

Nursery Progression Statements for Baseline/Autumn Term

Personal, Social and Emotional Development.	Physical Development	Communication and Language	Literacy
<p>Managing Self</p> <ul style="list-style-type: none"> -Beginning to recognise danger and seeks support of significant adults for help. -Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands -Shows understanding and cooperates with some boundaries and routines and can select and use activities and resources with help. -Expresses own preferences and interests. -Separate from main carer with support and encouragement from a familiar adult. -Find ways to calm themselves when being calmed and comforted by a key/familiar person. <p>Self-Regulation</p> <ul style="list-style-type: none"> -Welcomes and values praise for what they have done. -Beginning to follow some rules without needing to be reminded by an adult. -Talk with others to solve conflicts and begin to understand how others might be feeling. -Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. <p>Building Relationships</p> <ul style="list-style-type: none"> -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. -Keeps play going by responding to what others are saying or doing. 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. -Moves in a range of ways, such as slithering, shuffling, crawling, walking, running and jumping. -Enjoy starting to kick, throw and catch balls. -Build independently with a range of appropriate resources. -Sit on a push-along wheeled toy, use a scooter or ride a tricycle. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Imitates drawing simple shapes such as circles and lines. -May be beginning to show preference for dominant hand. -Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. -Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. -Start eating independently using a knife and fork. -Develop manipulation and control. -Explore different materials and tools. 	<p>Listening, attention and Understanding</p> <ul style="list-style-type: none"> -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Listen to and remember simple stories with pictures. -Sing a large repertoire of songs. -Developing understanding of simple concepts (e.g. big/little). -Understand longer instructions, such as 'make teddy jump' or 'where's mummy's coat?' <p>Speaking</p> <ul style="list-style-type: none"> -Learns new words very rapidly and is able to use them in communicating and is beginning to use word endings (e.g. going, cats) -Uses vocabulary focused on objects and people that are of particular importance to them. -Use up to 300 words and put 4 or 5 words together to make short sentences, such as 'want more juice' or 'he took my ball' -Ask lots of questions. They will want to find out the name of things and learn new words -Use action words such as 'run' and 'fall' as well as words for the names of things and can retell a simple past event in correct order (e.g. went down slide, hurt finger). 	<p>Comprehension</p> <ul style="list-style-type: none"> -Shows interest in familiar print in the environment e.g. first letter of name or age, -Ask questions and makes comments about the Book and shares their own ideas and develop play around favourite stories using props. -Enjoys rhyming and rhythmic activities and join in with songs and rhymes by copying sounds, rhythms, tunes and tempo. <p>Word Reading</p> <ul style="list-style-type: none"> -Recognise some letters from their own name -Begins to join in with games involving oral blending/segmenting. -Develop phonological awareness allowing them to; - spot and suggest rhymes; - count or clap syllables in a word; - recognise words with the same initial sound e.g. mum/Maisy <p>Writing</p> <ul style="list-style-type: none"> -Sometimes gives meaning to marks as they draw and paint and make marks that stand for their name. -Uses some of their print and letter knowledge in their early writing e.g. - writing a pretend shopping list; - writing 'm' for mummy.
Maths	Understanding the World	Expressive Arts and Design	
<p>Number</p> <ul style="list-style-type: none"> -Name groups of 1, 2 and 3. -Recognise small groups without matching -Joins in with finger rhymes representing number -Explore songs & rhymes that involve splitting and recombining amounts to make the same total. <p>Numerical Patterns</p> <ul style="list-style-type: none"> -Connect some number names with an objects. -Begins to count objects by saying one number name for each item. -Shows an interest in numerals in the environment of personal significance. -Compares two groups of objects, saying when they have the same number. -Compares collection 1-4 where objects are the same. -Explore finding one more/one less through songs, rhymes and games. -Shares by "dealing out," (usually only between 2 people) -Makes small groups and may begin to recognise equal groups of small quantities (uses the language same). 	<p>Past and Present</p> <ul style="list-style-type: none"> -Remembers and talks about significant events in their own experiences. <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> -In small world play children talk about objects found in real life environments i.e. houses, trees, a park. -Learns that they have similarities and differences that connect them or set them apart from others. <p>The Natural World</p> <ul style="list-style-type: none"> -Talk about the natural world using a wide range of taught vocabulary. -Explore natural materials using all their senses and begin to discuss different/similar properties. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> -Begin to explore materials, using all their senses to investigate them -Manipulate and play with different materials; using their imagination as they consider what they can do with different materials. -Make simple models which express their ideas. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Engages in imaginative role-play based on own, first-hand experiences. -Start to develop pretend play, pretending that one object represents another. -Joins in singing a range of favourite songs. -Make rhythmical and repetitive sounds. 	

Nursery Progression Statements for Spring/ Summer

Personal, Social and Emotional Development.	Physical Development	Communication and Language	Literacy
<p>Managing Self</p> <ul style="list-style-type: none"> -Dresses with help, e.g. puts arms into open-fronted coat and is becoming increasingly more independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink and activity. -Can usually adapt behaviour to different events, social situations and changes in routine and show confidence in asking adults for help. -Have a growing ability to distract myself when upset and express their own feelings such as sad, happy, cross, scared, worried. -Have established my sense of self and thrive as they develop self-assurance. <p>Self-Regulation</p> <ul style="list-style-type: none"> -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. -Aware that some actions can hurt or harm others and will try to help or give comfort when others are distressed. <p>Building Relationships</p> <ul style="list-style-type: none"> -Can play with another child or in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. -Develop a sense of responsibility and membership of a community. 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -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. -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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand. -Can copy some letters, e.g. letters from their name. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Listening, attention and Understanding</p> <ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember key events. -Understands use of objects (e.g. "What do we use to cut things?") -Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. -Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' <p>Speaking</p> <ul style="list-style-type: none"> -Builds up vocabulary that reflects the breadth of their experiences. -Beginning to use more complex sentences to link thoughts (e.g. using and, because) -Questions why things happen and gives explanations. -Uses a range of tenses (e.g. play, playing, will play, played). 	<p>Comprehension</p> <ul style="list-style-type: none"> -Understand that print has meaning and different purposes. -Shows awareness that we read English text from left to right and from top to bottom, that the different parts of a book have a name and that pages are sequenced -Shows awareness of rhyme and alliteration -Joins in with conversations about stories, learning and using new vocabulary <p>Word Reading</p> <ul style="list-style-type: none"> -Recognises own name -Begins to join in with games involving oral blending/segmenting. -Hears and says some letter sounds. -Orally blend and segment a few CVC words. <p>Writing</p> <ul style="list-style-type: none"> -Gives meaning to marks they make in a range of media and drawings/paintings are recognisable to others. -Writes some letters accurately and writes some or all of their name. -Developing correct posture for writing.
Maths	Understanding the World	Expressive Arts and Design	
<p>Number</p> <ul style="list-style-type: none"> -Begin to subitise small quantities (recognise quantities without counting) -Show finger numbers up to 5 -Explore composition by partitioning and recombining sets. <p>Numerical Patterns</p> <ul style="list-style-type: none"> -Recognises, says and identifies numerals 1 to 3. -Recites numbers to 10. -Develops accurate one-to-one correspondence for small groups of objects when in a line. -Compare collections up to 5 using the language of 'more/ 'less'. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Makes small equal groups (fewer than 5). 	<p>Past and Present</p> <ul style="list-style-type: none"> -Makes sense of their own life story and family's history e.g. special times or events. -Shows interest in people's different roles and ways of life. <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> -Shows an awareness of features within their immediate environment and begins to use taught vocabulary in their play. -Talk about their own family and community and begin to develop positive attitudes towards others; Begin to talk about different beliefs, customs and ways people celebrate special times. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>The Natural World</p> <ul style="list-style-type: none"> -Understand how to care for living things and the environment; Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work e.g. wind-up toys and pulleys; talk about properties and changes to materials. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> -Explore different materials, using all their senses to investigate them. -Beginning to be interested in and describe the texture of things. -Explores colour and how colours can be changed. -Realises tools can be used for a purpose. -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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Sings a few familiar songs. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. -Developing preferences for forms of expression. -Listen with increased attention to sounds. -Explore rhythms with a range of musical instruments -Remember and sing entire songs. 	