

## The Ace Centre Curriculum - Progression of Knowledge and Skills

- Communication and Language

→	Starting point	→	→	→	Endpoint
To recall and talk about experiences, stories, rhymes, and poems, using a wider vocabulary.	<b>Retell familiar stories and key experiences coherently and in the right order.</b>	Share information about their own experiences, something they're interested in or key elements of a favourite story.	Incorporate elements of familiar stories and experiences in their play.	Join in with actions or words linked to familiar story/rhyme/activity e.g., joining in with repeated refrains, rhyming words, action songs.	<b>Able to listen for an appropriate length of time in one-to-one activity with an adult or in a small group and show interest / signs of engagement.</b>
To feel safe enough to communicate with a trusted adult.	<b>To initiate a conversation through verbal / nonverbal communication.</b>	To build simple sentences expressing interests, ideas, and feelings.	To be confident to use longer sentences when talking to peers and adults.	To include new and rich vocabulary when communicating considering others point of view.	<b>To be a confident and skilled communicator.</b>
Understand and respond to a simple question.	<b>Ask simple questions that meet their needs</b>	Ask further questions to find out more.	Answer questions and talk about what, why and when.	Voice their own ideas and points of view and ask additional questions.	<b>To be confident to ask questions and talk about their own thinking.</b>
Show an understanding of key vocabulary connected to things that interest them.	<b>Begin to use key vocabulary linked to their play.</b>	Initiate a conversation based on their interests.	Talk in sentences about an interest or experience, incorporating relevant vocabulary.	Begin to build detail and depth into their conversations	<b>Confidently use rich and relevant vocabulary when talking about something they're interested in or know about.</b>
Show that they are listening by the way they respond.	<b>Understand and respond to questions or conversations that interest them.</b>	Take turns in conversations, maintaining focus.	Initiate a conversation and show an interest in what the speaker is saying.	Sustain a conversation.	<b>Show that they are listening by the way they respond.</b>

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### • Personal, Social and Emotional Development

→	Starting Point	→	→	→	Endpoint
Explore all areas of the nursery with support of an adult.	<b>Have confidence to choose with growing independence.</b>	Play alongside other children with support.	Begin to make friendships.	To play with a group of children, beginning to initiate ideas and follow ideas suggested by others.	<b>To play collaboratively and cooperatively with a group of their friends and share ideas.</b>
Begin to understand feelings with the support of others.	<b>Recognise boundaries and participate in nursery routines with support.</b>	Recognise own feelings and independently identify emotions.	Begin to take other's feelings into account e.g., conflicts and taking turns.	Showing concern for others and look for help.	<b>Adapt and manage their behaviour in response to their feelings and the feelings of others.</b>
Through adult modelling begin to recognise healthy choices throughout the nursery day.	<b>Respond to verbal requests and visual aids to increase their understanding.</b>	Understand the importance of making healthy choices.	Celebrate positive participation in self-care,	Frequently making independent healthy choices and applying self-care.	<b>Make healthy choices most of the time e.g., washing hands, cleaning teeth, choosing healthy foods, dressing appropriately.</b>
Show curiosity in the environment.	<b>Following own interest for a short period of time.</b>	To be motivated to play with a purpose in mind.	To plan own ideas and maintain intended focus for a longer period.	Look for solutions when things do not go to plan and ask for help when needed.	<b>To be independent in their learning, showing resilience and perseverance.</b>
Being able to name and describe members of their immediate family.	<b>Beginning to form new attachments with key person and other nursery staff.</b>	Shows interest in other people and take part in shared experiences e.g., joining in with daily tasks and routines.	Start developing their own identity, recognising similarities and differences between themselves and others.	Begin to develop a sense of morality and responsibility within the nursery community.	<b>To have a strong sense of self and recognise that they are part of different communities.</b>

### • Physical Development

→	Starting Point		→		Endpoint
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Move and stop safely showing an awareness of surroundings within their play.	<b>Balance on equipment with support.</b>	Start to experiment with ride on equipment e.g., bikes scooters.	Begin to steer / manoeuvre themselves on riding equipment.	Independently ride around obstacles with growing confidence.	<b>To confidently use core strength to balance and navigate safely around an obstacle course on a bike or scooter.</b>
Observing different movements and actions.	<b>Copying different movements and actions.</b>	Experimenting with own movements within play.	Learning techniques to help them to control their movements.	Independently uses techniques to help them control their chosen movements.	<b>To show increased control over movements e.g., hopping, jumping, walking along a line, tiptoeing.</b>
Explore activities that require them to use their fingers.	<b>Being able to follow a sequence of actions when getting dressed and undressed with support.</b>	Attempts to dress and undress independently.	Shows perseverance with fastenings.	Becoming increasingly independent and determined when getting dressed and undressed.	<b>To use finger strength and dexterity when taking clothes on or off e.g., buttons, zips (adult starting zip), coat, trousers.</b>
Interested in tools and realise they can be used for a purpose.	<b>Experiments with handling and using tools with guidance</b>	Attempts to use a range of tools independently with little support.	Shows increasing control when using tools. Following a sequence of actions using both hands to support intention.	Uses tools effectively with good hand eye coordination.	<b>To coordinate hands to use tools independently e.g., scissors, screwdriver, hammer.</b>
Early attempts at mark making using a fist grip.	<b>Beginning to make recognisable lines and circular marks. Uses either hand with a fist grip or palmer grip.</b>	Beginning to show more control. Copies patterns, zigzags, wavy lines across the page using a palmer or static grip.	Make marks for a purpose, recognising pictures and writing are different. Beginning to use a tripod grip.	Copies familiar letter shapes and draws pictures with good control. Uses a tripod grip.	<b>To hold a pencil in preferred hand and make recognisable marks such as pictures and letters in their name. Uses a secure tripod grip.</b>

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<ul style="list-style-type: none"> <li><u>Literacy</u></li> </ul>					
→	Starting Point	→	→	→	Endpoint
Has a favourite book and enjoys sharing it with an adult. Will talk about the illustrations.	<b>Uses language from stories and books in their conversations and self-initiated play.</b>	Talk about what they have learnt from information books using specific subject vocabulary.	Apply their understanding of the language and structure of books to create their own story.	Joins in with extended conversations about a book, asking questions, adding their own ideas, and checking the meaning of new words.	<b>Develop a lifelong love of reading - knowing that they can turn to books for inspiration, imagination, and information.</b>
Listen to and show interest in stories that are being read to them – 1:1 or in small groups.	<b>Actively listens to stories and joins in with a repeated refrain with a familiar story.</b>	Independently looks at books, turning pages in the right direction and makes links between illustrations and print.	Showing an awareness of how stories are structured and sequenced and demonstrates this in their play.	Talks about characters and key events in the story and suggests what might happen next.	<b>Actively engage with a book as it is read, predicting, discussing, questioning, talking about it critically.</b>
Notifies pictures and symbols and beginning to recognise what they stand for in their familiar experiences.	<b>Recognise the difference between the words and the pictures.</b>	To begin to recognise the initial letter of their name in the environment.	Understands page sequencing in a story.	Are developing an awareness of different parts of a book e.g., front cover, title, illustrations, and author.	<b>Recognises familiar words and signs such as own name and advertising logos.</b>
To be curious in the sounds they hear around them.	<b>Develop an awareness of sounds made with musical instruments recognising the difference between sounds.</b>	Be aware and acknowledge rhythm and rhyme in speech.	To hear sounds at the beginning of words and recognise the differences between them.	To explore the differences in vocal sounds including developing oral blending and segmenting.	<b>To hear to phonemes within words and to remember them in the order in which they occur.</b>
Enjoys drawing freely using a range of media.	<b>Adds marks to their drawings, which they give meaning to.</b>	Making marks on their picture to stand for their name.	Writing linked to play e.g., labels, shopping lists for cooking - children's graphic representation, linear scribbling, symbols to represent letters.	Write letters that are important to them, showing an understanding of the letter shape that represents the sound.	<b>Enjoys making marks to communicate meaning for an increasingly wide range of purposes. Using some appropriate letter shapes.</b>

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<ul style="list-style-type: none"> <li><u>Mathematics</u></li> </ul>					
→	Starting Point	→	→	→	Endpoint
Show an interest in numbers.	<b>Recognise numerals which have a personal significance to them.</b>	To know that they begin counting at number 1.	Explore numerals and represent different quantities.	Can tag each object with each number name as they count.	<b>Recognise numerals and understand what they correspond to.</b>
Joins in with counting activities and songs.	<b>Begins to count by rote saying some number names in correct order.</b>	Listens to adults talking about number and pattern and begin to use the language of number and pattern within their play.	Use the language of number and pattern for a purpose.	Can subitise small quantities without having to count.	<b>Be excited and curious about number, patterns, and connections between numbers.</b>
Explores an arrangement of objects e.g., pebbles, leaves, buttons, pinecones.	<b>Beginning to understand cardinality e.g., takes or gives 2 or 3 items from a group.</b>	Uses fingers to demonstrate knowledge of quantity.	Recognise how quantity changes e.g., more than and less than	Helps to solve practical problems e.g., how many children are in this group? How many cups do we need?	<b>Be confident when counting to establish how many things are in a group, and understand the last number tells them how many there are.</b>
Gather groups of objects using a variety of containers.	<b>Fills and empties containers of different sizes recognising when they are full.</b>	Begins to use language to compare amounts.	Sorts and orders objects into different groups recognising when they have the same amount.	Use language such as 'more' and 'less' in everyday tasks and activities.	<b>Compare two groups of objects using comparison language: 'same', 'less than' and 'more than'.</b>
Notices different shapes in the environment.	<b>Understands that different shapes have names and properties.</b>	Talk about and explore 2D and 3D shapes and uses informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'.	Describe using positional language.	Can identify shapes that are bigger than or smaller than one another and describe if there is a pattern.	<b>In their play, demonstrate an understanding of the similarities and differences in the properties of numbers, shapes, and measures.</b>

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- Understanding the World

→	Starting Point	→	→	→	Endpoint
To notice similarities and difference between each other.	<b>To play alongside peers and be more aware of differences in our preferences.</b>	To alter games to accommodate the feelings and wishes of others.	To join in activities relating to a variety of celebrations and traditions.	Enjoy finding out about different ways of living, religions, and cultures.	<b>Demonstrates an interest and a positive attitude towards differences and ways of life. To understand that peers may do things differently.</b>
To show an interest in objects, animals and plants with different textures using their senses.	<b>To incorporate natural materials indoors and outdoors within their play.</b>	To look carefully at natural materials, animals and plants and discuss what they can see.	To understand that living things grow and change.	Use a wider vocabulary to describe the texture of different objects and how animals, and plants have grown and changed over time.	<b>Uses all senses to explore natural materials. Understands and explains key features of life cycles of animals and plants. Identifying the importance of taking care of the natural world and all living things.</b>
To recognise that some people in their life are special.	<b>Have a good sense of who is in their immediate family.</b>	Begin to share what they have been doing at home with others.	Start to talk more about the things they have done with their family or re-enact them through role play scenarios.	Talk about photos and special memories. To discuss what they are going to do with family and friends.	<b>To have an awareness of own identity, family and people who are important to them.</b>
Shows an interest in different occupations.	<b>Talks about and acknowledges different occupations.</b>	Learns new vocabulary related to different occupations.	Uses vocabulary linked to occupations in their play.	Asks and answers questions to deepen their understanding of different occupations.	<b>Knowledge and understanding of different occupations.</b>
Shows an interest in exploring objects through touch, manipulation, shaking and banging.	<b>Plays with and investigates equipment.</b>	Learns how to operate mechanical equipment such as wind-up toys and pulleys.	Shows skill in operating mechanical equipment.	Explains how they have achieved desired effects.	<b>Are curious about how things work and takes part in activities showing understanding of cause and effect.</b>

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<ul style="list-style-type: none"> <li><u>Expressive Arts and Design</u></li> </ul>					
→	Starting Point	→	→	→	Endpoint
To explore different materials using all senses to investigate properties.	<b>To use imagination when thinking about what to create and beginning to choose different materials appropriately.</b>	To join different materials together using tape, glue etc.	To explore the properties of different media and independently choose materials for their creations.	To express thoughts and ideas whilst creating using a wide range of resources.	<b>Confidently uses different media, materials, and tools to reach an intended outcome.</b>
To make marks intentionally.	<b>To represent and communicate their own ideas.</b>	Express their thoughts and feelings through representation.	Show increasing creativity and detail. Begin to be aware of colour, movements, and lines within drawings/ paintings.	Understand a range of emotions and describe in detail what is being expressed.	<b>Draw lines to make enclosures and spaces to represent objects and feelings.</b>
To explore paint with fingers or using a brush / mark making tools.	<b>To notice that colours begin to change if unintentionally mixed.</b>	Changes colours when drawing or painting.	To choose colours for a purpose and to give a reason to why they are using particular colours.	Intentionally mix colours for a desired effect and be able to talk about the process.	<b>Recognises a range of colours and begins to mix colours to achieve a desired effect, choosing colours for a purpose.</b>
To engage in small world using a variety of resources.	<b>To make an imaginative and complex small world using blocks and construction.</b>	To join in and include others in role play scenarios.	To pretend an object represents something else in play. To be actively involved in simple pretend role play and small word.	Develop more complex stories in their imaginative play.	<b>Independently creates props, settings, costumes for self-directed role play and small world play.</b>
To move and dance to music	<b>To make sounds and experiment with own voice. Listen to sounds with increasing attention.</b>	To explore a variety of sounds made by musical instruments.	To make rhymical repetitive sounds creating sound patterns to share with others. .	Understand how to change sounds intentionally whilst playing an instrument e.g., fast, slow, loud, soft etc.	<b>Use own understanding of songs and instruments to create their own musical pieces.</b>