

For children who begin Nursery in the term after their third birthday, the focus will remain on the prime areas of learning for their first two terms. They will enjoy the same contexts and broad experiences as the older Nursery group and educators will use their pedagogical repertoire to drive their progress and secure a firm foundation for the full Nursery year.

		Communication and Language	Physical Development	Personal, Social and Emotional Development
Spring 1	Winter and Spring	- Initiate verbal instructions with key worker and a few chosen friends. - Use pronouns, plurals and prepositions generally accurately. - Repeat new vocabulary. - Usually follow instructions with at least two information carrying words. - Join in with whole phrases in familiar rhymes and songs. - Share a book with an adult, commenting spontaneously on the unfolding plot. - Respond to their name. - Respond to cues to listen in a group. - Remain with the group through a short story or discussion.	- Show perseverance and success when wrestling with a range of simple mechanisms such as screw lids, pegs and clip components of construction kits. - Change the shape of clay with hands, altering pressure and direction of fingers. - Manipulate a wide range of loose parts, including irregular and fiddly ones, when arranging or transporting. - Build towers and enclosures with blocks of different shapes and sizes. - Use a cup independently. - Confidently use a fist grip to make marks on different scales and surfaces. - Show enthusiasm to complete a very simple adult-designed obstacle course and a desire to do it independently. - Jump from a small height to the floor without an adult hand. - Roll and chase a large ball.	- Greet key worker and chosen friends on arrival with a prompt and show pleasure in their company. - Develop links with other children who have similar play preferences and begin to seek them out. - Seek out adults for specific support or conversation. Use a small range of words to describe feelings – happy, sad, tired. - With an adult scaffold take on simple roles in small world or socio-dramatic play and attempt to demonstrate how these characters are feeling. - Show pleasure in the routines of shared snack time. - Put on coat with verbal guidance and ask for support with fastenings. - Explore new nursery spaces with increasing confidence, curiosity and pleasure.
Spring 2		- Engage in dialogue with several exchanges when playing alongside an adult. - Use new vocabulary with a prompt. - Listen with attention through a short group time. - Develop preferences for books or rhyme. - Bring a book to an adult to read. - Answer simple questions during play. - Consistently use at least four or five word phrases or sentences. - Use pronouns, plurals and prepositions accurately.	- Complete simple slotting games and jigsaw puzzles with care and precision. - Thread bobbins or large beads on a string. - Alter the shape of clay with cutters, rollers, pastry wheels. - Fill and empty containers in the sand with large spoons and scoops. - Imitate hand actions in rhymes and circle games. - Help adults carry larger objects, such as spools, planks and crates. - Climb up a short slide and slide down. - Propel wheeled toys with feet. - Roll and chase large and small balls.	- Spontaneously greet key worker and an increasing circle of acquaintances on arrival. - Show clear preferences for the company of one or more children from the key worker group and actively seek them out for interaction. - Observe others intermittently when engaged in parallel play. - Show pleasure in short conversations with key worker and other adults. - Can imitate facial expressions to indicate mood. - Can participate in the social conventions of snack time such as repeating please and thank-you, passing out plates and choosing/naming foods without touching. - Help with shoes and coat fastenings. - Use excited, angry, scared, hungry to express feelings.

		Communication and Language	Physical Development	Personal, Social and Emotional Development
Summer 1	Under the Sea	- Engage in dialogue with several exchanges when playing alongside an adult. - Use talk to organise play. - Use new vocabulary spontaneously. - Speak in role with some modelling. - Join in with longer blocks of rhymes and songs. - Express preferences for familiar books and select from a book - corner. - Locate favourite sections of the book and comment or ask questions about them. - Confidently ask simple questions during play. - Consistently follow instructions with at least two information carrying words.	- Alter the shape of clay with pencil-like clay tools under supervision. - Scratch, scrape and stab the clay and comment on effects. - Push clay through garlic presses and comment on the effects. - Use paperclips and pegs to join or attach. - Pour dry sand and water into containers and water/sand wheels with precision. - Build with irregular objects such as recycled materials and rocks. - Mark-make with pens and paint brushes using a tripod grip. - Carry larger objects collaboratively	- Spontaneously share experiences from home when it resonates with classroom activities. - Imitate older children in the group and begin to seek out their company. - Link simple vocabulary of emotions to illustrations and narratives in simple picture books. - Observe others frequently during parallel play. - Show pleasure in visiting other places in the school or setting with key worker. - Attempt to push shoes on and pull off with adult narrative to support.
Summer 2		- Maintain short simple dialogue within a small group of friends in order to achieve something together. - Wait turn to speak in a structured conversation. Sometimes answer why questions with “because”. - Ask questions about new words. - Know entire very simple short rhymes off by heart. - Express a preference for rhymes and show pleasure when reciting them with the group. - Speak in role in simple socio-dramatic play with adult scaffolding. - Mimic an adult reading an entire short book, turning the pages one at a time. - Use patterned language to join in sections of text of familiar books.	- Use hands to create particular effects with clay such as rolling into a sausage, hammering down flat and thin, squeezing into a ball. “Rough weave” by pushing/pulling ribbons or branches into wide trellises or frames. - Use mallets to knock pegs onto peg boards. - Make marks with paint brushes of different sizes, sometimes filling the entire paper. - Alter hand and arm actions to build skill one handed implements such as whisks, wooden spoons ladles and jugs. - Cut off a length of tape using a tape dispenser. - Begin to show a preference for a dominant hand. Attempt to pedal a wheeled toy. - Help adults build with large components. - Jump from a higher platform, using arms to maintain balance. - Crawl under obstacles or through tunnels. - Make shapes in the air with ribbon sticks. - Imitate body actions from simple circle games and dances.	- Answer simple questions about home and family. Respond positively and appropriately to a request to help someone else. - Spontaneously comfort another child who is upset or hurt. - Show enthusiasm to help adults with tasks. - Draw on a repertoire of actions to self soothe, such as finding spaces to be quiet and alone, choosing a favourite space to play or seeking out a friend or key worker for comfort. - Describe feelings in simple terms as events occur. - Ascribe feeling to small world characters or during sociodramatic play with a prompt. - Spontaneously share equipment during associative play. - Manage coat almost independently, rejecting adult support and persevering.