



East Brent C of E Academy - Curriculum Overview 3 -4 year olds

Area of learning	Autumn	Spring	Summer
Communication and language	I can shift from one task to another if you fully obtain their attention, for example, by using their name?	I enjoy listening to stories and can remember much of what happens	I know many rhymes, I can talk about familiar books and to be able to tell a long story.
	I am beginning to pay attention to more than one thing at a time.	I am able to pay attention to more than one thing at a time which can be difficult.	I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.
	I can use talk to organise themselves and their play: 'Let's go on a bus...'	I can start a conversation and continue it for many turns.	I can use sentences and join them 'because', 'or', 'and'? e.g. I like ice cream because it makes my tongue shiver.
	I am beginning to use a wide range of vocab	I can use a wide range of vocab linked to stories, topic, maths and the world around them	
	I enjoy listening to stories	Around the age of 4, is the child using sentences of 4 to 6 words - " I want to play with the cars" or "What's that thing called?"	I can use future and past tense: 'I and going to the park" and "I went to the shop."
	I can sing a repertoire of songs based around simple nursery rhymes		
	I can start a conversation with an adult or a friend	I can answer simple 'why' questions?	

Personal, Social and Emotional Development	I can play with one of more children	I can show more confidence in new social situations.	I can develop appropriate ways of being assertive
	I become more outgoing with unfamiliar people, in the safe context of my setting	I can play with one or more children, extending and elaborating play ideas.	I can find solutions to conflicts and rivalries. E.g. accepting that not everyone can be spider man.
	I am developing my sense of responsibility and membership of a community.	I can remember rules without needing an adult to remind me.	I can talk with others to solve conflicts
	I can select and use activities and resources with help when needed.	I can understand how others might be feeling	I can take part in other pretend play with different roles - being the gruffalo
	I am increasingly able to follow rules, understanding why they are important	I can play alongside others.	
	I can talk about my feelings using words like 'happy, sad, angry or worried.'	I can take part in pretend play e.g. mummy and daddy	
	I can sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'		
	I can settle to some activities for a while?		

Physical development	I can go up steps and stairs or climb on apparatus, using alternate feet	Continue to develop their movement. balancing, riding (scooters, trikes and bikes and ball skills.	I can skip, hop stand on one leg and hold a pose for a game like musical statues
	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I am beginning to eat independently and using a knife and fork	I can remember sequences and patterns of movements which are related to music and rhythm.
	I can use one handed tools and equipment making snips in paper	I can use one handed tools to cut out shapes and lines in paper	I can decide which is the best way to travel e.g. crawl through a tunnel
	I can use a comfortable grip with good control	I can choose the right resources to carry out my own plan.	I can cut out my own shapes
	I can make good food choices about food, drink, activity and toothbrushing	I am beginning to use the pincer grip to mark make I can put my coat on and begin to do it up	I can work as part of a team such as moving a long plank safely, carrying large hollow blocks

	I can start eating independently	I can take part in some group activities.	I can put on my coat on and do it up independently.
	I can take off my coat and hang it up	I am showing a preference for dominant hand	
	I can meet my own care needs - washing and drying my hands - beginning toilet routine	I am becoming more independent with my own care needs, brushing my teeth, using the toilet, washing and drying hands thoroughly.	

Literacy	I understand that print has meaning	I can name different parts of the book, pages, front cover and back cover. Looking at the author	I understand the 5 key concepts of print
	I can write some letters accurately - first letter of their name	I am developing hand control - drawing people each term.	I can talk in sentences about books I've listened to or read.
	I can recognise the front cover of the book and to be able to name it. Look at page numbers.	I can turn the pages in the correct order.	I can engage in extended conversations about stories, learning new vocabulary.
	I can explore different purposes of print, shopping lists, instructions etc.	I am happy to explore books independently.	I can use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name
	I can use some of my print knowledge in my early writing	I can look at picture books and help adults to tell the story.	
	I can listen to rhyming stories and hear the rhyming words individually.	I can spot rhyming words/patterns?	I can write my name
	I can count or clap syllables in a word? Ja -son adult modelled	I can count or clap syllables in a word?	I can write some other letters from the alphabet independently
	I can engage in extended conversations about stories, learning new vocabulary. I can share a range of books which reflect diversity. Adults to model language and explain new words.	I can write some of the letters in their name	I can find rhyming pairs, add to the rhyming words. Can they change a song and end with a rhyming word? Twinkle, twinkle?
Mathematics	I can recognise 3 objects without counting them		
	I can recite numbers past 5	I can recite numbers past 5. I can use in playing experiences as well as adult led.	I can recite numbers past 5. (to 10) I can use in playing experiences as well as adult led.
	I can count with 1:1 correspondence to at least 5	I can count with 1:1 correspondence to at least 10 when objects are in a line	Count with 1:1 correspondence to at least 10 by moving them myself
	I know that the last number I count is the number of objects I have.	I can explore number mark making	I can show fingers up to 5 moving up to 10 I can count and match to 5 moving up to 10
	Solve real world mathematical problems with numbers up to 5. Adults to model I have 2 plates and I need some more how many more...	Solve real world mathematical problems with numbers up to 5. Children to begin to solve practical problems at snack time etc.	I can experiment with their own symbols and marks as well as numerals. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
	I can compare quantities using language: 'more than', 'fewer than'.	I can begin to solve who has the most crackers, least etc	Solve real world mathematical problems with numbers up to 10.
	I can begin to talk about and explore 2D (for example, circles, rectangles, triangles) using informal and	I can talk about and explore 2D shapes and to begin to talk about 3D shapes (for example, circles, rectangles, triangles	I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and

	<p>mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Use shape silhouettes for children to match up at tidy up time.</p>	<p>and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Children to begin to use names independently, and use some of the language associated with sides, round Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Children to talk about why they have used things for their models.</p>	<p>mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Children to use language confidently. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p>
	<p>I can use 'in, on, under, on top, up, down.' On an obstacle course Through well known stories -Little red hen, bear hunt</p>	<p>I can understand position through words alone</p>	<p>I can describe a familiar route. How to get to the park How they get to LB class/garden/field Discuss routes and locations, using words like 'in front of' and 'behind'.</p>
	<p>I can make comparisons between objects relating to size, length, weight and capacity. Adults to help model language during play. Encouraging children to find something larger or smaller etc.</p>	<p>I can make comparisons between objects relating to size, length, weight and capacity. Talk about changes to objects - sponge, if I squeeze it then it will become smaller. Is this right? How do you know?</p>	<p>I can make comparisons between objects relating to size, length, weight and capacity. As previously, but begin to ask the children to match up the starting point with ribbons, sticks etc.</p>
	<p>I can use language linked to patterns. Use informal language like 'pointy', 'spotty', 'blobs', etc Looking at different fabrics from different countries. What do the children notice? Playdough mark making patterns and shapes - what do the children notice?</p>	<p>I can talk about and identify the patterns around them. I can copy given patterns. Engage children in following patterns in music and clapping. Extend ABAB patterns Use this with natural objects Look at days of the week.</p>	<p>I can talk about and identify the patterns around them and can continue them. Create ABAB patterns Use this with natural objects Talk about sequence of events, first, next etc. Can the children say days of the week?</p>

Understanding of the world	<p>I can use all my senses in hands-on exploration of natural materials.</p>	<p>I can begin to make sense of my own life-story and family's history</p>	<p>I can explore collections of materials with similar and/or different properties.</p>
	<p>I can begin to make sense of my own life-story and family's history. I can talk about my family and the people in them</p>	<p>I can plant seeds and care for growing plants. I 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.</p>	<p>I can talk about what they see, using a wide vocabulary. I show interest in different occupations in the wider community</p>
	<p>I show interest in different occupations.</p>		<p>I can make sense of their own life-story and family's history. I can continue developing positive attitudes about the differences between people.</p>
	<p>I can explore how things work</p>		<p>I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	<p>I can explore and talk about different forces I can feel.</p>		<p>I can talk about the differences between materials and changes I notice.</p>

Expressive arts and design

I can take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Leading into developing their own stories and play	I can develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
I can begin to develop stories using small world - making links to ones they know, adapting ones they know	I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	
I can make imaginative and complex 'small worlds' with blocks and construction kits based on their existing knowledge and skills.	I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	
I can explore different materials freely, adults may put out a selection of materials for children to explore	I can explore different materials freely, to develop their ideas about how to use them and what to make. – adults may put out a selection of materials for children to explore – adults to encourage children to ask for things or go and find them	I can explore different materials freely, to develop their ideas about how to use them and what to make. Children to find and select independently
I can join different materials and explore different textures. Adults to model and support	I can join different materials and explore different textures. Adults to support where necessary	I can join different materials and explore different textures. Independently
I can create closed shapes with continuous lines and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. – termly assessment	I can draw with increasing complexity and detail, such as representing a face with a circle and including details – termly assessment I can begin to show different emotions in my drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	I can 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. I can show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. I can explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.