simple scissors with support) Use whole-hand grasp when holding tools (e.g. crayons, paintbrushes) Begin to develop hand strength through play (e.g. squeezing, building, playdough) Begin to attempt self-care tasks with support (e.g. putting on coat) Start to feed themselves using fingers or a spoon	Use one-handed tools with increasing control (e.g. making snips in paper with scissors) Begin to show a preference for a dominant hand Hold mark-making tools with more control (emerging tripod or modified grip) Begin to use a spoon and attempt using a fork Take part in dressing routines with support (e.g. putting arms into coat sleeves)	Use one-handed tools confidently (e.g. scissors, paintbrushes, tools in play) Show a clearer dominant hand preference Begin to hold a pencil with a more controlled grip (modified tripod developing) Start to use a fork and begin learning to use a knife with support Show increasing independence when dressing (e.g. pulling up trousers, attempting zips)	Use tools with improved control and accuracy (e.g. cutting along lines, controlled mark-making) Hold pencils with a comfortable grip and increasing precision Use knife and fork with growing independence Manage some dressing and undressing tasks independently (e.g. coat, shoes) Develop hand strength and coordination for more detailed tasks	Use a range of one-handed tools with good control and confidence Consistently use a dominant hand Hold a pencil with a secure and comfortable grip, showing good control Eat independently using a knife and fork Be mostly independent when dressing and undressing (including simple fastenings)	Use tools and equipment with accuracy and control (e.g. cutting, drawing, construction) Demonstrate a secure, comfortable pencil grip suitable for early writing Show well-developed hand strength and coordination for detailed tasks Eat independently and with confidence using a knife and fork Be independent in dressing and undressing, including managing zips and simple fastenings	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
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Literacy

Comprehension	Enjoy sharing books with adults and explore books independently Begin to understand that books carry meaning Join in with repeated phrases in familiar stories Begin to talk about pictures and familiar characters	Recognise that print has meaning and is linked to stories Begin to identify parts of a book (e.g. front cover, pages) Talk about familiar stories with simple comments Begin to learn and use new vocabulary from stories	Understand how to handle books correctly (turning pages, following sequence) Begin to understand that print carries meaning and is read in order Talk about key events in stories Engage in short conversations about stories with adult support Begin to use new vocabulary in play and discussion	Understand key concepts of print (e.g. page sequencing, parts of a book) Begin to recognise that print can have different purposes (e.g. stories, labels) Follow the flow of a story (beginning, middle, end) Engage in longer conversations about stories Use a wider range of vocabulary linked to stories and experiences	Understand that we read English text from left to right and top to bottom Recognise different types of print in the environment (e.g. signs, labels) Talk about stories in more detail, recalling key events and characters Engage in extended conversations about stories with some support Use new vocabulary from stories in different contexts	Secure understanding of the five key concepts of print: print has meaning, parts of a book, different purposes of print, page sequencing, direction of reading (left to right, top to bottom) Engage in extended conversations about stories independently Use a wide range of vocabulary learned from stories Explain ideas, events, and characters from stories in their own words	Understand the five key concepts about print: - print has meaning, names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary.
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Word Reading	Join in with rhymes and rhythmic patterns in songs and stories Begin to notice sounds in the environment (e.g. instruments, body percussion) Show awareness of rhyme through repetition (joining in, copying) Begin to listen to and distinguish different sounds	Recognise and join in with familiar rhymes Begin to identify when words rhyme (e.g. cat/hat) Clap along to syllables in familiar words with adult support Begin to notice initial sounds in words during play and routines	Spot and suggest rhymes in familiar contexts Clap syllables in simple words (e.g. names, objects) Recognise words that start with the same sound (e.g. m for mummy) Begin to orally segment simple sounds in words	Confidently recognise and suggest rhyming words Count and clap syllables in a range of words Identify initial sounds in words more consistently Begin to group words by initial sound	Independently spot and generate rhymes Clap and count syllables in longer words Recognise and match words with the same initial sound Begin to orally blend sounds in simple words	Securely spot and suggest rhymes in different contexts Confidently count and clap syllables in a variety of words Recognise and group words with the same initial sounds (e.g. money, mother) Begin to apply phonological awareness skills in early reading and play	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
Writing	Engage in mark-making during play (e.g. drawing, scribbles, lines) Begin to give meaning to marks (e.g. "this says mummy") Explore making different marks using a range of tools Begin to understand that marks can represent ideas	Continue to give meaning to marks in different contexts (e.g. role play, drawing) Begin to make controlled marks (lines, circles, shapes) Show awareness that writing carries meaning Begin to attempt marks that resemble letters	Use mark-making to represent ideas and experiences Begin to use some familiar letters or letter-like shapes Start to use print in play (e.g. lists, signs) with adult modelling Begin to recognise letters in own name	Use some print and letter knowledge in early writing (e.g. writing initial sounds like 'm' for mummy) Begin to write some letters from their name Create simple representations of writing in play (e.g. labels, lists) Show increasing control in letter formation	Write some or all of their name with support Use letters and marks to represent sounds in words Begin to write for a purpose (e.g. lists, cards, labels) Form some recognisable letters	Write some or all of their name independently Write some letters accurately and with clear formation Use their developing print and letter knowledge in writing (e.g. initial sounds, simple words) Write for a range of purposes in play and adult-led activities	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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.



Maths

Number	Join in with number rhymes and counting songs Begin to recite numbers in order (not always accurately) Show interest in counting objects during play Begin to notice small quantities (e.g. 1-2 objects) Begin to use fingers to represent small numbers	Recite numbers in order to 5 with increasing accuracy Begin to count objects, touching each item (not always accurate one-to-one) Recognise small quantities up to 3 without counting (early subitising) Begin to match numbers to fingers (up to 3-5) Begin to explore numbers through marks and symbols	Recite numbers beyond 5 Count up to 5 objects with increasing accuracy (one-to-one correspondence developing) Securely subitise up to 3 objects Begin to understand that counting tells "how many" (early cardinal principle) Show finger numbers up to 5	Count up to 5 objects accurately, saying one number for each item Understand that the last number counted represents the total (cardinal principle) Link some numerals to amounts up to 5 Continue to subitise up to 3 confidently Experiment with marks, symbols, and numerals to represent number	Recite numbers beyond 5 with confidence Count sets of objects accurately up to 5 and beyond Link numerals and quantities up to 5 Show finger numbers confidently up to 5 Begin to solve simple real-world problems (e.g. sharing, adding one more)	Securely count objects with one-to-one correspondence Demonstrate understanding of the cardinal principle (knowing "how many") Confidently link numerals and amounts up to 5 Subitise small quantities quickly (up to 3) Use marks, symbols, and some numerals to represent numbers Solve real-world mathematical problems involving numbers up to 5	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
Numerical Patterns	Join in with number rhymes and repeated patterns (e.g. "1,2,3") Begin to count small sets of objects (up to 3) Notice simple patterns in the environment (e.g. repeating colours, actions) Begin to use language such as "more" in play	Count objects accurately up to 3-5 Begin to notice when quantities are the same or different Join in with simple repeating patterns (e.g. clap, tap, clap) Begin to use language such as "more" and "lots"	Count objects accurately up to 5 and begin to extend to 10 Compare small quantities using "more" and "less" Begin to copy and continue simple repeating patterns Begin to recognise changes in quantity (e.g. one more)	Count reliably up to 10 Compare quantities within 5 using "more" and "fewer" Continue, copy, and create simple repeating patterns Begin to explore patterns in number sequences (e.g. counting forwards)	Count accurately to 10 and beyond in different contexts Compare quantities confidently within 5 (more, fewer, same) Create and describe simple patterns (e.g. AB patterns) Begin to solve simple problems involving number patterns and changes	Count reliably to 10 and beyond with increasing confidence Compare quantities and explain which is more, fewer, or the same Recognise, create, and extend patterns independently Solve simple problems involving numbers and patterns (e.g. one more/one less, sharing)	



Shape, Spatial Awareness, Spatial Reasoning & Measure <i>(We include it in our curriculum because it builds early mathematical understanding and helps children make sense of the world through space, shape and measure.)</i>	Explore shapes through play (e.g. building, puzzles, sorting) Begin to recognise simple shapes in the environment (e.g. circle, square) Explore space through movement (e.g. going under, inside, on top) Begin to use simple positional language (in, on, under) Notice differences in size (big/small) through play Explore capacity and measure through sensory play (e.g. filling, emptying)	Recognise and name some 2D shapes (e.g. circle, square, triangle) Begin to use positional language more consistently (in, on, under, next to) Explore how objects fit together (e.g. construction, puzzles) Compare size using simple language (big/small, tall/short) Begin to explore weight and capacity (heavy/light, full/empty)	Talk about shapes in the environment and begin to describe them Use positional language in play (e.g. behind, next to) Begin to solve simple spatial problems (e.g. fitting pieces, building structures) Compare objects by size and length (e.g. longer/shorter) Begin to notice patterns and arrangements in space	Recognise and describe shapes using simple properties (e.g. sides, corners informally) Use a wider range of positional language (e.g. behind, in front of, next to) Begin to build and create with purpose, solving spatial problems Compare and order objects by size (e.g. smallest to biggest) Explore measure through everyday play (e.g. filling, pouring, comparing capacity)	Talk about and select shapes for a purpose (e.g. building, creating pictures) Use positional language confidently to describe location and movement Solve spatial problems through construction and play (e.g. how to make structures stable) Compare and describe size, length, weight, and capacity using appropriate language Begin to understand time in simple terms (e.g. now/next, routines)	Recognise and describe common 2D shapes confidently and begin exploring 3D shapes Use positional and directional language in a range of contexts Demonstrate spatial reasoning by planning, building, and adapting structures Compare, order, and describe objects by size, length, weight, and capacity Use everyday language related to time (e.g. before, after, daily routines) Apply shape, space, and measure understanding to solve real-world problems	Recognise and name common 2D shapes confidently Create and continue simple patterns Use shapes to represent ideas and objects in play Use a wider range of positional language Describe routes, positions and movements during play Navigate spaces confidently and safely Follow and give simple positional instructions Plan and build more complex structures Solve spatial problems independently during play Predict how objects will fit, balance or move Use reasoning when constructing, arranging or transporting objects Compare length, height, weight and capacity using comparative language Use language such as taller, shorter, heavier and longer Begin to sequence familiar events and routines Explore measuring through practical play experiences
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Understanding the World

Past and Present	Talk about themselves and familiar people (e.g. family members) Begin to describe simple events from their own experiences Recognise that they have done things in the past (e.g. "I went to the park")	Talk about their immediate family and people who are important to them Recall and share simple past experiences (e.g. birthdays, celebrations) Begin to use basic time-related language (e.g. now, before)	Begin to make sense of their own life story (e.g. baby → now) Talk about past events in their lives with more detail Begin to understand that things change over time (e.g. growing up)	Talk about their family and begin to understand that families have histories Share and discuss past experiences in more detail Begin to sequence events (e.g. what happened first, next)	Show awareness of how they have changed over time (e.g. what they could do before vs now) Talk about significant events in their lives and family experiences Begin to use simple sequencing language (e.g. first, then)	Begin to make sense of their own life story and their family's history Talk about past events in a clear sequence Understand that people, families, and things change over time Use a range of time-related language to describe events (e.g. before, after, then, now)	Begin to make sense of their own life-story and family's history.
People, Culture and Communities	Show curiosity about different jobs people do in their family, school and local area. Notice that people are similar and different in appearance, interests and abilities. Begin to talk about countries they have heard of or seen in books/photos.	Talk about a range of occupations and what people might do in their jobs. Show respectful attitudes when noticing differences between themselves and others. Recognise that people live in different countries and describe simple differences seen in images (e.g. weather, clothes, buildings).	Describe what different workers do and why their jobs are important. Continue developing positive language when talking about differences between people and families. Compare their own environment with a place in another country using photos or stories.	Begin to explain what people do in different occupations and how they help others. Talk confidently about similarities and differences between people, showing respect and acceptance. Identify some differences between countries (food, homes, transport, landscapes) from experiences or media.	Explore a wider range of occupations and begin to link jobs to community needs. Show understanding that differences between people make communities stronger and more interesting. Talk about different countries in more detail, using photos or stories to compare lifestyles and environments.	Discuss how different occupations contribute to society and the world around them. Consistently demonstrate positive attitudes towards diversity and difference. Make simple comparisons between countries and express what they have learned about the wider world.	Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Nursery Skills Development Progression (3 and 4 Year Olds)

The Natural World	Use all their senses to explore natural materials such as leaves, stones, water, sand and soil. Begin to explore collections of materials, noticing simple similarities and differences. Talk about what they see and feel using basic but growing vocabulary (e.g. rough, smooth, wet, dry).	Explore a wider range of natural and man-made materials, noticing different properties. Talk about what they see using a wider vocabulary (e.g. shiny, soft, hard, heavy, light). Begin to explore how simple objects work (e.g. pushing, pulling, winding toys).	Compare materials and describe differences between them in more detail. Notice and talk about changes they observe (e.g. melting, freezing, wet/dry changes). Explore how things work through hands-on investigation and experimentation.	Plant seeds and begin to care for growing plants, noticing what they need to survive. Talk about what they observe as plants grow and change over time. Begin to understand that living things grow and change.	Understand key features of the life cycle of a plant and an animal through observation and stories. Continue to care for living things and talk about what they need to survive. Begin to recognise similarities and differences between living things.	Begin to understand the importance of respecting and caring for the natural environment and all living things. Explore and talk about different forces they can feel (e.g. push, pull, wind, water). Consolidate understanding of materials, changes, and living things through discussion and exploration.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. 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. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Expressive Arts and Design							
Creating with Materials	Take part in simple pretend play, using objects to represent something else. Explore different materials freely to develop ideas about what to make. Begin to use small world resources to create simple stories. Use materials with increasing confidence in free exploration.	Begin to develop complex stories using small world equipment (animals, dolls, figures). Make imaginative small worlds with blocks and construction kits. Develop their own ideas and decide which materials to use. Talk about their creations and ideas with increasing detail.	Join different materials and explore different textures. Explore different materials to see what they can do and how they can be used. Select materials with increasing purpose. Begin to refine ideas through experimentation.	Create closed shapes with continuous lines. Begin to use shapes to represent objects. Draw with increasing complexity and detail (e.g. facial features). Use drawing to represent ideas such as movement or sound..	Show different emotions in drawings and paintings (happy, sad, fear etc.). Explore colour and colour mixing. Use drawing and painting to express ideas and feelings. Develop control when using tools and materials.	Develop their own ideas and choose materials to express them. Combine materials, textures and techniques with increasing control. Create more detailed drawings and constructions based on ideas. Talk about and evaluate their creations.	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 houses etc. 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. 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, like happiness, sadness, fear etc. Explore colour and colour- mixing.



Nursery Skills Development Progression (3 and 4 Year Olds)

Being Imaginative and Expressive	Listen with increased attention to sounds. Respond to what they have heard, expressing thoughts and feelings. Show awareness of sounds in the environment and in music.	Remember and sing entire songs. Join in with familiar songs and rhymes. Sing in a group or on their own, increasingly matching pitch.	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape of familiar songs (up and down). Develop control of voice when singing.	Create their own songs or improvise a song around one they know. Use voice creatively in role play and storytelling. Experiment with rhythm and sound patterns.	Play instruments with increasing control to express feelings and ideas. Explore how sounds can be changed (loud/quiet, fast/slow). Select instruments for different effects in play or performance.	Use a range of musical skills in combination (singing, playing, movement). Express ideas and feelings through music and performance. Respond to music in creative and imaginative ways.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. • 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. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
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