



## Kington Primary Nursery

### Learning Objectives – Three- and Four-Year-Olds (Prime)

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ and ‘how’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Shows an understanding of prepositions</li>   <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li>   <li>• Develop communication and pronunciation</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li>   <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li>   <li>• Play with one or more other children, extending and elaborating play ideas.</li>   <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Understand that behaviour expectations vary depending on different events, social situations and changes in routine and become more able to adapt their behaviour</li>   <li>• 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.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Know that some actions and words can hurt others</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Begin to understand how others might be feeling.</li>   <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity, rest and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Runs with special awareness, negotiating space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Jump in the air with both feet leaving the floor</li> <li>• Name and identify different parts of the body</li>   <li>• Kick a stationary ball</li> <li>• Throw a ball with increasing force and accuracy</li> <li>• Start to catch a large ball by using two hands and their chest to trap it</li>   <li>• Use large-muscle movements to wave flags and streamers, paint and make marks, creating lines and circles</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li>   <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li>   <li>• Use one-handed tools and equipment</li> <li>• Understand that equipment and tools have to be used safely</li> <li>• Make snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li>   <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>•</li> </ul>



## Kington Primary Nursery

### Learning Objectives – Three- and Four-Year-Olds (Specific)

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> <li>• Understand the key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of the different parts of a book</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> </ul> </li> <li>• Ascribe meaning to signs, symbols and words that they see in different places</li> <li>• Listen to stories</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• hear and say the initial sound in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Give meaning to their drawings and paintings</li> <li>• Use print and letter knowledge in early writing</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Point and say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Begin to recognise numerals 1 to 5</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language; 'more than', 'fewer than', 'same'</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• 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'.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Discuss and describe routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Talk about and identifies the patterns around them, from nature and a range of cultures. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, in everyday life or stories, using words such as 'before', 'after', 'soon' or 'later'</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Recognise special times, events and customs from their own experience or for family or friends</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Develop an understanding of growth, decay and changes over time</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore colour and colour-mixing.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>