

Three-year-old Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Celebrations	Experiments	Traditional tales	Being Healthy	Growth
Possible core texts	Brown Bear Oh Dear! Dear Zoo Hairy McClary Peace at Last We're Going on Bear Hunt. Room on the Broom.	What the Jackdaw Saw The Jar of Happiness Owl Babies Oi Frog The Nativity story. The Jolly Christmas Postman. Stickman The Snowman	The Gruffalo The Gruffalo's child. The Polar Bear and the Snow Cloud. Lost and Found The Smartest Giant in Town.	Smartest Giant in Town The Gingerbread Man. Goldilocks and the Three Bears. Jack and the Beanstalk. The Little Red Hen. We're Going on an Egg Hunt.	Mabel and The Mountain Oliver's Vegetables. Jasper's Beanstalk. The Enormous Turnip. The Tiny Seed The Teeny Weeny Tadpole. The Selfish Crocodile.	Mae Amongst the Stars A Squash and a Squeeze. What the Ladybird Heard. Monkey Puzzle The Very Hungry Caterpillar. Giraffe's Can't Dance. Rumble in the Jungle. Spot goes to School.
Songs	Baa, baa black sheep Three blind mice. Hickory dickory dock. 1,2,3,4,5 5 little leaves 5 little pumpkins Finger Family	5 little speckled frogs. 1 Little Elephant Balancing. 5 little elves and Father Christmas. 5 little men in a flying saucer.	5 little snowmen. 5 little penguins. 5 polar bears 5 currant buns 5 little ducks	5 Easter eggs Re-cap of previous rhymes	10 Green Bottles 10 Fat Sausages Ten in a Bed	Zoom Zoom Zoom One, Two Buckle My Shoe
Mathematics	Counting Subitising Pattern Shape	Positional language Shape Size Weight Composition Cardinal principle	Using Manipulatives- counters, compare bears etc Number rhymes and songs Use 5 frame and counters Filling and emptying	Using Manipulatives- counters, compare bears etc Use 5 frame and counters Writing numerals 1-5	Recap of Math's skills- - composition - Subitising Number formation - Comparison Numbers to quantities	Shape 2D/3D Recap of Maths skills - Number formation - Subitising - Composition Preposition Numerals 5-10
Phonics Progression	<ul style="list-style-type: none"> Matching and copying everyday sounds Naming animals and objects and make sounds without seeing them Talking about stories linked to their experiences and making every day sounds 	<ul style="list-style-type: none"> Using instruments to make sounds Name instruments and can play them in different ways eg fast, slow, loud Joins in with action rhymes and songs Repeats actions from songs they know from memory Using verbs to describe what they are doing 	<ul style="list-style-type: none"> Joining in with stories and songs and can make associated noises and sounds Sings nursery rhymes from memory Making up their own songs by changing words or a new tune 	<ul style="list-style-type: none"> Joining in with clapping, tapping to a steady beat when joining in an activity Filling in the rhyming gaps in a story or song Continuing, repeating and making up a rhythm by clapping or using an instrument Clapping the beat in their name 	<ul style="list-style-type: none"> Joining in with games where two words begin with the same sound Saying two alliterative words which describe an object, story, song or game Spotting when two words don't start with the same spoken sounds and when they do Recognise when two words rhyme Says a string of words that rhyme with a word 	<ul style="list-style-type: none"> Joining in with oral blending and segmenting Hearing and remembering separate sounds in words, orally blending them together to say whole words matched to an object Saying whole words, separating them into separate spoken sounds by orally segmenting them

Outcomes

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	2YO Exit/ 3YO Entry	3YO exit
Communication and Language	<p>Children understand more complex sentences e.g. put your toys away and we will read a book. They understand simple questions. They ask for their favourite book to be re-read and listen eagerly. They talk about ownership e.g. my teddy, your book. They know their full name. Children show understanding of position words such as 'in' or 'on'. They use some pronouns correctly e.g. I, me, you. They can say all of a favourite nursery rhyme. Children use a wide range of words including nouns, adjectives and verbs. Although they may not always use them correctly, children use pronouns and plurals. Children can follow simple instructions with support. Children can shift from one task to another, if you get their attention by using their name. Children understand the purpose of objects e.g. scissors, umbrella. Children understand and can answer who, what and where questions with prompts. Children can listen and respond appropriately on a 1:1 basis. Children talk about themselves or their family e.g. "I live with my mammy". They make their needs known through speech and are able to express their point of view or give an opinion. Children speak using 4 to 6 word sentences e.g. "I want to play outside". They use past and future tenses e.g. "I went to the park". Mistakes can be made at times e.g. "I go-ed to the park".</p>	<p>Children follow two-part instructions with three key words e.g. "go and wash dolly's face". Children can listen to a long story and learn new story-related vocabulary e.g. knobby. Children can listen and respond appropriately in small groups and contribute to small group discussions. They understand and can answer who, what and where questions without prompts. They use pronouns accurately most of the time. Children initiate conversation with another child. They use connective words when talking e.g. and, because, or. Children can hold a conversation with an adult or child where appropriate and debate when they disagree with another child or adult. They can answer simple 'why' questions. Children use talk to design their play e.g. "Let's go to space, you get the rocket and I'll get my space helmet". Children can listen to a story without pictures or props and are able to retell a familiar story. Children know and can sing around 10 songs</p>
Personal, Social and Emotional Development	<p>Children talk to another child to engage them in their play. Children follow simple rules of the nursery and begin to show 'effortful control' (can resist a strong impulse). They help an adult to complete a simple job, e.g. puts toys back in a basket. They make a special friend. They are able to talk about their emotions in simple terms e.g. can say if they are sad. Children can wait a little while before needing reassurance from an adult. They understand sharing and taking turns but might not always want to do it. They know that they belong to a group within nursery and where to find it and who their key worker is. They can focus at an adult-led activity in a small group of up to 3. They can stay at an activity of their choice for up to 5 minutes. Children wash their hands independently when told to do so. Children can put on their coat, shoes and wellies with adult support. Children are proud of their own achievements and enjoy sharing this with others. Children can recognise how another child is feeling. They recognise when they need the toilet and can go independently</p>	<p>Children try their best and always 'have a go'. Children access all areas of the nursery and use toys with a purpose. They can focus at an adult-led activity in a group of up to 13. Children put on their coat, shoes and wellies without adult support, they may get left and right mixed up. Children recognise when their hands are dirty and know to go and wash them. Children engage confidently in new activities and social situations and seek out new experiences. They welcome others into nursery in a friendly manner. They can wait their turn in group and can regulate their emotions or ask for help if needed. They talk about their own feelings using happy, sad, angry, worried and can act upon another child's feelings e.g. get an adult to help or give a cuddle. Children show resilience to complete personal challenges and are able to meet their self-care needs. They celebrate their successes appropriately and are proud of their friend's achievements. Children can focus in a large group e.g. assembly, and can wait their turn when adults are talking to others. Children can focus on an activity of their choice for 10 minutes. They will ask an adult to access a resource to extend their play. Children enjoy 'doing a job' with another child and can take turns and share independently. They interact frequently with other children and are able to suggest ways to play. Children are able to solve conflict with minimal adult support.</p>
Physical Development	<p>Children run and avoid obstacles. They show control in holding and using tools. Children pull up their own trousers. Children are toilet trained with occasional accidents. Children are confident on nursery play equipment and walk down stairs two feet to each step while carrying a toy. They show awareness of how to</p>	<p>Children can climb stairs or apparatus using alternate feet. Children can copy an adult's movements. Children can skip, hop and stand on one leg and pose through games. Children can complete a simple obstacle course. They can move in time to music and can move in a specified way during adult led sessions e.g. paints on a large surface, without swapping hands. They can pass, bounce and catch a large ball and work together to move a large</p>

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	<p>keep themselves safe when climbing. Children have the core strength to sit comfortably without a back support. They take part in movements that cross their mid-line e.g. flipper flapper. They can move in a range of ways in their play. Children can use scissors to make snips in paper. They have a preferred hand during play. They can sit with their legs crossed on the floor. They can pedal a single trike. Children sit comfortably on a chair.</p>	<p>item. Children can use a spoon and fork during meals. They can use a scooter. They can use a balance bike. Children can work in a team to complete a physical challenge. They can follow a four-step sequence of movements e.g. clap, jump, clap, and turn around. Children can lead others to follow their movements. Children can use scissors to cut out a shape. They hold pens and pencils using a tripod grip.</p>
<p>Literacy</p>	<p>They can sing 2 or 3 nursery rhymes from memory. Children join in with some repeated refrains or words from a favourite story. Children respond appropriately to a story and have a favourite book. Children can predict what a story will be about by looking at the front cover. They can recall some information from a story they have just heard. They can recognise some famous logos. Children can draw lines and circles and may tell you what their picture is. Children attempt to write their name. It may not be recognisable but the child will tell you that it is their name.</p>	<p>Children understand the difference between print and a picture in a book. They also know the difference between a picture and writing when mark-making. Children discuss a favourite book with an adult. Children can identify parts of a book such as the front cover and title. Children can sequence the beginning, middle and end of a story using simple pictures. Children can respond accurately to a question about a story they have just listened to. They understand the moral of a story. They can clap to count syllables with support. Children to spot and suggest rhyming words. Children mark-make purposefully for a task and explain their writing. Children can talk about a book's characters and describe them. They can also describe the beginning and end of a story when asked. Children can understand the humour or deeper level in a story e.g. In 'A Squash and a Squeeze', they understand that the house did not grow. Children to recognise words that start with the same letter/sound. They orally blend a CVC word with props to support. Children may know some letter sounds. Children write their name and attempt to write some other letters, they may not be formed accurately.</p>
<p>Maths</p>	<p>Children begin to say some number names in order, but may miss some out. Children will say random number names in their play. They can use and understand the preposition 'on'. Children can complete an inset puzzle independently. Children can recognize numerals 1 to 3. They can match numeral to the right quantity up to 3. They are able to count using one to one correspondence to 5. Children recognise, and are beginning to talk about patterns around them using simple language. Children can rote count to 3 and beyond. They are able to subitise 1 and 2. They demonstrate their awareness of shape in their play. Children simply compare objects by their size, length, weight and capacity. They demonstrate mathematical awareness in their mark-making and play. Children demonstrate awareness of shape in their play and are beginning to talk about it using everyday language.</p>	<p>They can rote count to 10 and beyond. Children subitise to 5 in regular arrangements. They are able to count using one to one correspondence to beyond 5. Children begin to recognise and name numerals to 5 and beyond. Children confidently use finger numbers. They match numerals to quantities to 5 and beyond. They know the last number counted is the total (cardinal principle). Children compare quantities using 'same', 'more' and 'fewer.' Children separate objects into different groups recognising that the total is the same (conservation of number). They are beginning to know that numbers are made up of smaller numbers. Children ascribe mathematical meaning to marks in their play. They create and extend a simple repeating pattern and arrange objects using a range of spatial patterns, e.g. symmetrical. They name all 2D and some 3D shapes. They understand positional language when used in play, e.g. the dough is under the table. Children are able to solve real world problems using their mathematical knowledge. Children notice and can correct and error in a repeating pattern. Children compare objects by their size, length, weight and capacity using appropriate mathematical language. They use simple language of time with some accuracy, e.g. morning, afternoon, later, tomorrow.</p>

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<p>Understanding the World</p>	<p>Children can imitate play sequence that an adult has started. They enjoy looking at nature and sharing what they have found. They can match objects which go together- eg cup and a saucer. Children can imitate adults in their play with some accuracy eg making a cup of tea. They can put resources away independently. They enjoy playing with small world toys and resources and can create their own story. Children can make up their own play in the home corner. Children talk about their family. They can discuss a family photograph and talk about who lives in their house. They take part in a celebration and may be able to talk about it. Children know the name of a friend. They notice they have similarities and differences to the way others look e.g. hair colour, skin type, disability. Children operate simple mechanical equipment in their play. They talk about a material and its properties using simple everyday language. Children talk about the changes in their environment and about what they see. They show respect and care for animals.</p>	<p>Children know that they were once a baby and will grow older with time. They can talk about when they were a baby and compare it now and when they will be older. They talk about what they would like to be when they grow up. Children understand that people have different jobs and why. Children can talk about some simple differences between places/countries. Children take part in a celebration from a different faith, showing curiosity and asking questions. Children show an interest in growth, they understand the life cycle of a plant and some animals (e.g. chick) and know what they need to grow. Children are aware of the four seasons and can talk about them. Children understand why we should show respect and care for the natural world.</p>
<p>Expressive Arts and Design</p>	<p>Children can sing or make noises at the same time as moving to music or instruments. Children enjoy mixing different colours and experiment. Children create their own props to use in play. They can use a colour for a purpose. Children can name colours (red, blue, yellow, green, purple, orange) and mix them for fun. Children can draw a simple representation of a person. Children can play a simple instrument and can match sounds to objects or pictures. After listening to music, children can tell you their opinion about the music they have heard. Children can continue an adult-led role-play activity and use objects to represent something else in their play.</p>	<p>They can make something that has been requested by an adult e.g. a wand. Children can remember and sing an entire song. They are able to sing loudly and not shout. Children can create a story using small world resources for their intended purpose. Children take part in a role-play activity of their choice. Children can use appropriate resources to make their own creations. They mix colours for a purpose. Children can draw a person with detailed features. They can clap or tap in time to music and can 'form a band' with instruments. Children can continue a child-led role-play activity. They can create a complex story using any resources.</p>

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