

Windmill Nursery Curriculum Progression 2023-24 (Development Matters statements for 3-4 year olds)

	Term 1 and 2	Term 3 and 4	Term 5 and 6	Reception
Let's find out about....	Nursery and Celebrations	Patterns and Change	Storytelling and Movement	Where are children going?
3-4 year olds will be learning to...				ELGs
<p>talk and listen to others</p> <p>CAL</p>	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time • Understand a question or instruction that has two parts, • Develop their communication, • Develop their pronunciation • Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • 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 longer sentences of four to six words. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>be happy and a good friend</p> <p>PSED</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Talk with others to solve conflicts. • Understand gradually how others might be feeling 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

				<p>Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</p>
<p>move and stay healthy</p> <p>PD</p>	<ul style="list-style-type: none"> • 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.. • Go up steps and stairs, or climb up apparatus, using alternate feet. • 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. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

<p>explore numbers, shapes and patterns</p> <p>MD</p>	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. <p>Compare quantities using language: 'more than', 'fewer than'.</p> <ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle etc. • Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually • Recite numbers past 5 • Show 'finger numbers' up to 5 • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof 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. • Notice and correct an error in a repeating pattern. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' 	<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind' • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... • Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	<p>Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>make marks and love stories</p> <p>Lit</p>	<p>Understand the five key concepts about print: - print has meaning - the 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</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<p>Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with</p>

				<p>their phonic knowledge, including some common exception words.</p> <p>Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>
<p>find out more about the world</p> <p>UW</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore how things work • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. 	<ul style="list-style-type: none"> • 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. • Talk about the differences between materials and changes they notice. • Explore collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue developing positive attitudes about the differences between people. 	<p>Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>

<p>be creative and imaginative</p> <p>EAD</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, 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. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects... • Explore colour and colour-mixing • 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. • Use drawing to represent ideas like movement or loud noises. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • 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 • 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. 	<p>Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p> <p>• Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>
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