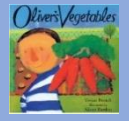
Bishop Martin C.E Primary School

Nursery 3- 4-Year-old Curriculum 2026/27

3–4-Year-Old Curriculum	Stand 1		Strand 2		Strand 3		Strand 4	Strand 5
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Term 4	Term 5
General Themes NB: *These themes may be adapted at various points to allow for children's interests*	**All about me** My family and me Our bodie Autumn The weather Harvest 	**Night and day** Seasonal changes Night and day Bonfire Night Night animals Hot and cold animals Winter Christmas 	**People who help us** Jobs Zoo animals Pets Helping others Winter Heating and cooling 	**Houses and homes** Fairytales Spring Animals and their homes Baby animals Birds and eggs Easter 	**Plants** Growing plants What plants need Fruit and vegetables Healthy eating 	**Animals** Garen animals Pond animals Sea creatures Holidays 	Children to work on the current topic for that half term but develop their knowledge and skills through our coherently planned curriculum	Children to work on the current topic for that half term but develop their knowledge and skills through our coherently planned curriculum
British Values	**Mutual Respect** *("We are all special and important")* We learn that everyone is unique We are kind to our friends We listen to others and take turns We learn to share and play together We begin to understand that people can be different **Child-friendly language:** "Kind hands, kind words" **Key Vocabulary:** kind, friend, same, different, share, gentle	**Mutual Tolerance** *("We respect differences")* We learn that people celebrate different things We explore different cultures through stories, food, music and celebrations We talk about families and how they can be different We learn that everyone is welcome **Child-friendly language:** "We are all different and that's okay" **Key Vocabulary:** different, family, celebrate, culture, together	**Rule of Law** *("We follow rules to keep us safe")* We understand simple classroom rules (e.g., tidying up, kind hands) We know rules help keep us safe and happy We begin to understand right and wrong We learn to ask an adult for help if needed **Child-friendly language:** "Rules help us stay safe" **Key Vocabulary:** rules, safe, stop, right, wrong, help	**Individual Liberty** *("We can make our own choices")* We choose what we want to play with We try new activities and have a go We are encouraged to express our ideas and feelings We build confidence to explore and be independent **Child-friendly language:** "I can choose and have a go" **Key Vocabulary:** choose, try, brave, independent, idea	**Democracy** *("We all have a voice")* We take turns to speak and listen We share our ideas in group times We learn that everyone's voice matters We make simple choices together (e.g., voting for a story or activity) **Child-friendly language:** "We listen to each other" **Key Vocabulary:** choose, turn, listen, idea, together	**Living Together (Our Nursery Community)** *(Bringing all British Values together)* We learn to play, learn and grow together We are kind, respectful and helpful to everyone We follow rules to keep our classroom safe and happy We listen to each other and share our ideas We make choices and try new things We celebrate our differences and what makes us special		

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Term 4	Term 5
'Wow' moments / Enrichment **&** **Parental Involvement**	Autumn Walk Harvest Time Birthdays Favourite Songs and Rhymes Stay and Play session Tapestry	Guy Fawkes / Bonfire Night Remembrance Day Christmas Carols Christmas Carols & Crafts Key Person Meetings Tapestry New Starter visits	Chinese New Year Celebrations Key Person Meetings Tapestry	Mother's Day Shrove Tuesday World Book Day Easter Stay and Play Tapestry New starter visits	Creepy Crawlie Roadshow Planting Seeds Butterfly experience When I grow up stay and play Tapestry	Nature walks Music from Many Lands Airport Role Play Area Sports Day End of Year Reports Tapestry		

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help us**	**Houses and homes**	**Plants**	**Animals**



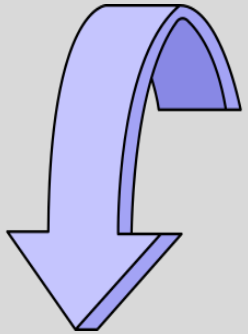
Characteristics of Effective Learning

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience different things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our EYFS setting has an underlying ethos of 'Learning through play.' PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All About Me**	**Night and day**	**People who help us**	**Houses and homes**	**Plants**	**Animals**

Our Guiding LIGHT Curriculum

Our Christian Values:
Trust, Respect, Kindness, Hope with Love at the heart.

Our Guiding Light Curriculum has been designed through the National Curriculum and by collaboration between all stakeholders at Bishop Martin C of E Primary School. At Bishop Martin we intend to provide a broad and balanced curriculum that meets the needs of all pupils, regardless of ability or background.

Our Curriculum Philosophy is rooted in the Bible verse from the book of Matthew.
'Let Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16)

We strive to provide a curriculum that is underpinned by our Christian Values, which are embedded in the life and work of our school, and to allow all our children to *'Let their Light Shine'.*

Key Principles:

Lifelong Learning - Encouraging curiosity and a lifelong long for learning that extends beyond the classroom, inspiring students to explore, ask questions, and seek knowledge wherever they go.

Inclusive - Ensuring that every student, regardless of background, ability or interest, has the support and opportunities they needs to succeed, thrive and reach their full potential.

Great Expectations - Providing well-sequenced subjects that are progressive in knowledge and include rich vocabulary, concepts and skills to enable the children to know and remember more.

Holistic - Offering a spiritual dimension, nurtured alongside the academic and emotional needs of all children. Guiding children to make sense of the world and develop their faith and values.

Thought-provoking - Providing innovative and engaging teaching methods and experiences that are purposeful and inspire students to think critically and creatively and independently.

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help us**	**Houses and homes**	**Plants**	**Animals**
Communication and Language Talk to parents about what language they speak at home, bring some key words into provision and celebrate multilingualism	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children,** and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using **a rich range of vocabulary** and **language structures**.					
Whole EYFS Focus – Communication & Language is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, worship and celebrations. Daily story time using high quality texts (from the EYFS High Quality Texts)	**Listening, Attention & Understanding** Listens to short stories, rhymes and songs Responds to name and familiar voices Follows simple one-step instructions **Speaking & Interacting** Uses single words or short phrases Names familiar people and objects Begins to imitate words and sounds **Responding** Uses gestures, pointing or single words Answers simple yes/no questions **Key Vocabulary:** name, mummy, daddy, happy, sad, look, listen	**Listening, Attention & Understanding** Listens for longer during group times Understands simple "what" questions Follows simple instructions linked to routines **Speaking & Interacting** Uses 2–3 word phrases Begins to join in with repeated phrases Starts simple back-and-forth interactions **Responding** Answers simple questions verbally Expresses preferences (e.g., "I like…") **Vocabulary:** celebrate, light, dark, loud, quiet, together	**Listening, Attention & Understanding** Listens attentively to stories Understands simple questions about stories Follows 2-step instructions with support **Speaking & Interacting** Begins to take turns in conversation Asks simple questions (e.g., "what's that?") Uses simple sentences **Responding** Responds with short phrases Begins to talk about familiar events **Vocabulary:** story, character, forest, animal, next	**Listening, Attention & Understanding** Follows 2-step instructions independently Understands sequencing words (before/after) Listens in small group discussions **Speaking & Interacting** Uses longer sentences (4+ words) Begins to link ideas using "and" Talks about what they are doing **Responding** Answers "what" and "where" questions Begins to explain simple ideas **Vocabulary:** grow, seed, plant, change, before, after	**Listening, Attention & Understanding** Understands more complex instructions Listens and responds appropriately in groups Understands "why" questions **Speaking & Interacting** Uses sentences to describe experiences Begins to explain reasoning Engages in longer conversations **Responding** Responds with more detail Explains thoughts and ideas **Vocabulary:** habitat, minibeast, wings, crawl, fly	**Listening, Attention & Understanding** Listens attentively in a range of situations Understands past and future language **Speaking & Interacting** Holds conversations with peers and adults Retells experiences and simple stories Uses a wider range of vocabulary **Responding** Responds with detailed sentences Answers a range of questions appropriately **Vocabulary:** travel, country, different, same, journey

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me, Myself & I-Spy**	**Crackles, Crunch & Celebration**	**Fairy Tales & Forest Trails**	**Little Sprouts & Big Changes**	**iny Wings & Furry Things**	**Little Explorers, Big World**
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives** and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will **learn how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
	Building Relationships Settles with support from key adult; begins to form secure attachments Plays alongside others (parallel play), watching and copying peers Begins to show interest in others' play **Self-Regulation** Begins to identify basic emotions (happy, sad, angry) with adult support Needs adult help to manage strong feelings (e.g., comfort, distraction) Begins to respond to simple boundaries **Managing Self** Begins to follow simple routines (tidy up, snack time) Attempts simple self-care (handwashing with support) Begins to separate from main carer with reassurance **Key Vocabulary:** happy, sad, angry, kind, gentle, friend, help	**Building Relationships** Begins to join in play with others with adult support Shows awareness of others' feelings (e.g., noticing upset peers) Begins to share resources with support **Self-Regulation** Expresses feelings using words or gestures Begins to wait briefly for a turn with adult guidance Starts to follow simple rules in play **Managing Self** Shows increasing independence in routines (coat, snack, toileting support) Begins to make simple choices (what to play with) Responds to expectations with reminders **Vocabulary:** share, turn, wait, feelings, rules, choice	**Building Relationships** Initiates play with familiar peers Engages in short periods of cooperative play Begins to form friendships and preferences **Self-Regulation** Begins to control impulses (e.g., stopping when asked) Uses simple strategies with support (e.g., "stop," "gentle") Begins to understand consequences of actions **Managing Self** Independently follows familiar routines Shows pride in achievements Begins to manage personal belongings (coat, bag) **Vocabulary:** together, friend, gentle, stop, choose	**Building Relationships** Engages in cooperative play (sharing ideas, roles) Shows empathy (comforting others, noticing feelings) Begins to resolve simple conflicts with adult support **Self-Regulation** Begins to use strategies to manage emotions (deep breaths, asking for help) Waits for turns with less support Sustains attention for longer periods **Managing Self** Manages personal needs with increasing independence (toileting, dressing) Understands and follows routines with minimal reminders Takes responsibility for simple tasks (tidying, helping) **Vocabulary:** calm, help, share, problem, routine	**Building Relationships** Sustains play with peers for longer periods Negotiates roles in play (e.g., "you be the…") Shows awareness of fairness and turn-taking **Self-Regulation** Manages emotions more independently Begins to verbalise feelings and reasons (e.g., "I'm sad because…") Follows rules and boundaries with minimal reminders **Managing Self** Independently completes self-care tasks (handwashing, dressing) Shows confidence in trying new activities Takes responsibility for environment and resources **Vocabulary:** fair, team, try, independent, responsibility	**Building Relationships** Forms secure friendships and plays collaboratively Resolves simple conflicts independently or with minimal support Shows respect for others' ideas and differences **Self-Regulation** Regulates behaviour in different situations (indoors/outdoors, group times) Understands and follows rules consistently Shows resilience (keeps trying when things are difficult) **Managing Self** Fully independent in routines (toileting, dressing, tidying) Organises belongings independently Shows readiness for transition (confidence, independence, resilience) **Vocabulary:** respect, independent, solve, brave, ready

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me, Myself & I-Spy**	**Crackles, Crunch & Celebration**	**Fairy Tales & Forest Trails**	**Little Sprouts & Big Changes**	**Tiny Wings & Furry Things**	**Little Explorers, Big World**
Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Gross Motor Moves freely in a range of ways (running, walking, crawling, climbing) Begins to develop core strength through climbing, crawling and balancing Uses large-muscle movements in play (e.g., pushing, pulling, carrying) Shows awareness of space when moving, with adult support **Fine Motor** Explores tools using whole-hand grasp (crayons, brushes, chalk) Begins to make marks (lines, dots, circles) Manipulates large objects (stacking blocks, large puzzles) Explores malleable materials (playdough squeezing, patting) **Key Vocabulary:** run, jump, climb, push, pull, mark, squeeze	**Gross Motor** Begins to show control when running and stopping Walks up and down steps with support (may begin alternating feet) Begins to kick, throw or roll a ball with increasing coordination Explores balancing (e.g., standing briefly on one foot, low beams) **Fine Motor** Begins to develop hand-eye coordination (placing, posting, threading large items) Holds mark-making tools with more control (still developing grip) Begins to use scissors with support (snipping) Manipulates playdough with increasing intention (rolling, pressing) **Vocabulary:** balance, stop, throw, kick, roll, snip, press	**Gross Motor** Climbs apparatus with more confidence and coordination Walks up and down stairs using alternate feet (with minimal support) Begins to hop, jump or bounce with control Participates in simple group movement games (e.g., chasing, action songs) **Fine Motor** Shows increasing control using tools (crayons, paintbrushes) Begins to form simple shapes (circles, lines) Uses scissors to make simple cuts (with support) Completes puzzles with smaller pieces **Vocabulary:** hop, jump, climb, control, cut, shape	**Gross Motor** Combines movements (run and jump, climb and balance) Shows improved balance (walking along lines or beams) Begins to ride scooters or trikes with coordination Adjusts movements to avoid obstacles **Fine Motor** Uses a more controlled grip (developing tripod grasp) Cuts along straight lines with some accuracy Manipulates smaller objects (threading beads, construction toys) Uses tools purposefully (spoons, tongs, paintbrushes) **Vocabulary:** balance, steer, avoid, grip, thread, build	**Gross Motor** Moves with confidence in a variety of ways (running, hopping, skipping attempts) Navigates space safely, adjusting speed and direction Demonstrates control when climbing, balancing and landing Participates in group games, beginning to follow simple rules **Fine Motor** Uses tools with increasing precision (scissors, pencils, brushes) Draws recognisable shapes and simple representations Engages in detailed fine motor activities (small construction, threading) Shows coordination using tools during play and self-care **Vocabulary:** fast, slow, careful, control, shape, detail	**Gross Motor** Demonstrates good coordination in movement (running, jumping, balancing) Moves confidently in different ways depending on the task/environment Shows control and balance in more complex activities (obstacle courses) Takes part in group games with increasing understanding of rules **Fine Motor** Uses a secure tripod grip in mark-making Cuts out simple shapes with accuracy Shows control in detailed tasks (colouring within lines, building small structures) Independently manages dressing (zips, coats, shoes) **Vocabulary:** coordinate, balance, control, accurate, independent

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me, Myself & I-Spy**	**Crackles, Crunch & Celebration**	**Fairy Tales & Forest Trails**	**Little Sprouts & Big Changes**	**Tiny Wings & Furry Things**	**Little Explorers, Big World**
Literacy	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Comprehension Enjoys sharing books with adults (1:1 or small group) Looks at pictures and comments on what they see Joins in with familiar rhymes and repeated phrases **Word Reading** Notices environmental print (labels, signs, name cards) Recognises own name (photo/name recognition) Begins to hear and notice sounds in the environment **Writing** Explores mark-making using a range of tools (large movements) Makes random marks, lines and circles Begins to give meaning to marks (e.g., “this is mummy”) **Key Vocabulary:** book, story, page, mark, name, sound	**Comprehension** Listens to familiar stories with increasing attention Joins in with repeated refrains and actions Begins to answer simple “what” questions **Word Reading** Recognises familiar logos and environmental print Begins to identify initial sounds in familiar words (e.g., name) Shows awareness that print carries meaning **Writing** Begins to control marks (vertical/horizontal lines, circles) Attempts to copy simple shapes or patterns Uses mark-making in play (lists, labels, role play writing) **Vocabulary:** word, sound, letter, look, same	**Comprehension** Listens attentively to stories and can recall simple events Begins to predict what might happen next Talks about characters or events in simple terms **Word Reading** Recognises some familiar words (name, key words in environment) Begins to hear initial sounds in words Engages in sound play (rhymes, alliteration) **Writing** Begins to represent objects or ideas through drawing Attempts to form simple letter-like shapes Uses marks to represent meaning in play **Vocabulary:** story, character, beginning, sound, rhyme	**Comprehension** Talks about stories in more detail (characters, events) Answers simple questions (who, what, where) Makes connections to own experiences **Word Reading** Begins to link sounds to letters (early phonics awareness) Recognises some letter shapes Begins oral blending (e.g., c-a-t) with support **Writing** Begins to write recognisable letters (especially from own name) Attempts to write own name with support Uses drawing and marks to communicate ideas **Vocabulary:** letter, sound, write, who, what	**Comprehension** Understands key events in stories Answers questions about stories with more detail Talks about favourite books and characters **Word Reading** Recognises some common words (e.g., name, simple high-frequency words) Begins to blend simple sounds to read words Identifies initial and some final sounds in words **Writing** Writes some recognisable letters with increasing control Uses phonetic attempts (e.g., first sounds) Writes for purpose (labels, lists, role play) **Vocabulary:** word, read, sound, blend, write	**Comprehension** Retells simple stories in sequence Describes characters, settings and events Answers a range of questions including “why” **Word Reading** Recognises a growing number of familiar words Blends simple CVC words with support Understands that print is read left to right **Writing** Writes recognisable letters and simple words Uses phonetic spelling (e.g., “d for dog”) Writes independently in play with clear purpose **Vocabulary:** sentence, story, beginning, middle, end, idea

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me, Myself & I-Spy**	**Crackles, Crunch & Celebration**	**Fairy Tales & Forest Trails**	**Little Sprouts & Big Changes**	**Tiny Wings & Furry Things**	**Little Explorers, Big World**
Maths	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Number Begins to understand the concept of counting with one number for each object. Can count up to 3 objects reliably, using number names in sequence Begins to use the terms "more" or "less" when comparing two groups of objects (e.g., "I have more blocks than you"). **Numerical Patterns** Begins to recognise and create simple repeating patterns. **Shape, Space, and Measures** Identifies basic shapes like circles, squares, etc. Uses simple positional language, such as "in," "on," to describe the position of objects. Explores size concepts, such as "big" and "small," and begins comparing objects using these terms.	**Number:** Can count reliably up to 5 objects, saying one number name for each object. Begins to associate numerals with quantities. Explores the concepts of "more" and "fewer" and may begin to understand that numbers represent quantities. **Numerical Patterns** Continues to extend simple patterns and may start creating their own patterns using objects, colours, or shapes. **Shape, Space, and Measures** Begins to recognise some 3D shapes and may begin to describe them using terms like "round" or "flat." Uses positional language to describe where objects are in relation to each other. Explores concepts of size, comparing objects as "bigger," "smaller"	**Number** **C**ounts reliably up to 5 objects and begin counting beyond 5 with support. Recognises numerals up to 5 and can match them to quantities. Shows interest in simple addition and subtraction. **Numerical Patterns** Begins to recognise simple number patterns (e.g., 1, 2, 3 or 2, 4, 6) and can create and repeat their own patterns. Can start to understand the concept of "how many" objects there are in a repeating pattern. **Shape, Space, and Measures** Continues to explore 2D shapes and begins to compare their properties. Uses language related to size to describe objects and compare them. Explores and compares objects based on shape and size.	**Number:** **C**ounts reliably up to 5 and sometimes beyond, using one-to-one correspondence. Begins to understand simple addition and subtraction in everyday situations. Can compare groups of objects, using terms like "more, less, the same." **Numerical Patterns** Recognises and creates simple repeating patterns involving shapes, colours, or numbers. Uses the language of pattern when describing or extending patterns. **Shape, Space, and Measures** Identifies and describes some basic 2D and 3D shapes by their properties. Uses more positional language to describe objects. Explores and compares size using more complex comparisons.	**Number** Counts reliably up to 5 or 10 objects, using one-to-one correspondence. May begin to use simple addition and subtraction with concrete objects (e.g., "2 blocks and 2 more blocks, makes 4 blocks"). Begins to understand that numbers represent quantities and can be used to compare amounts. **Numerical Patterns** Creates, continues, and repeats patterns involving two attributes Begins to understand that patterns can be numerical (e.g., recognising simple counting sequences such as 1, 2, 3). **Shape, Space, and Measures** Identifies and describes 2D and 3D shapes with more detail. Explores size and measurement further, comparing objects by length, weight, and height (e.g., "The pencil is longer than the crayon"). Begins to understand simple time concepts such as morning, afternoon, and evening.	**Number** Counts reliably up to 5 and beyond, with some understanding of the quantities involved. Begins to use counting in more complex situations, such as during games or in group activities. Can compare numbers and begins to show an interest in basic addition and subtraction. **Numerical Patterns** Can create and extend simple patterns. Recognises and creates number sequences, starting from any number within the range of numbers they know (e.g., "5, 6, 7" or "2, 4, 6, 8"). **Shape, Space, and Measures** Identifies, names, and describes a variety of shapes, including basic 3D shapes. Compares and measures objects by height, weight, and length, using language such as "taller," "shorter," and "heavier." Understands basic positional language and can use it to describe the location of objects.

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me, Myself & I-Spy**	**Crackles, Crunch & Celebration**	**Fairy Tales & Forest Trails**	**Little Sprouts & Big Changes**	**Tiny Wings & Furry Things**	**Little Explorers, Big World**
Understanding the world They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Past & Present Talks about own immediate experiences (e.g., "I went to the park") Recognises familiar routines (e.g., snack time, home time) Begins to talk about family members and who is important to them **People, Culture & Communities** Recognises familiar people in their community (family, staff) Begins to understand that people have different roles (teacher, parent) Shows interest in talking about home life **The Natural World** Explores natural materials using senses (leaves, water, sand) Notices simple features of the environment (trees, grass, weather) Begins to comment on what they can see, hear and feel **Key Vocabulary:** family, home, today, yesterday, tree, leaf, weather	**Past & Present** Talks about recent past events (e.g., birthdays, celebrations) Begins to understand simple sequencing (e.g., "first… then…") **People, Culture & Communities** Participates in celebrations (e.g., Bonfire Night, Christmas) Notices that people celebrate in different ways Begins to talk about similarities and differences **The Natural World** Notices changes in seasons (autumn → winter) Observes changes in weather and environment (cold, dark, leaves falling) Explores light and dark **Vocabulary:** celebrate, festival, light, dark, autumn, winter, cold	**Past & Present** Talks about past events in more detail (e.g., "Yesterday I…") Begins to recall sequences in stories and experiences **People, Culture & Communities** Explores different roles/jobs (e.g., firefighter, doctor) through play Engages in imaginative play linked to stories and real-life roles Begins to recognise differences between people and communities **The Natural World** Explores environments (e.g., forest, outdoor spaces) Observes animals and begins to talk about where they live Uses descriptive language for natural objects **Vocabulary:** job, work, forest, animal, live, place	**Past & Present** Talks about changes over time (e.g., "when I was a baby…") Begins to understand growth and change in simple terms **People, Culture & Communities** Recognises differences in family structures and experiences Shows respect for others' differences Talks about experiences outside school **The Natural World** Plants seeds and observes growth over time Understands basic needs of living things (water, sunlight) Begins to explore simple life cycles (plant, butterfly) Notices changes and can describe them **Vocabulary:** grow, change, seed, plant, life cycle, water, sun	**Past & Present** Talks about experiences in more detail and sequence Begins to compare past and present events **People, Culture & Communities** Explores wider community roles (e.g., farmer, vet) Begins to understand how people care for animals and environment **The Natural World** Identifies different animals and their habitats Compares environments (farm, jungle, garden) Observes minibeasts and talks about features Begins to understand care for living things **Vocabulary:** habitat, animal, minibeast, farm, jungle, care	**Past & Present** Talks about past, present and future (e.g., moving to Reception) Reflects on experiences across the year **People, Culture & Communities** Explores different countries and cultures (food, music, clothing) Recognises similarities and differences between places Shows curiosity about the wider world **The Natural World** Explores environments beyond immediate setting (maps, travel role play) Understands importance of caring for the environment Observes and discusses seasonal changes (summer) Makes simple comparisons between environments **Vocabulary:** country, world, travel, different, same, environment
Values **Love, Kindness, Respect, Hope and Trust** The children will focus on each of our school Christian Values and share both Bible stories and children's books.	**Unconditional Love** Children learn that love is endless and not based on behaviour. **Book**: *"Guess How Much I Love You"* **Bible Story**: *The Prodigal Son (Luke 15:11-32).* **Love for Family and Friends** Children understand love for those close to them. **Book**: *"Love You Forever"* **Bible Story**: *Ruth and Naomi (Ruth 1:16-17)* **Loving Yourself** **Outcome**: Children learn to love themselves. **Book**: *"I Am Enough"* **Bible Story**: *Love your neighbour as yourself (Mark 12:31)*		**Kindness to Others** Children learn to treat others with care and respect. **Book**: *"Have You Filled a Bucket Today?"* **Bible Story**: *The Good Samaritan (Luke 10:25-37)* **Kindness in Friendship** Children learn that kindness strengthens friendships. **Book**: *"How Full Is Your Bucket? For Kids"* **Bible Story**: *David and Jonathan's Friendship (1 Samuel 18:1-4)*	**Respecting Others' Feelings** Children learn to be mindful of others' emotions and treat them gently. **Book**: *"Llama Llama Misses Mama"* **Bible Story**: *The Golden Rule (Matthew 7:12)* **Respecting Differences** Children learn to appreciate and respect people who are different from them. **Book**: *"The Skin You Live In"* by **Bible Story**: *Peter and Cornelius (Acts 10:34-35)*	**Hope for Dreams and Goals** Children learn to hope for their dreams and believe that they can achieve them with effort. **Book**: *"Oh, the Places You'll Go!"* **Bible Story**: *Joseph's Dreams (Genesis 37:5-11)* **Hope for Growth and Learning** Children understand that hope can help them grow and learn new things. **Book**: *"The Little Engine That Could"* **Bible Story**: *Jesus Teaches About Faith (Matthew 17:20)*	**Trusting Others** Children learn to trust the people who care for them, like parents and teachers. **Book**: *"The Kissing Hand"* **Bible Story**: *Jesus Heals a Blind Man (John 9:1-12)* **Trusting in Yourself** Children learn to trust their own abilities and decisions. **Book**: *"I Am Enough"* **Bible Story**: *The Parable of the Talents (Matthew 25:14-30)*

3–4-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me, Myself & I-Spy**	**Crackles, Crunch & Celebration**	**Fairy Tales & Forest Trails**	**Little Sprouts & Big Changes**	**Growing and Changing**	**Little Explorers, Big World**
Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	The development of children's artistic and cultural awareness supports **their imagination and creativity.** It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Creating with Materials Explores a range of materials (paint, crayons, collage, natural objects) Makes marks using whole-arm movements (large, uncontrolled) Begins to explore colour through sensory play Engages in messy play (paint, water, sand) **Being Imaginative & Expressive** Engages in simple pretend play (e.g., feeding dolls, role play) Uses objects to represent something else (symbolic play begins) Joins in with familiar songs and actions Explores sounds using instruments (banging, shaking) **Key Vocabulary:** paint, colour, mark, pretend, play, song, sound	**Creating with Materials** Begins to choose colours and tools intentionally Explores colour mixing (with support) Creates simple representations (e.g., circles for faces) Uses different materials for different purposes (glue, paper, paint) **Being Imaginative & Expressive** Joins in with songs, rhymes and repeated actions Begins to act out familiar experiences (home, celebrations) Uses props in role play (e.g., cooking, dressing up) Explores loud/quiet sounds using instruments **Vocabulary:** mix, colour, tool, loud, quiet, role, celebrate	**Creating with Materials** Begins to draw recognisable shapes (circles, lines) Uses marks to represent objects or ideas Combines materials (e.g., collage, construction) Begins to talk about what they have made **Being Imaginative & Expressive** Develops simple storylines in play (linked to stories/themes) Uses small world and construction to create scenes Begins to take on roles in play (e.g., characters) Sings familiar songs from memory **Vocabulary:** draw, shape, build, story, character, idea	**Creating with Materials** Creates more detailed drawings (faces, simple features) Uses colour more purposefully Experiments with different textures and materials Begins to explain choices (e.g., "I used blue for the sky") **Being Imaginative & Expressive** Engages in extended role play with peers Creates simple narratives in play Uses movement and dance to express ideas Plays instruments with increasing control **Vocabulary:** design, texture, choice, dance, music, create	**Creating with Materials** Draws recognisable figures and objects with increasing detail Combines materials to create purposeful models Uses tools (scissors, glue, brushes) with control Evaluates own work (simple comments about what they made) **Being Imaginative & Expressive** Collaborates with others in imaginative play Develops more complex storylines (beginning, middle ideas) Uses props and resources creatively Responds to music through movement and expression **Vocabulary:** model, build, join, detail, perform, express	**Creating with Materials** Creates detailed and purposeful artwork Selects tools and materials independently Represents ideas clearly through drawing, model-making or craft Explains what they have created and why **Being Imaginative & Expressive** Performs songs, rhymes or actions confidently Creates own simple stories and role play scenarios Uses expression (voice, movement, facial expression) in play Demonstrates imagination in creating new ideas **Vocabulary:** perform, create, imagine, plan, idea, express