Prime Area: Communication and Language

• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?
• Sing a large repertoire of songs.

Prime Area: Physical Development

• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
• Uses one-handed tools and equipment, for example, making snips in paper with scissors.
• Show a preference for a dominant hand.

Prime Area: Personal, Social and Emotional development

• Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider- Man in the game, and suggesting other ideas.
• Increasingly follow rules, understanding why they are important.
• Remember rules without needing an adult to remind them.
• Develop appropriate ways of being assertive.
• Talk with others to solve conflicts.

3 and 4 Year Olds Spring Term 2026



Learning through stories and exploration:

Make porridge and talk about sizes – Goldilocks
Bake gingerbread and explore changes – Gingerbread Man
Build houses using different materials – Three Little Pigs
Go on story walks and make simple maps – Little Red Riding Hood
Build bridges and enjoy role-play – Three Billy Goats Gruff
Plant seeds and watch them grow – Jack and the Beanstalk
Explore celebrations through stories and crafts including Chinese New Year, Valentine's Day

Easter

Notice and talk about seasonal change

Three-year-olds learn best through play, curiosity and interaction with others. Activities focus on developing communication, social skills, creativity and early problem-solving through everyday experiences and guided play. The other boxes on this map show the key skills we aim to build at this stage.

Specific Area: Literacy

• Begin to understand the key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to
bottom
- the names of the different parts of a book

Specific Area: Mathematics

• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
• Show 'finger numbers' up to 5.
• Uses positional language.
• Understand position through words alone – for example, "The bag is under the table," – with no pointing.
• Talk about and identifies the patterns around them.
• Able to follow and make own patterns like stick, leaf, stick, leaf.
• Notice and correct an error in a repeating pattern.

Specific Area: Understanding the World

• Explore and explain how things work.
• Explore and talk about different forces they can feel.
• Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Specific Area: Expressive Arts and Design

• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
• Use drawing to represent ideas like movement or loud noises.
• Sing the pitch of a tone sung by another Person.













