

3-4 Year Olds Nursery Skills Progression

| Progression of Communication and Language | | | | |
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| Skill | Autumn | Spring | Summer | End of Nursery Goals |
| Listening, Attention and Understanding | To listen to simple stories To concentrate on an activity of their choosing To understand longer sentences | To listen to longer stories with support To understand more complex questions | To be able to follow simple instructions To listen to longer stories To listen to rhymes and songs To understand 'why' questions To show an understanding of prepositions | *I can ask questions and respond to questions I am asked. |
| Speaking | To initiate conversations with adults To begin to express their feelings using their words | To begin to use a wider range of vocabulary To initiate conversations with adults and peers To try and use the correct tense | To talk to a familiar adult To talk in front of a small group of peers To use a wider range of vocabulary To be able to initiate a conversation | *I can hold a conversation with others. *I can communicate my needs and wants in detail using spoken language. |
| Progression of Personal, Social and Emotional Development | | | | |
| Skill | Autumn | Spring | Summer | End of Nursery Goals |
| Self-Regulation | To regulate themselves with support To express a range of emotions To begin to self-regulate during transition times To begin to understand the rules | To begin to regulate themselves independently To begin to solve conflicts To be able to increasingly follow rules | To know a range of emotions To follow one-step instructions To regulate themselves independently To talk about how they feel using key vocabulary | *I can talk about my feelings & emotions using words including 'sad', 'happy', 'angry', 'worried'. |
| Managing Self | To play with increasing confidence To grow in independence | To seek help is necessary To choose activities independently To put on coat with support | To put coat on independently To use the toilet and wash hands independently To engage in simple activities independently | *I can play cooperatively with one or more peers. |
| Building Relationships | To confidently play alongside other children To enjoy playing alone To notice differences | To play with other children To begin to solve conflicts To be more confident in social situations | To develop the confidence to speak to familiar adults in the classroom To speak to peers To seek support of adults when needed To know a safe place To elaborate on play ideas with other children | *I can play cooperatively with one or more peers. |
| Progression of Physical Development | | | | |
| Skill | Autumn | Spring | Summer | End of Nursery Goals |

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| Gross Motor Skills | To climb up stairs with support To take part in group activities To run, climb and jump | To climb up stairs independently To collaborate with other children To roll, crawl and run To walk a greater distance | To follow instructions To balance To work sensibly with others To jump To climb up stairs using alternate feet | *I can put on clothes and shoes, with some help with fastenings. *I can develop physical skills including balancing, climbing, jumping, running and riding. |
| Fine Motor Skills | To open and close scissors To develop their manipulation and control | To make a snip using scissors with support To use one-handed tools To use mark-marking media | To begin to use a tripod grip To use a dominant hand To hold child scissors correctly and make snips in paper To hold a fork and spoon correctly | *I can use a writing implement to write the first letter of my name, and at least one other. |

Progression of Literacy

| Skill | Autumn | Spring | Summer | End of Nursery Goals |
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| Comprehension | To look at books with their peers To ask questions about simple stories To notice pictures and symbols | To begin to independently look at books To talk about stories To handle a book carefully To respond to illustrations | To independently look at books To hold books the correct way and turn pages correctly To listen to a story | *I can engage in extended conversations about stories, learning new vocabulary. |
| Word Reading | To know that print has meaning To listen to environmental sounds To notice print To listen attentively | To begin to orally blend To begin to hear initial sounds To count syllables in a word To develop an understanding of rhyme | To recognise their name To orally blend To hear initial sounds To recognise that print needs to be read from left to right To begin to segment words with support | *I have developed phonological awareness. |
| Writing | To copy some letters To add meaning to the marks they make To enjoy free drawing To make marks to be their name | To write some letters accurately To start writing their name more frequently To begin to make letter type shapes | To copy their name To give meanings to the marks they make To begin to write some letters accurately To show an interest in letters | *I can write some or all of my name. |

Progression of Mathematics

| Skill | Autumn | Spring | Summer | End of Nursery Goals |
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| Number | To recognise number 1 To begin to count on their fingers To combine objects | To recognise 1 and 2 To give 2 or 3 objects from a group To begin to count with 1-1 correspondence | To recognise numbers 1-3 To begin to subitise To become familiar with concrete resources | *I can recognise numbers to 5. |

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| | | | To begin to match numeral to quantity | |
| Numerical Patterns | To count to 5 To make patterns with support To confidently sing number rhymes | To make patterns independently To talk about patterns around them To predict what might come next | To say which group has more To say which group has less To count beyond 5 To extend a simple ABAB pattern | *I can recite numbers in order to 10. |
| Progression of Understanding the World | | | | |
| Skill | Autumn | Spring | Summer | End of Nursery Goals |
| Past and Present | To recognise key events in their life To play with small world and link it to real-life context | To talk about their own life-story To build on first-hand experiences in their play | To recognise that events happen in time order To talk about what they have experienced in Nursery | *I show an awareness of my own family and community. |
| People, Culture and Communities | To show an interest in different occupations To make connections between their family and other families To notice differences between people | To recognise that there are different countries To enjoy looking at photographs of familiar people | To talk about who is part of their family To begin to use the correct names to identify who is in their family To recognise that people believe different things | *I show an awareness of my own family and community. I know that there are differences between people and I have positive attitudes towards others. |
| The Natural World | To talk about what they see inside and outside To use their senses To explore the environment independently | To talk about what they see inside and outside using a wide vocabulary To explore the differences between materials To know that things can be used in different ways | To ask questions about the natural environment To respect and care for the natural environments To begin to use the correct names for different types of animals To know the names for different body parts To know the 4 seasons | *I can talk about cause and effect in different contexts. |
| Progression of Expressive Arts and Design | | | | |
| Skill | Autumn | Spring | Summer | End of Nursery Goals |
| Creating with Materials | To begin to add detail to drawings To explore colour mixing To give meaning to the marks that they make | To join materials together with support To explore a range of textures To talk about what they have made To make simple models | To name colours To draw and colour with pencils and crayons To begin to use different construction materials To be able to use child scissors To join materials together | *I can make a representation of an object using preferred media. |
| Being Imaginative and Expressive | To sing 3 nursery rhymes To take part in pretend play To explore their voice | To sing 4 nursery rhymes To take part in 'simple' small world play To listen with increased attention | To sing 5 nursery rhymes To experiment with different instruments and their sounds To use words such as slow/fast to describe music | *I can engage in and take on a role in pretend play. |

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| | | | To take part in 'complex' small world play | |
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