

Poppleton Ousebank Primary School

Nursery Skills Development Progression

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned learning, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practice is adaptive and responsive to the needs of the pupils.

	PEOPLE		CHANGE		PLACE		
	Autumn 1 Myself	Autumn 2 Special times	Spring 1 Materials	Spring 2 Life-cycles	Summer 1 Animals	Summer 2 Environment	3-4 year olds (development matters guidance)
These statements are split, but are applied on an ongoing basis throughout the year.							
Communication and language							
Listening, Attention and Understanding	I am able to listen to stories. I am able to listen to others.	I can recall some key events from a story.	I am beginning to pay attention to more than one thing at a time. I can answer simple 'who', 'what', 'where' questions.	I can understand and follow 2+ simple step instructions. I can understand simple why questions.	I can understand and use a widening range of vocabulary.	I can listen to longer stories, showing an understanding through 'who', 'what', 'where', 'why' questions.	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. 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?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Speaking	I can join in and sing some traditional nursery rhymes and songs.	I can talk about familiar books. I can use talk to organise myself and my play.	I can use longer sentences (of 4-6 words). I can express a point of view using words and actions.	I know how to take turns speaking and listening during a conversation. I can respond appropriately during a conversation.	I can use a widening range of vocabulary.	I can ask why questions during a conversation, and continue a conversation for many turns.	<ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic 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. 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 driver."
Personal, Social and Emotional Development							
Self-Regulation	I can talk about feelings, what makes me happy, sad, cross, angry, calm	I can share how I am feeling with other members in the classroom.	I show an understanding of how to manage my feelings: If I am feeling sad? If I need to calm down?	I have developed appropriate ways of being assertive.	I can talk with others to solve conflict.	I can find solutions to conflicts and revelries, while managing my own feelings.	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. 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 children, extending and elaborating play ideas.
Managing Self	I can select and use activities and resources independently (ask for help if needed)	I am beginning to follow rules. I am showing more confidence in social situations.	I am becoming more outgoing with unfamiliar people, in the context of a safe setting.	I have an awareness of making healthy choices about food, drink and cleaning teeth...	I am increasingly independent in meeting my own personal care needs.	I can remember rules without needing an adult to remind them.	<ul style="list-style-type: none"> Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Building Relationships	I am beginning to take turns, and develop friendships.	I can talk and listen to others within my play.	I can play with one or more friends, extending and elaborating my play ideas.	I am a good friend and can build friendships.	I am beginning to understand how others might feel.	I have developed a sense of responsibility and membership of a community.	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs eg. Brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.
Physical Development							
Gross Motor Skills	I enjoy physical outdoor play. I can use a scooter and ride a tricycle.	I can use large muscle movements to play games, wave flags, paint, sweep and balance.	I am able to skip, hop, jump and hold a pose. I can match my developing physical skills to tasks and activities.	I can ride trikes and scooter staying on a track. I can roll, kick, and throw a ball.	I can collaborate with others to manage moving large items. I can remember sequences and patterns of movements.	I can follow instructions in simple sports activities, team games and races.	<ul style="list-style-type: none"> • 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. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Fine Motor Skills	I can independently unzip my lunch bags, and unwrap my lunch.	I can use one handed tools - such as a paint brush. I am able to put on my own coats and attempt to zip it up and do my fastenings.	I can use my developing fine motor skills in activities such as sewing and threading.	I can use a comfortable grip when holding a pencil or pen. I show a preference for a dominant hand.	I can make snips in paper using scissors.	I am beginning to hold a pencil with a modified tripod grip and show control, and good pressure.	<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. • 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 • Use one-handed tools and equipment, for example, making snips in paper with scissors. • 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, for example, putting coats on and doing up zips.
Literacy							
Comprehension	I can join in with repeated phrases for familiar stories.	I can express simple likes and dislikes about a shared story.	I can engage in conversations about stories, using new vocabulary.	I can use new vocabulary in my play, acting out and role-playing narratives/stories.	I can engage in extended conversations about stories, using and understanding new vocabulary.	I can answer who, what, why questions linked to stories shared. I understand all the 5 key concepts about print.	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - 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 • Engage in extended conversations about stories, learning new vocabulary.
Word Reading	I know how to handle a book and turn pages. I am learning how to listen to sounds e.g. environmental, sounds in story.	I can recognise rhymes. I can recognise my name.	I know that print has meaning and is read left to right, and top to bottom.	I can clap out syllables in a word or song.	I can recognise words with the same initial sound.	I have developed my oral blending skills.	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.

Writing	I can manipulate play dough, rolling, squeezing, pressing.	I can mark make using a variety of materials, paint, felt tips, chalk...	I can mark make, drawing a variety of straight lines.	I can draw curved lines in both clockwise and anti-clockwise directions.	I can write some of/all of my first name. I can use my print or letter knowledge in play.	I can write some/all letters in my name correctly.	<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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
Mathematics							
Number	I can sing number songs and recite numbers 5	I can recognise, match numeral, count and subitise numbers 1 and 2. I can show finger numbers.	I can recognise, match numeral and count numbers 3, 4, 5. I can subitise number 3. I can use a 5 frame.	I can count to 5, saying 1 number for each object. I can count to 6 using a 10 frame.	I can make comparisons between quantities using vocabulary more than, less than, fewer than. I can make marks in maths.	I can talk about the composition of numbers to 5. I can solve simple mathematical problems within 5.	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Numerical Patterns	I can match and sort objects into 2 groups.	I can talk about simple patterns including repeating patterns (ABAB) I can explore using shapes appropriately e.g. construction, pictures.	I can explore and talk about simple 2D shapes. I can collage using shapes. (Mondrian)	I can make comparisons between objects relating to height and length, mass and capacity.	I can understand position through words, (under, over, in, on). I can explore and talk about simple 3D shapes.	I can say what comes after and what comes before. I can describe a simple route.	<ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5. • compare quantities using language like: 'more than' 'fewer than' • Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' and 'round.' • Understand position through words alone, e.g. 'The bag is under the table' - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind.' • 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. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' 'blobs' etc. • 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' ...
Understanding the World							
Past and Present	I can talk about myself and my family.	I can talk about special times for my family.	I can talk about things that are special to me.	I can talk about how I have grown and changed.	I can talk about my family pets, and find out if my parents/grandparents had pets.	I can talk about the different holidays I have been on.	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
People, Culture and Communities	I can show an interest in different occupations e.g. people who help us.	I can talk about differences in people, communities and celebrations.	I can talk about differences in environments e.g. the Arctic and a local farm	I can draw what I see e.g. observational drawing outdoors	I can talk about different animal habitats.	I can use new vocabulary when talking about different countries in the world. I can talk about our school environment and our local community.	<ul style="list-style-type: none"> • 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.

						I can talk about my immediate environment and read a simple map.	
The Natural World	<p>I can talk about what I can see, feel and hear while outside.</p> <p>I can use all my senses in exploration of natural materials.</p>	<p>I can explore and talk about changes in Autumn.</p> <p>I am able to explore and talk about different forces I can feel.</p>	<p>I can talk about the differences in materials and the changes I notice.</p> <p>I can explore collections of materials with similar and/or different properties.</p>	<p>I can talk about how things work.</p> <p>I can explore and talk about signs of Spring.</p> <p>I can talk about the life cycle of a plant and an animal.</p>	<p>I can talk about how to plant a seed and how to take care of a plant.</p> <p>I can talk about the different weather we experience during the different seasons.</p>	<p>I can explore and talk about changes in Summer.</p> <p>I can use newly introduced vocabulary.</p> <p>I can explain what I can do to care for the natural environment and why this is important.</p>	<ul style="list-style-type: none"> • 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 life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.
Expressive Arts and Design							
Creating with Materials	I can explore different materials..	<p>I can make choices about which materials to use when creating.</p> <p>I can use shapes and lines to begin to represent objects. (Georgia O'Keefe)</p>	<p>I can explore colour and colour mixing.</p> <p>I know the primary colours.</p> <p>I can join different materials together.</p>	<p>I can draw with increasing complexity what I see.</p> <p>I can draw on different surfaces and paper.</p>	<p>I can develop my own ideas and can decide which materials to use to express them. (Yayoi Kusama)</p>	<p>I can show different emotions in my drawings and paintings.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p>	<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. • 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.
Being Imaginative and Expressive	<p>I can take part in simple pretend play</p> <p>I can listen with increasing attention to sounds.</p>	<p>I can remember and perform songs in the Christmas performance.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>	<p>I can create stories using small world equipment and resources.</p> <p>I can respond to what I have heard, and express my thoughts and feelings.</p>	<p>I can sing the pitch of a tone sung by another person.</p>	<p>I can make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>I can sing the melodic shape of a familiar song (up and down, down and up)</p>	<p>I can create my own songs using musical accompaniments.</p>	<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. • 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. • 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.