

Nursery Skills Progression

Our curriculum is carefully planned around a two-year cycle of high-quality, diverse and engaging texts to ensure that all children experience a rich and varied range of stories, rhymes, information books and language-rich experiences throughout their time in Nursery. These carefully selected texts provide meaningful contexts for learning, promote a love of reading and support the development of communication, language, personal, social and emotional development, and early understanding of the world. Staff have a strong knowledge of child development and use this expertise to adapt teaching, provision and interactions to meet the individual needs, interests and stages of development of all children. Frequent observations and ongoing assessment enable practitioners to identify next steps in learning and respond promptly to children's emerging needs and fascinations. Children's progress is monitored through formative assessment and regular review against the Development Matters checkpoints, including those linked to ages 3 and 4, ensuring that learning is appropriately challenging and that any additional support can be implemented swiftly. This responsive approach enables all children to make strong progress from their individual starting points and be well prepared for the next stage of their education.

Personal, Social and Emotional Development						
SELF REGULATION						
Rising 3s . Begin to manage transitions with key person support. Show growing independence, sometimes leading to frustration. Begin to wait briefly and take turns with adult support. Start to name basic emotions.		Core Nursery Follow simple rules with fewer reminders. Use talk to begin resolving conflicts. Describe their feelings using simple vocabulary. Begin to understand that others have feelings too.		Pre Reception Regulate their emotions with increasing independence. Explain reasons for their feelings. Consider the perspectives of others. Demonstrate resilience and self-control in group situations.		
Managing own emotions and feelings	Beginning to talk about emotions and manage them.	Explain emotions in more detail and give reason for them e.g. I am sad because they stole my toy".	Confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.	Moderate my feelings and emotions e.g. calming down after being upset.		
Understanding others emotions and feelings	Engage with others, including to reach my own goals.	Beginning to understand how others might be feeling through facial expressions and body language.		Consider the feelings of others e.g. going to children who are upset		
Behaviour	Find a way to cope when my parent leaves me.	Growing in independence, but this can lead to frustration.	Developing my control and am beginning to turn take and impulses to push or hurt others.	Following rules more without reminders.	Understand why we have rules.	Be assertive in appropriate ways and use talk to resolve conflicts.
MANAGING SELF						
Rising 3s Establish their sense of self.		Core Nursery		Pre-Reception . Show resilience and perseverance in the face of challenge.		

. Express preferences and decisions. They also try new things and start establishing their autonomy.		. 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. . Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.		. Manage their own needs.	
Understanding myself, my preferences and emotions	Say what I want e.g. asking for a toy.	Make simple decisions for myself e.g. having juice or milk.	Have a preference when playing e.g. small world or outdoors.	Showing resilience in the face of challenges e.g. opening my drink.	
Following rules	Talk about emotions e.g. what has made me happy or sad.	Becoming more responsible.	Following the rules of my setting with reminders.	Following rules without reminders.	
Managing my needs and feelings		Express my needs e.g. Saying I am hungry.	Beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.	Managing own needs more frequently.	
BUILDING RELATIONSHIPS					
Rising 3s Establish their sense of self. . Thrive as they develop self-assurance. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children.		Core Nursery . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.		Pre-Reception . See themselves as a valuable individual. . Build constructive and respectful relationships. . Think about the perspectives of others.	
Confidence	Beginning to have confidence in myself. Play on own and with others.	Show confidence when being taken out of my setting by my key person.	Becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	

Friendships	Created attachments in nursery to peers or my key person.	Building friendships with other children.	Play with one or more children and converse with them to extend play.	Have multiple positive friendly relationships with children and adults in my setting.
Other's and their feelings	Building friendships with others.	Ask questions about people – including their differences between me and them.	Beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	Think about the perspective of others

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING

Rising 3s . Listen and respond to a simple instruction. . Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. . Listen to other people's talk with interest but can easily be distracted by other things. . Listen to simple stories and understand what is happening, with the help of the pictures. . Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat, 'blue car', 'shiny apple'. . Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. . Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'.		Core Nursery . Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. . Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." . Understand 'why' questions, like "Why do you think the caterpillar got so fat?"		Pre-Reception . Understand how to listen carefully and why listening is important. . Learn new vocabulary. . Use new vocabulary through the day. . Listen to and talk about stories to build familiarity and understanding. . Listen carefully to rhymes and songs, paying attention to how they sound. . Learn rhymes, poems and songs. . Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Listening to others	Listen and respond to simple instructions. Listen to stories.	Enjoy listening to stories. May only listen to one thing at a time.	Listening carefully - Know why listening carefully is important e.g. safety, following instructions.	Listen to stories with interest. Listen to rhymes, poems and songs carefully.	Listen to non-fiction books. Developing new knowledge through listening to these books.
Asking questions		Understand simple questions e.g. "who is that?"	Understand questions that involve two actions.		Understand 'why' questions and respond appropriately to them.

Having conversations	Copy facial expressions. Act on sentences e.g. “get your coat”.	Using a wider range of vocabulary.	Learning new vocabulary e.g. through stories.	Talk about a range of stories and books.	Listen carefully during discussions.	Use new vocabulary in conversations.
SPEAKING						
Rising 3s . Can become frustrated when they can't make themselves understood. • Start to say how they are feeling, using words as well as actions. . Start to develop conversation, often jumping from topic to topic. . Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Adult to add in speech and conversation. . Use the speech sounds, p, b, m, w. . Are usually still learning to pronounce:- /l/r/w/y f/th. s/sh/ch/ dz/ j multi-syllabic words such as 'banana' and 'computer'.		Core Nursery Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. . Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. . May have problems saying"- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. . Use longer sentences of four to six words. . 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. . Can start a conversation with an adult or a friend and continue it for many turns. . Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver."		Pre-Reception . Learn new vocabulary. . Use new vocabulary through the day. . Ask questions to find out more and to check they understand what has been said to them. . Articulate their ideas and thoughts in well-formed sentences. . Connect one idea or action to another using a range of connectives. . Describe events in some detail. . Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. . Develop social phrases. . Engage in story times. . Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. . Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Holding discussions with others		Use gestures and copy gestures and words. Beginning to develop conversation.	Express point of view using words and actions.	Start a conversation and continue it.	Use talk to resolve problems.	
Vocabulary and explanations	Copy the words adults make around me.	Learns rhymes. Express my point of view.	Use talk to organise my play.	Learn new vocabulary and use this throughout the day.		Describe some events with detail. Use new vocabulary in different contexts. Use new vocabulary related to non-fiction.

Progression of a child's speech	Copies speech from adults. I use the speech sounds p,b,m,w.	Still learning to pronounce l,r,w,y,f,th,s,sh,ch,d z,j. I am still learning to pronounce longer words such as 'banana' and 'computer'.	May have problems with irregular tenses such as 'runned' or 'swimmed'.	May have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.	Using longer sentences of 4 – 6 words.	Articulate my ideas and thoughts through well-articulated sentences.	Use connectives in my speech.

Physical Development

GROSS MOTOR SKILLS LINKED TO PE

Rising 3s . Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independency with a range of appropriate resources. . Begin to walk independently- choosing appropriate props to support at first. . Walk, run, jump and climb- and start to use the stairs independently. . Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Core Nursery . 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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. . Start taking part in some group activities which they make up for themselves, or in teams. to crawl, walk or run across a plank, depending on its length and width. . Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Pre-Reception . Refine rolling, running, jumping, hopping and climbing skills. Demonstrate control when throwing and catching larger balls. Move with increasing balance and coordination. Participate in simple team games with understanding of basic rules. .
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Running Jogging and skipping	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.
Throwing	Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.
Catching	Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls - Use these first.	Catch a large soft ball in two hands. Cradle ball into chest.	Catch a large soft ball in the palms of hands and fingers Cradle into chest.	Catch larger balls when throwing and catching with a partner from short distances.	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.
Rolling	Roll balls and equipment over and around body without dropping.	Roll large balls and equipment e.g. tyres to large targets.	Roll large balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	Roll small balls to a friend / cones/ skittles along the floor - short distance.
Bat and striking	Hold a bat or racquet correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.	Use a bat or racquet to hit a large target on a stand.	Use a bat or racquet to hit a small ball on a stand.
Balance Bounce	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.

Kicking	Use foot to tap a large static ball.	Explore kicking a static ball with both feet.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	
Skipping with a rope	Jump on the balls of your feet onto targets.	Jump over a stationary line on the floor. Jump with one foot and then the other.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly	Turn the skipping rope overhead and step over the rope.	Turn the skipping rope overhead and jump over the rope.	
Jumping and landing	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height .	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.
Dancing- Movement	Move to music.	Copy basic actions.	Learn short routines, beginning to match pace.	Learn longer routines, beginning to match pace.		
Dancing- Interpretation	Begin to watch the dances of others for short periods of time.	Watch dances and performances.	Say likes and dislikes about dances/ performances.			

Gymnastics – Travelling at different levels	Explore sliding, crawling, walking, running, jumping and skipping on the floor.	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	
Gymnastics – Balancing	Keep still and hold a frozen shape whilst standing with two feet on the floor.	Balance on large patches/ body parts such as the bottom, back, side and front.	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
FINE MOTOR SKILLS (LINKED TO WRITING)					
Rising 3s Enjoy drawing freely. . Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.	Core Nursery . 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; write ‘m’ for mummy. Attempt to write name			Pre-Reception Represent initial sounds in words. Begin to orally blend simple CVC words. Use emerging phonic knowledge in mark making. Form some letter in my name	
STAGE 1 Core strength and posture	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.			Slide forwards and backwards on my chair, as I begin to sit on it. I may prop myself up with my arms or rest my head. The adult gives support by pushing my chair in and modelling and reminding me how to sit.	
STAGE 1 Fine motor – wrist – arm and finger strength dexterity	Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting		Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.

STAGE 1 Holding a pencil Hand dominance		Hold the pencil in a palmar or digital grip. Swapping and testing hands.		Develop a pincer grip. I may still be determining which hand to use.		Sometimes hold a pencil correctly with support.		Consistently use a dominant hand.					
Writing symbols 8 figures of Visual Motor Integration)(VMI)		I can record a straight vertical line. (2 years)		I can record a horizontal straight line. (2 ½ years) 		I can record a circle. (3 years)		I can record a vertical cross. (3 ½ - 4 years) +		I can record a square. (4 years)		I can record diagonal lines to the left and right. (4 ½ ys)	
STAGE 2- 2) NAME				Make an attempt at my name.				Form some letters in my name.					
Literacy													
WORD READING													
Rising 3s • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.				Core Nursery Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom				Pre-Reception • 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, such as money and mother					
Verbal rhyming and alliteration		Listens to and enjoys songs and rhymes.		Singing songs and rhymes independently.		Developing phonological awareness so I can hear rhymes. I can then suggest rhymes.		Count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.					

	Joins in with songs and rhymes and says some of the words.			
Joining in with stories read to me.	Enjoys sharing books with adults. Paying attention to the pictures or words in the book.	Has a favourite book that they find to share with others. Repeats words from familiar stories	Developing play around a story read to them.	In conversation, demonstrates that understands print has meaning and can have different purposes.
Recognising print and books.	Know a story can be read to me.	Notice print in the environment e.g. logos or the first letter of name.		Understand print has meaning and can read books or be read to.
Literacy				
COMPREHENSION				
Rising 3s - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. - Sing songs and say rhymes independently, for example, singing whilst playing. - Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. - Ask questions about the book. Makes comments and shares their own ideas. - Develop play around favourite stories using props. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Core Nursery Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom		Pre-Reception 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, such as money and mother Engage in extended conversations about stories, learning new vocabulary.	

Questioning	Asks simple questions about the book	Engages in conversation about stories while answering questions.	Engages in conversation about stories then asks questions.	
Vocabulary	Joins in with repeated words used in text.	Develops play around favourite stories using props, beginning to use some text related vocab.	Notifies words they do not know the meaning of.	
Inference	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.	
Prediction	Sharing own ideas about the texts being read to them.	Beginning to predict what might happen next when prompted.	Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.	
Explaining	Says which stories they would like to read.		Shares opinions of stories – likes and dislikes.	
Retrieval	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	
Sequencing	Looks at books from front to back.		Knows we read from left to right, top to bottom.	
Mathematics				
 Rising 3s  Explore combining and separating objects through stacking, nesting, filling and emptying containers.  Join in with number rhymes and finger games, developing early awareness of number and sequence.  Notice and respond to changes in small quantities (up to three objects).  Use informal mathematical language to compare amounts, such as ‘more’, ‘lots’ and ‘same’.  Demonstrate emerging counting behaviours through pointing, touching, vocalising or reciting parts of a number sequence.  Attempt to count in everyday contexts, showing growing awareness of number order.	Core Nursery  Securely recognise small quantities (up to three) without counting (subitising).  Recite numbers in order beyond five with increasing accuracy.  Count objects reliably using one-to-one correspondence up to five.  Understand that the final number counted represents the total (cardinal principle).  Represent numbers to five using fingers, objects or marks.  Match numerals to quantities up to five.  Use marks, symbols and emerging numerals to represent number meaningfully.		Pre-Reception  Describe familiar routes and locations within their immediate environment with increasing clarity.  Use positional language confidently, including ‘in front of’, ‘behind’, ‘next to’, ‘between’ and ‘under’.  Compare objects using appropriate vocabulary related to size, length, height, weight and capacity.  Select shapes purposefully for construction and explain their choices.  Combine shapes to create new shapes and structures, demonstrating spatial reasoning.  Identify and describe patterns in the environment using increasingly specific language.	

- Explore positional concepts through movement, such as climbing into, crawling under and fitting inside spaces. - Construct and build using a range of materials, demonstrating spatial awareness. - Complete simple inset and shape puzzles, showing increasing problem-solving skills. - Compare size and measure using gestures and emerging vocabulary such as 'big', 'small', 'tall', 'high' and 'heavy'.	- Solve practical mathematical problems involving numbers to five within play and real-life contexts. - Compare quantities using precise language such as 'more than' and 'fewer than'. - Explore and describe 2D and 3D shapes using informal and emerging mathematical vocabulary (e.g. 'sides', 'corners', 'flat', 'round'). - Follow and respond accurately to positional language given verbally, without visual prompts.	- Create, extend and explain repeating patterns (including ABAB patterns) using objects, colours or shapes. - Identify, explain and correct errors in simple repeating patterns. - Sequence and describe events using ordering language such as 'first', 'next', 'then' and 'after that'.
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Numbers

Join in with number rhymes and begin to recite parts of a number sequence.	Demonstrate early counting behaviours such as pointing, touching or vocalising while counting. Use informal language to describe quantity, such as 'more', 'lots' or 'all gone'.	- Subitise small quantities up to 3 confidently. - Recite numbers in order beyond 5. - Count objects accurately using one-to-one correspondence to 5.	Understand that the last number counted represents the total (cardinal principle). Match numerals to quantities up to 5.	- Count reliably beyond 5 with increasing accuracy. - Subitise quantities up to 5. - Demonstrate understanding of number composition to 5 (e.g. knowing 5 can be made of 3 and 2).	- Compare quantities using reasoning language such as 'more than' and 'fewer than'. - Solve practical problems involving numbers to 5 and beyond in meaningful contexts.
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Shape, Space and Measure

Explore shapes and objects through handling, stacking and fitting together. Complete simple inset and shape puzzles. Use informal language to describe size, such as 'big' and 'small'.	Show awareness of position through physical movement (e.g. going in, on, under). Notice and begin to copy simple patterns through repetition in play.	- Recognise and name common 2D shapes (e.g. circle, square, triangle). - Explore and describe basic properties of shapes using informal and emerging mathematical language (e.g. 'corners', 'sides', 'flat', 'round').	Use positional language such as 'under', 'next to' and 'behind' appropriately. Compare objects according to size, length or weight using comparative language (e.g. 'longer', 'shorter', 'heavier')	Select shapes purposefully for construction and explain their choices. - Combine shapes to create new shapes or structures, showing spatial reasoning. - Compare and order objects by size, length, height, weight or capacity. Use positional language confidently, including 'in front of', 'between' and 'beside'.
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Pattern				
☐ Notice simple repetition in songs, rhymes and routines. ☐ Explore patterns through repeated actions (e.g. clap–stamp–clap–stamp). ☐ ☐	☐ Copy simple patterns modelled by an adult using objects or actions. ☐ Begin to arrange objects in repeated sequences through play.	☐ Create simple repeating patterns using objects, colours or actions (e.g. ABAB). ☐ Continue a repeating pattern when prompted.	☐ Recognise patterns in the environment (e.g. stripes, spots). ☐ Use simple language to describe patterns (e.g. ‘red, blue, red, blue’). ☐ Begin to predict what comes next in a repeating sequence.	☐ Create and extend repeating patterns independently (e.g. ABAB). ☐ Identify and correct errors in simple repeating patterns. ☐ Explain how a pattern works using simple reasoning. ☐ Explore more complex patterns through play (e.g. AAB, ABB). ☐ Recognise pattern structures in number, movement and the environment.
Understanding the world				
PAST AND PRESENT				
Rising 3s Make connections between the features of their family and other families. Notice differences between people.	Core Nursery Begin to make sense of their own life-story and family history.		Pre-Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the Past	
Finding out about the Past Comparing to the present	Beginning to make sense of own life- story and family history.	Comment on fictional or historical figures or familiar objects or situations from the past.		Shares likes and dislikes about historical figures, familiar objects, or familiar situations from the past
Sequences in	Sequence	Sequence family	Sequence	Understand and explain that there Sequence key memories that happened in own

time Family history	family members according to name/size, e.g. baby, child, adult.	members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	family members according to their age. Explain who they are and the key differences in what they can and cannot do.	are differences and similarities between people of different ages. Describe memories that have happened in own life.	life. Beginning to sequence memories in the lives of family members.
Sequences of time Vocabulary	Show some awareness of the time of day, e.g., dinnertime or bedtime.	Use words to sequence, e.g., first, then, next, after that, in the end. Show an awareness of morning, dinnertime, afternoon, and evening.	Know there are days of the week/ seasons, and begin to name these. Talk about events using the present and past tense. Know the terms before and after.		Retell own daily routines/ weekly routines in sequence. Name the days of the week/ the seasons of the year.
PEOPLE, CULTURE AND COMMUNITIES					
Rising 3s Make connections between the features of their family and other families. Notice differences between people.	Core Nursery Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.			Pre-Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. . Draw information from a simple map. . Recognise some environments that are different to the one in which they live. ¹	

Celebrations	Comments on recent photographs of experiences in own life, e.g., my visit to the seaside, park, or farm.	Comments on recent photos and pictures of celebrations in own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.	Comments on images of familiar experiences that have shared in own life. Retells key events such as, visits to the dentist, holidays, and day trips.	
Places of worship	Knows that there are places of worship near to where I live.	Knows that there are different places of worship.	Names different religious places of worship. Names the Church, chapel and the Mandir.	
Beliefs	Knows and can talk about things that they believe.	Knows that there are differences in what people believe.	Developing a positive attitude in understanding about the differences between people.	
Homes	Knows what type of home I live in, e.g., house, bungalow or flat.	Explains key features of own home and the homes of others.	Knows that different countries have different homes.	Compares different types of homes in own country.
Features of places	Name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	Talks about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	Notifies that some places and environments are different to the place where they live. Identify simple similarities and differences. E.g. comparing Messingham to London or Cleethorpes.	Uses photos, maps, books and own experiences in order to compare different places and environments across the UK.
Using maps and following directions	Identify and name a simple map. Know that a map has places/features on and what it is used for.	Know that the pictures and symbols on a map tells us about the features and places there are. Identify trees, rivers, and mountains.	Know that the pictures, symbols, and words on a map represent objects that usually do not move. Follow simple directions (Up, down, left/right, forwards/backwards)	Draw and create own maps using real objects, and/or pictures and symbols. Talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.

	Follow some positional language such as near, next to, in front of.	Know that directions can be followed and lead to different places Know that directions can be verbal, pictorial or written	Follow directions using a small toy. Direct a friend from point A to B using positional language.	
Naming Places	Talk about own home, e.g., what it looks like, and its name, its number or position.	Talk about and name the places where I live, e.g., Messingham or Scunthorpe. Know that more than one home/house is in a village or town.	Beginning to recall own address such as the name or number, the road/street and the village/town.	Identify and name the country that I live in. Show an understanding that not all countries in the world are the same. Begin to talk about the differences.
Human Geography	Talk about what daily life is like in our country.	Talk about how daily life may be different for other children.	Make comparisons between daily life for children in different countries.	
THE WORLD				
Rising 3s Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.		Core Nursery Use all their senses in hands-on exploration of natural materials. . Explore collections of materials with similar and/or different properties. . Talk about what they see, using a wide vocabulary. . Explore how things work. . Plant seeds and care for growing plants. . Understand the key features of the		Pre-Reception . Explore the natural world around them. . Describe what they see, hear and feel whilst outside. . Understand the effect of changing seasons on the natural world around them.

		life cycle of a plant and an animal. . Begin to understand the need to respect and care for the natural environment and all living things. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice.			
Changes	Notice changes with some adult support.		Show awareness of change, as they can talk about the differences between materials and changes that they notice using simple terms to describe.	Understand that living things, objects and materials can change.	Understand through books and making close observations that living things and materials can change.
	Talk about what they see, using a basic vocabulary.			Describe what they see, hear and feel whilst exploring inside and outside.	
Materials	Talk about materials. (Collections of the same materials, e.g., shells, leaves) Talk about what can be seen	Explores collections of different materials with similar and different properties. Name some common materials, e.g. sand, wood, glass, brick, clay,	Name some common materials, e.g. sand, wood, glass, brick, clay, fabric. Use language to describe common features of materials, e.g. colour, texture, size.	Describe and make comparisons between materials. Talk about the changes to materials that they notice.	

		fabric etc. with adult support.		
Forces and Movement	Explores how things work.	Explore how things work, and can talk about 'contact' forces such as pushes and pulls.	Explores 'non-contact' forces such as gravity or magnetism. Describes what they see, hear and feel whilst exploring inside and outside.	
Seasonal Changes	Talk about how the weather changes, and that different places/countries have different weather. Names some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.	Talk about some natural features that is seen and felt during different seasons, including different weather. Talk about the clothes that are needed for different seasons/ weather and why.	Name the four seasons. Order the four seasons.	Describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter.
Living things animals	Name some animals correctly. Use simple language to describe animals.	Examine animals to find out more about them. Use senses to explore.	Use the correct basic scientific vocabulary to describe parts of animals. Explain a simple lifecycle, E.g., butterfly, chicks, or frogs.	Talk about what plants need to survive and grow healthily. Explain where a range of animals live. Describing habitats and some microhabitats.

Living things plants	Name some plants correctly. Use simple language to describe plants, e.g., colour and size.	Examine plants to find out more about them. Use senses to explore.	Use the correct basic scientific vocabulary to describe parts of plants. Explain a simple lifecycle, E.g., sunflower, or oak tree.	Talk about what plants need to survive and grow healthily. Explain where some plants grow. Describe habitats and some microhabitats.
Expressive arts and design				
ART AND DESIGN				
Rising 3s . Start to make marks intentionally. . Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		Core Nursery • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.		Pre-Reception . Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills.

. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. . Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.		. 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. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. . Explore colour and colour-mixing.			
Painting (control of paintbrushes)	Uses hands and fingers for painting.	Holds a paintbrush/ printing tools in the palm of the hand.		Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.
Use of tools	Enjoys using hands, feet and fingers to make marks.		Holds a paintbrush/ printing tools in the palm of the hand.	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.
Colour	Uses pre-made paints and is able to name most colours.	Mixes primary colours (red, yellow and blue) to appropriate consistency.		Uses primary colours to make secondary colours, e.g. green, orange and purple.	
Technique	Makes marks by drawing circles and lines. Does not always give meaning.	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.		Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.

Printing skills	Print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.	Beginning to understand that to print, I must press down and carefully lift off the printing tool.	Print simple shapes with adult prompting for instructions.	Independently print simple shapes, but is helped with using the space to build up composition.
Pattern skills	Use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.	Use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.	Create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.	Make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.
Drawing skills (technique)	Makes marks by drawing circles and lines. Does not always give meaning.	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.
Joining techniques	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.
Making skills	Creates own piece of art -picture or model.	Creates own piece of art and gives meaning.	Creates own piece of art with some details, and I begin to self-correct any mistakes.	Return to a piece of artwork on another occasion to edit and improve own model. Adds details and features to enhance own model.
Sculpture, clay or dough	Explore the dough.	Make marks in the dough.	Manipulate the dough by squashing, rolling, pinching, twisting and cutting.	Make something and give meaning to it.
Planning my ideas	Work with independence to try and develop basic skills.	Develop and share ideas with support from peers or an adult.	Work with a friend, and copy, share, and develop ideas together. Work independently to develop ideas.	Plan and create collaboratively, sharing ideas with peers and developing own ideas further.
Constructing my ideas	Build by stacking vertically.	Join construction components by pushing,	Make enclosed spaces and shapes such as walls, tunnels,	Cover and bridge in own constructions by adding towers, roofs, bridges, and more detailed features. Balance items.

		clicking, twisting, and snapping.	and houses. Build horizontally. Can tessellate basic shapes.	Explore and add moving parts to own constructions.		
Use of scissors	Hold the scissors with two hands, and is learning how the blades close and open	Hold the scissors and open and close the blades	Make small snips into the paper.	Snip the paper and move the scissors forward.	Beginning to cut along the paper with support from a helping hand holding the paper.	Cut along a straight line, and improving in accuracy.
Cooking	Begin to develop a food vocabulary using taste, smell, texture and feel.	Stir, spread, knead and shape a range of food and ingredients.	Begin to work safely and show basic hygiene awareness, e.g., washing hands.			
BEING EXPRESSIVE (Drama/Role Play)						
Rising 3s Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.		Core Nursery . Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.			Pre-Reception Develop storylines in their pretend play.	
Small world	Explore small worlds such as farms, castles, doll's houses and garages. Join in with small world play that retells simple stories, events and rhymes.	Take part in pretend and small world play using objects to represent something else that may not be similar.	Enhance small world play by adding own resources and constructions. Beginning to develop complex stories.	Make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. Combine different resources to make cities with different buildings, a park with different features or a building with different rooms.		
Role play	Join in with Role Play that retells simple stories, events and rhymes. Play with familiar resources, e.g., Main items in the Home Corner.	Take part in pretend play using objects to represent something else that may not be similar. Use own experiences to develop simple storylines.	Enhance my Role Play by adding own resources and constructions. Beginning to develop complex storylines using own experiences and known stories.	Use imagination to develop complex storylines.		

MUSIC					
Rising 3s . Move and dance to music. . Anticipate phrases and actions in rhymes and songs, like 'Peepo'. . Explore their voices and enjoy making sounds. . Join in with songs and rhymes, making some sounds. . Make rhythmical and repetitive sounds. . Explore a range of sound-makers and instruments and play them in different ways. . Enjoy and take part in action songs, such as 'Twinkle Little Star'.		Core Nursery . Listen with increased attention to sounds. . Respond to what they have heard, expressing their thoughts and feelings. . Remember and sing entire songs. • 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. • Create their own songs or improvise a song around one they know. . Play instruments with increasing control to express their feelings and ideas.		Pre-Reception . Listen attentively, move to and talk about music, expressing their feelings and responses. . Sing in a group or on their own, increasingly matching the pitch and following the melody. . Explore and engage in music making and dance, performing solo or in groups.	
Singing / Voice		Use voice for whispering, speaking, singing, and shouting.	Experiment with changing voice with different tempos, pitch, and dynamics. Sing part/ most of some familiar songs. Know some of the words. Sing in a small group.	Join in with singing songs with changes to pitch, tempo, or dynamics. Sing a whole familiar nursery rhyme and familiar song. Sing in a group and keep in time.	
Listening and responding to music	Enjoys listening to music.	Responds when listens to music.	Talk about how music makes me feel. Listen to songs/music with changes to pitch, tempo, and dynamics. Respond to changes in the dimensions of music.	Talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	