

Nursery progression Check Point One

Personal, Social & Emotional Development

- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations
- 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.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Communication & Language

- Enjoy listening to longer stories and can remember much of what happen
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Sing a repertoire of songs.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
- May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- 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.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- 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.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Start to eat independently and learning how to use a knife and fork.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Begins to recognise danger and seeks the support and comfort of significant adults

Literacy

- Understand the five key concepts about print:
 - 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.
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes, count or clap syllables in a word
- 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.

Mathematics

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- 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').
- Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Understanding the World

- Show interest in different occupations.
- Begin to make sense of their own life-story and family's history.
- 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.
- Begin to understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Use drawing to represent ideas like movement or loud noises.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.

