



Green Lea First School Early Years Progression Document -Nursery (3-4 years old)

Term	Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
Autumn	<p>I can select and use activities and resources, with help when needed.</p> <p>I am developing a sense of responsibility.</p> <p>I can begin to follow rules in my class.</p>	<p>I can listen to short stories.</p> <p>I understand a one-part question or instruction.</p> <p>I can reply to a question.</p> <p>I can sing a simple song.</p>	<p>I can move, balance and ride on the trikes.</p> <p>I can go upstairs and steps using alternate feet.</p> <p>I collaborate with others to manage large items.</p>	<p>I know that print conveys meaning.</p> <p>I know that we read English text right to left and top to bottom.</p> <p>I can spot and suggest rhymes.</p> <p>I engage in conversations about stories,</p>	<p>I make marks to represent numerals and symbols.</p> <p>I can choose shapes appropriately: flat surfaces for building, triangular prism for a roof etc.</p>	<p>I use my senses in hands on exploration of natural materials.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>I take part in pretend play.</p> <p>I develop complex stories using small world equipment.</p> <p>I make imaginative and complex 'small worlds'.</p>



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	<p>I can talk about my own feelings.</p>	<p>I have developing speech pronunciation.</p> <p>I talk in sentences of 4-6 words.</p> <p>I use talk to organise myself.</p>	<p>I can use one handed tools and equipment.</p> <p>I can put on my own coat and wellingtons.</p>	<p>learning new vocabulary.</p> <p>I make marks to convey meaning</p>	<p>I can combine shapes to make new ones.</p> <p>I can talk about and identify the patterns.</p> <p>I use language like 'spotty, pointy'.</p> <p>I can extend and create ABAB patterns.</p> <p>I can notice and correct an error in a repeating pattern.</p>	<p>I am developing positive attitudes about the differences between people.</p> <p>I know that there are different countries in the world.</p> <p>I can name and describe people who are familiar to me.</p>	<p>I explore materials freely.</p> <p>I can use glue to join materials.</p> <p>I can create closed shapes with continuous lines and use them to represent objects.</p> <p>I can explore colour and colour mixing.</p> <p>I listen with increased attention to sounds.</p>
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		I can express a point of view and debate when I disagree using words and actions.				I have positive attitudes about the differences between people. I can talk about the differences in countries in the world.	
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<p>Summer</p>	<p>I can select and use activities and resources, independently.</p> <p>I know that I am part of the school community.</p> <p>I play with one or more other children, extending and elaborating our play ideas.</p> <p>I can talk with others to solve conflicts.</p> <p>I understand mostly how others may be feeling.</p> <p>I can make healthy choices about my food, drink, activity and toothbrushing</p>	<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I can pay attention to more than one thing at a time.</p> <p>I understand why questions.</p> <p>I can sing a larger repertoire of songs.</p> <p>I know many rhymes.</p> <p>I can talk about familiar books and be able to tell a long story.</p>	<p>I can move, balance and ride on the scooters.</p> <p>I can put on my puddle suit and organize my own belongings.</p> <p>I can usually remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can use my physical skills to complete tasks and activities in Nursery.</p> <p>I can choose the right resources to carry out my own plan.</p>	<p>I know the names of the different parts of a book.</p> <p>I can recognise words with the same initial sound.</p> <p>I join in conversations about stories, learning new vocabulary.</p> <p>I can write some or all of my name.</p> <p>I can write some letters accurately</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total, (cardinal principle).</p> <p>I can show 'finger numbers' up to 5.</p> <p>I link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>I can solve real world mathematical problems with</p>	<p>I have positive attitudes about the differences between people.</p> <p>I can talk about what I see, using a wide vocabulary.</p> <p>I can make sense of my own life story and family history.</p> <p>I understand the key features of the life cycle of a plant and an animal.</p> <p>I can talk about the differences in places I have been to and seen in photos.</p>	<p>I have ideas and decide which materials to use to express them.</p> <p>I can use string to join materials.</p> <p>I can develop ideas using blocks and construction kits.</p> <p>I can draw with increasing complexity and detail, such as representing a face with detail.</p> <p>I use drawing to represent ideas like movement.</p> <p>I can how different emotions in my</p>
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		<p>I have conversations with an adult or a friend and continue it for many turns.</p>			<p>numbers up to 5.</p> <p>I can talk about and explore 2D & 3D shapes using informal mathematical language.</p> <p>I understand position through words alone. I can describe a familiar route.</p> <p>I can discuss routes and locations.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p>		<p>drawings and paintings.</p> <p>I can respond to what I have heard, expressing thoughts and feelings.</p> <p>I can sing the pitch of a tone sung by another person.</p> <p>I create my own songs or improvise around a known song.</p>
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