













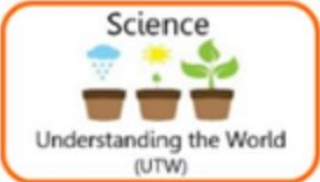


## Nursery Skills Development Progression 3 – 4 year olds - Cycle A


Terms	Autumn 1	Autumn 2 & Spring 1	Spring 2	Summer 1	Summer 2	Ready for Reception
Themes	Megastructures	Remember, Remember	Tell Me a Story	Footprints on the Farm	Global citizenship	
Celebrations	Starting school Harvest PCSO visit	Christmas performance to parents Nativity Diwali Christmas	New year Chinese New Year Pancake Day Valentine's Day	Trip to Farm	Graduation to Reception Sports Day Transition to Reception	
 <p>Listening, Attention and Understanding</p> <p>Communication &amp; Language (C&amp;L)</p>	Begin to listen to longer stories.	Recall some key events form a story.  Begin to pay attention to more than one thing at a time.	Understand 2 step simple instructions.	Understand and answer why questions.	Respond appropriately during a conversation.	Enjoy listening to longer stories and can remember much of what happens.  Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for ran and 'swimmed' for swam.
 <p>Speaking</p> <p>Communication &amp; Language (C&amp;L)</p>	Retell familiar nursery rhymes.	Retell number rhymes.  Speak using 4 – 6 word sentences.	Take turns speaking and listening during a conversation.	Ask why questions during a conversation.	Use talk to organise their play.	Develop their pronunciation but may have problems saying some sounds.
 <p>Self-Regulation</p> <p>Personal, Social &amp; Emotional Development (PSED)</p>	Follow a one step instruction.	Talk about themselves.  Sit during a short circle time.	Follow a 2-step instruction.	Share how they are feeling with a member of staff.	Sit during circle time and join in a class session Eg maths and Phonics.	Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.
 <p>Managing Self</p> <p>Personal, Social &amp; Emotional Development (PSED)</p>	Start to understand feelings (happy, sad and tired).	Begin to follow rules.  Develop ways of being assertive.	Show they are able to follow rules.	Start to understand feelings (happy, sad, tired, worried, angry and scared).	Choose resources to help them achieve.	Develop appropriate ways of being assertive.

 <p><b>Building Relationships</b> Personal, Social &amp; Emotional Development (PSED)</p>	Begin to take turns.	Play with one child, extending and contributing during play.  Take turns during role play.	Play with one or more children, extending and contributing during play.	Begin to understand how someone might feel.	Show confidence with others during a social situation.	Remember rules without needing an adult to remind them.  Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing up zips.
 <p><b>Jigsaw</b> PSED</p>	Being in my world	Celebrating Difference  Dreams and Goals	Healthy Me	Relationships	Changing Me	Be increasingly independent in meeting their own care needs.e.g. brushing teeth, using the toilet, washing and drying their hands.  Make healthy choices about food, drink, activity and toothbrushing.  Talk with others to solve conflicts.
 <p><b>Gross Motor Skills</b> Physical Development (PD)</p>	Explore moving their body in different ways.	Moves body to music showing when they can stop and start.  Control a ball in different ways, balance on a variety of equipment and climb.	Jum and land safely from a height.	Move safely with confidence and imagination, communicating ideas through movement.	Follow instructions in simple races, running at speed and an obstacle course.	Choose the right resources to carry out their own plan.  Collaborate with others to manage large items e.g. moving a long plank safely, carrying large hollow blocks.
 <p><b>Fine Motor Skills</b> Physical Development (PD)</p>	Use a one-handed tool.  Begin Dough Disco.	Makes snips in paper using scissors.  Begin Squiggle Wiggle.  Show a preference for a dominant hand.	Begin to hold a pencil with a modified tripod grip to show control.  Begin name writing if ready.	Demonstrate a growing independence putting on a coat and shoes, begin to do zips.	Show ability to use a knife and fork.	
 <p><b>Comprehension Literacy</b></p>	Join in with repeated phrases for familiar stories.	Express simple likes about a shared story.  Answers who and what questions linked to stories shared.	Express simple likes and dislikes about a shared story.	Uses new vocabulary in their play.	Uses new vocabulary in their conversations.	Understand the five key concepts about print <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print has different purposes</li> <li>• page sequencing – English texts are</li> </ul>



	<p>Talk about their immediate family and their role in the family.</p> <p>Talk about the concept of growing up.</p>	<p>Comments on recent photos and pictures of celebrations in their own life e.g. this is me at....</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Find out about the past, exploring changes over time.</p> <p>Comments on fictional/historical figures or familiar objects or situations from the past.</p>	<p>Knows that Easter has been celebrated for many years.</p>	<p>Comments on fictional/historical figures or familiar objects or situations from the past e.g. St Georges Day</p>	<p>Share and understand how they have grown and changed.</p>	<p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the environment and all living things.</p>
	<p>Know who is in their family and why they are special to them.</p>	<p>Know about family celebrations.</p> <p>Know about events celebrated by different groups of people e.g pancake day</p>	<p>Know who celebrates Easter and why Easter is celebrated.</p> <p>Know about the events celebrated by different groups of people.</p>	<p>Celebrate St Georges Day.</p>	<p>Celebrate leaving Nursery and starting Reception.</p>	<p>Talk about the features on a map and follow directions to get to a different place.</p>
	<p>Explore changes in Autumn.</p> <p>Show interest in different occupations.</p> <p>Know about people who help us and understand how people help us.</p>	<p>Explore what happens on cold winter days.</p> <p>Continue developing positive attitudes between people.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Begin to make sense of their own life story and family history</p>	<p>Changes in Spring.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about differences between materials and changes they notice</p>	<p>Explore changes in Summer.</p> <p>Show interest in different occupations</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that directions can be followed and lead to different places.</p> <p>Know that a map has places and features on it and know what it is used for.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Use their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>

	<p>Talks about different body parts and what is unique about me.</p> <p>Talks about the pets they have and the features of different animals.</p> <p>Know that there are different countries in the world and talks about differences they have experienced or seen in photos.</p> <p>Uses their senses to explore.</p>	<p>Explores collections of materials with similar/different properties.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Woodland/park animals – labelling habitats, getting ready for winter.</p> <p>Examines animals to find out more about them.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Uses their senses to explore.</p>	<p>Know that there are different countries in the world and talks about differences they have experienced or seen in photos.</p>	<p>Uses basic scientific vocabulary to describe parts of animals.</p> <p>Explains a simple lifecycle of an animal.</p> <p>Uses their senses to explore and takes care of them.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key lifecycle of a plant and animal.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>
	<p>Asks an adult to help them with technology.</p>	<p>Uses a touchscreen to open and close apps.</p> <p>Finds the correct app with adult support.</p> <p>Listens to and plays digital stories.</p> <p>Talks about different digital devices.</p> <p>Online safety.</p>	<p>Uses pretend technology in role play.</p> <p>Makes toys work using buttons/switches.</p> <p>Online safety</p>	<p>Takes a photograph.</p> <p>Puts simple instructions in order.</p> <p>Creates a sequence of instructions.</p> <p>Online safety.</p>	<p>Takes turns on a digital device.</p> <p>Makes music on an ipad.</p> <p>Online safety.</p>	<p>Talks about ways to stay safe when using a digital device.</p> <p>Tells a trusted adult if something on the screen upsets them.</p> <p>Knows passwords help keep information safe online.</p> <p>Creates rules for using technology responsibly.</p>
	<p>Join different materials together.</p>	<p>Make choices about materials to use when creating.</p> <p>Create closed shapes with continuous lines.</p>	<p>Create a card experimenting with colour and texture.</p>	<p>Represents feelings, noises and movements through drawing.</p>	<p>Explore colour mixing.</p>	<p>Begin to develop complex stories using small world sets.</p> <p>Make imaginative and complex 'small worlds'</p>

	<p>Join in with simple repetitive rhymes and songs.</p>	<p>Perform songs in a Christmas performance.</p> <p>Explore sounds that can be made from percussion.</p>	<p>Follow adult instructions/signals when playing instruments.</p>	<p>Create own music.</p>	<p>Share likes and dislikes about a piece of music.</p>	<p>withs blocks and construction kits.</p> <p>Explore different materials freely, to develop ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details and emotions in their drawing.</p>
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