Strong Close Nursery School Intended Curriculum Progressive Skills and Outcomes

PRIME AREA 1. Communication and Language

	LISTENING, ATTENTION AND UNDERSTANDING	SPEAKING
By 36 months (Birth to 3 years from Development Matters)	I can recognise simple names and descriptions of objects – e.g., Katie's coat, blue car	I can use up to 50 words
	I can listen to simple stories with the help of pictures and props – I can pay attention if focused, and with use of my name.	I can put 2/3 words together – Mummy come, What's your name?
	I can respond correctly to simple instructions from a 3- or 4-word sentence	I can ask for help when needed
	I can understand simple questions – who, what, where	I am developing pretend play talk and conversations.
By 48 months (3-4 years from Development Matters)	I can listen to simple stories with the help of pictures	I can talk about what I am doing and things I remember
	I can listen to longer stories and recall and anticipate key events in stories	I can retell simple events from stories and my own experiences
	I can respond to two-part instructions	I can use sentences of 4-6 words
	I can listen in a group, with several responsive turns	I can use a range of tenses, which may have errors with irregular forms
		I can start a conversation with familiar people and ask questions
Reception	I can maintain careful listening and understand it is important to listen	I can acquire and use new vocabulary and social phrases
	I can listen to stories, songs and rhymes and non-fiction to develop understanding of vocabulary and knowledge	I can extend sentences with connectives
	I can clarify understanding and knowledge with questions	I can use talk for a range of purposes – imagine, retell, discuss, clarify, explaining how and why, expressing feelings, describing details

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PRIME AREA 2. Personal, Social and Emotional Development

	SELF REGULATION	MANAGING SELF	BUILDING RELATIONSHIPS
By 36 months (Birth to 3 years from Development Matters)	I can recognise simple feelings – e.g., happy and sad	I can help with dressing; feed and drink competently	I am interested in others' play and starting to join in
	I am aware that my actions can cause upset and start to show empathy	I can clearly communicate my needs for the toilet	I can recognise simple differences between me and others
	I can inhibit my own actions and distract myself from being upset	I am beginning to be independent in self-care but often need help	I can show affection and concern for people who are special to me.
			I can develop friendships with other children
By 48 months (3-4 years from Development Matters)	I can talk about how I am are feeling and can follow rules and ways of sorting out conflict, sometimes with adult help	I am developing a desire to do things independently	I am beginning to get to know other children beyond family or close contacts
	I can select resources needed to achieve a goal, sometimes with help	I can make healthy choices about food and drink	I can seek out others to share experiences
	I am able to focus in play and get involved in longer activities	I can choose appropriate ways to be assertive, sometimes with adult help	I can take part in community activities – clearing up, giving out fruit, fetching resources
	I can take account of the feelings of others, can take turns and share resources sometimes with support	I can usually manage hygiene, toileting and simple dressing independently	I can play in groups beyond one or two other children
Reception	I can recognise and identify feelings: sad, angry, happy, and excited and I know the reasons for these feelings	I am developing confidence with unfamiliar activities	I am confident to develop relationships with unfamiliar children and familiar adults
	I can use strategies to stay calm sometimes with support	I am aware and can explain boundaries and behavioural expectations	I am developing important social attributes: kindness, sharing, listening
	I have plans/wishes and work towards them delaying gratification if necessary	I can explain how exercise, eating, sleeping and hygiene can affect health	I can take account of views and needs of others in play and when working together co-operatively

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PRIME AREA 3. Physical Development

	GROSS MOTOR	FINE MOTOR
By 36 months (Birth to 3 years from Development Matters)	I am able to run, kick a ball and jump with both feet off ground	I can use finger paints, spoons, brushes and pick up small objects
	I can climb, crawl and move through blocks and resources	I can pour drinks, and manage finger food
	I can scoot on pedal free trikes and scooters	I can try buttons and zips with help
	I can walk, run, jump and climb	I can use simple one-handed tools – glue sticks, brushes
By 48 months (3-4 years from Development Matters)	I can use large arm/ shoulder movement – throwing, painting, waving	I can show preference for dominant hand
	I am developing a range of movements – running, jumping, skipping, hopping, balancing, crawling under an obstacle.	I can use both one handed and two-handed tools e.g., scissors, hammers, glue sticks and brushes
	I can manoeuvre scooters, bikes and trikes	
	I can choose the right tool and movement for the task in hand – spade for digging, hoop for rolling/spinning	I can use a comfortable grip with pencils and paintbrushes
Reception	I can use and combine a range of movements	I can use small motor skills with tools: pencils, brushes, scissors, cutlery competently and safely
	I can show developing strength, co-ordination, balance, and agility	I can maintain posture and core strength
	I am capable with ball skills – throwing, catching, kicking, passing, batting and aiming	I can hold a pencil effectively to form recognisable letters, often correctly formed

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SPECIFIC AREA 4. Literacy

	COMPREHENSION	WORD READING	WRITING
By 36 months (Birth to 3 years from Development Matters)	I have favourite stories, songs, poems	I can notice logos of interest – football team, fast food outlet	I can make different kinds of marks including lines and circular movements
	I can repeat familiar words from familiar stories	I can notice some print such as the first letter of my name, a bus/ door number	I can draw and paint
	I can fill in some missing parts of stories, poems and rhymes	I can notice print in my own name	I can give meaning to marks - 'That says ...
	I enjoy sharing books with adults		
By 48 months (3-4 years from Development Matters)	I understand print has meaning	I can fill in missing words from rhymes/songs	I can use different kinds of marks for writing and for drawing/painting
	I can recall and join in with stories	I can clap to words/syllables in rhymes	I can write some letters, for example from own name
	I can follow text from left to right	I can read my own name label, logos, signs, choosing books/materials to read independently	I can begin to link some sounds to the formation of letters
	I can use stories in play e.g., characters and names, story in role play, settings from stories in role play.	I can hear sounds that are the same – such as first sound of own name	
Reception	I can read and respond to words/phrases on notices/texts	I can read letters by saying their sounds	I can link sounds to the formation of letters
	I can use ideas/characters/vocabulary from stories in role play and discussion	I can blend letters into short words	I can write my own name, labels and captions
	I can suggest what might happen next	I can read simple phrases	I can attempt to write short sentences in meaningful contexts with full stops and capital letters

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SPECIFIC AREA 5. Mathematics

	NUMBER	NUMERICAL PATTERNS
By 36 months (Birth to 3 years from Development Matters)	I can recite some numbers in sequence in context and develop counting like behaviour	I can notice patterns and may arrange objects/resources in patterns
	I know some important numbers – age, house number	I can notice objects that are the same and those that are different
	I can recite numbers and use random numbers in songs, rhymes and games	I am beginning to compare some sizes, shapes and weights with gesture and language e.g., big, small, heavy, light, circle, triangle.
	I am able to compare amounts using e.g., “more” or ”same”	I can use my spatial reasoning to understand the world around me.
By 48 months (3-4 years from Development Matters)	I can subitise to 3	I am able to construct, build and junk model – manipulate 2D & 3D shapes and use some names and descriptive language – round, straight, corners, sides
	I can accurately count beyond 5 in practical contexts and show finger numbers up to 5	I can notice number patterns in stories and songs – e.g. The Enormous Turnip, Five Green Bottles, The Hungry Caterpillar
	I am beginning to make mathematical marks	I can recognise the same number of objects and more and fewer
	I can link numerals and amounts e.g., showing the correct number of objects to match to numerals up to 5.	I can understand basic positional language, describe a familiar route and begin to describe a sequence of events and times.
Reception	I can subitise beyond 3	I can compare numbers size, length, weight and capacity in practical activities and manipulate/compose shapes to develop spatial reasoning skills
	I can match numeral with number	I am able to continue, copy and create repeating patterns
	I can count beyond 10 and begin to know some number bonds	I can recognise meaningful times such as 12 o’ clock lunchtime, home time, bed time.

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SPECIFIC AREA 6. Understanding The World

	PAST AND PRESENT	PEOPLE, CULTURE AND COMMUNITIES	THE NATURAL WORLD
By 36 months (Birth to 3 years from Development Matters)	I can explore and repeat movements that develop over time	I have an awareness of my own family life and activities – meals, religious places, clothing	I have a sense of what a plant is and different kinds of animals
	I can enjoy and explore the natural world at school	I can notice differences and similarities with peers – family life, religious places, food	I have an awareness of the natural world through small world play, growing plants and being in the garden
	I can enjoy and explore the natural world on visits out of school	I have an awareness of the world through small world play – farm, garage, train track, dolls' house	I can notice details of natural objects and living things
	I can explore and repeat movements that develop over time	I can notice details of the built environment – roads, shops, houses	I can explore natural objects, plants, creatures and materials in the environment
By 48 months (3-4 years from Development Matters)	I can comment on photographs, pictures of myself and my family	I can talk about special times or events for my family	I can talk about objects I have seen and explored such as plants, animals, natural objects and materials
	I can notice and comment on differences between now and then drawing on my own family experiences	I can show interest in and knowledge about different occupations and people who help us through role play, visitors and stories	I can comment and ask questions about the natural world, seasons and talk about why things happen
	I can talk about my own Learning Journey	I have a positive awareness of the differences between my family cultures and those of others	I am developing an understanding of the cycle of growth, decay and changes.
		I know about my own environment and other places/countries through visits, pictures and family experiences	I can show care and concern for living things and the environment
Reception	I know about the work of familiar community workers	I can talk about, names and describe the life of my family	I can explore the natural world and collect, smell, listen, and record.
	I can comment on pictures, stories, oral tales, artefacts, buildings from past	I know about features of local and other environments including other countries	I can talk about features of plants, animals, materials, environments
	I can comment on differences/similarities from the past of artefacts, buildings, people, stories within my own life	I can recognise people that have different beliefs and ways of celebrating	I can understand the effects of the changing seasons on the natural world around me, and changes in materials, such as those caused by changes in temperature and cooking

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SPECIFIC AREA 7. Expressive Arts and Design

	CREATING WITH MATERIALS	BEING IMAGINATIVE AND EXPRESSIVE
By 36 months (Birth to 3 years from Development Matters)	I can explore different materials using my senses to investigate them	I can join in singing favourite action songs and anticipate phrases and actions
	I can make different kinds of marks	I can explore sounds by banging, shaking, tapping or blowing
	I can experiment with blocks, colours, marks and patterns	I can play with toys creating my own storyline, pretending
	I can explore colours, textures and constructions using range of materials	I can participate in action songs and rhymes, dancing, and music making
By 48 months (3-4 years from Development Matters)	I can use materials, tools, textures and techniques to express my own ideas	I am beginning to develop complex narratives in small world and role play
	I can get involved in pretend play using pretend objects	I can create movements, role play, songs and music
	I can talk about what is created and how	I can play, share and perform songs, music and dance
Reception	I can create colour, texture, form and design in my work and express my ideas and feelings	I can build a repertoire of performance arts: songs, dance and role play in a group or on my own
	I can use and creates props and use materials in role and pretend play	I can begin to adapt musical and performance techniques I have learnt
	I can safely use a range of tools, materials and techniques and talk about my own work	I can choreograph my own dance, develop narratives in role play and storytelling, and compose my own music