



# Purston Infant School

## Progression through Nursery



Communication and Language	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Listening, Attention and Understanding</b>	<p>Can listen to simple stories and understand what is happening.</p> <p>Can understand simple questions about 'who', 'what' and 'where'.</p> <p>Can identify familiar objects and properties, for example: Can you show me the big boat?</p> <p>Can understand simple instructions like 'Where's your hat?' or 'What's the boy in the picture doing?'</p> <p>Can understand action words by pointing to the right picture in the book. For example: 'Who's jumping?'</p>	<p>I can stop and listen when asked by an adult.</p> <p>I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me.</p> <p>Can find it difficult to pay attention to more than one thing at a time</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
<b>Speaking</b>	<p>Listen to other people's talk with interest but can be easily distracted by other things.</p> <p>Start to develop a conversation, jumping from topic to topic.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Can use around 300 words demonstrating understanding of time e.g. 'now' and 'later', space e.g. 'over there' and function e.g. a cup is for drinking.</p> <p>Can link 5 words together.</p> <p>Can use pronouns – 'me', 'him', and 'she'.</p> <p>Can use prepositions – 'in', 'on', 'under'.</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Use longer sentences of four to six words.</p> <p>Use talk to organise themselves and their play – Let's go on a bus ... you sit there. I'll be the driver.</p>	<p>Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one).</p> <p>Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).</p> <p>Ask simple questions (e.g. Where is Mummy?)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>

	Can follow instructions with three key words.			
<b>Personal, Social and Emotional Development</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Self-Regulation</b>	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.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
<b>Managing Self</b>	Beginning to manage their emotions. Beginning to talk about their emotions e.g. 'sad', 'happy' or 'upset'. Learning to use the toilet with help.	Develop their sense of responsibility and membership of a community. Learning to use the toilet independently. Can wash their hands independently.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Can put their coat on independently. Begin to talk about the importance of oral health. Make healthy choices about food, drink, activity & tooth brushing.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Be able to use the toilet independently. Can talk about the importance of hand washing. Can talk about the importance of oral health.
<b>Building Relationships</b>	Feel confident to explore the environment with a familiar adult. Play with increasing confidence on their own, and with other children.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. 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	Begin to understand how others might be feeling. Play alongside new peers and 'with' familiar peers. Show interest in their new peers.

Physical Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Gross Motor Skills</b>	<p>Can run confidently.</p> <p>Can kick a ball.</p> <p>Can jump with both feet off the ground at the same time.</p> <p>Can catch a large ball.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
<b>Fine Motor Skills</b>	<p>Explores different materials and tools.</p> <p>Develop manipulation and control, for example tearing paper.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
<b>Literacy</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Comprehension</b>	<p>Enjoys sharing books with an adult.</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p>

	Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play.	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 Name the characters from a familiar story.	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 Listen to a story and comment on the events.	Begin to answer how and why questions about the stories they hear
<b>Word Reading</b>	Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.	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	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	Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Orally blend cvc words.
<b>Writing</b>	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' Make marks to represent 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.	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. Write some or all of their name.	Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"
<b>Mathematics</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Number</b>	React to changes of amount in a group of up to 3 items. Count in every day contexts, sometimes skipping numbers.	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.

<b>Numerical Patterns</b>	Joins in with finger rhymes with numbers.			
<b>Shape, Space and Measure</b>	<p>Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy.</p> <p>Notice patterns, for example, spots and stripes and arrange things in patterns.</p> <p>Complete inset puzzles.</p>	<p><i>Sorting/matching</i> - sort groups of objects according to different criteria</p> <p>Explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using language such as big and little, small and large. Show some understanding of tall, short or long.</p> <p>Can make comparisons relating to size.</p> <p>Can talk about ‘My day’</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p>	<p>Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to length and weight.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Understand positions through words alone.</p> <p>Combine shapes to make new ones.</p>	<p>Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p> <p>Time - understand <i>first/next</i></p>
<b>Understanding of the World</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Past and Present</b>	Begin to make sense of their own life-story and family’s history	Begin to make sense of their own life-story and family’s history.	Begin to make sense of their own life-story and family’s history Show interest in different occupations.	Begin to make sense of their own life-story and family’s history by being able to discuss who is in their family and show some sense of their own history, e.g. “ <i>I was born first and then the twins</i> ” or “ <i>before I was born, Mummy lived in</i>

				<i>Spain but now we live in London".</i>
<b>People, Culture and Communities</b>	Notice differences between people.	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Show interest in different occupations  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors.
<b>The Natural World</b>	Explore materials with different properties. Explore natural materials, inside and out. Repeat actions that have an effect.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".
<b>Expressive Arts and Design</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of Summer Term Checkpoint</b>
<b>Creating with Materials</b>	Make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as	Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings,

	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>use to express them. Join different materials and explore different textures.</p>	<p>representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>like happiness, sadness, fear etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Explores a range of instruments and play them in different ways.</p> <p>Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.</p>	<p>Remember and sing entire songs.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Develop storylines through small world or role-play. .</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Know and join in with some nursery rhymes or favourite songs and poems.</p> <p>Request a favourite song/rhyme.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>