

Sir James Knott Nursery School- Three and Four Year Old Skills Ladder

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Three Year Olds							Four Year Olds							
	Communication & Language	Physical Development	Personal, Social & Emotional	Literacy	Mathematics	Understanding the World	Expressive Arts & Design	Communication & Language	Physical Development	Personal, Social & Emotional	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Summer 2	<p>Able to talk about events now and in the past.</p> <p>Generate and complete causative sentences with support.</p> <p>Have a wider-range of rhymes.</p>	<p>Weave materials into frames.</p> <p>Drive ride-on toys at speed using the pedals, sometimes avoiding obstacles.</p> <p>Compete in a simple challenge with adult support.</p> <p>Copy adults to move in a variety of ways.</p> <p>Use a knife and fork independently.</p> <p>Use a tripod grip to make marks including enclosed spaces.</p> <p>Can copy large and small movements playing follow the leader.</p>	<p>Begin to articulate simple rules to other children.</p> <p>Begin to develop appropriate ways of being assertive.</p> <p>Begin to work with adults to make simple plans to resolve conflict such as offering to go second or passing over a toy.</p>	<p>Give brief descriptions of plot, elements or characters of favourite books.</p> <p>Re-enact stories in their play.</p> <p>Begin to suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <p>Distinguish between the text and the illustration.</p> <p>Complete a phrase with the final rhyming word.</p> <p>Makes marks with a selection of familiar letters e.g. from their name or numbers from doors on houses.</p> <p>Mimic imaginative writing during role play. To use an initial letter and other marks to represent their name.</p>	<p>Link numerals to sets within five.</p> <p>Predict changes in amounts in rhymes and stories counting forwards and backwards.</p> <p>Use a few of their own symbols to represent mathematical experiences.</p> <p>Combine 2D and 3D shapes in play.</p> <p>Begin to make own ABAB linear patterns using everyday objects.</p> <p>Begin to participate in ABAB repeated actions.</p> <p>Talk about things that have already happened and things that are going to happen in the future.</p>	<p>Begin to answer closed and anticipatory questions in simple adult-led experiments about the properties of materials with support.</p> <p>Use remote control toys to a particular end.</p> <p>Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.</p> <p>Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>Enact some of the roles of community figures.</p>	<p>Generate simple stories inspired by props.</p> <p>Create original stories with small world figures.</p> <p>Use mark making tools to create very simple representational drawings.</p> <p>Accurately match instrument sounds to familiar percussion instruments.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p>	<p>Able to talk about events now and in the past using the correct tense.</p> <p>Generate and complete causative sentences.</p> <p>Have a wider range of rhymes and begin to make their own rhymes up.</p>	<p>Drive ride-on toys at speed using the pedals, avoiding obstacles.</p> <p>Compete in a simple challenge.</p> <p>Demonstrate that they can move in a variety of ways independently.</p> <p>Use a knife and fork independently.</p> <p>Use a tripod grip to make marks including enclosed spaces.</p> <p>I small groups can lead in playing follow the leader with large and small movements.</p>	<p>Articulate simple rules to other children.</p> <p>Develop appropriate ways of being assertive.</p> <p>Help new children by directing them towards activities and resources and solving simple practical tasks for them.</p> <p>Initiate simple plans to resolve conflict such as offering to go second or passing over a toy.</p>	<p>Give descriptions of plot, elements or characters of favourite books.</p> <p>Uses favourite stories in imaginative play.</p> <p>Use the structure of the text to anticipate when to join in.</p> <p>Suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <p>Distinguish between the text and the illustration.</p> <p>Complete a phrase with the final rhyming word or say a rhyming string.</p> <p>Makes marks with a selection of familiar letters e.g. from their name or numbers from doors on houses. Use imaginative writing during role play.</p> <p>Write letters or symbols in sequence which approximate to their name.</p>	<p>Create ABAB patterns using everyday objects.</p> <p>Link numerals to sets within five and beyond.</p> <p>Predict changes in amounts in rhymes and stories counting forwards and backwards.</p> <p>Use a few of their own symbols to represent mathematical experiences.</p> <p>Combine 2D and 3D shapes in play and talk about the effects created.</p> <p>Notice an error in an ABAB pattern.</p> <p>Participate in ABAB repeated actions and begin to make up their own.</p> <p>Talk about things that have already happened and things that are going to happen in the future.</p>	<p>Begin to answer closed and anticipatory questions in simple adult-led experiments about the properties of materials.</p> <p>Use remote control toys to a particular end and explain how to do it.</p> <p>Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.</p> <p>Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>Describe and enact some of the roles of community figures.</p>	<p>Generate simple stories inspired by props.</p> <p>Create original stories with small world figures including dialogue.</p> <p>Use mark making tools to create simple representational drawings.</p> <p>Accurately match instrument sounds to familiar percussion instruments.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p>

Summer 1	Use talk to organise play. Answer why questions with support. Begin to follow two-part instructions.	Run at speed negotiating obstacles. Demonstrate increasing control in large movements e.g. waving flags or streamers. Follow a toothbrushing routine. Collaborate with others transporting large items safely.	Follow rules without reminders. Become more confident with unfamiliar adults e.g. visitors to the setting. Use play with another child to extend ideas. Accept solutions suggested by adults and move on with play. Work with adults to find self-calming strategies that are effective. Use simple adjectives to talk about feelings in a story.	Locate familiar books from a larger collection. Joins in with repeated refrains from a familiar book with prompting. Begin to suggest what might happen next from memory. Begin to answer how and why questions about a book. Create a range of marks with different tools and begin to talk about their purpose. Recognise further examples of print from the immediate locality. Make marks including strings of them for something else and ascribe meaning to them.	Link numerals to sets of 1, 2 or 3. Begin to use measurement vocabulary accurately when narrating play such as heavy, light, full, tiny, large etc. Compare lengths by alignment and accurately identify longer, shorter and taller with support. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past.	Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal changes. Demonstrate a range of actions with remote control toys. Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings with support.	Speak in role in simple story telling sometimes with prompts. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes. Accurately match environmental sounds to pictures.	Use talk to organise play, assigning roles and directing others and choosing resources. Answer why questions. Follow two-part instructions.	Demonstrate increasing control in large movements e.g. waving flags or streamers. Weave materials into frames. Follow a toothbrushing routine. Collaborate with others transporting large items safely.	Demonstrate understanding of rules and why we have them. Listen to and talk confidently to unfamiliar adults e.g. visitors to the setting. Use play with another child to extend and elaborate ideas. Accept solutions suggested by adults and begin to suggest own compromises to move on with play. Use self-calming spontaneously. Use a wide range of adjectives to discuss feelings and emotions in stories e.g. the characters.	Locate more familiar books from a larger collection. Joins in with repeated refrains from a familiar book. Suggest what might happen next from memory. Answers how and why questions about a book. Create a range of marks with different tools and talk about their purpose. Recognise further examples of print from the immediate locality. Make marks including strings of them for something else and ascribe meaning to them.	Link numerals to sets of 1, 2, 2, 4 or 5. Use measurement vocabulary accurately when narrating play such as heavy, light, full, tiny, large etc. Compare lengths by alignment and accurately identify longer, shorter and taller. Complete an ABAB linear pattern with a range of objects. Talk about things that have happened in the past making reference to time.	Work alongside adults imitating their actions as they care for living things, showing an understanding of the importance of care and concern for plants and animals. Narrate, a stage at a time, the way a growing plant or animal changes over time. Demonstrate a range of actions with remote control toys. Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.	Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose and describe what you have done. Use mark making tools with control to add detail to shapes. Accurately match environmental sounds to pictures.
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Spring 2	<p>Use back and forth conversations about play with adult support. Remain attentive to the end of the book, sometime with prompts. Begin to anticipate the ending of a familiar book. Begin to join in with very familiar repeated sections in books.</p>	<p>Drive tricycles by pedalling. Using pincer grip to pick up small items, thread or nip malleable materials. Imitate a toothbrushing routine. Take off own coat and put it on, sometimes asking for help.</p>	<p>Follow very simple rules to stay safe when visiting the wider locality with adults. Join in with simple discussions with an adult about how to make things fair. Recognises some print in the environment such as logos.</p>	<p>Turn the pages of a book from beginning to end mimicking an adult as they pretend to read a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Make continuous linear marks and other effects with hands and tools on a range of scales.</p>	<p>Solve everyday problems with numbers up to five with support. Show a basic understanding of positional vocabulary, making comments when in the wider locality. Process language to fill and empty containers. Use understanding of language to follow instructions when making structures or arrangements that are 'longer, shorter, taller, wider than' mine. Recognises patterns in the environment and make comments.</p>	<p>Collect materials for a particular purpose and begin to explain. Work alongside adults imitating their actions as they care for living things. Create own action and reaction games such as water flow structure and simple wheeled vehicles from construction kits. Begin to give explanations of how they work.</p>	<p>Use a wider range of objects as props in spontaneous storytelling. Begin to create simple original stories with small world figures. Use mark making tools to make a range of enclosed shapes.</p>	<p>Independently use back and forth conversations about play. Remain attentive to the end of the book, without prompts. Anticipate the ending of a familiar book. Join in with very familiar repeated sections in books.</p>	<p>Drive tricycles by pedalling whilst negotiating space. Using pincer grip with good control to pick up small items, thread or nip malleable materials. Imitate a toothbrushing routine. Take off own coat and put it on.</p>	<p>Follow rules to stay safe when visiting the wider locality with adults. Initiate discussions and begin to solve problems with an adult. Help new children by directing them towards activities and resources and solving simple practical tasks for them.</p>	<p>Turn the pages of a book from beginning to end mimicking an adult as they pretend to read a story. Answers open questions as a book is being shared. Recognises some print in the environment such as logos and food labels. Make continuous linear and anti-clockwise marks and other effects with hands and tools on a range of scales.</p>	<p>Solve everyday problems with numbers up to five. Show a secure understanding of positional vocabulary, making comments when in the wider locality. Process language to fill and empty containers, making comparisons to say which has more or less. Process language to follow instructions when making structures or arrangements that are 'longer, shorter, taller, wider than' mine. Recognises patterns in the environment and make comments about repetition or regularity.</p>	<p>Collect materials for a particular purpose and explain. Work alongside adults imitating their actions as they care for living things. Create own action and reaction games such as water flow structure and simple wheeled vehicles from construction kits. Give explanations of how they work.</p>	<p>Use a wider range of objects as props in spontaneous storytelling. Create simple original stories with small world figures. Use mark making tools to make a range of enclosed shapes.</p>
Spring 1	<p>Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes. Commend on illustrations of books. Have favourite books. Begin to 'read along' with favourite and familiar books.</p>	<p>Hop on the spot with support. Bowl, roll, chase and collect tyres and barrels. Begin to use the toiler independently and wash hands without a reminder.</p>	<p>Choose and locate resources they need with support to achieve a goal. Begin to show care and concern for others when hurt or upset.</p>	<p>Turn pages of books from beginning to end noting items of interest along the way. Begin to name pertinent features of illustrations as a book is being shared. Begin to remain engaged from the beginning to the end of short books. Use all actions to map the pace and shape of a rhyme with some words and phrases. Notices and makes comments about marks in the environment and in books.</p>	<p>Processes and uses language of 'less than' when comparing sets of objects. Use language of 'the same'. Subitise within 3. Show sets on fingers to five. Process and use positional vocabulary in small world play and when building. Begin to use simple adjectives to describe the properties of some 3D shapes as they build. Use terms day and night in relation to stories.</p>	<p>Collect particular materials for a purpose. Make mechanisms work to a particular end, including pegboard cogs, construction kit components and axles. Respond appropriately to treat living things with care.</p>	<p>Use materials for a purpose. Use mark making tools to create enclosed shapes. Use figures from familiar stories and films to create short episodes in imaginative play. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p>	<p>Engage in simple dialogue about play. Join in with longer sections of favourite rhymes, including actions. Show pleasure in some elements of rhyme. Comment on or answer questions about illustrations in books. Have favourite books. 'Read along' with favourite and familiar books.</p>	<p>Hop on the spot and to travel. Bowl, roll, chase and collect tyres and barrels. Use the toiler independently and wash hands without a reminder.</p>	<p>Choose and locate resources they need to achieve a goal. To show care and concern for others when hurt or upset and begin to find ways to help others. BE sensitive to the feelings of others and know that others have different needs, wants and interests.</p>	<p>Name pertinent features of illustrations as a book is being shared. Remain engaged from the beginning to the end of short books. Use all actions to map the pace and shape of a rhyme with some words and phrases. Notices, makes comments and asks questions about marks in the environment and in books.</p>	<p>Processes and uses language of 'more, less, the same' to compare set of objects. Subitise within 5. Show sets on fingers to five and beginning to show more than five. Process and use positional vocabulary in small world play and when building. Begin to use adjectives to describe and compare the properties of some 3D shapes as they build. Use terms day and night accurately in relation to stories.</p>	<p>Collect particular materials for a purpose. Make mechanisms work to a particular end, including pegboard cogs, construction kit components and axles. Respond appropriately to treat living things with care.</p>	<p>Use materials for a purpose and begin to explain why. Use mark making tools to create enclosed shapes. Use figures from familiar stories and films to create short episodes in imaginative play. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p>

Autumn 2	<p>Join in with favourite rhymes- saying some words, lines or actions. Show an interest when listening to stories. Participate with words phrases or gestures with support when play is narrated. Can sing most nursery rhymes off by heart.</p>	<p>Travel by galloping with a leading foot with support. Climb larger apparatus using alternate feet using own hands for support. Know they need to use the toilet and begin to go independently. Wash hands with a reminder. Make marks with large tools using arms or shoulders. Use a fork and spoon independently. Repeat the same mark-making movement with control and ascribe meaning.</p>	<p>Become more outgoing with other adults in the setting. Begin to form friendships with peers with adult support. Begin to locate and bring additional resources to activities to achieve a particular goal. Begin to follow rules with simple verbal prompts and visual reminders.</p>	<p>Develop preferences for picture books and seek out adults to share them. Hold books independently opening to find pages of interest. Make marks on a range of scales with a range of tools and grips.</p>	<p>Compare small sets of objects using language of 'more than'. Count within and up to five with correspondence. Count sets to five, applying the cardinal principle. Process language of everyday size using objects in play. Process and use positional language in large scale play. Sort objects according to similarities. Use simple adjectives to talk about 2D shapes.</p>	<p>Use some simple adjectives to describe sensory properties of everyday materials with support. Respond to adult guidance to treat living things with care. Begin to improve techniques when exploring action and reaction toys. Enact or describe cultural celebrations. Actively explore the properties of everyday materials through spontaneous experimentation.</p>	<p>Use props to represent things they are similar to. Use small world props in simple stories with some simple narration. Make marks with a range of tools.</p>	<p>Join in confidently with favourite rhymes, remembering the words and actions. Engage attention during story times for a sustained, short period. Participate with words phrases or gestures when play is narrated. Can sing nursery rhymes off by heart.</p>	<p>Travel by galloping with a leading foot. Confidently climb larger apparatus using alternate feet using own hands for support. Know they need to use the toilet and go independently. Begin to demonstrate independent dressing e.g. pulling on trousers or zipping up coat. Make marks with large tools using arms or shoulders. Use a fork and spoon independently with increasing control. Repeat the same mark-making movement with control and ascribe meaning.</p>	<p>Become more outgoing with other adults in the setting and approach adults to initiate conversations. Begin to form friendships with peers. Begin to locate and bring additional resources to activities to achieve a particular goal. Follow rules with simple verbal prompts and visual reminders.</p>	<p>Develop preferences for picture books and seek out adults or peers to share them. Anticipate favourite sections as the book is shared. Hold books independently, taking care when turning pages and finding pages of interest. Make marks for a range of scales with a range of tools and grips.</p>	<p>Compare small sets of objects using language of 'more than' or 'less than'. Count within and up to five with correspondence. Count sets to five and beyond, applying the cardinal principle. Compare size of everyday objects in play using simple language such as 'big' and 'small'. Process and use positional language accurately in large scale play. Sort objects according to similarities such as size, colour, shape etc. Use simple adjectives to talk about 2D shapes and begin to name some.</p>	<p>Use some simple adjectives to describe sensory properties of everyday materials. Show care and concern for living things, following adult guidance. Improve techniques when exploring action and reaction toys. Actively explore the properties of everyday materials through spontaneous experimentation.</p>	<p>Use props to represent things they are similar to. Use small world props in stories with narration. Make marks with a range of tools on a variety of different surfaces and textures.</p>
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Autumn 1	<p>Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words. Play alongside an adult.</p>	<p>Know they need to use the toilet and ask an adult for help if needed. Wash hands with guidance. Ask for help with dressing. Copy some aspects of whole body action rhymes. Initiate games kicking, rolling and chasing a ball. Run at speed in the outdoor space following a purposeful route. Jump two feet to two feet on spots. Jump from a higher to a lower level asking for help if needed. Climb stairs or steps using alternate feet, using a hand or handrail for support. Drive scooters, bikes or trikes by pushing feet. Make marks with different sized pens using a palmer grip.</p>	<p>Form a secure relationship with key worker and play in parallel, observing others and copying play ideas. Select from a large range of resources within a chosen activity. Take turns with simple adult verbal prompts to pass over equipment.</p>	<p>Maintain focus on a short picture book until the end. Make marks on a range of scales with a range of tools and grips.</p>	<p>Build with blocks of different sizes. Uses some positional vocabulary in play. Match pairs to shoe understanding of similarities and commonality.</p>	<p>Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action or reaction toys. Engage in joint attention with adults for short periods of time with support in respectful and appropriate observations of living things. Name family members in photographs.</p>	<p>Use props similar to the items they represent, appropriately during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with chosen tools using a range of grips.</p>	<p>Demonstrate joint attention when the group chant new and favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, sometimes narrating play.</p>	<p>Know they need to use the toilet and ask an adult for help if needed. Wash hands and begin to help with dressing. Copy some aspects of whole body action rhymes. Initiate games with adults and peers kicking, rolling and chasing a ball. Run at speed in the outdoor space, negotiating space and beginning to avoid obstacles. Jump two feet to two feet on spots. Jump from a higher to a lower level. Climb stairs or steps using alternate feet. Drive scooters, bikes or trikes by pushing feet. Make marks with different sized pens beginning to use a pincer grip and showing preference for a dominant hand.</p>	<p>Form a secure relationship with key worker and play in parallel, observing others and elaborating play ideas. Select from a large range of resources within a chosen activity. Take turns with adult verbal prompts to pass over equipment.</p>	<p>Maintain focus on a short picture book until the end. Make marks for a purpose on a range of scales with a range of tools and grips.</p>	<p>Build with blocks of different sizes, making good choices based upon their properties. Uses some positional vocabulary accurately in play. Consistently match pairs to shoe understanding of similarities and commonality.</p>	<p>Actively collect and enjoy transporting materials. Explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action or reaction toys, exploring how things work. Engage in joint attention with adults for short periods of time in respectful and appropriate observations of living things. Name family members in photographs.</p>	<p>Use props similar to the items they represent, appropriately during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with a variety of different tools using a preferred dominant hand and a range of grips.</p>
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