



### **Nursery skills and knowledge progression**

<b><u>Personal Social and Emotional Development</u></b>				
	<b><u>Baseline</u></b>	<b><u>Mid-point</u></b>	<b><u>End-point</u></b>	<b><u>End of Nursery Goal</u></b>
<b><u>Self-regulation</u></b>	I can express a range of emotions and start to talk about them. I can follow a one-step instruction with support. I can talk about myself.	I can share or take turns with the support of an adult. I can sit for longer periods during circle time or adult input. I can follow a 2-step instruction. I am beginning to follow rules and don't always need adult support.	I can say how I am feeling using words like happy, sad, or angry. I can follow rules without adult support. I am engaged and participate during circle time. I can talk about my feelings and I am starting to understand the feelings of others. I can follow basic instructions and the "rules" of the setting.	I am starting to identify feelings and follow rules
<b><u>Managing self</u></b>	I can express a range of emotions and start to talk about them. I can follow a one-step instruction with support. I can talk about myself.	I am more confident in new social situations and with new people. I am able to choose resources with adult support to help me achieve my goal. I can manage my toileting needs e.g. using the toilet, washing and drying hands.	I am becoming more independent when getting dressed. I am starting to handle new experiences with more confidence. I am able to independently choose resources to help me achieve my goal. I can use the toilet independently (inc. hygiene) and I am usually dry throughout the day.	I can handle new social experiences and manage my hygiene needs
<b><u>Building relationships</u></b>	I enjoy the company of other children. I can play with one child, extending and contributing during play.	I am beginning to take turns in play.	I can play with others cooperatively. I can talk with others to resolve conflicts and resolve issues (some support needed).	I can form positive relationships with adults and peers through cooperation.

	I can play with others extending and elaborating play ideas.			
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<b><u>Communication and Language Development</u></b>				
	<b><u>Baseline</u></b>	<b><u>Mid-point</u></b>	<b><u>End-point</u></b>	<b><u>End of Nursery Goal</u></b>
<b><u>Listening, Attention and Understanding</u></b>	<p>I can listen to simple stories and use pictures to help me know what is happening.</p> <p>I can understand simple instructions.</p> <p>I can understand simple questions e.g. Where is your hat?</p> <p>I can listen to others talk and start to join in.</p>	<p>I can listen to different songs and rhymes and join in with some.</p> <p>I know e.g. nursery rhymes.</p> <p>I can follow simple instructions with up to two key words or steps.</p> <p>I can answer questions using who, what, when, where I can respond and give my attention when someone speaks to me</p> <p>I can start to listen to longer stories and join in with familiar or repeating parts.</p> <p>I can follow instructions with two key words accurately.</p>	<p>I can respond appropriately when.</p> <p>I am spoken to I know to try and listen when someone else is speaking.</p> <p>I can listen carefully to songs, stories and rhymes and respond by joining in.</p> <p>I can understand and respond to instructions with 3 key words I can recall some key events from a story.</p> <p>I can understand and respond to 'why' questions.</p> <p>I can start a conversation and take it in turns to speak.</p> <p>I can begin to pay attention to more than one thing at a time</p>	<p>I can listen attentively to stories, songs and rhymes and respond by joining in; Understand and respond to two and three-part instructions and why questions; Start a conversation and take it in turns to speak.</p>
<b><u>Speaking</u></b>	<p>I can use the names for a range of familiar objects, people and actions.</p> <p>I can use a range of words for time, space, function and description.</p>	<p>I can use talk in my play.</p> <p>I can join in with parts of familiar rhymes and songs, including number rhymes.</p> <p>I can link words together in the start of a sentence.</p> <p>I can use some new vocabulary e.g. scientific and story vocabulary.</p> <p>I can develop my sentences.</p> <p>I can express my opinion using short sentences.</p>	<p>I can talk about familiar books, and retell a story.</p> <p>I can start to extend my spoken sentences by using the connectives, 'and' and 'but'.</p> <p>I can join in with familiar rhymes and songs.</p> <p>I can use talk to organise my play.</p> <p>I can explain, describe, recount and retell.</p> <p>I can take turns speaking and listening to join in with conversation.</p> <p>I can use a sentence of 4-6 words.</p>	<p>I can explain, describe, recount and retell using recently introduced vocabulary; Use a sentence of 4-6 words; Use connectives to link words and sentences e.g. and, because, or.</p>

			<p>I can use a wider range of connectives to link words in sentences.</p> <p>I can ask why questions during a conversation.</p>	
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<b><u>Physical Development</u></b>				
	<b><u>Baseline</u></b>	<b><u>Mid-point</u></b>	<b><u>End-point</u></b>	<b><u>End of Nursery Goal</u></b>
<b><u>Gross-Motor</u></b>	<p>I can climb confidently.</p> <p>I can run, jump and hop.</p> <p>I can climb stairs using alternate feet".</p> <p>I can run, jump and hop.</p> <p>I can climb stairs using alternate feet.</p> <p>I can use large scale muscle movements - waving flags, large scale chalk or paint markmaking.</p>	<p>I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>I can balance on a variety of different equipment (balance bikes, scooters, climbing).</p> <p>I can skip, hop and stand on one leg.</p>	<p>I can move my body to music showing when to stop and start.</p> <p>I can control a ball in different ways - rolling, kicking, throwing.</p> <p>I can jump and land safely from a height.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>Can follow instructions in simple races, running at speed and an obstacle course.</p>	<p>Develop gross motor skills and large-scale muscle movements.</p>
<b><u>Fine-Motor</u></b>	<p>I am starting to use my motor skills to carry out tasks using one-handed tools (playdough tools etc.)</p> <p>I can eat using a fork.</p> <p>I can use a comfortable grip with good control when using pencils.</p> <p>I can use one-handed tools confidently.</p>	<p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>I am beginning to show a preference for a dominant hand.</p> <p>I can make straight snips in paper using standard scissors.</p>	<p>I can use a modified tripod grip to improve pencil control.</p> <p>I can demonstrate growing independence putting on a coat and shoes, begin to do zips.</p> <p>Begin to use a knife and fork to eat.</p>	<p>To develop fine motor skills and one-handed tool control (inc. pencil control).</p>

<u>Literacy</u>				
	<u>Baseline</u>	<u>Mid-point</u>	<u>End-point</u>	<u>End of Nursery Goal</u>
<u>Reading and Comprehension</u>	<p>I enjoy stories, songs and rhymes.</p> <p>I am developing book handling skills.</p> <p>I can join in with some words in familiar songs.</p> <p>I can join in with repeated refrains in familiar stories and songs I can start to develop play around my favourite stories and props.</p> <p>I understand letters and print have meaning e.g. page sequencing, book parts, etc.</p>	<p>I can start to join in with familiar stories, rhymes and songs.</p> <p>I can sequence events from stories. I have heard.</p> <p>I am starting to use different vocabulary from books in my play.</p> <p>I can talk about stories I have heard and express my thoughts about them.</p>	<p>I can retell some familiar stories.</p> <p>I can use some story language or new vocabulary in my play.</p>	<p>To understand the five key concepts about print: - print has meaning - name the parts of a book - print can have different purposes - page sequencing - read from left to right and from top to bottom.</p>
<u>Word Reading</u>	<p>I can notice print e.g. familiar logos, bus numbers, my name/ first letter.</p> <p>I can discriminate between sounds during listening games.</p> <p>I can tune into the sounds in words- showing understanding.</p>	<p>I can clap syllables.</p> <p>I am starting to notice rhyme.</p> <p>I can spot words with the same initial sound.</p> <p>I can show awareness of alliteration.</p> <p>I can hear the sounds in words and I am starting to blend them back together.</p>	<p>I can say the initial sounds in most words.</p> <p>I can orally segment single sound CVC words e.g. c-a-t.</p>	<p>To develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound.</p>
<u>Writing</u>	<p>I can start to make marks with a variety of materials.</p> <p>I have an understanding of letters and print e.g. page sequencing, book parts, etc.</p> <p>I can ascribe meaning to marks during play.</p> <p>I can add marks to show my</p>	<p>I can start to make marks with a variety of materials.</p> <p>I have an understanding of letters and print e.g. page sequencing, book parts, etc.</p> <p>I can ascribe meaning to marks during play.</p> <p>I can add marks to show my name.</p> <p>I can draw a straight line.</p> <p>I can demonstrate good gross motor skills in making large marks</p>	<p>I can draw curved lines in both clockwise and anti-clockwise directions.</p> <p>I can write some letters with good formation e.g. the letters from my name.</p> <p>I can write my own name.</p> <p>I can ascribe meanings to marks made in drawing.</p> <p>I can apply print knowledge to my emergent writing.</p>	<p>To write the letters of their name accurately, to apply some print knowledge to their writing.</p>

	<p>name I can draw a straight line.</p> <p>I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>I can apply some print knowledge to writing e.g. m for mummy.</p> <p>I can write the first letter of my name.</p>	<p>e.g. playground chalk, water painting etc.</p> <p>I can apply some print knowledge to writing e.g. m for mummy.</p> <p>I can write the first letter of my name.</p>		
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<u>Maths</u>				
	<u>Baseline</u>	<u>Mid-point</u>	<u>End-point</u>	<u>End of Nursery Goal</u>
<u>Number</u>	<p>I can count to 3 in my play I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc. I can recite numbers to 5 I am starting to subitise up to two</p>	<p>I can recite number to 10 I can make comparisons between objects- size, length, weight and capacity I can say one number name for each item I can show 'finger' numbers to 5 I can see 3 in different ways and recognise it without counting I can accurately count 5 objects from a larger group, with 1:1 correspondence I can count, order, recognise and use numbers to 5 I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) I can compare quantities using the vocabulary of more, less and the same</p>	<p>I can recite numbers to 10 and beyond I can subitise up to 5 objects Begins to represent numbers within 10 using pictorial representations I can make comparisons between quantities within 10 I can use key mathematical language - more than/less than, total/altogether</p>	<p>To have a strong understanding of numbers to 5 and develop subitising skills. To be able to compare quantities.</p>
<u>Numerical Patterns + Shape Space and Measure</u>	<p>I can notice patterns and arrange things in patterns. I can react to changes in amounts e.g. hiding and returning rhymes.</p>	<p>I can extend a pattern that has been made. I can create my own simple patterns (ABAB). I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event.</p>	<p>I can talk about patterns and spot errors. I can continue and create patterns. I can sequence a pattern of events using time language e.g. first, next, then.</p>	<p>To explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shapes</p>

	<p>I can combine shapes and objects e.g. stacking blocks/ cups.</p> <p>I can spot patterns and talk about them e.g. stripes on a scarf.</p> <p>I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.</p> <p>I can use shapes for building thinking about their properties e.g. flat sides for stacking.</p>	<p>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc</p>	<p>I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat).</p>	
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<u>Understanding the World</u>				
	<u>Baseline</u>	<u>Mid-point</u>	<u>End-point</u>	<u>End of Nursery Goal</u>
<u>Past and Present</u>	To explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shapes.	I can explore changes over time	I can talk about some of my own and my family's history (grandparents, parents, etc.). I can share past family experiences	To understand their own life story and some of the ways they have changed.
<u>People, Culture and Communities</u>	I can start to notice some of the differences between people - occupations, religions, cultures. I can talk about different occupations and job roles - people who help us.	I can start to notice some of the differences between people - occupations, religions, cultures. I can talk about different occupations and job roles - people who help us.	I can talk about the differences I have seen in people, countries and communities.	To develop positive attitudes towards other people, cultures and communities.
<u>The Natural World</u>	I can explore natural and man- made materials. I can talk about the difference between materials and	I can explore seasonal changes and talk about the differences. I can talk about growing seeds, taking care of plants and the wider natural world.	Talk about taking care of the world around us. I can explore different forces. I can talk about the world around us	To have an awareness of the natural world and show care for the environment.

	the changes that I notice	I can talk about the key features of life cycles using key vocabulary	observing animals and plants.	
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<u>Expressive Art and Design</u>				
	<u>Baseline</u>	<u>Mid-point</u>	<u>End-point</u>	<u>End of Nursery Goal</u>
<b><u>Creating with Materials</u></b>	I can explore art materials for large- and small-scale art e.g. drawing, paint, sculpture. I am beginning to explore colour and colour mixing. I can explore ways of joining different materials together	I can use different art materials and am starting to refine my ways of creating art. I can create closed shapes with continuous lines when drawing or painting. I can develop my own ideas and make choices about which materials to use when creating them. I can include details on drawings.	I can use a range of art materials, joining and colour mixing purposefully and freely I can represent feelings, noises and movements through drawing	To explore and use a range of art materials and start to join them together
<b><u>Being Imaginative</u></b>	I can listen with increased attention to sounds. I can respond to what I have heard, expressing thoughts and feelings Join in with simple repetitive rhymes and songs. I can express my ideas through play, particularly pretend play. I can engage in simple pretend play, using some objects to represent others or by dressing up	I can remember and sing a range of familiar songs. I can explore the different sounds musical instruments make I can create my own songs or improvise / modify a familiar song I can create more complex small world set ups to adapt and create stories.	I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.	To sing, respond to and create music To sing, respond to and create music