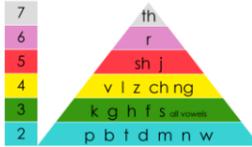


Nursery Areas of Learning | Progression/Termly end points

		Baseline (Prime Areas only)	Autumn	Spring	Summer
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Can shift from one task to another if you get their attention. Is secure in Blank Level 1 questioning (2-3 years) - naming things Can follow instructions with three key words. 	<ul style="list-style-type: none"> Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: 'Get your coat and wait at the door'. 	<ul style="list-style-type: none"> Use a wider range of vocabulary, including new vocabulary taught Understand who, what, where questions Sing a large repertoire of songs 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember some of what happens Know many rhymes Is secure in blank level 2 questioning (4 years) describing Listen to and talk about selected stories
	Speaking	<ul style="list-style-type: none"> Put words together to express their wants and needs Speech can be understood by a familiar adult Speech sound development (S&L NHS guidance): 	<ul style="list-style-type: none"> Can start a conversation with an adult or peer Putting together 3-4 words to make a sentence (children may be using more than 4 words at this point) Speech sound development (S&L NHS guidance): 	<ul style="list-style-type: none"> Use longer sentences of four to six words Can start or join in with a conversation with an adult or peer and continue it for many turns Speech sound development (S&L NHS guidance): 	<ul style="list-style-type: none"> Begin to join sentences together using words such as 'and' 'because' Can talk about past events using an appropriate past tense for their age Speech sound development (S&L NHS guidance): 
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Seek comfort from familiar adults Settle in a new environment away from caregiver 	<ul style="list-style-type: none"> Show more confidence in new social situations Become more outgoing with unfamiliar people, in the safe context of their setting Develop familiarity/ relationships with other children and adults through play 	<ul style="list-style-type: none"> With adult modelling, begin to have an awareness of feeling happy or sad and linking this word to their emotions With support, play alongside peers and have an understanding that resources are for everyone 	<ul style="list-style-type: none"> Begin to understand how others might be feeling Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried' Show more tolerance towards peers when playing
	Managing Self	<ul style="list-style-type: none"> Can use the toilet with support Can eat independently 	<ul style="list-style-type: none"> Show more independence when using the toilet Select and use activities and resources, with help when needed Begin to understand that there are rules 	<ul style="list-style-type: none"> Remember rules with some support/reminders Select and use resources to help them to achieve a goal they have chosen or one which is suggested to them 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important Begin to understand that some choices are healthy and some are unhealthy Use the classroom resources with confidence
	Building Relationships	<ul style="list-style-type: none"> Enjoy the company of other children and want to play alongside them 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a classroom community Begin to develop a willingness to share experiences with others 	<ul style="list-style-type: none"> Begin to seek adult support to 'use their words' to solve conflicts Willingness to share experiences with others 	<ul style="list-style-type: none"> Help to find solutions to conflicts and rivalries Talk with others to solve conflicts/seek adult support Play with one or more other children, sharing resources and adding ideas
	Gross Motor Skills	<ul style="list-style-type: none"> Use large muscle movements when exploring different resources, e.g. paint, materials and make marks on large surface areas Use core strength to sit 	<ul style="list-style-type: none"> Begin to co-ordinate arms and legs to run Can bear or crab walk Make decisions about how to maneuver, e.g. walk across a plank 	<ul style="list-style-type: none"> Begin to use both sides of the body together Begin to climb confidently Stand on one foot for 3-5 seconds Choose the right resources to carry out their own plan and have the ability to 	<ul style="list-style-type: none"> Can hold their arms straight above their head Jump with two feet together and land Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills

			<ul style="list-style-type: none"> To be able to make up and down movements with arms on a big scale To be able to make left to right and right to left movements with arms on a big scale 	<ul style="list-style-type: none"> physically use them, e.g. choosing a spade to enlarge a hole Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Take part in group activities that may involve physical activity and working as a 'team' To be able to make large circular movements clockwise Make diagonal movements on a large scale 	<ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Skip, hop stand on one leg and hold a pose for a game like musical statues To be able to make large circular movements anticlockwise
	Fine Motor Skills	<ul style="list-style-type: none"> Grasp, hold and explore different tools and materials using a digital grasp Eat independently 	<ul style="list-style-type: none"> Use one-handed tools and equipment Use hands to hold and manipulate materials Draw vertical lines up and down and side to side 	<ul style="list-style-type: none"> Use hands to hold and manipulate small materials with increasing control Show a preference for a dominant hand Use a comfortable grip with good control when holding pens, pencils and scissors Be able to draw a circle 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thorough To be able to make up and down movements and clockwise and anticlockwise movements with hand held implements on a large scale Use a modified tripod grasp Be able to draw a cross (+) Be able to draw an anticlockwise circle
	Comprehension		<ul style="list-style-type: none"> Understands that print has meaning Enjoys sharing books with an adult Pays attention and responds to the pictures or the words Join in with repeated phrases and rhymes 	<ul style="list-style-type: none"> Understands that print has meaning Enjoys sharing books with an adult Pays attention and responds to the pictures or the words Can demonstrate understanding of page sequencing and book orientation Join in with repeated phrases and rhymes Engage in conversations about stories and be able to talk about familiar stories/books 	<ul style="list-style-type: none"> Understands that print has meaning Enjoys sharing books with an adult Pays attention and responds to the pictures or the words Have some understanding that we read English text from left to right and from top to bottom Can demonstrate understanding of page sequencing and book orientation Join in with repeated phrases and rhymes Engage in conversations about stories and be able to talk about familiar stories/books
	Word Reading		<ul style="list-style-type: none"> Can count or spot syllables in a word 	<ul style="list-style-type: none"> Begin to show an understanding that print carries meaning, e.g., recognising their name Beginning to recognise some words with the same initial sounds (orally/written) 	<ul style="list-style-type: none"> Shows an interest in print in the environment and recognises familiar words or logos Begin to show an understanding that print carries meaning, e.g., recognising their name Beginning to recognise some words with the same initial sounds (orally/written) Be able to copy a rhythm, e.g. clap, tap, clap, tap
	Writing			<ul style="list-style-type: none"> Adds meaning to marks Adds some marks to their drawings which they give meaning to e.g. 'That says Mummy' 	<ul style="list-style-type: none"> Uses some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page and features shapes that resemble letters Write some of or all of their name Write some letters that can be read and are beginning to be formed accurately

Mathematics	Number	<ul style="list-style-type: none"> Know that the last number reached when counting tells you how many there are in total (cardinal principle) Fast recognition of up to 3 objects without having to count them (subitising) Links numerals and amounts e.g. showing the right number of objects to match the numeral up to 5 	<ul style="list-style-type: none"> Know that the last number reached when counting tells you how many there are in total (cardinal principle) Fast recognition of up to 3 objects without having to count them (subitising) Links numerals and amounts e.g. showing the right number of objects to match the numeral up to 5 	<ul style="list-style-type: none"> Know that the last number reached when counting tells you how many there are in total (cardinal principle) Compare quantities using language: 'more than', 'fewer than' Fast recognition of up to 3 objects without having to count them (subitising) Links numerals and amounts e.g. showing the right number of objects to match the numeral up to 5
	Numerical Patterns	<ul style="list-style-type: none"> Say one number for each item in order Talks about and identifies the patterns around them Extends and creates ABAB patterns 	<ul style="list-style-type: none"> Say one number for each item in order Recite numbers past 5 	<ul style="list-style-type: none"> Say one number for each item in order Recite numbers past 5 Talks about and identifies the patterns around them Extends and creates ABAB patterns Begin to describe a sequence of events, real or fictional using words such as 'first...then'
	Spatial Development	<ul style="list-style-type: none"> Matching and sorting colours/objects/shapes Discuss routes and locations using language such as 'in front of' and 'behind' Describe a familiar route Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) Use informal and mathematical language: 'sides', 'corners', 'straight', 'rounds' and 'flat' Selects shapes appropriately and with a purpose 	<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity Selects shapes appropriately and with a purpose 	<ul style="list-style-type: none"> Discuss routes and locations using language such as 'in front of' and 'behind' Understand position through words alone e.g. 'The bag is under the table' Combines shapes to make new ones Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) Use informal and mathematical language: 'sides', 'corners', 'straight', 'rounds' and 'flat' Selects shapes appropriately and with a purpose
	Past and Present	<ul style="list-style-type: none"> Begins to make sense of their life story now Show an understanding of something that has happened through questioning, e.g. 'What did we do yesterday?' 	<ul style="list-style-type: none"> Begins to make sense of their own life story Being able to talk about past events - focus pics, floor books 	Begin to talk about family history using verbs for the past they may not be accurate
	People, Culture and Communities	<ul style="list-style-type: none"> Talk about celebrations that they celebrate, e.g. birthdays, Christmas Talk about their families Continues to develop positive attitudes about the differences between people and their cultures Show an interest in different occupations 	<ul style="list-style-type: none"> Engage in learning about different celebrations Make connections between features of their families and other families Continues to develop positive attitudes about the differences between people and their cultures Show an interest in different occupations 	<ul style="list-style-type: none"> Show an interest in different occupations and name different jobs people have Be able to talk about themselves and their families
	The Natural World	<ul style="list-style-type: none"> Explore the natural world and materials using their senses Talk about what they notice using a wide range of vocabulary, e.g. discussing the weather Be familiar with their immediate environment 	<ul style="list-style-type: none"> Discuss where they live Make observations and discuss key features of the life cycle of plants and an animal, e.g. planting and life cycle of a chick Talk about what they notice using a wide range of vocabulary, e.g. discussing the weather Explore how things work 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things Talk about what they notice using a wide range of vocabulary, e.g. discussing the weather Explore how things work Describe our environment and begin to compare weather in different seasons

Expressive Arts and Design	Creating with materials		<ul style="list-style-type: none"> • Explore different materials in order to develop their ideas about how to use them and what to make with adult support • Join materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects 	<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 • Take part in simple pretend play, using an object to represent something else even though they are not similar • Join materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses • Create imaginative 'small worlds' with blocks and construction kits • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Make marks and say what they are 	<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 • Use drawing to represent ideas • Take part in simple pretend play, using an object to represent something else even though they are not similar • Join materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Create imaginative 'small worlds' with blocks and construction kits • Draw with increasing complexity and detail, such as representing a face with a circle and including details
	Being Imaginative and Expressive		<ul style="list-style-type: none"> • Listen with increased attention to sounds • Sing familiar songs • Explore instruments and sounds 	<ul style="list-style-type: none"> • Explore colour and colour mixing • Sing familiar songs • Begin to show different emotions in their drawing and paintings, e.g. they may draw a smiley face on a picture • Play instruments with increasing control to express themselves 	<ul style="list-style-type: none"> • Respond to what they hear and express themselves • Sing familiar songs • Sing the pitch of a tone sung by another person (pitch match)