

Nursery curriculum skills progression statements

		Entry baseline (0-3 years)	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Communication and Language	Listening, Attention and Understanding	Using the child's name to gain their attention when engaged in a task.	Birth to 3-year olds: Listen to simple stories and understand what is happening, with the help of the pictures. 3-4-year olds Understand a question or instruction that has two parts.	Birth to 3-year olds: Understand simple questions 'who' 'what' 'where' (but generally not 'why'). 3-4-year olds: Pay attention to more than one thing at a time which can be difficult.	Develop their communication but may continue to have problems with irregular tenses and plurals. Understand a question or instruction that has two parts.	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	Understand 'why' questions.	Observation checkpoint: Enjoy listening to longer stories and can remember much of what happens.
	Speaking	Can a child use around 300 words? Develop pretend play.	Birth to 3-year olds: Use intonation, pitch and changing volume when 'talking'. Start to say how they are feeling, using words as well as actions. 3-4-year olds:	3-4-year olds: Use talk to organise themselves and their play. Start a conversation with an adult or a friend and continue it for many turns.	Develop their pronunciation but may have problems saying some sounds and multi-syllabic words. Sing a large repertoire of songs.	Use a wider range of vocabulary. Provide children a rich language environment that fosters the children's curiosity and interest in sharing books and activities with them. Encourage children to talk about what is	Know many rhymes, be able to talk about familiar books.	Around the age of 4, is the child using sentences of at least four to six words?

			Use longer sentences of four to six words.			happening and give their own ideas.		
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Personal, Social and Emotional Education	Self-Regulation	Is happy to separate from parent/carer.	Birth to 3-year olds: Establish their sense of self. Find ways of managing transitions. Be increasingly able to talk and manage their emotions. 3-4-year olds: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Increasingly follow rules, understanding why they are important.	Understand gradually how others might be feeling.	Finding solutions to conflicts and rivalries.	Develop their sense of responsibility and membership of a community.	Observation checkpoint: Can the child generally negotiate solutions to conflicts in their play?
	Managing self	Learn to use the toilet with help, and then independently.	Select and use activities and resources, with help when needed.	Be increasingly independent in meeting their own care needs. Brushing teeth, using the toilet, washing and drying their hands.	Independent in getting dressed, putting coats on, socks and shoes.	Remember rules without needing an adult to remind them.	Make healthy choices about food, drink and tooth brushing.	Most, but not all, children are reliably dry during the day by the age of 4.
	Making Relationships	Develop friendships with other children. Show more confidence in new social situations.	Become more outgoing with unfamiliar people in the safe context of their setting.	Show more confidence in new social situations.	Develop appropriate ways of being assertive.	Play with one or more other children, extending and elaborating play ideas.	Talk with others to solve conflicts and come to a solution. conflicts and rivalries.	Around the age of 4 does the child play alongside others or do they

								always want to be alone?
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Physical Development	Gross Motor	Walk, run, jump and climb. Start using the stairs independently. Start eating independently and learning how to use a knife and fork.	Birth to 3 years olds: Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 3-4-year olds: Go up steps and stairs, or climb up apparatus, using alternate feet.	Birth to 3-year olds: Use large and small motor skills to do things independently. 3-4-year olds: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to a variety of activities.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk, run across a plank. Choose the right resources to carry out their own plan.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Start taking part in some group activities which they make up for themselves, or in teams.
	Fine Motor	Develop manipulation and control and explore different materials and tools.	Use one -handed tools and equipment.	Provide a wide range of ongoing activities to support fine motor skills.	Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips.	May show a preference for a dominant hand.	Encourage children to pick up small objects using a pincer grip.	Develop a comfortable grip when holding pens and pencils.
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Literacy	Comprehension	Pay attention and respond to the pictures or the words.	Birth to 3-year olds:	3-4year olds:	Share simple picture books, including those	Engage in extended conversations	Understand the five key	Engage in extended conversations

			Enjoys songs and rhymes, tuning in and paying attention. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas.	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.	with no text, to learn new vocabulary for example, naming what's in the picture.	about stories, learning new vocabulary.	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.	about stories, learning new vocabulary.
	Word Reading	Enjoy sharing books with an adult. Say some of the words in songs and rhymes.	Recognise coat peg and snack name.	Birth to 3-year olds: Notice some print, such as the first letter of their name.	Develop their phonological awareness, so that they can: - spot and suggest rhymes. Count or clap syllables in a word.	Recognise words with the same initial sound orally.	Little Wandle identify the phonemes in spoken words.	Auditory listening and distinguishing sounds.
	Writing	Enjoy drawing freely.	Make marks on their picture to stand for their name.	Birth to 3-year olds: Add some marks to their drawings which they give meaning to.	Use some of their print and letter knowledge in their early writing.	Write some familiar letters.	Use some of their print and letter knowledge in their early writing.	Write some letters from their name.
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Mathematics	Number	Counting everyday contexts sometimes skipping numbers. Build with a range of resources.	Birth to 3-year olds: Take part in finger rhymes	Develop fast recognition of up to 3 objects, without having	Solve real world mathematical problems with numbers up to 5.	Compare quantities using language: 'more than', 'fewer than'.	Develop fast recognition of up to 3 objects, without having	Link numerals and amounts. Experiment with their own

			and number rhymes. Compare amounts saying 'lots', 'more' or 'same'. 3-4-year olds: Say one number for each item in order: 1,2,3,4,5.	to count them individually. Show 'finger numbers' up to 5. <i>Ongoing throughout the year. Number rhymes counting up and down from 10.</i>	Link numerals and amounts. Experiment with their own symbols and marks as well as numerals.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	to count them individually. Show 'finger numbers' up to 5. <i>Ongoing throughout the year. Number rhymes counting up and down from 10.</i>	symbols and marks as well as numerals.
	Numerical Patterns	Compare amounts saying 'lots' 'more' same.	Talk about and identifies the patterns around them.	Introduce ABAB patterns with support.	Copy ABAB patterns with support.	Begin to create their own ABAB pattern.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
	Shape, space and measure	Compare sizes, weights etc. Using gesture language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Make comparisons between objects relating to size, length, weight and capacity.	Make comparisons between objects relating to size, length, weight and capacity.	Understand position through words alone. E.g. 'The bag is under the table' with no pointing.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Describe a familiar route.	Discuss routes and locations, using words like 'in front of' and 'behind'.
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Understanding the world	Past and Present	Know the difference between them now and them as a baby.	What can you do now but couldn't do when you were a baby? Walk, feed yourself, talk. What can you do now you are 3 years old?	Spend time with children talking about photos and memories.	Begin to make sense of their own life story and family's history.	Share nursery floor books looking at Autumn and Spring term pictures.	Spend time with children talking about photos and memories.	Talk about what they see using a wide vocabulary.
	People, Culture and Communities	Recognise and can name who is in their family.	Birth to 3 years old: Notice differences between people. Make connections between the features of their family and other families. 3-4-year olds: Show interest in different occupations. People who help us.	Understand that some places are special to members of their community. <i>This strand is ongoing throughout the year with celebrations of different festivals.</i>	Continue to developing positive attitudes about differences between people.	Celebrate and value cultural, religious and community events. <i>This strand is ongoing throughout the year e.g. Eid, Easter, Mother's Day.</i>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Continue to developing positive attitudes about differences between people.
	The Natural World	Explore natural materials indoors and outside.	3-4-year olds: Use all their senses in hands on exploration of natural materials.	Explore collections of materials with similar and/or different properties. Plant daffodil bulbs.	Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.	Begin to understand the need to respect and care for the natural environment and all living things.	Understand the effect of changing seasons on the natural world around them. <i>This is ongoing throughout the School year.</i>	Talk about the differences between materials and changes they notice. <i>This is ongoing throughout the year.</i>

								Explore and talk about different forces they can feel.
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Expressive Arts and Design	Creating with Materials	Explore different materials, using all their senses to investigate them.	Birth to 3-year olds: Manipulate and play with different materials. Join in with songs and rhymes, making some sounds. 3-4-year olds: Explore colour mixing.	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore different materials freely, to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Make imaginative and complex 'small worlds' with blocks and construction kits.	Encourage children to draw from their imagination and observation for example a flower or a vegetable drawing. Develop their own ideas and then decide which materials to use to express them.	Use drawing to represent ideas.
	Being Imaginative and Expressive	Start to develop pretend play pretending one object represents another.	Birth to 3-year olds: Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. 3-4-year olds:	Remember and sing entire songs.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house.	Play instruments with increasing control to express their feelings and ideas.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Create their own songs or improvise a song around one they know Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

			Take part in simple pretend play, using an object to represent something else even though they are not similar.				Sing the pitch of a tone by another person. (pitch match).	
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