



Communication and Language

Listening, Attention and Understanding

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> • Demonstrates enthusiasm when engaging in sound, songs and rhyming activities. • Recognises and responds to many familiar sounds. • Understands more complex sentences e.g. 'Put your toys away and then we'll read a book'. 	<ul style="list-style-type: none"> • Shows an interest in playing with sounds, songs and rhymes. • Has single channelled attention. Shifting to a different task if attention fully obtained – using child's name helps focus. • Responds to simple instructions, e.g. to get or put away an object. • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/ What's that? Where is.?) 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Able to follow directions (if not intently focused on own choice of activity). • Shows an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. • Understands use of objects (e.g. "What do we use to cut things?"). • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Listening and following directions and looking at someone when they are speaking. • Follows stories read to them and talks about the pictures in the book. • Uses prepositions when following instructions. • Able to ask and respond to 'why' questions.



Communication and Language

Speaking

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none">• Holds a conversation jumping from topic to topic.• Uses gestures and everyday words to communicate ideas and feelings.• Demonstrates some use of different word endings e.g. going, cats etc.	<ul style="list-style-type: none">• Beginning to use sentences with four to six words.• Using vocabulary focused on objects and people that are of particular importance to them.• Using intonation, rhythm and phrasing to make the meaning clear to others	<ul style="list-style-type: none">• Beginning to use more complex sentences to link thoughts e.g. using and, because.• Building up vocabulary that reflects the breadth of their experiences.• Developing their communication but may struggle with using tenses	<ul style="list-style-type: none">• Beginning to start a conversation with an adult or a friend and continuing it in turns.• Using talk to connect ideas, explain what is happening and anticipating what might happen next, recall and reliving past experiences (including rhymes and stories).• Using a range of tenses e.g. play, playing, will play, played;



EXPRESSIVE ARTS AND DESIGN

Creating with materials

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> Experiments with blocks, colours and marks. Joins in singing favourite songs. Shows an interest in the way musical instruments sound. Explores different materials freely. 	<ul style="list-style-type: none"> Explores colour and colour mixing. Creates closed shapes with continuous lines, and begin to use these shapes to represent objects. Able to sing a variety of nursery rhymes and number songs. Taps out a simple repeated rhythm. Uses different materials to express their ideas. Joins materials together in various ways e.g. glue, tape, staples or block pieces together. 	<ul style="list-style-type: none"> Expresses ideas with increasing use of colour and complexity including emotions, sounds or movement. Imitates movements and sounds in response to music. Begins to move rhythmically. Plays instruments with increasing control to express their feelings and ideas. Shows an interest in and describes the textures of different materials. 	<ul style="list-style-type: none"> Explores colours and how colours can be changed. Uses lines to create shapes to represent people and everyday objects and events. Sings a repertoire of songs, joining with dancing and ring games. Explores and learns how sounds can be changed. Uses various construction materials, stacking blocks vertically and horizontally to make enclosures.



EXPRESSIVE ARTS AND DESIGN

Being Imaginative and Expressive

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> • Begins to use representation to communicate ideas. • Joins in pretend-play with peers. • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • Responds to what they have heard, expressing their thoughts and feelings. • Engages in imaginative role-play based on their own experiences. • Begins to develop stories using small world resources. • Sing the pitch of a tone sung by another person ('pitch match'). 	<ul style="list-style-type: none"> • Uses movement to respond to music, expressing emotions and ideas. • Notice what adults do, then imitate what is done when adult is not there. • Creates imaginative small worlds using blocks, animals and small resources. • Explores melodic shape of familiar songs. • Create their own songs or improvise a known song. 	<ul style="list-style-type: none"> • Develops preferences for forms of expression. • Uses available resources to create props to support role-play. • Creates complex stories involving toys and immediate surroundings. • Remembers and sings entire songs.

Literacy Reading



Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none">• Makes comments, asks questions or shares ideas about books. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	<ul style="list-style-type: none">• Able to hold a book, turn the pages and indicate an understanding of pictures and print.• Able to recognise their name. • Notices and repeats sounds.	<ul style="list-style-type: none">• Talks about the key events and characters in a book.• Can retell a story to peers or a familiar adult.• Recognises words with the same initial sound.• Identifies signs and symbols in the environment and recalls what they mean. • Shows awareness of rhyming words.• Claps syllables in words.	<ul style="list-style-type: none">• Engages in extended conversations about stories, learning new vocabulary.• Able to predict or suggest what might happen in a story.• Understands the key concepts of print: print has meaning, print can have different purposes, English is read from left to right, page sequencing, names of different parts of a book. • Joins in with the rhythm of well-known songs and rhymes.



Mathematics

Number and Numerical Patterns

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> Collects a small number of objects from a group when asked. Uses number names and language spontaneously. Recites numbers to 5. Joins in with actions for number rhymes e.g. 'Two Little Dicky Birds'. Organises and categorises objects (sorts by 1 criteria). 	<ul style="list-style-type: none"> Fast recognition of up to 3 objects without counting (subitising). Knows the last number said is how many you have. Uses number names in play accurately. Shows 'finger numbers' up to 5. Shows an understanding of simple comparisons of quantity 'I got more than you!' Links numerals to amounts. Has an awareness of pattern in the environment. 	<ul style="list-style-type: none"> Separates a group of three or four objects in different ways, beginning to recognise that the total is the same. Counts up to three or four objects by saying one number name for each item; Realises not only objects, but anything can be counted. Recites numbers to 10. Experiments with their own symbols and marks to represent number. Compares amounts saying, 'lots', 'more' or 'same'. Identifies numerals in the environment. Identifies a simple ABAB pattern and talks about it. 	<ul style="list-style-type: none"> Uses number names to 10. Counts out 6 objects accurately from a larger group. Shows curiosity in number problems by asking questions or making comments. Sometimes matches numeral and quantity correctly; Represents numbers using marks, fingers or digits. Can identify when two small groups have the same number of objects. Recognises numerals of personal significance. Able to extend and create ABAB patterns using simple materials.



Mathematics

Shape, Space & Measure

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> Organises blocks to create simple structures and arrangements. Confidently attempts fitting shapes into spaces on inset boards or jigsaw puzzles. Beginning to use the language of size. Demonstrates an awareness and enjoyment of daily activities. Demonstrates some awareness of positional language with the help of gesture. 	<ul style="list-style-type: none"> Showing an interest in shape and space by playing with shapes or making arrangements with objects. Able to see shapes in pictures and begins to make simple pictures using shapes. Begins to make comparisons between objects relating to their size and weight. Begins to use language relating to time and shows some understanding of 'now' and 'next'. Understands positional language 	<ul style="list-style-type: none"> Able to explore and talk about 2D and 3D shapes using informal and mathematical language. Identifies shapes in the environment. Asks questions about shapes and their differences and similarities. Begins to make comparisons between objects relating to their length, height or capacity. Asks questions about the routine and what might be happening next. Uses positional language to describe an objects location or a familiar route. 	<ul style="list-style-type: none"> Finds appropriate shapes for certain tasks. Begins to make more meaningful pictures, patterns and arrangements with shapes. Uses comparative language like 'taller', 'shorter' and 'the same'. Talks about the routine of the day, using language like 'before' and 'after'. Discusses routes and locations.



Physical Development

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> • Demonstrates control of their whole body and able to negotiate space and objects. • Stands momentarily on one foot when shown. • Responds and moves spontaneously to music. • Uses a comfortable grip with good control while holding pens and pencils. 	<ul style="list-style-type: none"> • Experiments with different ways of balancing and moving, e.g. running, rolling, jumping, hopping, galloping. • Uses large muscle movements to wave flags or streamers, paint and make marks. • Able to kick a ball. • Able to move to music and express themselves. • Holds a pencil with a four-finger grip. • Picks up tiny objects with a pincer grip. 	<ul style="list-style-type: none"> • Moves freely and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, running, jumping, skipping and hopping. • Able to catch a large ball. • Able to remember some sequences and patterns of movements which are related to music and rhythm. • Holds a pencil near the point between first two fingers and thumb. • Uses construction materials, joining pieces to make models. 	<ul style="list-style-type: none"> • Runs skilfully negotiating space successfully, adjusting speed or direction to avoid obstacles. • Demonstrates balance and control on climbing apparatus and outdoor equipment. • Go up steps and stairs, or climb on apparatus using alternate feet. • Holds a pencil near the point between first two fingers and thumb, demonstrating good control. • Uses one-handed tools and equipment with growing confidence.



Personal, Social & Emotional Development

Building Relationships

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none">• Explores a new environment with a key worker support.• Plays alongside others happily.	<ul style="list-style-type: none">• Seeks out peers and adults to share ideas and experiences.• Demonstrates an interest in others play and starts to join in.	<ul style="list-style-type: none">• Helps to find solutions to conflicts or rivalries in play with peers and/or key workers.• Able to initiate play, offering cues for others to join in.• Responds to what others are saying or doing to continue the play.	<ul style="list-style-type: none">• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.• Plays in a group, extending and elaborating play ideas.

Personal, Social & Emotional Development

Managing Self



Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none">• Begins to show effortful control e.g. resisting the urge to grab what they want, push to the front of the line etc.• Able to distract themselves when they are upset.	<ul style="list-style-type: none">• Demonstrates the ability to inhibit own actions or behaviours e.g. stop doing something they know they shouldn't.• Aware of the feelings of others and gives comfort when others are distressed.	<ul style="list-style-type: none">• Demonstrates a growing ability to follow the rules and understands why they are important.• Able to talk about feelings using words like happy, sad, angry or worried.	<ul style="list-style-type: none">• Able to adapt behaviour to different events, social situations and changes in routine.• Demonstrates awareness of the needs and feelings of others, can take turns and share resources as well as tolerating delay.



Personal, Social & Emotional Development

Self-Regulation

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> • Explores new equipment and environments, while occasionally 'checking in' with their keyworker. • Separates from main carer with support and encouragement. • Joins in with a range of activities that interests them. 	<ul style="list-style-type: none"> • Selects and uses a range of resources in the setting. • Gaining confidence talking to peers while playing. • Is happy to ask a familiar adult for help. • Expresses their own preferences and interests. 	<ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Demonstrates a sense of responsibility and membership of their school community. • Demonstrates growing confidence when interacting with unfamiliar people in the setting. 	<ul style="list-style-type: none"> • Enjoys the responsibility of carrying out tasks. • Expresses their ideas confidently to peers whilst playing and communicates freely about their school, home and community. • Has a positive attitude towards involvement in new social situations.



Understanding the World

The Natural World

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none">• Uses all their senses to explore natural materials.• Notices features of objects in the environment.	<ul style="list-style-type: none">• Talks about the things they have observed such as plants, animals, natural or found objects.• Asks questions about their familiar world, such as the place they live or the natural world.	<ul style="list-style-type: none">• Explores materials with different properties, talking about textures and other features.• Begin to understand the need to respect and care for the natural environment and all living things.	<ul style="list-style-type: none">• Talks about why things happen and how things work.• Shows care and concern for living things and the environment.• Talks about key features of a life cycle of a plant and animal.• Knows that there are other places in the world, which may be different to where we live.



Understanding the World People, Culture and Communities

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none">• In pretend play imitates actions and events from their own family and cultural background.• Shows interest in the lives of people who are familiar to them.	<ul style="list-style-type: none">• Remembers and talks about significant events in their own experience.• Beginning to make sense of their own life-story and family history.• Notices that new friends have similarities and differences that connect them and distinguish them from others.	<ul style="list-style-type: none">• Shows an interest in different people and their occupations.• Continues to develop positive attitudes towards differences between people.	<ul style="list-style-type: none">• Recognises and describes special times or events for family or friends.• Shows an interest in people and in different ways of living.



Understanding the World

Past and Present

Baseline	End of Autumn term	End of Spring term	End of Nursery 2
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Demonstrates a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new. • Demonstrates an awareness that they can do more for themselves now than when they were babies. • Demonstrates an understanding that parents and grandparents are older than they are. • Demonstrates some understanding of yesterday and tomorrow. 	<ul style="list-style-type: none"> • Shows some understanding of terms like new and old. • Notices that there are children that are older than them and others that are younger. • Demonstrates some awareness that their parents were children a long time ago. • Demonstrates some understanding of yesterday, last week and last term. 	<ul style="list-style-type: none"> • Appreciates that certain artefacts and resources are old and have been used before. • Recognises that they may have siblings that are older than them and that they may be older than a younger sibling. • Shows some understanding that grandparents and great grandparents were children a very, very long time ago. • Beginning to have an understanding for terms like, yesterday, last week and last year.