



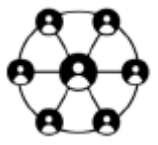









Nursery progression of skills and knowledge




Skill	Autumn	Spring	Summer
Communication and Language			
Listening, Attention and Understanding 	<ul style="list-style-type: none"> • Listens to familiar voices and environmental sounds during play. • Responds to simple instructions with visual cues (e.g., "Come here"). • Shows interest when others speak; may stop activity briefly to listen. • Can maintain attention for short periods in adult-led activities (1–2 minutes). • Begins to join in with songs and rhymes, especially repetitive parts. • Watches others during group activities and starts to copy actions. 	<ul style="list-style-type: none"> • Listens to longer instructions with support (e.g., "Get your coat and line up"). • Maintains attention for slightly longer in small group activities (3–5 minutes). • Responds appropriately to questions about familiar routines or stories. • Begins to anticipate key events in songs and stories (e.g., joins in with repeated phrases). • Can shift attention from one activity to another when prompted. • Shows awareness of turn-taking in conversations, even if brief. 	<ul style="list-style-type: none"> • Enjoys listening to longer stories and can remember much of what happens • Can pay attention to more than one thing at a time, even when it is difficult • Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door" • Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"
Speaking 	<ul style="list-style-type: none"> • Uses single words and short phrases to communicate needs and ideas. • Begins to use familiar vocabulary from routines and play. • Joins in with a few familiar songs and rhymes. • Talks about pictures or objects using simple words ("car", "big"). • Starts to combine words into short sentences (2–3 words). • Can respond to simple questions about themselves or their play. • Begins to initiate short exchanges with adults or peers. 	<ul style="list-style-type: none"> • Uses a growing range of vocabulary linked to experiences and stories. • Joins in with several songs and rhymes; begins to recall parts independently. • Talks about familiar books and can retell simple events from stories. • Uses longer sentences of 3–4 words ("I want big ball"). • Begins to use connecting words like "and", "because" in speech. • Starts to express opinions or preferences verbally ("I like red"). • Can start a conversation and keep it going for 2–3 turns. • Begins to use talk to organise play ("You be mummy, I be baby"). 	<ul style="list-style-type: none"> • Uses a wider range of vocabulary • Sings a large repertoire of songs • Knows many rhymes, is able to talk about familiar books, and can tell a long story • Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • Is developing his/her pronunciation but may have problems saying: some sounds (r, j, th, ch, sh) • Uses longer sentences of four to six words • Is able to express a point of view and to debate when he/she disagrees 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 • Uses talk to organise himself/herself and his/her play: "Let's go on a bus... you sit there... I'll be the driver."



	Autumn	Spring	Summer
PSED			
Self-Regulation 	<ul style="list-style-type: none"> Begins to recognise and name basic emotions in themselves (happy, sad). Responds to comfort and reassurance from familiar adults when upset. Starts to follow simple rules with adult support (e.g., tidying up). Begins to wait for a short turn with adult help. Shows awareness that actions affect others (e.g., says "sorry" when prompted). Needs adult help to solve conflicts (e.g., sharing toys). 	<ul style="list-style-type: none"> Talks about own feelings using words like happy, sad, angry. Begins to understand that others have feelings and may react differently. Follows simple rules more consistently and understands why they are important. Starts to remember rules without constant reminders. Begins to suggest solutions to simple conflicts with adult support (e.g., "You can have it after me"). Can wait for a turn for a short time without adult intervention. 	<ul style="list-style-type: none"> To understand how others might be feeling Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follows rules, understanding why they are important Remembers rules without needing an adult to remind him/her Talks with others to solve conflicts Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worries'
Managing Self 	<ul style="list-style-type: none"> Begins to manage simple self-care tasks with support (e.g., washing hands with help). Starts to feed self using utensils, though may need assistance. Shows awareness of own needs (e.g., says when hungry or tired). Begins to choose between two familiar activities with adult guidance. Shows confidence in familiar settings and routines. Starts to follow simple safety rules with reminders. 	<ul style="list-style-type: none"> Manages basic self-care tasks with less support (e.g., washing and drying hands, putting on coat). Begins to use the toilet with increasing independence. Starts to make simple healthy choices with adult support (e.g., choosing fruit at snack time). Selects activities and resources with some help to achieve a chosen goal. Begins to show responsibility for belongings and tidying up. Shows confidence in small group activities and new routines with reassurance. 	<ul style="list-style-type: none"> Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly Is able to make healthy choices about food, drink, activity and toothbrushing Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her Is developing his/her sense of responsibility and membership of a community Is showing more confidence in new social situations
Building Relationships 	<ul style="list-style-type: none"> Plays alongside other children, sometimes watching or copying their actions. Begins to share resources with support from adults. Shows interest in other children's play and may join in briefly. Seeks comfort and reassurance from familiar adults when needed. Responds positively to familiar adults and begins to accept help. Starts to show preferences for certain peers. 	<ul style="list-style-type: none"> Plays with other children for short periods, beginning to share ideas. Starts to take turns with support and simple reminders. Shows confidence in approaching familiar adults and peers. Begins to express own needs and choices verbally ("I want that"). Starts to join group play with a common goal (e.g., building together). Becoming more confident in new situations with adult support. 	<ul style="list-style-type: none"> Plays with one or more other children, extending and elaborating play ideas Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting Is developing appropriate ways of being assertive

	Autumn	Spring	Summer
Physical Development			
Gross Motor Skills 	<ul style="list-style-type: none"> Walks, runs, and climbs with developing coordination and control. Begins to go up steps and stairs using alternate feet with support. Starts to balance briefly on one foot when prompted. Enjoys moving to music and copying simple actions. Begins to use large-muscle movements for mark-making (e.g., big arm sweeps when painting). Starts to ride simple wheeled toys (push-along or trikes) with support. Begins to throw and catch large balls with two hands. Joins in simple chasing or movement games with peers. 	<ul style="list-style-type: none"> Climbs confidently on apparatus and steps using alternate feet. Balances on one foot for a few seconds; begins to hop with support. Starts to skip or jump with two feet together. Uses large-muscle movements for creative tasks (flags, streamers, big painting strokes). Begins to take part in simple group movement games (e.g., follow the leader). Starts to remember and repeat simple movement sequences to music. Matches movement to purpose (e.g., crawls under, walks across, runs around obstacles). Begins to collaborate with peers to move large items (e.g., carrying blocks together). 	<ul style="list-style-type: none"> Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills Goes up steps and stairs, or climbs up apparatus, using alternate feet Skips, hops, stands on one leg and can hold a pose for a game like musical statues Uses large-muscle movements to wave flags and streamers, paint and make marks Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
Fine Motor Skill 	<ul style="list-style-type: none"> Begins to use simple one-handed tools (e.g., chunky crayons, paintbrushes, scoops). Holds mark-making tools with a whole-hand or emerging tripod grip. Starts to show hand preference but may switch hands frequently. Begins to attempt simple dressing tasks (e.g., pulling off socks, putting on hat) with support. Chooses from familiar resources with adult guidance (e.g., picks a brush for painting). 	<ul style="list-style-type: none"> Uses one-handed tools with growing control (e.g., scissors for snipping, small paintbrushes). Holds pens and pencils with a more refined grip, starting to use a comfortable tripod grasp. Shows a clearer preference for a dominant hand in most tasks. Becoming more independent in dressing (e.g., putting on coat, starting zips with help). Selects appropriate tools for tasks with less adult prompting (e.g., picks a spade for digging). 	<ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. making snips in paper with scissors Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel

	Autumn	Spring	Summer
	Literacy		
Comprehension 	<ul style="list-style-type: none"> Listens to short stories and talks about pictures using simple words. Joins in with repeated phrases or actions in familiar stories. Begins to understand that books contain stories or information. Notices print in the environment (e.g., signs, labels) and shows interest. Starts to handle books carefully and turn pages one at a time. Recognises that stories have characters and events. 	<ul style="list-style-type: none"> Engages in conversations about stories, answering simple questions about characters or events. Begins to learn and use new vocabulary from stories. Understands that print carries meaning and is different from pictures. Notices that print can be used for different purposes (e.g., menus, signs, labels). Starts to understand page order and sequencing in familiar books. Begins to recognise parts of a book (front cover, pictures, words). 	<ul style="list-style-type: none"> Engages in extended conversations about stories, learning new vocabulary Understands that print has meaning Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom Understands the names of the different parts of a book Understands page sequencing
Word Reading 	<ul style="list-style-type: none"> Enjoys listening to rhymes and stories; begins to join in with repeated phrases. Starts to notice rhyming words in songs and stories with adult support. Begins to clap along to syllable beats in songs or words with guidance. Shows interest in words that sound similar (e.g., "cat" and "hat"). Responds to simple sound games (e.g., "Can you find something that starts like 'ball'?"). 	<ul style="list-style-type: none"> Can spot and suggest rhymes in familiar songs and stories. Claps or counts syllables in simple words (e.g., "tiger" = 2 claps). Begins to recognise words with the same initial sound in play (e.g., "milk" and "man"). Enjoys playing sound-based games (e.g., "I spy something beginning with..."). Starts to use new vocabulary from rhymes and stories in conversation. 	<ul style="list-style-type: none"> Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother
Writing 	<ul style="list-style-type: none"> Enjoys making marks with different tools (crayons, paintbrushes). Begins to give meaning to marks (e.g., says "This is my name" when scribbling). Starts to imitate letter shapes in play, though not accurate. Understands that writing goes on paper and may start at the top. Begins to recognise own name in print with adult support. 	<ul style="list-style-type: none"> Uses some print and letter knowledge in early writing (e.g., marks that look like letters). Begins to write some letters from own name, often in sequence. Starts to form letters with increasing control, though size and orientation vary. Writes simple pretend words or lists in play (e.g., shopping list). Shows awareness of directionality (writing left to right with support). 	<ul style="list-style-type: none"> Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy Writes some or all of his/her name Writes some letters accurately

	Autumn	Spring	Summer
Mathematics			
Number and numerical Patterns 	<ul style="list-style-type: none"> Begins to recite numbers to 3 (sometimes beyond in songs). Counts up to 3 objects with support, starting to use one number per item. Notices small quantities and uses informal language like “lots” or “more”. Begins to show finger numbers for 1 and 2. Starts to recognise and talk about simple patterns in the environment (e.g., stripes, spots). Joins in with simple sequencing language in routines (“now snack”, “then play”). Begins to copy very simple AB patterns with support (e.g., block, ball, block). 	<ul style="list-style-type: none"> Recites numbers confidently to 5 (sometimes beyond). Counts up to 5 objects accurately using one-to-one correspondence. Begins to understand the cardinal principle (last number said = total). Shows finger numbers up to 3, sometimes 4. Starts to link numerals 1–3 to small sets with adult support. Begins experimenting with marks and symbols to represent numbers. Compares two small sets using “more than” and “fewer than”. Talks about patterns and begins to describe them using informal language (“spotty”, “pointy”). Copies and begins to extend AB patterns (e.g., stick, leaf, stick, leaf). Starts to use sequencing words like “first” and “then” in play. 	<ul style="list-style-type: none"> Is developing fast recognition of up to 3 objects, without having to count them individually ('subitising') Recites numbers past 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Can show 'finger numbers' up to 5 Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 Is experimenting with his/her own symbols and marks as well as numerals Is able to solve real world mathematical problems with numbers up to 5 Can compare quantities using language such as; 'more than', 'fewer than' Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf Notices and corrects an error in a repeating pattern Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Shape, Space and measure 	<ul style="list-style-type: none"> Begins to explore simple 2D shapes (circle, square) in play and notices differences in size. Uses informal language to describe shapes and objects (e.g., “round”, “big”). Starts to understand basic positional words with support (e.g., “in”, “on”, “under”). Handles books and objects with awareness of orientation (early spatial sense). Begins to compare objects informally (big/small, long/short). Joins in simple movement games that involve position (e.g., “stand behind me”). 	<ul style="list-style-type: none"> Talks about and names common 2D shapes (circle, triangle, square) and some 3D shapes (cube, ball). Begins to use mathematical language like “side”, “corner” with adult support. Understands and uses positional words more confidently (“under”, “next to”, “behind”). Starts to describe familiar routes in play (e.g., “go past the table to the door”). Compares objects by length or size using everyday language. Begins to select shapes for simple purposes (e.g., flat block for building). Starts to combine two shapes in play (e.g., stacking blocks to make a tower). 	<ul style="list-style-type: none"> 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’. Understand position through words alone – for example, “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.

	Autumn	Spring	Summer
Understanding of the World			
Past and Present 	<ul style="list-style-type: none"> Begins to talk about themselves and things they like (e.g., "I have a dog"). Recognises and names close family members. Shows interest in family photos or familiar objects from home. Starts to notice differences between themselves and others (e.g., hair colour, clothes). Begins to share simple experiences from home ("I went to the park"). 	<ul style="list-style-type: none"> Talks about past events in their own life with support (e.g., "We had cake yesterday"). Begins to understand that events happen in a sequence (e.g., birthdays, celebrations). Shows curiosity about family traditions or routines. Starts to compare experiences with peers ("I have a baby sister too"). Begins to use time-related words like "before", "after", "yesterday" in conversation. 	<ul style="list-style-type: none"> Is beginning to make sense of his/her own life-story and his/her family's history <p><i>Is beginning to make sense of his/her own life story and his/her family's history.</i> <i>Talks about significant events in their life (e.g., birthdays, holidays).</i> <i>Shows understanding that family members have different roles and relationships.</i> <i>Uses language to describe past events and connect them to present experiences.</i></p>
People, Culture and communities 	<ul style="list-style-type: none"> Notifies and talks about familiar people and their roles (e.g., teacher, parent). Shows interest in role-play linked to everyday occupations (e.g., shopkeeper, doctor). Begins to recognise that people have different appearances and likes. Responds positively to stories and images showing diversity. Starts to use simple words to describe what people do ("He cooks", "She drives"). 	<ul style="list-style-type: none"> Talks about different jobs they know or see in the community. Begins to show curiosity about how people live and work in different ways. Starts to understand that people have different traditions and celebrations. Shows positive attitudes when playing with children who are different from themselves. Begins to notice and talk about places beyond their immediate environment (e.g., "That's the beach" in a photo). 	<ul style="list-style-type: none"> Shows interest in different occupations Is continuing to develop positive attitudes about the differences between people Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos
The Natural World 	<ul style="list-style-type: none"> Uses senses to explore natural materials (e.g., sand, water, leaves) with adult support. Begins to notice differences in texture, color, and shape in natural objects. Talks about what they see using simple descriptive words ("soft", "big", "wet"). Shows interest in outdoor environments and living things. Starts to join in with simple planting activities (e.g., helping to water plants). 	<ul style="list-style-type: none"> Uses all senses in hands-on exploration of a wider range of natural materials. Explores collections of materials and begins to compare properties (e.g., smooth/rough, heavy/light). Talks about observations using a growing vocabulary ("shiny", "bumpy", "tiny"). Plants seeds with support and begins to understand they need water and light to grow. Shows curiosity about animals and begins to notice changes over time (e.g., buds growing). 	<ul style="list-style-type: none"> Uses all his/her senses in hands-on exploration of natural materials Explores collections of materials with similar and/or different properties Talks about what he/she sees, using a wide vocabulary Plants seeds and cares for growing plants Understands the key features of the life cycle of a plant and an animal Is beginning to understand the need to respect and care for the natural environment and all living things Explores how things work Explores and talks about different forces he/she can feel Talks about the differences between materials and changes he/she notices

	Autumn	Spring	Summer
Expressive Arts and design			
Creating with Materials 	<ul style="list-style-type: none"> • Explores different materials freely (paint, crayons, collage) without a set purpose. • Enjoys sensory experiences with textures (smooth, rough, sticky). • Begins to make marks and simple shapes (lines, circles) in drawings. • Starts to choose colours they like, though not mixing yet. • Joins materials with support (e.g., glue pieces onto paper). • Drawings are simple and may represent people or objects with basic shapes. 	<ul style="list-style-type: none"> • Chooses materials purposefully for a simple idea (e.g., picks paper and crayons to draw a house). • Begins to join different materials independently (e.g., tape, glue). • Creates closed shapes and starts to use them to represent objects (e.g., circle for a face). • Drawings show increasing detail (e.g., adds eyes and mouth to a face). • Starts to explore colour mixing with support. • Begins to show emotions in drawings (e.g., happy face). • Uses drawing to represent simple ideas (e.g., "This is me running"). 	<ul style="list-style-type: none"> • Explores different materials freely, in order to develop his/her ideas about how to use them and what to make • Is developing his/her own ideas and is then able to decide which materials to use to express them • Can join different materials and explore different textures • Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects • Is drawing with increasing complexity and detail, such as representing a face with a circle and including details • Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc • Uses drawing to represent ideas like movement or loud noises • Explores colour and colour-mixing
Being imaginative and expressive 	<ul style="list-style-type: none"> • Engages in simple pretend play using familiar objects (e.g., a spoon as a phone). • Begins to copy actions and sounds in songs and rhymes. • Listens to sounds in the environment and responds with curiosity. • Joins in with familiar songs and rhymes, remembering some words. • Starts to explore instruments by tapping or shaking to make sounds. • Builds simple small-world play scenes with blocks or figures. 	<ul style="list-style-type: none"> • Uses objects to represent something else in play (e.g., a block as a car). • Begins to develop short storylines in small-world play (e.g., animals going to the farm). • Creates small worlds with more detail (e.g., adding roads and buildings). • Listens with increased attention to sounds and music. • Responds to music by moving or expressing feelings ("This is happy music"). • Can remember and sing entire simple songs. • Starts to match pitch in familiar songs and copy simple melodic patterns. • Plays instruments with growing control (e.g., tapping to a beat). 	<ul style="list-style-type: none"> • Takes part in simple pretend play, using an object to represent something else even though they are not similar • Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Listens with increased attention to sounds • Responds to what he/she has heard, expressing his/her thoughts and feelings • Is able to remember and sing entire songs • Can sing the pitch of a tone sung by another person ('pitch match') Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Is able to create his/her own songs, or improvise a song around one he/she knows • Plays instruments with increasing control to express his/her feelings and ideas