

### Year N Progression of Skills, Knowledge and Understanding

Communication and Language	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
<b>Listening, Attention and Understanding</b>	<p><i>To know and understand a wide range of vocabulary.</i></p> <p><i>To understand the functional use of familiar objects and properties.</i></p> <p><i>Understand and answer simple questions about 'who', 'what' and 'where' using gesture.</i></p> <p>To be able to understand simple instructions.</p> <p>To listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Develop pretend play.</p> <p>To follow a 1-step instruction.</p>	<p><i>To know what a question is.</i></p> <p><i>To know how to respond when being spoken to using words or gestures.</i></p> <p><i>Understand and answer simple questions.</i></p> <p>Begin to listen to longer stories.</p> <p>Recall some key events from a story.</p> <p>Begin to pay attention to more than one thing at a time.</p> <p>To follow a 2-step instruction.</p>	<p><i>Understand and answer a why question.</i></p> <p><i>Understand and use a wider range of vocabulary.</i></p> <p><i>Understand a question or instruction that has two parts.</i></p> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p>	<p><i>Knows not to interrupt when listening to a story or instruction.</i></p> <p>Follows a 2-step instruction consistently.</p> <p>Listens to stories and can recall the main events.</p> <p>Contributes sensible comments to discussions and conversations with prompts.</p>
				Conversation, retell, instruction, listen

<b>Speaking</b>	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Start to communicate how they are feeling, using words as well as actions.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - common multi-syllabic words such as 'banana' and 'computer'.</p>	<p><i>To know some familiar nursery and number rhymes.</i></p> <p><i>To know that you take turns to speak.</i></p> <p>Join in with familiar nursery and number rhymes.</p> <p>Be able to speak using 4 – 6-word sentences.</p> <p>Take turns speaking and listening during a conversation.</p> <p>Ask why questions during a conversation.</p> <p>Use talk to organise their play.</p>	<p><i>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i></p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words.</p> <p>Use longer sentences of six words or more.</p> <p>Can say likes or dislikes.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play with others.</p>	<p>Engages in conversation with adults and peers.</p> <p>Develops an awareness of plurals and tenses.</p> <p>Can ask questions and answer simple "why" questions.</p>
	<p><b>Vocabulary</b></p> <p>go</p> <p>Common names of everyday objects (Nouns)</p>	<p><b>Vocabulary</b></p> <p>Who, what, where</p> <p>Verbs (e.g washing)</p>	<p><b>Vocabulary</b></p> <p>Simple Adjectives (e.g. dirty)</p> <p>Negative Form: <i>isn't, no</i></p> <p>My, your, he, she, his, her, because, they, their</p>	<p><b>Vocabulary</b></p> <p>Why, conversation, make sense</p>
<b>Personal, Social and Emotional Development</b>	<b>2-Year-Old Checkpoint</b>	<b>Rising 3 Checkpoint</b>	<b>Rising 4 Checkpoint</b>	<b>End of Summer Term Checkpoint</b>

<b>Self-regulation</b>	<p><i>To know that they are safe at nursery.</i>  <i>To know that adults at nursery care for us.</i>            Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.            Can transition from parents/carer to nursery staff.            Have the courage to try new things and take a risk.</p>	<p>Developing their awareness of their likes/dislikes, choices, decisions and ideas.</p> <p>Be able to sit during a small group time.</p> <p>Follow a 2-step instruction. Share how they are feeling with a member of staff using words or gestures.</p>	<p><i>Know the feelings happy or sad.</i>  <i>Understand gradually how others might be feeling.</i></p> <p>Develop their sense of responsibility and membership of a community</p> <p>To be able to join in a larger group session for a short length of time.</p> <p>Become more outgoing with unfamiliar people and social situations, in the safe context of their setting.            Talk about their feelings using words.</p>	<p><i>Knows the feelings happy and sad, angry or worried.</i>            Can focus attention in a larger group situation.            Is able to talk about feelings in simple terms, e.g. happy and sad, angry or worried, and give reasons if upset.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Happy, sad	<b>Vocabulary</b> Angry, worried, feelings
<b>Managing Self</b>	<p><i>Knows and responds to their own name.</i>  <i>Understands that their own voice and actions can cause an effect on others.</i>            Beginning to show choices and preferences such as different tastes and rejects things they do not want.</p>	<p><i>Start to understand feelings and how to respond to them.</i>  <i>To know their own and others' physical characteristics and can identify features such as noses, hair and eyes.</i>            Begin to follow rules.            Able to choose resources to help them achieve.            Show their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.</p>	<p><i>Knows why rules are important and increasingly follow them without adult prompt.</i>  <i>To know what healthy means and makes healthy choices e.g. food/oral hygiene.</i>            Can get dressed and undressed with some support.            Be increasingly independent in meeting their own care needs, e.g. brushing teeth.</p>	<p>Confident to access the environment with minimal support and follows the rules as part of the new routine.            Reliably toilet trained and just needs some reminders to wash hands and needs help with fastenings.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>  Wash hands, toilet, classroom, adult

<b>Building Relationships</b>	<p>Start to enjoy the company of other children and want to play with them.</p> <p>Develop friendships with other children.</p>	<p><i>To know how to take turns and begins to take turns.</i></p> <p><i>Understands how someone else might feel.</i></p> <p>Play with one child extending and contributing during play.</p> <p>Show confidence with others during a social situation.</p>	<p><i>To know and use strategies to help solve conflicts.</i></p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Can play with other children as part of a game or activity, without adult support.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class and talks to adults to share news or as part of an activity.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>  Play, game, friend
<b>Physical Development</b>	<b>2-Year-Old Checkpoint</b>	<b>Rising 3 Checkpoint</b>	<b>Rising 4 Checkpoint</b>	<b>End of Summer Term Checkpoint</b>

<b>Gross motor skills</b>	<p><i>Knows a range of ways to use their bodies.</i></p> <p><i>Knows the purpose of different equipment e.g., swing/stairs.</i></p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Can sit without support.</p> <p>Claps and stamp to music.</p> <p>Explores a wide range of food and textures.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p>	<p><i>Knows how to be safe when using equipment or exploring movements.</i></p> <p><i>Understands the meaning of stop and start to follow simple instructions.</i></p> <p>Explores moving their body in different ways e.g., obstacle courses, crawling, rolling.</p> <p>Moves body to music showing when they can stop and start.</p> <p>To be able to control a ball in different ways.</p> <p>Can balance and climb on a variety of equipment.</p> <p>To jump and land safely from a height.</p>	<p><i>Know and use the correct resource to choose to carry out their own plan e.g. a large spade to dig a big hole.</i></p> <p><i>Knows when to work collaboratively to move large items or negotiate equipment.</i></p> <p>Can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Can use balance to skip, hop, stand on one leg, negotiate equipment.</p> <p>Can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Follow and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Able to choose correct movement to match equipment chosen. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p><i>Knows a range of ways to move: walk, run, jump</i></p> <p><i>Uses a range of ways to move appropriately: walk, run, jump.</i></p> <p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Can tackle parts of the climbing frame, e.g., low climbing wall, steps, ladder.</p> <p>Uses trikes and scooters confidently.</p> <p>Uses brooms to brush and spades to dig in sand and soil.</p>
	<p><b>Vocabulary</b></p> <p>go</p>	<p><b>Vocabulary</b></p> <p>Stop, start, safe</p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p> <p>Move, stop, walk, run, jump, safe, brush, dig, lift, travel</p>
<b>Fine motor skills</b>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Uses small motor skills to do things independently e.g., pour drinks.</p>	<p><i>Knows the function of different one-handed tools and explores these. E.g. scissors/tweezers/paintbrush</i></p> <p>Beginning to make snips in paper using scissors.</p> <p>Holds a pencil using digital or splayed four-finger grip.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Begin to hold a pencil with a modified tripod grip to show control.</p> <p>Can use cutlery to eat independently.</p>	<p>Can use scissors to make snips and cut lines, holding scissors in dominant hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p>

	Explore different materials and tools to develop manipulation and control. Can scrunch, tear and roll paper. Can hold pencil with a palmar grip (whole hand grasp).	Shows a growing independence to put on coat and shoes and begin to do zips. Can feed themselves.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Scissors, cut, snip, open, close, finger, thumb
<b>Literacy</b>	<b>2-Year-Old Checkpoint</b>	<b>Rising 3 Checkpoint</b>	<b>Rising 4 Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Comprehension</b>	Explores books and share with an adult, with another child, or to look at alone. Develop play around stories using props. Enjoy songs and rhymes, tuning in and paying attention.	Joins in with repeated phrases for familiar stories. Expresses simple likes about a shared story. Answers who and what questions linked to stories shared. Expresses simple likes and dislikes about a shared story. Uses new vocabulary in their play. Uses new vocabulary in conversations.	<i>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</i> Engage in extended conversations about stories, learning new vocabulary.	<i>Knows which way to hold a book.</i> Turns the pages of a book correctly. Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g., talking through a familiar book. Joins in with familiar rhymes and songs.
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Story, book, listen, rhyme, page
<b>Word Reading</b>	Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Discriminates between sounds. Develops book handling skills. Can clap syllables. Can recognise rhymes, Identifies initial sounds Able to develop oral blending skills.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother .	<i>Knows that some words rhyme.</i> <i>Knows and recognises their own name.</i> <i>Recognises some letters from their own name.</i> Can discriminate between sounds. Can keep a simple rhythm and match rhyming words.

				Can say the initial sound in a word. Can orally blend some simple CVC words consistently.
	Vocabulary	Vocabulary	Vocabulary	Vocabulary  Name, phonics, sound, rhyme

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<b>Writing</b>	<p><i>Knows that print conveys meaning and can notice print, such as a bus or door number, or a familiar logo.</i></p> <p>Copy finger movements and other gestures.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<p>Can draw a straight line.</p> <p>Can draw curved lines in both clockwise and anti-clockwise directions.</p> <p>Ascribes meanings to marks they make and during play.</p> <p>Responds to focus texts through mark making.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p><i>Knows that writing is a way to communicate what we would like to say.</i></p> <p><i>Knows that there are sounds in the words that we say.</i></p> <p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Phonics, sound, word, letter
<b>Maths</b>	<b>2-Year-Old Checkpoint</b>	<b>Rising 3 Checkpoint</b>	<b>Rising 4 Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Number</b>	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Take part in finger rhymes with numbers.</p>	<p><i>Knows that symbols represent a count or quantity.</i></p> <p>Recognition of up to 3 objects.</p> <p>Can count 5 objects from a larger group.</p> <p>Begins to compare quantities within 10.</p> <p>Begins to represent numbers within 10 using pictorial representations.</p> <p>Can use key language total/altogether.</p>	<p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p>	<p><i>Has a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</i></p> <p>Rote counts to 10.</p> <p>Can subitise to 3.</p>
	<b>Vocabulary</b> More, less	<b>Vocabulary</b> Total, altogether	<b>Vocabulary</b>	<b>Vocabulary</b> Subitise, count, 1 to 1, same, equal



<b>Numerical Patterns</b>	<i>Knows different patterns, notices patterns and can arrange things in patterns.</i>	<i>Understands the meaning of and uses 'more' or 'less' when comparing numbers within 5. Counts accurately to 5. Experiments with own symbols and numbers. Solves problems with numbers up to 5. Compare amounts, saying 'lots', 'more' or 'same'.</i>	<i>Knows that the numeral represents amount. Counts accurately to 10. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</i>	<i>Knows and understands the language of more when comparing amounts. Can match objects that are the same and say why they match. Can say what is the same/different about objects in a group. Uses the language of more when comparing amounts. Reads numerals to 5 and matches to an amount. Orders numbers to 5.</i>
	<b>Vocabulary</b>	<b>Vocabulary</b> <i>Many, few</i>	<b>Vocabulary</b> more, lots, same, different	<b>Vocabulary</b> Same, different, more than, order, sequence
<b>Shape, Space and Measure</b>	<i>Beginning to understand that things might happen now or at another time, in routines. Completes insert puzzles and pushes objects through different shaped holes. Beginning to select a shape for a specific space. Enjoys using blocks to create their own simple structures and arrangements. Build with a range of resources. Climb and squeeze themselves into different types of spaces. Explores differences in size, length, weight and capacity (filling and emptying containers).</i>	<i>Knows and responds to some spatial and positional language. Beginning to understand some talk about immediate past and future. Begins to remember their way around familiar environments. Explores how things look from different viewpoints including things that are near or far away. Completes simple puzzles. Recognises that two objects have the same shape. Makes simple constructions. Joins in and anticipates repeated sound and action patterns. Is interested in what happens</i>	<i>Knows informal language and beings to respond to common names to describe shape. Understands and beginning to use language of position and direction. Choose items based on their shape which are appropriate for the child's purpose. Shows awareness of shape similarities and differences between objects. Attempts to create arches and enclosures when building, using trial and improvement to select blocks. Recalls a sequence of events in everyday life and stories. Explores and adds to simple linear patterns of two or three</i>	<i>Knows and understands everyday language to talk about and compare shape and size. Uses everyday language to talk about and compare shape and size. Can identify a simple repeating pattern.</i>

		next using the pattern of everyday routines. Compare sizes, weight, length and capacity.	repeating item (AB/ABC pattern). Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	
	<b>Vocabulary</b> Big, little	<b>Vocabulary</b> In, on, under	<b>Vocabulary</b> Behind, in front, long, short, first, last	<b>Vocabulary</b> Pattern, small, curved, straight line, corner
<b>Understanding of the World</b>	<b>2-Year-Old Checkpoint</b>	<b>Rising 3 Checkpoint</b>	<b>Rising 4 Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Past and Present</b>	<i>Knows who and has a sense of own immediate family, relation and pets.</i>	Talk about their immediate family and their role in the family. Listen to family stories. Share past family experiences. Share and understand how they have grown and changed. Explore changes over time.	Begin to make sense of their own life-story and family's history.	Has an awareness of how they have grown over time. Can talk about their family in detail and the relationships within the family.
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Family	<b>Vocabulary</b> Baby, child, adult, grow/ing

<b>People, Culture and Communities</b>	<p><i>Knows that there are differences between people and noticing these.</i></p> <p>Make connections between the features of their family and other families.</p> <p>Enjoys stories, photographs, videos about people and nature.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background.</p>	<p><i>Knows about family celebrations.</i></p> <p><i>Know about events celebrated by different groups of people.</i></p> <p><i>Beginning to know why we celebrate different events e.g. Easter/Diwali.</i></p> <p><i>Know about people who help us and how they help us.</i></p>	<p><i>Knows and shows interest in different occupations.</i></p> <p><i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p> <p>Continue to develop and show positive attitudes about the differences between people.</p>	<p><i>Knows the relationships within their own family.</i></p> <p><i>Knows the differences between inside and outside.</i></p> <p>Can talk about their family in detail and identify relationships within the family.</p> <p>Talks about the world around and the people and places that are familiar.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Family	<b>Vocabulary</b> Family names, home
<b>The Natural World</b>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Explore natural materials, indoors and outside.</p> <p>Explore materials with different properties.</p> <p>Repeat actions that have an effect.</p>	<p><i>Know simple animal life cycles.</i></p> <p><i>Understands and talks about taking care of the world around us.</i></p> <p>Uses senses to explore changes in weather and seasons.</p> <p>Explore growing seeds and taking care of plants.</p> <p>Explore different forces.</p>	<p><i>Understand the key features of the life cycle of a plant and an animal.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things</i></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p>	<p><i>Knows that the weather changes.</i></p> <p><i>Knows the difference between hot and cold weather.</i></p> <p><i>Knows the features of their immediate environment.</i></p> <p>Explores the natural world and talk about the things that are noticed.</p> <p>Recognises change and can describe what is happening.</p>

	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Weather, change, hot, cold, wet, sunny, tree, flower, inside, outside
<b>Expressive Arts and Design</b>	<b>2-Year-Old Checkpoint</b>	<b>Rising 3 Checkpoint</b>	<b>Rising 4 Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Creating with Materials</b>	<p>Make simple models which express their ideas. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Notices and becomes interested in the effect of their action on materials and resources. Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</p>	<p><i>Knows the names of colours.</i> Join different materials together. Create closed shapes with continuous lines. Begin to include details on drawings. Represent feelings, noises and movements through drawing. Explore different materials freely.</p>	<p><i>Know what to use to join different materials.</i> Begin to develop complex stories using small world, construction kits and blocks. Make choices about which materials to use when creating and developing their own ideas. Explore and use different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Show different emotions in their drawings and paintings. Explores colour mixing.</p>	<p><i>Knows that different materials can be joined together</i> <i>Know how to create enclosed shapes and continuous lines</i> Uses a range of different techniques and variety of materials, e.g., paint, collage. Can cut continuously with scissors to make lines or snips. Uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Mix	<b>Vocabulary</b> Line, shape, draw, pattern, colour, build
<b>Being Imaginative and Expressive</b>	<p>Can take part in symbolic (pretend) play. Use their imagination as they consider what they can do with different materials. Enjoy and take part in action songs.</p>	<p>Join in with simple repetitive rhymes and songs. Explore sounds that can be made from instruments and creates their own songs. Follows teachers signals/instructions when</p>	<p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs or</p>	<p><i>Knows some familiar nursery rhymes.</i> <i>Knows how to engage in simple pretend play, using an object to represent something else</i> Experiments with a range of percussion instruments.</p>

	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore a range of sound-makers and instruments and play them in different ways.	playing instruments (play and stop). Share likes and dislikes about a piece of music.	improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b> Rhyme, instrument, story, song