

Nursery progression Check Point Three

Personal, Social & Emotional Development

- Play with one or more other children, extending and elaborating play ideas.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Begin to understand how others might be feeling.
- Talk with others to solve conflicts
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.

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?"
- Use longer sentences of four to six words.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- Show a preference for a dominant hand

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
- 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.
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can:
 - recognise words with the same initial sound, such as money and mother
- Write some or all of their name.
- Write some letters accurately

Mathematics

- 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.
- Solve real world mathematical problems with numbers up to 5.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Combine shapes to make new ones –an arch, a bigger triangle etc.
- Extend and create ABAB patterns –stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Continue to develop positive attitudes about the differences between people.
- Explore collections of materials with similar and/or different properties.
- Plant seeds and care for growing plants.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.
- Talk about what they see, using a wide vocabulary.
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels

Expressive Arts and Design

- 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.
 - Develop their own ideas and then decide which materials to use to express them.
 - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
 - Create their own songs, or improvise a song around one they know.

