

## Topics: Myself

Three to four year olds

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Find ways to calm themselves, through being calmed and comforted by their key person. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b>Activities</b></p> <p>Find own peg, drawer, toilets, snack labels independently. Settle when carer has left Join in with tidy up time &amp; circle time. Explore environment &amp; choose something to play with.</p>	<p>Enjoy singing, music and toys that make sounds Listen and respond to a simple instruction. Understand simple instructions like "give to nanny" or "stop". Listen to other people's talk with interest, but can easily be distracted by other things. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" Sing a large repertoire of songs</p> <p><b>Activities</b></p> <p>Listen to staff &amp; respond to instructions Follow directions. Answer simple questions.</p>	<p>Build independently with a range of appropriate resources. Spin, roll and independently use ropes and swings (for example, tyre swings). Develop manipulation and control. Explore different materials and tools Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Activities</b></p> <p>Use toilet independently &amp; wash hands Move around Nursery safely Walk up decking step confidently</p> <p><b>Fiddly Finger Activities</b></p> <p>Mr potato head Threading beads onto string Do zips and buttons board</p>

### Topic Links

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p><b>Activities:</b></p> <p>Listen to simple stories Join in with rhyming songs Draw images of themselves Paint Images of their faces</p>	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p><b>Activities:</b></p> <p>Number rhymes Counting number of children in the line Counting small groups of objects in Nursery e.g plates, cups</p>	<p>Explore materials with different properties. Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history</p> <p><b>Activities:</b></p> <p>Know their name &amp; gender Name who is in their family</p>	<p>Join in with songs and rhymes, making some sounds. Explore a range of soundmakers and instruments and play them in different ways. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Make simple models which express their ideas. Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.</p> <p><b>Activities:</b></p> <p>Role play in home corner Learn morning songs &amp; number rhymes Explore musical instruments outside &amp; colours through painting/colouring Paint pictures of their faces</p>