

## Progression map of Development Matters statements for Nursery Class

### **Nursery Class curriculum progression map**

This document is designed to indicate the developmental progression steps in each area of learning from the beginning of the Nursery year to the end. In Autumn 1 there are always overlaps with the birth to 3 years section, these statements appear in the Nursery Autumn 1 section as we acknowledge that for some children this is the first experience children have of separating from their parents, and also some children will have only just turned 3 when joining our Nursery. We ensure that children's individual learning journeys are carefully considered and planned for, as developing the unique child is at the centre of everything that we do.

The Development Matters guidance is non-statutory document i.e. at Gillespie we use it to inform our planning as it presents pathways of children's development in broad ages. This allows us to ensure that there is clear planned progression within our Nursery and Reception class, but note it is not designed to be used as a tick list for monitoring or generating data. There are always overlaps with developmental statements and depending on the cohort of children this document will vary year by year, as we know that the actual learning of young children is not always so neat and orderly.

Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support.



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|                            | <u>Autumn 1</u>  | <u>Autumn 2</u>  | <u>Spring 1</u>  | <u>Spring 2</u>  | <u>Summer 1</u>   | <u>Summer 2</u>  |
|----------------------------|--|--|--|--|---|--|
| Communication and Language | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Use intonation, pitch and changing volume when ‘talking’.</li> <li>•Start to say how they are feeling, using words as well as actions.</li> <li>•Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> <li>•Towards their third birthday, can the child use around 300 words? These words include descriptive language.</li> <li>•Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul> <p><b>3-4 year olds:</b></p> <ul style="list-style-type: none"> <li>•Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”</li> <li>•Use longer sentences of four to six words-</li> </ul> | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> </ul> <p><b>3-4 year olds:</b></p> <ul style="list-style-type: none"> <li>•Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> <li>•Pay attention to more than one thing at a time, which can be difficult.</li> <li>•Start a conversation with an adult or a friend and continue it for many turns.</li> </ul> | <ul style="list-style-type: none"> <li>•Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>•Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> </li> <li>•Sing a large repertoire of songs.</li> </ul> | <ul style="list-style-type: none"> <li>•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.</li> <li>•Use a wider range of vocabulary. Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?”</li> <li>•Enjoy listening to longer stories and can remember much of what happens.</li> </ul> | <ul style="list-style-type: none"> <li>•Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>•Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks</li> </ul> | <p><b>Observation checkpoint</b></p> <ul style="list-style-type: none"> <li>•Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</li> <li>•Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</li> <li>•Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</li> </ul> |

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|--|--|---|---|---|---|---|
| Personal, Social and Emotional Development | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>• Establish their sense of self.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> <li>• Learn to use the toilet with help, and then independently</li> </ul> <p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul> | <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• 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.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Remember rules without needing an adult to remind them</li> <li>• Understand gradually how others might be feeling.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> | <ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Develop appropriate ways of being assertive.</li> </ul> | <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and tooth brushing</li> <li>• Talk with others to solve conflicts.</li> </ul> | <p><b>Observation checkpoints</b></p> <p>Around the age of 4<br/>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> |

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|----------------------|--|---|---|---|---|---|
| Physical Development | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Enjoy starting to kick, throw and catch balls.</li> <li>•Build independently with a range of appropriate resources.</li> <li>•Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>•Start eating independently and learning how to use a knife and fork.</li> </ul> <p><b>3-4 Year Olds:</b><br/>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> | <p><b>Birth to 3 Year Olds:</b><br/>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>•Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> | <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>•Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>•Show a preference for a dominant hand.</li> <li>•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.</li> </ul> | <ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>•Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>•Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> | <ul style="list-style-type: none"> <li>•Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control.</p> <p>Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p> |

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|----------|---|--|---|---|---|--|
| Literacy | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Enjoy songs and rhymes, tuning in and paying attention.</li> <li>•Repeat words and phrases from familiar stories.</li> <li>•Ask questions about the book. Make comments and shares their own ideas.</li> <li>•Make marks on their picture to stand for their name.</li> </ul> | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>•Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> </ul> <p><b><u>3-4 Year Olds:</u></b></p> <ul style="list-style-type: none"> <li>•Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 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; writing 'm' for mummy. Write some or all of their name.</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise words with the same initial sound, such as money and mother</li> <li>•Engage in extended conversations about stories, learning new vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Write some letters accurately.</li> <li>•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; writing 'm' for mummy.</li> </ul> | <ul style="list-style-type: none"> <li>•Write some or all of their name.</li> </ul> <p>Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. A</p> |

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|-------|---|--|--|--|---|--|
| Maths | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5</li> <li>Take part in finger rhymes with numbers.</li> <li>Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</li> <li>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</li> </ul> <p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> </ul> | <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>Show ‘finger numbers’ up to 5. -<i>Ongoing throughout the year</i><br/><i>Number rhymes counting up and down from 10</i></li> <li>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> </ul> | <ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> | <ul style="list-style-type: none"> <li>Compare quantities using language: ‘more than’, ‘fewer than’.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul> | <ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>Describe a familiar route. e.g. local walks, visiting Forest school: recall the route and the order of things seen on the way.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the troll under the bridge and the billy goat beside the stream.”</li> </ul> | <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> <li>Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions: <ul style="list-style-type: none"> <li>‘First’, ‘then’, ‘after’, ‘before’</li> <li>“Every day we...”</li> <li>“Every evening we...”</li> </ul> </li> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</li> </ul> |

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|-------------------------|--|--|--|---|--|---|
| Understanding the world | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Explore natural materials, indoors and outside.</li> <li>•Notice differences between people.</li> <li>•Make connections between the features of their family and other families.</li> </ul> <p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Use all their senses in hands-on exploration of natural materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community – <i>this strand is ongoing throughout the year with celebrations of different festivals.</i></li> <li>•Talk about what they see, using a wide vocabulary.</li> <li>•Show interest in different occupations e.g. People who help us.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>•Understand the key features of the life cycle of a plant and an animal.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice. – <i>this strand is ongoing throughout the year</i> cooking – combining different ingredients, and then cooling or heating (cooking) them</li> <li>• melting – leave ice cubes out in the sun, see what happens when you shake salt onto them.</li> <li>•Plant seeds and care for growing plants.</li> <li>•Celebrate and value cultural, religious and community events and experiences- <i>this strand is ongoing throughout the year e.g. Eid, Easter, Mother's day etc.</i></li> </ul> | <ul style="list-style-type: none"> <li>•Understand the effect of changing seasons on the natural world around them. – <i>this strand is ongoing throughout the Summer Term with <b>Forest School.</b></i></li> <li>•Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> | <ul style="list-style-type: none"> <li>•Explore and talk about different forces they can feel e.g. how the water pushes up when they try to push a plastic boat under it</li> <li>• how they can stretch elastic, snap a twig, but cannot bend a metal rod</li> <li>• magnetic attraction and repulsion</li> <li>•Begin to make sense of their own life-story and family's history.</li> <li>•Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. – <i>this strand is ongoing throughout the year Family tree display</i></li> </ul> |

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|----------------------------|---|--|---|---|--|---|
| Expressive arts and design | <p><b>Birth to 3 Year Olds:</b></p> <ul style="list-style-type: none"> <li>•Join in with songs and rhymes, making some sounds.</li> <li>•Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>•Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> </ul> <p><b>3-4-Year-Old:</b></p> <ul style="list-style-type: none"> <li>•Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>•Explore colour and colour mixing.</li> </ul> | <ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>•Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>•Join different materials and explore different textures. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</li> <li>•Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> | <ul style="list-style-type: none"> <li>•Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>•Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>•Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>•Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>•Remember and sing entire songs.</li> <li>•Encourage children to draw from their imagination and observation. E.g. observation flower and vegetable drawing</li> </ul> | <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them. E.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</li> <li>•Respond to what they have heard, expressing their thoughts and feelings</li> <li>•Sing the pitch of a tone sung by another person (‘pitch match’).</li> </ul> | <ul style="list-style-type: none"> <li>•Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>•Create their own songs or improvise a song around one they know.</li> <li>•Play, share and perform a wide variety of music and songs from different cultures and historical periods.</li> </ul> |