

Nursery skills progression



		Nursery 0-3 Baseline	Nursery 3-4 Autumn 2	Nursery 3-4 Spring 2	Nursery 3-4 Summer 2	On Track Nursery 3-4 Secure
Prime areas	Communication and Language	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Understand and act on longer sentences like 'find your coat' • Understand simple instructions like 'stop' • Understand simple questions about who, what and where (but generally not why) 	<ul style="list-style-type: none"> • Can shift from one task to another if you get their attention. • Can show that they understand action words by pointing to the right picture in a book. • Can follow instructions with three key words. 	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
		<p>Speaking</p> <ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described e.g. "Katie's coat" • Use speech sounds p, b, m, w • Copy your gestures and words 	<ul style="list-style-type: none"> • Can use pronouns and plurals. • Can link up to 5 words together. • Use descriptive language. (time, space and function) 	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. 	<ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play. • Can answer a range of questions. Is starting to understand 'why?' in terms of investigations etc. 	<ul style="list-style-type: none"> • Can use sentences of four to six words. • Engages in conversation with adults and peers. • Can use sentences joined up with words like 'because', 'or', 'and'? • Is the child using the future and past tense? Sing a large repertoire of songs. • Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

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Personal, Social and Emotional	Self Regulation	<ul style="list-style-type: none"> • Feel strong enough to express a range of emotions. • Find ways to calm themselves, through being calmed and comforted by their key person. • Use their engagement to achieve a goal (e.g. gesture towards their drink bottle to say they would like a drink). 	<ul style="list-style-type: none"> • Develop friendships with other children. • Beginning to understand how to wait for my turn and learning to control my feelings. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Can listen and respond to others. • To follow a simple one step instruction. 	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Express their feelings and begin to show consideration for the feelings of others. • Can tolerate delay when needs are not instantly met. • Understands and follows multi-step instructions and can say when they don't understand. 	<ul style="list-style-type: none"> • Can the child generally negotiate solutions to conflicts in their play?
	Managing Self	<ul style="list-style-type: none"> • Express preferences and decisions. They also try new things and start establishing their autonomy. 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Do not always need an adult to remind them of the rule. 	<ul style="list-style-type: none"> • 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. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Show resilience and perseverance in the face of challenge. • Understands and independently follows the school behaviour expectations 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity.
	Building Relationships	<ul style="list-style-type: none"> • Engage with others through gesture, gaze and talk. 	<ul style="list-style-type: none"> • Enjoy the company of other children and want to play with them. 	<ul style="list-style-type: none"> • Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'. Can the child 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Does the child play alongside others or do

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					settle to some activities for a while?		they always want to play alone? Does the child take part in pretend play? Does the child take part in other pretend play with different roles - being the Gruffalo, for example?
Physical	Gross motor skills	<ul style="list-style-type: none"> • Enjoy moving when outdoors and inside. • Clap and stamp to music. 	<ul style="list-style-type: none"> • Can walk, run, jump, climb and use a scooter/tricycle. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus using alternate feet. 	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	
	Fine motor skills	<ul style="list-style-type: none"> • Explore different materials and tools. • Build independently with a range of appropriate resources. 	<ul style="list-style-type: none"> • Grasp, hold and explore different tools and materials. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • 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, 	

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							for example, putting coats on and doing up zips
Specific Areas	Literacy	Comprehension	<ul style="list-style-type: none"> • Enjoy songs and rhymes , tuning in and paying attention. 	<ul style="list-style-type: none"> • Join in with some words in songs and rhymes. • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> • Engage in extended conversations about stories. 	<ul style="list-style-type: none"> • Learning new vocabulary • Extended use of vocabulary.
		Word Reading	<ul style="list-style-type: none"> • Enjoys sharing books with an adult. • Pays attention and responds to the pictures or the words in books. 	<ul style="list-style-type: none"> • Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - spot and suggest rhymes. 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - count or clap syllables in a word. 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother. • Begin to segment words in the order in which they occur (with support) • I can orally segment single sound CVC words e.g. c-a-t.

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	Writing	<ul style="list-style-type: none"> • Copies finger movements and other gestures. 	<ul style="list-style-type: none"> • Draws freely. 	<ul style="list-style-type: none"> • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<ul style="list-style-type: none"> • Write some or all of their name. Write some letters accurately.
Mathematics	Number	<ul style="list-style-type: none"> • Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. 	<ul style="list-style-type: none"> • Can say when they have lots or more than someone else. • Says some numerals. 	<ul style="list-style-type: none"> • Recite numbers past 5. Show 'finger numbers' up to 5. 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.

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	Numerical patterns	<ul style="list-style-type: none"> • Climb and squeezing selves into different types of spaces. • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. 	<ul style="list-style-type: none"> • Can complete a simple insert jigsaw. • Interested in sorting objects (colour, type or size). • Describes an object by its size, shape or colour. 	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. 	<ul style="list-style-type: none"> • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.' 	<ul style="list-style-type: none"> • Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and identify the patterns around them.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Repeat actions that have an effect. 	<ul style="list-style-type: none"> • Talk about their family and people who are important to them. 	<ul style="list-style-type: none"> • Make connections between the feature of their family and other families. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Show interest in different occupations.
	People, Culture and Communities	<ul style="list-style-type: none"> • Recognises familiar people. 	<ul style="list-style-type: none"> • Notice differences between people. 	<ul style="list-style-type: none"> • Know the features of their home and nursery. 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people
	The Natural World	<ul style="list-style-type: none"> • Explore natural materials indoors and outside. 	<ul style="list-style-type: none"> • Explore and talk about natural things going on around them e.g. notice the weather. • Interested in finding out how things work. 	<ul style="list-style-type: none"> • Explore how things work. • Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Talk about the differences between 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Begin to understand the need to respect and care for the natural environment and all living things.

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Expressive Art and Design						materials and changes they notice. Explore collections of materials with similar and/or different properties.	• Talk about what they see, using a wide vocabulary.
	Creating with materials	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 	<ul style="list-style-type: none"> • Create pictures using paint and other media. 	<ul style="list-style-type: none"> • Make simple models. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Explore colour and colour-mixing Listen with increased attention to sounds. 	
	Being imaginative and Expressive	<ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. • Show attention to sounds and music. 	<ul style="list-style-type: none"> • Enjoy moving to music. • Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. • Enjoy taking part in pretend play. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Respond to what they have heard, expressing 	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to develop complex stories using 	

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					<p>their thoughts and feelings.</p> <ul style="list-style-type: none">• Remember and sing entire songs.	<ul style="list-style-type: none">• Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	<p>small world equipment like animal sets, dolls and dolls houses etc.</p>
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