

Nursery Progression of skills

Autumn Term	Spring Term	Summer Term	Nursery Goal
PSED			
Self-Regulation			
<p>I can express a range of emotions and start to talk about them</p> <p>I can follow a one-step instruction with support</p> <p>I can talk about myself</p>	<p>I can share or take turns with the support of an adult</p> <p>I can sit during circle time or adult input I can follow a 2-step instruction.</p> <p>I am beginning to follow rules and don't always need adult support</p>	<p>I can say how I am feeling using words like happy, sad, or angry</p> <p>I can follow rules without adult support</p> <p>I am engaged and participate during circle time</p> <p>I can talk about my feelings and am starting to understand the feelings of others</p> <p>I can follow basic instructions and the "rules" of the setting</p>	<p>I am starting to identify feelings and follow rules</p>
Managing Self			
<p>I can explore the setting with confidence, knowing that a familiar person is close by</p> <p>I can get changed with adult support - put on coat, shoes, do up zips I can use the toilet with help</p> <p>I am becoming outgoing with unfamiliar people in the safe context of the setting</p> <p>I can put on my coat independently</p>	<p>I am more confident in new social situations and with new people</p> <p>I am able to choose resources with adult support to help me achieve my goal</p> <p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p>	<p>I am becoming more independent when getting dressed</p> <p>I am starting to handle new experiences with more confidence</p> <p>I am able to independently choose resources to help me achieve my goal</p> <p>I can use the toilet independently (inc. hygiene) and am usually dry throughout the day</p>	<p>I can handle new social experiences and manage my hygiene needs</p>
Building Relationships			
<p>I enjoy the company of other children</p> <p>I can play with one child, extending and contributing during play</p> <p>I can play with others extending and elaborating play ideas</p>	<p>I am beginning to take turns in play</p>	<p>I can play with others cooperatively</p> <p>I can talk with others to resolve conflicts and resolve issues (some support needed)</p>	<p>To form positive relationships with adults and peers through cooperation</p>

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Communication and Language			
Listening, Attention and Understanding			
<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</p> <p>I can respond and give my attention when someone speaks to me (using my name helps)</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 I am spoken to</p> <p>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</p> <p>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>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>
Speaking			
<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 use a wider range of connectives to link words in sentences</p> <p>I can ask why questions during a conversation</p>	<p>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>Note: Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - check for audible speech and highlight any pronunciation problems or difficulties in articulation) Develop communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p>			

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Physical Development			
Gross Motor Skills			
<p>I can climb confidently I can run, jump and hop I can climb stairs using alternate feet" I can run, jump and hop I can climb stairs using alternate feet I can use large scale muscle movements - waving flags, large scale chalk or paint mark making</p>	<p>I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc. I can balance on a variety of different equipment (balance bikes, scooters, climbing) I can skip, hop and stand on one leg</p>	<p>I can move my body to music showing when to stop and start. I can control a ball in different ways - rolling, kicking, throwing. I can jump and land safely from a height. To move safely with confidence and imagination, communicating ideas through movement. 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>
Fine Motor Skills			
<p>I am starting to use my motor skills to carry out tasks using one-handed tools (playdough tools etc.) I can eat using a fork I can use a comfortable grip with good control when using pencils I can use one-handed tools confidently</p>	<p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. I am beginning to show a preference for a dominant hand I can make straight snips in paper using standard scissors.</p>	<p>I can use a modified tripod grip to improve pencil control. I can demonstrate growing independence putting on a coat and shoes, begin to do zips. 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>

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Literacy			
Reading and Comprehension			
<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</p> <p>I can start to develop play around my favourite stories and props</p> <p>I have an understanding of letters and print 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>
Word Reading – Phonics			
<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 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 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>
Writing – Letter Formation, Spelling, Composition			
<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 e.g. playground chalk, water painting etc.</p> <p>I can use and 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>I can segment words in the order in which they occur (with support)</p> <p>I can change the initial sound to make new words e.g. at- hat, cat, mat, sat</p> <p>I can write some of my name e.g. first two letters</p> <p>I can respond to focus texts through mark making</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>

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Maths			
Number			
<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>
Numerical Patterns, Shape and Space			
<p>I can notice patterns and arrange things in patterns I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can combine shapes and objects e.g. stacking blocks/ cups I can spot patterns and talk about them e.g. stripes on a scarf I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc. I can use shapes for building thinking about their properties e.g. flat sides for stacking</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 I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</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 I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>To explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shapes</p>

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Understanding the World			
Past and Present			
<p>I can talk about myself and who I am</p> <p>I can talk about my immediate family and their role in the family</p> <p>I can talk about some of the ways I have changed over my life and the concept of growing up</p>	<p>I can explore changes over time</p>	<p>I can talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>I can share past family experiences</p>	<p>To understand their own life story and some of the ways they have changed</p>
People, Culture and Communities			
<p>I can start to notice some of the differences between people - occupations, religions, cultures</p> <p>I can talk about different occupations and job roles - people who help us</p>	<p>I know about family celebrations - birthdays, weddings</p> <p>I know about events celebrated by different groups of people - Diwali, Christmas</p> <p>I know about other countries in the world and can talk about their differences / similarities</p>	<p>I can talk about the differences I have seen in people, countries and communities</p>	<p>To develop positive attitudes towards other people, cultures and communities</p>
The Natural World			
<p>I can explore natural and man- made materials</p> <p>I can talk about the difference between materials and the changes that I notice</p>	<p>I can explore seasonal changes and talk about the differences</p> <p>I can talk about growing seeds, taking care of plants and the wider natural world.</p> <p>I can talk about the key features of life cycles using key vocabulary</p>	<p>Talk about taking care of the world around us</p> <p>I can explore different forces.</p> <p>I can talk about the world around us observing animals and plants</p>	<p>To have an awareness of the natural world and show care for the environment</p>

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