

Communication and Language						
Aspect	→	Starting Point	→	→	→	End Point
Speaking	I feel safe enough to communicate with a trusted adult.	I can initiate a conversation through verbal / nonverbal communication.	I can build simple sentences expressing my interests, ideas, and feelings.	I am confident to use longer sentences when talking to my peers and adults.	I can include new and rich vocabulary when communicating and consider others point of view.	I am a confident and skilled communicator.
	I can respond to a simple question.	I ask simple questions that meet my needs.	I ask further questions to find out more.	I can answer questions and talk about what, why and when.	I voice my own ideas and points of view and ask additional questions.	I am confident to ask questions and talk about my own thinking.
	I show an understanding of key vocabulary connected to things that interest me	I am beginning to use key vocabulary linked to my play.	I can initiate a conversation based on my interests.	I can talk in sentences about an interest or experience, incorporating relevant vocabulary.	I build detail and depth into my conversations.	I can confidently use rich and relevant vocabulary when talking about something I'm interested in or know about.
Listening, attention & understanding	I can recall and talk about experiences, stories, rhymes, and poems, using a wider vocabulary.	I can retell familiar stories and key experiences coherently and in the right order.	I can share information about my own experiences, something I'm interested in or key elements of my favourite story.	I incorporate elements of familiar stories and experiences within my play.	I can join in with actions or words linked to familiar story, rhyme or activity.	I can listen for an appropriate length of time in a one-to-one activity with an adult or in a small group and show interest and signs of engagement.
	I show that I am listening by the way I respond.	I understand and respond to questions or conversations that interest me.	I can take turns in conversations, maintaining my focus.	I can initiate a conversation and show an interest in what other people are saying.	I can sustain a conversation.	I can show that I am listening by the way I respond.
Key Vocabulary	<i>I My Feel Like Book Song Poem Favourite</i>	<i>What Why When Who Where First Now Next</i>	<i>Interested Ideas Feelings Question Share Information Story Take Turns</i>	<i>Confident Sentences Familiar Stories Experiences Listen Vocabulary Answer</i>	<i>New Ask Continue Voice Detail Depth Conversation Join</i>	<i>Listen Understand Respond Engage Skilled Communicate Rich Relevant</i>

Personal, Social & Emotional Development						
Aspect	→	Starting Point	→	→	→	End Point
Self-regulation	I am beginning to understand and name my feelings with the support of others.	I recognise boundaries and participate in nursery routines with support.	I recognise my own feelings and can independently identify my emotions.	I am beginning to take other's feelings into account.	I show concern for others and look for help when needed.	I can adapt and manage my behaviour in response to my feelings and the feelings of others.
Managing Self	I show curiosity within the environment.	I can follow my own interest for a short period of time.	I am motivated to play with a purpose in mind.	I can plan my own ideas and maintain focused for longer periods of time.	I look for solutions when things do not go to plan and ask for help when I need it.	I am independent in my learning, showing resilience and perseverance.
	Through adult modelling I begin to recognise healthy choices throughout the nursery day.	I respond to verbal requests and visual aids to increase my understanding.	I understand the importance of making healthy choices.	I celebrate my positive participation in self-care.	I frequently make independent healthy choices and apply self-care.	I can make healthy choices most of the time e.g., washing hands, cleaning teeth, choosing healthy foods, dressing appropriately.
Building Relationships	I can explore all areas of the nursery with support of an adult.	I have confidence to choose with growing independence.	I can play alongside other children with support.	I am beginning to make friendships.	I can play with other children, initiate ideas and follow ideas suggested by others.	I can play collaboratively and cooperatively with a group of friends and share my ideas.
	I can name and describe members of my immediate family.	I am beginning to form new attachments with my key person and other nursery staff.	I show an interest in other people and take part in shared experiences e.g., joining in with daily tasks and routines.	I am beginning to develop my own identity, recognising similarities and differences between myself and others.	I am developing a sense of morality and responsibility within the nursery community.	I have a strong sense of myself and recognise that I am part of different communities.

Key Vocabulary	<p><i>Happy</i> <i>Sad</i> <i>Excited</i> <i>Family</i> <i>Mummy</i> <i>Daddy</i> <i>Brother</i> <i>Sister</i></p>	<p><i>Now</i> <i>Next</i> <i>Help</i> <i>Follow</i> <i>Routines</i> <i>Instructions</i> <i>Boundaries</i> <i>Confident</i></p>	<p><i>Play</i> <i>Feelings</i> <i>Emotions</i> <i>Important</i> <i>Routines</i> <i>Teamwork</i> <i>Interested</i> <i>Healthy</i></p>	<p><i>Care</i> <i>Myself</i> <i>Friends</i> <i>Concentrate</i> <i>Join in</i> <i>Self-care</i> <i>Similar</i> <i>Different</i></p>	<p><i>Help</i> <i>Idea</i> <i>Choice</i> <i>Follow</i> <i>Solution</i> <i>Independent</i> <i>Responsibility</i> <i>Community</i></p>	<p><i>Learning</i> <i>Sharing</i> <i>Behaviour</i> <i>Resilient</i> <i>Persevere</i> <i>Differences</i> <i>Collaboratively</i> <i>Cooperatively</i></p>
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Physical Development						
Aspect	→	Starting Point	→	→	→	End Point
Gross motor skills	I can move and stop safely showing an awareness of my surroundings when I am playing.	I can balance on equipment with support.	I am confident to experiment on ride on equipment e.g., bikes scooters.	I can steer and manoeuvre myself on riding equipment.	I can independently ride around obstacles with growing confidence.	I can confidently use my core strength to balance and navigate safely around an obstacle course on a bike or scooter.
	I am interested in the different movements and actions I observe.	I can copy different movements and actions.	I can experiment with my own movements within my play.	I am learning techniques to help me to control my movements.	I can use learnt techniques to help me to control my movements.	I have increased control over my movements e.g., hopping, jumping, walking along a line, tiptoeing.
Fine motor skills	I explore activities that require me to use my fingers.	I am able to follow a sequence of actions when getting dressed and undressed with support.	I attempt to dress and undress myself independently.	I show perseverance with my fastenings.	I am becoming increasingly independent and determined when getting dressed and undressed.	I can use my finger strength and dexterity when taking my clothes on or off e.g., buttons, zips (adult starting zip), coat, trousers.
	I am interested in tools and realise they can be used for a purpose.	I experiment with handling and using tools with guidance	I attempt to use a range of tools independently with little support.	I show increasing control when using tools. Following a sequence of actions using both hands to support my intention.	I can use tools effectively with good hand eye coordination.	I can coordinate my hands to use tools independently e.g., scissors, screwdriver, hammer.
	I attempt to mark make using a fist grip.	I am beginning to make recognisable lines and circular marks. I use either hand with a fist or palmer grip.	I am beginning to show more control when mark making. I can copy patterns, zigzags, wavy lines across the page using a palmer or static grip.	I make marks for a purpose, recognising pictures and writing are different. I am beginning to use a tripod grip.	I can copy familiar letter shapes and draws pictures with good control. I use a tripod grip.	I hold a pencil in my preferred hand and make recognisable marks such as pictures and letters in my name. I use a secure tripod grip.

Key Vocabulary	<i>Move Stop Action Safe Pen Chalk, Crayon Marks</i>	<i>Dress Undress Lines Balance Equipment Draw Circe Grip</i>	<i>Confident Experiment Tools Control Patterns Zigzag Wavy Independent</i>	<i>Steer Ride Learning Control Persevere Sequence Writing Intention</i>	<i>Obstacle Confidence Control Independent Determined Technique Coordination Letter shapes</i>	<i>Confidently Strength Navigate Coordinate Independently Recognise Letters Name</i>
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Literacy						
Aspect	→	Starting Point	→	→	→	End Point
Comprehension	I have a favourite book that I enjoy sharing and talking about the illustrations with an adult.	I use language from stories and books in my conversations and self-initiated play.	I can talk about what I have learnt from information books using specific subject vocabulary.	I can apply my understanding of the language and structure of books to create my own story.	I can join in with extended conversations about a book, asking questions, adding my own ideas, and checking the meaning of new words.	I have developed a lifelong love of reading, knowing that I can turn to books for inspiration, imagination, and information.
	I listen to and show an interest in stories that are being read to me.	I actively listen to stories and join in with repeated refrains within a familiar story.	I Independently look at books, turning pages in the right direction and can makes links between the illustrations and print.	I show an awareness of how stories are structured and sequenced and demonstrates this in my play.	I can talk about characters and key events in the story and suggests what might happen next.	I actively engage with a book as it is read, predicting, discussing, questioning, talking about it critically.
Word reading	I am developing my listening skills and awareness of sounds in the environment. I am developing my vocabulary, identification and recollection of the difference between sounds. I can make up simple sentences and talk in greater detail about sounds.	I experience and develop an awareness of sounds made with instruments and noise makers. I listen to and appreciate the difference between sounds made with instruments. I can use a wide vocabulary to talk about the sounds instruments make.	I am developing an awareness of sounds and rhythms. I can distinguish between sounds and remember patterns of sound. I can talk about what sounds we make with my body and what the sounds mean.	I can talk about words that rhyme and produce rhyming words. I have an increased awareness of words that rhyme and develop my knowledge about rhyme. I experience and appreciate rhythm and rhyme and am developing an awareness of rhythm and rhyme in my speech.	I am developing an understanding of alliteration. I listen to sounds at the beginning of words and hear the differences between them. I explore how different sounds are articulated, and extend my understanding of alliteration. I can distinguish between the differences in vocal sounds, including oral blending and segmenting. I explore speech sounds. I can talk about the different sounds that we can make with our voices.	I am developing my oral blending and segmenting of sounds within words. I listen to phonemes within words and to remember them in the order in which they occur. I can talk about the different phonemes that make up words.
	I notice pictures and symbols and I am beginning to recognise what they stand for in my familiar experiences.	I recognise the difference between the words and the pictures.	I am beginning to recognise the initial letter of my name in the environment.	I understand page sequencing in a story.	I am developing an awareness of different parts of a book e.g., front cover, title, illustrations, and author.	I can recognise familiar words and signs such as own name and advertising logos.
Writing	I enjoy mark making freely using a range of media.	I add marks to my drawings, which I give meaning to.	I make marks on my picture to stand for my name.	I can incorporate writing into my play e.g., labels, shopping lists for cooking etc.	I can write letters that are important to me and show an understanding of the letter shape that represents the sound.	I enjoy making marks to communicate meaning for an increasingly wide range of purposes. I can use some appropriate letter shapes.

Key Vocabulary	<i>Book Picture Favourite Listen Sounds Up Down Draw</i>	<i>Story Listen Familiar Sounds Instruments Different Drawing Words</i>	<i>Learning Sounds Turn Patterns Name Picture Information Illustration</i>	<i>Understand Rhyme Rhythm Page Write Label Lists Sequence</i>	<i>Question Characters Alliteration Blend Title Illustrator Author Writing</i>	<i>Words Order Reading Predict Discuss Segment Phonemes Logos</i>
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Mathematics						
Aspect	→	Starting Point	→	→	→	End Point
Number	I show an interest in numbers. I join in with counting activities and songs.	I recognise numerals which have a personal significance to me.	I recognise that when I count I start at number 1. I am beginning to count by rote saying some number names in correct order.	I explore numerals and can represent different quantities. I can subitise small quantities without having to count.	I can tag each object with a number name as I count.	I recognise numerals and understand what they correspond to. I am curious connections between numbers.
	I can explore and group an arrangement of objects e.g., pebbles, leaves, buttons, pinecones.	I am beginning to understand cardinality e.g., takes or gives 2 or 3 items from a group.	I use my fingers to demonstrate knowledge of quantity.	I recognise how quantity changes e.g., more than and less than.	I help to solve practical problems e.g., how many children are in this group? How many cups do we need?	I am confident when counting to establish how many things are in a group, and understand the last number tells me how many there are.
Pattern & Preposition	I am beginning to recognise and identify patterns and prepositions within my environment.	I can describe location by using positional language.	I can listen to adults talking about pattern and preposition. I am beginning to use the language of pattern and preposition within my play.	I can discuss routes and locations, using words like 'in front of' and 'behind'	I can extend and create an ABAB pattern. I can notice an error in a repeating ABAB pattern and correct it I use the language of pattern and preposition independently.	I am excited about pattern. I can use the language of pattern and preposition for a purpose. I can describe a sequence of events, real or fictional using words such as 'first', then...'
Shape & Measure	I notice different shapes in the environment. I can gather groups of objects using a variety of containers.	I understand that different shapes have names and properties. I can fill and empty containers of different sizes recognising when they are full.	I can talk about and explore 2D and 3D shapes and use informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. I am beginning to use language to compare amounts.	I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can use language such as 'more' and 'less' in everyday tasks and activities.	I can combine shapes to make new ones – an arch, a bigger triangle etc. I can make comparisons between objects relating to size, length, weight and capacity.	In my play I demonstrate an understanding of the similarities and differences in the properties of 2D and 3D shapes, I can compare two groups of objects using comparative language: 'same', 'less than' and 'more than'

Key Vocabulary	<p><i>Number</i></p> <p><i>Number names</i></p> <p><i>Numbers</i></p> <p><i>Count</i></p> <p><i>More</i></p> <p><i>Less</i></p> <p><i>Take</i></p> <p><i>Give</i></p> <p><i>Order</i></p>	<p><i>Pattern & Preposition</i></p> <p><i>Pattern</i></p> <p><i>Compare</i></p> <p><i>Repeat</i></p> <p><i>Prepositions - In, on, under, next to, at, front, behind, between, beside</i></p>	<p><i>Shape & Measure</i></p> <p><i>2D / 3D shapes names</i></p> <p><i>Properties - sides, corners, straight, flat, round etc.</i></p> <p><i>Compare</i></p> <p><i>long / short, light / heavy, large / small, thin / thick, tall / short, full / empty, greater / less etc.</i></p>	<p><i>Number</i></p> <p><i>More than</i></p> <p><i>Less than</i></p> <p><i>Subitise</i></p> <p><i>Combine</i></p> <p><i>Altogether</i></p> <p><i>Combine</i></p> <p><i>Part</i></p> <p><i>Whole</i></p>	<p><i>Pattern & Preposition</i></p> <p><i>Extend</i></p> <p><i>Repeating</i></p> <p><i>Correct</i></p> <p><i>AB / ABC Pattern</i></p> <p><i>Size</i></p> <p><i>Length</i></p> <p><i>Weight</i></p> <p><i>Capacity</i></p>	<p><i>Shape & Measure</i></p> <p><i>2D / 3D Shape names</i></p> <p><i>Properties</i></p> <p><i>Similarities</i></p> <p><i>Differences</i></p> <p><i>Same</i></p> <p><i>Less than</i></p> <p><i>More than</i></p>
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Understanding of the World						
Aspect	→	Starting Point	→	→	→	End Point
Past and Present	With support I will be able to discuss differences in my developmental stages.	I can talk about what I can see, using a wide vocabulary and recall my memories from previous celebrations such as bonfire night, Diwali and Christmas.	I recognise some similarities and differences between things in the past and now.	I can talk about photos and recall special memories that have happened in the past.	I can talk about the differences I have experienced or seen in photos.	I can talk confidently about differences between things in the past and now.
People, culture and communities	I will have a good sense of who is in my immediate family.	I will notice similarities and differences between my peers and teachers.	I begin to talk about the lives of the people around me and their roles in society.	I talk about the things I have done with my family and re-enact this through role play scenarios.	I have an awareness of own identity, family and people who are important to me.	I demonstrate an interest and a positive attitude towards differences and ways of life.
	I show an interest in different occupations.	I can talk about and acknowledge different occupations.	I learn new vocabulary related to different occupations.	I use new vocabulary linked to occupations in their play.	I ask and answer questions to deepen my understanding of different occupations.	I have good knowledge and understanding of different occupations.
The Natural World	I will incorporate natural materials indoors and outdoors within my play.	I will show an interest in exploring objects through touch, manipulation, shaking and banging.	I know how to operate mechanical equipment such as wind-up toys and pulleys.	I show skill in operating mechanical equipment.	I can explain how I have achieved desired effects.	I am curious about how things work and take part in activities showing understanding of cause and effect.
	I show an interest in objects, animals and plants with different textures using my senses.	I incorporate natural materials indoors and outdoors within my play.	I look carefully at natural materials, animals and plants and discuss what I can see.	I understand that living things grow and change	I use a wider vocabulary to describe the texture of different objects and how animals, and plants have grown and changed over time	I use all senses to explore natural materials. I understand and can explain key features of a life cycles of animals and plants. I can identify the importance of taking care of the natural world and all living things.

Key Vocabulary	<i>Baby Child Young Changing Old Growing Play See, touch & hear</i>	<i>Remember When Last Same Different Job Shake Bang</i>	<i>Recognise Similar Different Past Now Jobs Operate Name natural materials, animal & plants</i>	<i>Photo Special Memory Occupation Equipment Living Grow Change</i>	<i>Family Important Understand Differences Texture Grown Changed Time</i>	<i>Past Present Cause Effect Life cycle Recycle Decompose Sustainability</i>
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Expressive Art and Design						
Aspect	→	Starting Point	→	→	→	End Point
Creating with materials	I explore different materials using all my senses to investigate the properties.	I use my imagination when thinking about what to create and I am beginning to choose different materials appropriately.	I can join different materials together using tape, glue etc.	I explore the properties of different media and independently choose materials for my creations.	I express my thoughts and ideas whilst creating using a wide range of resources.	I confidently use different media, materials, and tools to reach my intended outcome.
	I explore paint with my fingers or using a brush and mark making tools.	I notice that colours begin to change if unintentionally mixed	I change colours when I am drawing or painting.	I choose colours for a purpose and to give a reason to why I am using particular colours.	I intentionally mix colours for a desired effect and I am able to talk about the process.	I recognises a range of colours and begin to mix colours to achieve a desired effect, choosing colours for a purpose.
Being imaginative and expressive	I make marks intentionally.	I can represent and communicate my own ideas.	I can express my thoughts and feelings through representation.	I show increasing creativity and detail. I am beginning to be aware of colour, movements, and lines within my drawings and paintings.	I understand a range of emotions and describe in detail what I am expressing.	I can draw lines to make enclosures and spaces to represent objects and feelings.
	I engage in small world using a variety of resources.	I can make an imaginative and complex small world using blocks and construction.	I join in and include others in role play scenarios.	I can pretend an object represents something else in play. I become actively involved in simple pretend role play and small world.	I can develop more complex stories in my imaginative play.	I can Independently create props, settings, costumes for self-directed role play and small world play.
	I can move and dance to music	I can make sounds and experiment with own voice. I listen to sounds with increasing attention.	I can explore a variety of sounds made by musical instruments	I can make rhymical repetitive sounds creating sound patterns to share with others.	I understand how to change sounds intentionally whilst playing an instrument e.g., fast, slow, loud, soft etc.	I use my own understanding of songs and instruments to create my own musical pieces.

Key Vocabulary	<i>Explore Paint Brush Draw Toys Move Dance Music</i>	<i>Choose Colours Change Blocks Construct Sounds Listen Experiment</i>	<i>Join Different Materials Drawing Painting Feelings Musical Instruments</i>	<i>Create Independently Intention Detail Lines Pretend Rhythmical Repeat</i>	<i>Ideas Mix Emotions Express Fast Slow Loud Soft</i>	<i>Confident Tools Recognise Draw Enclosure Props Represent Creation</i>
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