

# Nursery progression Check Point Two

## Personal, Social & Emotional Development

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Play with one or more other children, extending and elaborating play ideas.
- Increasingly follow rules, understanding why they are important.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Begin to understand how others might be feeling.

## Communication & Language

- Can find it difficult to pay attention to more than one thing at a time.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Know rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use longer sentences of four to six words.
- Can start a conversation with an adult or a friend and continue it for many turns.
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## Physical Development

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- Use a comfortable grip with good control when holding pens and pencils.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

## 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
- Write some or all of their name.
- 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.

## Mathematics

- Recite numbers past 5.
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Understand position through words alone –for example, "The bag is under the table," –with no pointing.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

## Understanding the World

- Continue to develop positive attitudes about the differences between people.
- Begin to make sense of their own life-story and family's history.
- Explore collections of materials with similar and/or different properties.
- Explore and talk about different forces they can feel.
- Plant seeds and care for growing plants.
- Talk about what they see, using a wide vocabulary.
- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support

## Expressive Arts and Design

- Join different materials and explore different textures.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour-mixing.
- Remember and sing entire songs.

