



CARE Curriculum

Nursery Progression and Milestones Overview



Area of Learning	EARLY YEARS CHECKPOINT 1: Nursery end of autumn term	EARLY YEARS CHECKPOINT 2: Nursery end spring term	EARLY YEARS CHECKPOINT 3: Nursery end of summer term	Ready for Reception Goal
Listening, attention and understanding	<ul style="list-style-type: none"> -listen to simple stories and use pictures to help me know what is happening - understand simple instructions I can understand simple questions e.g. Where is your hat? - listen to others talk and start to join in 	<ul style="list-style-type: none"> -Listen to different songs and rhymes and join in with some I know e.g. nursery rhymes -Follow simple instructions with up to two key words or steps -Answer questions using who, what, when, where. -Respond and give my attention when someone speaks to me (using my name helps -Start to listen to longer stories and join in with familiar or repeating parts - Follow instructions with two key words accurately 	<ul style="list-style-type: none"> -Respond appropriately when I am spoken to - Tries to listen when someone else is speaking -Listens carefully to songs, stories and rhymes and respond by joining in -Understand and respond to instructions with 3 key words -Recall some key events from a story. -Respond to 'why' questions -Can start a conversation and take it in turns to speak -beginning to pay attention to more than one thing at a time 	<p>Listen attentively to stories, songs and rhymes and respond by joining in.</p> <p>Understand and respond to two and three-part instructions and why questions.</p> <p>Start a conversation and take it in turns to speak</p>
Speaking	<ul style="list-style-type: none"> -Use the names for a range of familiar objects, people and actions -use a range of words for time, space, function and description 	<ul style="list-style-type: none"> -use talk in my play - join in with parts of familiar rhymes and songs, including number rhymes -link words together in the start of a sentence -use some new vocabulary e.g. scientific and story vocabulary -develop my sentences I can express my opinion using short sentences 	<ul style="list-style-type: none"> - talk about familiar books, and retell a story - start to extend my spoken sentences by using the connectives, 'and' and 'but' -join in with familiar rhymes and songs - use talk to organise my play - explain, describe, recount and retell - take turns speaking and listening to join in with conversation - use a sentence of 4-6 words -use a wider range of connectives to link words in sentences 	<p>Explain, describe, recount and retell using recently introduced vocabulary.</p> <p>Use a sentence of 4-6 words.</p> <p>Use connectives to link words and sentences e.g. and, because, or.</p>

			- ask why questions during a conversation	
Self-Regulation	-express a range of emotions and start to talk about them - follow a one-step instruction with support I can talk about myself	- share or take turns with the support of an adult - sit during circle time or adult input - follow a 2-step instruction. - beginning to follow rules and don't always need adult support	- say how I am feeling using words like happy, sad, or angry - follow rules without adult support -engaged and participate during circle time I- talk about my feelings and am starting to understand the feelings of others - follow basic instructions and the "rules" of the setting	-starting to identify feelings and follow rules
Managing Self	-explore the setting with confidence, -get changed with adult support - put on coat, shoes, do up zips -use the toilet with help - becoming outgoing with unfamiliar people in the safe context of the setting -put on my coat independently	- more confident in new social situations and with new people - able to choose resources with adult support to help me achieve my goal - manage my own toileting needs e.g. using the toilet, washing and drying hands	- becoming more independent when getting dressed - starting to handle new experiences with more confidence -able to independently choose resources to help me achieve my goal - uses the toilet independently (inc. hygiene) and am usually dry throughout the day	- can handle new social experiences and manage my hygiene needs
Building Relationships	- enjoys the company of other children -play with one child, extending and contributing during play - play with others extending and elaborating play ideas	- beginning to take turns in play.	- plays with others cooperatively - talks with others to resolve conflicts and resolve issues (some support needed)	-forms positive relationships with adults and peers through cooperation
Gross Motor Skills	- climb confidently - can run, jump and hop - can climb stairs using alternate feet"	- can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	-can move my body to music showing when to stop and start. - control a ball in different ways - rolling, kicking, throwing.	-develop gross motor skills and large-scale muscle movements

	<ul style="list-style-type: none"> - can run, jump and hop - can climb stairs using alternate feet -can use large scale muscle movements - waving flags, large scale chalk or paint mark making 	<ul style="list-style-type: none"> -can balance on a variety of different equipment (balance bikes, scooters, climbing) I can skip, hop and stand on one leg 	<ul style="list-style-type: none"> - jump and land safely from a height. -move safely with confidence and imagination, communicating ideas through movement. - follow instructions in simple races, running at speed and an obstacle course 	
Fine Motor Skills	<ul style="list-style-type: none"> -starting to use my motor skills to carry out tasks using one-handed tools (playdough tools etc.) -eat using a fork I can use a comfortable grip with good control when using pencils, - use one-handed tools confidently 	<ul style="list-style-type: none"> -demonstrate good fine motor control when using tools e.g. scissors, threading, etc. - beginning to show a preference for a dominant hand - make straight snips in paper using standard scissors. 	<ul style="list-style-type: none"> - use a modified tripod grip to improve pencil control. -demonstrate growing independence putting on a coat and shoes, -begin to do zips. -use a knife and fork to eat. 	<ul style="list-style-type: none"> - develop fine motor skills and one-handed tool control (inc. pencil control)
Comprehension	<ul style="list-style-type: none"> -enjoy stories, songs and rhymes -developing book handling skills -can join in with some words in familiar songs - can join in with repeated refrains in familiar stories and songs - can start to develop play around my favourite stories and props -an understanding of letters and print e.g. page sequencing, book parts, etc. 	<ul style="list-style-type: none"> - can start to join in with familiar stories, rhymes and songs - can sequence events from stories I have heard -starting to use different vocabulary from books in my play -can talk about stories I have heard and express my thoughts about them 	<ul style="list-style-type: none"> - can retell some familiar stories -can use some story language or new vocabulary in my play 	<p>To understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - name the parts of a book - print can have different purposes - page sequencing - read from left to right and from top to bottom
Word reading	<ul style="list-style-type: none"> - can notice print e.g. familiar logos, bus numbers, my name/ first letter 	<ul style="list-style-type: none"> - can clap syllables I am starting to notice rhyme - can spot words with the same initial sound 	<ul style="list-style-type: none"> - can say the initial sounds in most words -can orally segment single sound CVC words e.g. c-a-t 	<ul style="list-style-type: none"> - develop phonological awareness, so that they can: - spot and suggest rhymes –

	<ul style="list-style-type: none"> -can discriminate between sounds during listening games - can tune into the sounds in words- showing understanding 	<ul style="list-style-type: none"> -can show awareness of alliteration - can hear the sounds in words and am starting to blend them back together 		<ul style="list-style-type: none"> count or clap syllables in a word – recognise words with the same initial sound.
Writing	<ul style="list-style-type: none"> - can start to make marks with a variety of materials -- have an understanding of letters and print e.g. page sequencing, book parts, etc. - can ascribe meaning to marks during play I can add marks to show my name I -can draw a straight line I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. - can use I can apply some print knowledge to writing e.g. m for mummy - can write the first letter of my name 	<ul style="list-style-type: none"> - segment words in the order in which they occur (with support) I - change the initial sound to make new words e.g. at- hat, cat, mat, sat - write some of my name e.g. first two letters -respond to focus texts through mark making 	<ul style="list-style-type: none"> - draw curved lines in both clockwise and anticlockwise directions -write some letters with good formation e.g. the letters from my name -write my own name -ascribe meanings to marks made in drawing - apply print knowledge to my emergent writing 	<ul style="list-style-type: none"> - write the letters of their name accurately, to apply some print knowledge to their writing.
Number	<ul style="list-style-type: none"> -I can count to 3 in my play - can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds -can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc. -can recite numbers to 5 -am starting to subitise up to two 	<ul style="list-style-type: none"> - I can recite number to 10 -can make comparisons between objects size, length, weight and capacity - can say one number name for each item -can show 'finger' numbers to 5 - can see 3 in different ways and recognise it without counting 	<ul style="list-style-type: none"> -can recite numbers to 10 and beyond -can subitise up to 5 objects -Begins to represent numbers within 10 using pictorial representations - make comparisons between quantities within 10 - use key mathematical language - more than/less than, total/altogether 	<ul style="list-style-type: none"> - To have a strong understanding of numbers to 5 and develop subitising skills. -compare quantities.

		<ul style="list-style-type: none"> -can accurately count 5 objects from a larger group, with 1:1 correspondence -can count, order, recognise and use numbers to 5 - can subitise up to 3 objects (recognise up to 3 objects quickly without counting) - can compare quantities using the vocabulary of more, less and the same 		
Numerical Patterns	<ul style="list-style-type: none"> - can notice patterns and arrange things in patterns -can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds - combine shapes and objects e.g. stacking blocks/ cups -spot patterns and talk about them e.g. stripes on a scarf -start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc. -use shapes for building thinking about their properties e.g. flat sides for stacking 	<ul style="list-style-type: none"> - extend a pattern that has been made I can create my own simple patterns (ABAB -can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event - combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. 	<ul style="list-style-type: none"> - talk about patterns and spot errors - continue and create patterns -sequence a pattern of events using time language e.g. first, next, then I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat) 	<ul style="list-style-type: none"> - explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shape To explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shapes
Past & Present	<ul style="list-style-type: none"> - talk about myself and who I am I can talk about my immediate family and their role in the family -talk about some of the ways I have changed over 	<ul style="list-style-type: none"> -explore changes over time 	<ul style="list-style-type: none"> - talk about some of my own and my family's history (grandparents, parents, etc.) -share past family experiences 	<ul style="list-style-type: none"> - understand their own life story and some of the ways they have changed

	my life and the concept of growing up			
People, Cultures and Communities	<ul style="list-style-type: none"> - start to notice some of the differences between people - occupations, religions, cultures - talk about different occupations and job roles - people who help us 	<ul style="list-style-type: none"> -know about family celebrations - birthdays, weddings -know about events celebrated by different groups of people - Diwali, Christmas -know about other countries in the world and can talk about their differences / similarities 	<ul style="list-style-type: none"> - talk about the differences - have seen in people, countries and communities 	<ul style="list-style-type: none"> - develop positive attitudes towards other people, cultures and communities
The Natural World	<ul style="list-style-type: none"> -explore natural and man-made materials - talk about the difference between materials and the changes that I notice 	<ul style="list-style-type: none"> - explore seasonal changes and talk about the differences -talk about growing seeds, taking care of plants and the wider natural world. - talk about the key features of life cycles using key vocabulary 	<ul style="list-style-type: none"> -Talk about taking care of the world around us - explore different forces. -talk about the world around us observing animals and plants 	<ul style="list-style-type: none"> -have an awareness of the natural world and show care for the environment
Creating with Materials	<ul style="list-style-type: none"> - explore art materials for large- and small-scale art e.g. drawing, paint, sculpture - beginning to explore colour and colour mixing I can explore ways of joining different materials together 	<ul style="list-style-type: none"> - use different art materials and am starting to refine my ways of creating art - create closed shapes with continuous lines when drawing or painting - can develop my own ideas and make choices about which materials to use when creating them - can include details on drawings 	<ul style="list-style-type: none"> - use a range of art materials, joining and colour mixing purposefully and freely -represent feelings, noises and movements through drawing 	<ul style="list-style-type: none"> - explore and use a range of art materials and start to join them together

Being Imaginative and Expressive (music)	<ul style="list-style-type: none"> - listen with increased attention to sounds - respond to what I have heard, expressing thoughts and feelings - join in with simple repetitive rhymes and songs 	<ul style="list-style-type: none"> - remember and sing a range of familiar songs - can explore the different sounds musical instruments make - can create my own songs or improvise / modify a familiar song 	<ul style="list-style-type: none"> - can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm 	<ul style="list-style-type: none"> - sing, respond to and create music
Being Imaginative and Expressive	<ul style="list-style-type: none"> - express my ideas through play, particularly pretend play - engage in simple pretend play, using some objects to represent others or by dressing up 	<ul style="list-style-type: none"> - create more complex small world set ups to adapt and create stories 	<ul style="list-style-type: none"> - start to develop my own stories linked to what I know through role & small world play 	<ul style="list-style-type: none"> - begin to develop stories through role-play and small world set-ups