

**Progression in CL To be confident to speak and express myself, however I communicate**

End point	I can join in at group time by putting up my hand waiting for my turn to talk. I can sit and listen to longer stories and conversations, remembering much of what happens or is said.	I can talk about my thoughts and ideas, even when I disagree, and I can discuss these using words and actions.	I can use more complex sentences and a wider range of vocabulary. To use conjunctions to join ideas together.	I can readily engage and join in with conversations, familiar stories, rhymes and songs and be able to listen and pay attention.	I can demonstrate an understanding of 'how' and 'why' questions through my ability to listen and respond appropriately.
1	To sit in a circle, following routine with key person	To enjoy spending time within our key groups	To understand that words can convey meaning and may be using single words to communicate.	To listen to familiar stories and rhymes and begin to join in with repeated refrains	To listen and join in
2	To show engagement for short periods of time during adult led tasks	To develop confidence to speak to a trusted adult	Putting 2 or 3 words together and communicating about the here and now. Start to match words with feelings.	To use vocabulary from familiar books and rhymes in their games	To understand that we can use questions to find out more and to answer yes and no questions
3	To engage and join in with short activity during adult led group time.	To share thoughts and ideas within a small group	Starting to incorporate new words into my sentences and am starting to use connecting words, such as because.	To listen to and consider other children's contributions to conversations	To notice when adults are using open-ended questions like "I wonder what would happen if...?" and begin to listen and respond appropriately
4	To show increasing ability to engage in group time, and the ability to wait for my turn.	To understand that others may have a different viewpoint and to respect that.	To use language to share feelings, experiences and thoughts in 4-6 words and am beginning to use word endings.	To use talk to organise themselves and their play and to listen to other children's contributions to games	To think about questions asked of us and answer with more thought
5	Contribute and share my ideas, as well as listening to others during whole group times, by putting up my hand and waiting my turn.	Start a conversation with an adult or a friend, taking turns to talk and share ideas	Becoming more confident in using complex sentences during play to express themselves, utilising more conjunctions and a developing vocabulary, correctly using word endings.	To join in with reenacting stories together, using repeated refrains, following the storyline and paying careful attention to what others are saying	To answer questions with careful thought and to know that we can go to different sources of information to find out when we are not sure of the answer.

**Progression in PSED To become self-assured, thoughtful and empathetic members of the community**

End point	To develop confidence with new social situations and unfamiliar adults. To be confident to select activities and resources with increasing independence.	To feel a strong sense of responsibility and membership to my nursery and the wider community.	To have developed independence in self-care routines such as putting on my coat, using the toilet and washing my hands, oral care and using cutlery. To make healthy choices about food, drink, activity and toothbrushing.	To develop skills in collaborating with my peers and building friendships, sharing my own ideas, finding solutions to problems and resolving conflicts.	I understand that I have feelings and so do my friends and I am beginning to manage how I respond.
1	To say goodbye to my parents/ carer and come into nursery positively.	To find my own peg and name with support, and know my keyworker and class base.	With support from an adult, I can go and find what I need.	Enjoys playing alone and alongside others, beginning to observe peers in their play.	Talking about how we are feeling and why
2	To put my things on my peg independently.	To join in with daily tasks and routines such as tidying up and moving through transitions.	Make attempts to be independent and I can ask for/accept help.	Will often watch, follow and initiate other children in their play and will experiment with influencing others, cooperating together and becoming more assertive about my choices	Notices when others are displaying feelings.
3	To ask for help from a familiar adult	Enjoy taking part in shared experiences with peers including local visits in the community.	Use resources to help me e.g. visual timetable/pictures on wall and showing an understanding of the daily routine	Play with one or more other children engaged in the same theme e.g. an imaginary game.	Shows concern when others are displaying negative feelings.
4	Watch what other children are doing and begin to join in	Able to identify and share similarities and differences between myself and peers.	Can put on my coat/shoes/wellies with a little help and show understanding of why.	Use talk to share my ideas with my peers in my play and am beginning to listen to those of others.	Understanding that my actions affect how others may feel
5	I am confident to choose what I want to play with and join games with others.	To talk freely about home and community, showing awareness of differences between social groups.	Decide what I need independently, making appropriate choices without prompting.	Work with others to try to find solutions to conflicts by sharing what I think, showing appropriate assertiveness and listening to peers.	Can demonstrate empathy through actions independently e.g. offering a toy or offering to play.

**Progression in Physical To be able to take sensible risks and to use a variety of tools and resources independently**

End point	To have developed good small motor skills so that I can use a range of tools such as scissors and tweezers competently, confidently and independently.	To choose the right resources (e.g. planks, large bricks) to carry out their plan and have an awareness of safety when transporting resources, managing risks and working collaboratively with others.	To be able to demonstrate increased coordination, balance and gross motor control through hopping, balancing, climbing, riding (scooters, trikes and bikes), running games and ball skills.	To be increasingly independent with dressing and undressing, for example putting on coats and shoes and doing up zips.	I am showing preference for a dominant hand and engage in using a developing tripod grip.
1	To engage in finger gym activities	To become aware of others around them and their personal space.	To explore different spaces and how they can fit into them	To feel confident to have a go with self help tasks	To engage in finger gym activities to develop strength and fine motor skills
2	To grasp tools such as tweezers, squeezey scissors with increasing strength	To realise that different tools can be used for different purposes	To engage in activities with increasing confidence that develop core strength	To become more independent to follow the routine change into boots for outdoor play	To have confidence to pick up pen to purposefully make marks
3	To engage with an adult role modelling using scissors and tweezers correctly and having a go.	To experience working as part of a team towards a shared goal - eg transporting sand, clearing up leaves	To engage in activities that use large muscle movement to develop gross motor skills	To know that shoes have a correct foot and if they feel uncomfortable it is not correct.	To engage with an adult role modelling a tripod and be willing to have a go
4	To be able to hold scissors correctly and make snips in paper	To match the tools appropriately to a task	To evaluate appropriate risks to order to build confidence in different ways of moving	To engage in self help skills such as turning coat sleeves around the right way	To become more confident in mark making with a singular hand
5	To show more control using a range of single handed and double handed tools	Actively collaborating with friends and begin showing an understanding of safety	Improving their ability in negotiating spaces when engaging in movement activities i.e hand-eye coordination.	Becoming more independent with dressing and undressing, with minimal help and following daily routines.	To be using a developing tripod grip with a more dominant hand and to use their pencil with increasing control.

**Progression in Literacy To see themselves as readers and writers**

End point	I am developing a love of books and stories. I can choose my favourite books independently and be aware of the importance of looking after our books.	I am developing my phonological awareness so I can spot and suggest rhymes, count and clap syllables in a word, identify initial sounds and recognise words including my own name.	I can write some letters correctly and use some of these in my mark making to convey meaning. I am able to write their name with letters that are recognisable, some are correctly formed.	I can understand the 5 key concepts about print; Meaning, page sequencing, print for different purposes, going from left to right and top to bottom, different parts of a book.	I can act out stories together, showing understanding of sequence and key phrases from the book
1	Share stories together	To enjoy listening to songs and rhymes together	Begin to recognise their name card when signing in and out.	Turning the pages as they tell the story	Enjoy books together
2	To enjoy a more varied range of books including non fiction	At register time engage in games that identify initial sounds of their names	Starting to make marks to represent letters and giving meaning to the marks they make. Recognising a few letters in their name.	Listen to stories and information books	Joining in songs and familiar rhymes
3	Have a range of favourite stories I enjoy looking at and am able to hold them the correct way	Engage in activities that enable name recognition	Recognising the letters in their name and other letters, and representing marks are starting to take form.	Understand the pattern and rhythm of books and text	Developing play around favourite stories
4	Engage in dialogic reading with an adult	To identify rhyming words through games and stories	Incorporating more letters in their mark making and starting to write their name on their drawings/art work.	Understanding that pictures and words in a book tell us something	Joining in with repeated refrains, sharing and anticipating what might happen next or how the story will end.
5	Able to choose a story, engage with it then return it to the correct area	I can explore different sound patterns and can copy and follow sounds, rhythms, tones and tempo.	Able to identify what letters and write most letters which are in their name	Knowing that different types of text tell us different things e.g shopping lists, instructions, recipes, maps, stories	Engage in interesting conversations about books, learning new vocabulary.

**Progression in Mathematics To problem solve and apply mathematical knowledge to everyday experiences**

End point	I can develop fast recognition of up to 5 objects (subitising) ; to know that numbers can be made up of smaller numbers ( e.g.5 is made up of 2 and 3) and begin to apply this knowledge to solve real problems.	I can count using 1-1 correspondence, saying number names in order and know that the last number represents the total amount	I can recite numbers and begin to recognise numerals 0-10 and beyond, and to draw on number language in play demonstrating that numbers can have meaning in different contexts. (e.g we need to cook the playdough biscuits for 8 minutes)	I can begin to be able to compare two groups of objects using comparison language- same, fewer than/ less than, more than.	I can use language around size, pattern and position to describe, compare and reason when talking about shape and measures
1	Begin to understand cardinality (takes or gives 2 or 3 items from a group)	To enjoy joining in with number songs	Have an interest in numbers saying number names such as age, house number. To show amounts with fingers	Gather groups of objects using a variety of containers.	Notice different shapes in the environment.
2	Subitise 1 and 2 (Perceptual Subitising)	To begin to count by rote, saying some number names in order	Recognising numbers which have a meaning personally to them such as number 3 for age.	Filling and emptying containers of different sizes, seeing when they are full and empty	Understand that different shapes have names and qualities
3	Recognise how quantity changes: more than & less than	To know that we begin at number 1 when counting	Listening to adults talking about times- In 10 minutes it's Lunch time. Begin to use language of time in their games	Begin to use language of comparing amounts.	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'.
4	Use fingers to demonstrate knowledge of quantity	To count sounds and actions	To begin using numbers for a purpose, counting by rote from 0-10 and beyond	Begin sorting and ordering objects into different groups	Describe using positional language where an object is
5	Help to solve practical problems: how many children are in a group, how many pencils do we need?	To tag each object with one number name as we count	Play games to develop number recognition and be able to recognise lots of numbers from 0-10	To begin using language such as more, less in everyday tasks and games	Can identify shapes that are bigger than or small than one another, and describe if there is a pattern

**Progression in Understanding of the world To explore the natural world with confidence and care**

End point	I can demonstrate an interest and a positive attitude towards differences and ways of life. To understand that our peers may do things differently to us.	I can use all 5 of my senses to explore natural materials and be able to use language to comment on what I notice and observe.	I can have an awareness of who I am, my family and people who are important to me. I can talk about special events and my own experiences with my family and friends.	I can understand the key features of life cycles of animals and plants, identifying changes and the importance of taking care of the natural environment and all living things.	I can show an interest and awareness of how things work, e.g plays with materials or takes part in activities where I can understand cause and effect
1	To notice similarities and differences between each other and to begin talking about these	To explore objects with different textures, smells, tastes and sounds.	To know that some people are special in our lives	To show interest in animals and plants at nursery: tadpoles, stick insects, African land snails	Show an interest in exploring objects through touch, manipulation, shaking and banging.
2	To play alongside each other and to become more aware of differences in our preferences	To explore natural materials indoors and outdoors and incorporate natural resources into my games.	They have a good sense of who their immediate family is and can say the names of their friends.	To look carefully at animals and plants and begin to talk about what they see.	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn how to operate them
3	To alter our games to accommodate the feelings and wishes of others	To know what body parts we use to see, hear, smell, touch and taste	To begin sharing about what they have been doing at home	To understand the importance of being gentle with living things	Seeks to acquire basic skills in turning on and off and operating some digital equipment
4	To join in with activities related to a variety of celebrations and traditions	To talk about the natural objects I explore using a widening vocabulary of descriptive words.	During play or group time they are starting to talk more about things they have done with their family, or re-enact them through role play.	To understand that living things grow and change and be able to talk about some of the changes we see	Knows how to operate simple equipment such as the CD player or the interactive white board
5	To enjoy finding out about different ways of living, religions and cultures	To explore using all our senses to find out about objects and to use a widening vocabulary to describe the texture of different objects	They enjoy talking in detail about special things they have done or are going to do with friends and family. They	To be able to describe with understanding how the tadpoles, caterpillars or seeds have grown and changed	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

**Progression in Expressive arts and design To express myself freely and with pleasure using a variety of media**

End point	I can use objects to represent my ideas and begin to develop more complex stories in my imaginary play.	I can explore different materials and decide what to use towards my creations. I can use different equipment and tools for a purpose such as masking tape, scissors, hole punchers and string to join and fix things together.	I can play instruments, listen, move and respond to music and demonstrate an understanding of how sounds can be used and changed intentionally to express feelings and ideas.	I can draw lines to make enclosures and spaces, and use these to represent objects and emotions.	I can describe a range of colours and begin mixing colours to achieve a desired effect. I can choose colours for a purpose.
1	To make imaginative and complex "small worlds" with blocks and construction kits.	To explore different materials using all my senses to investigate them.	To move and dance to music	To make marks intentionally	To explore paint with my fingers or using a brush
2	To join in and include others in my role play	To use my imagination when thinking about what I want to create and am beginning to choose different materials appropriately	To make sounds and explore my voice and can listen to sounds with increasing attention.	To express my ideas and feelings through mark making, giving meaning to my marks.	To notice that colours begin to change if I unintentionally mix them
3	To engage in small world play using a variety of resources	To join different materials together using tape, glue etc	To make rhythmical, repetitive sounds to create sound patterns	To use drawing to show my ideas	To change colours as I draw and paint

4	To pretend an object represents something else in a game.	To explore the properties of different materials and choose what I need for my creations.	To explore a variety of sounds made by musical instruments	To draw with increasing complexity and details	To choose colours for a purpose, thinking about why I am using a particular colour
5	To take part in simple pretend play and can begin to take on roles in games.	To express my thoughts and ideas through making models using a wide range of resources	I understand how to change sounds eg fast, slow, loud, soft and do so intentionally whilst playing an instrument	To show different emotions in my drawings and describe in detail what is happening in my pictures	To be beginning to intentionally mix colours for a desired effect and be able to talk about what I am doing