



**Key:** Green = 3 & 4 Years  
Black = Children in Reception

**Enrichment activities/ WOW moments**  
School Centenary celebrations, Autumn walk, tasting exotic fruit.

**Personal, Social and Emotional Development**

**Self-Regulation/ Managing Self/ Building Relationships:**

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Manage their own needs.

**Communication and Language**

**Listening, Attention and Understanding/ Speaking**

- Listen to longer stories and remember much of what happens.
- 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?"
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- 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.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and participate in activities to explain how things work and why they might happen.
- Engage in story time.
- Listen to and talk about stories to build familiarity and understanding.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

**Physical Development**

**Gross Motor Skills/ Fine Motor Skills:**

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- 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.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Use one-handed tools and equipment, 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.
- 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, activities and toothbrushing.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

**Theme**  
**Feeling and Emotions**

**Literacy**

**Comprehension/ Reading/ Writing**

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- 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 sounds, such as mother and money
- Engage in extended conversations about stories, learning new vocabulary.
- 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.
- Blend sounds into words.

**Mathematics**

**Number/ Numerical Patterns**

- 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.
- Talk about and explore 3D shapes
- mathematical language: 'sides', 'corners', 'straight', 'flat'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

**Understanding the World**

**Past and Present/ People, Culture and Communities/ The Natural World**

- 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.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

**Expressive Arts and Design**

**Creating with materials/ Being imaginative and Expressive**

- 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.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing
- Play instruments with increasing control to express their feelings and ideas.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

**Cultural Capital:** Visit a park, create a giant art rainbow, run in the rain and splash in puddles.

Identifies learning objectives for adult led activities and possible focus for planned child-initiated learning. Ensures coverage. Statements taken from Development Matters, September 2021