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

Use talk to support. Run at speed (base talk) Follow rules (base talk) Follow rule											1				
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Utoothbrushing routine. Collaborate with others transporting large items safely.extend ides. Accept solutions suggested by adults and more tools and begin to find self- tass out a book.Begin to answer how and wity questions adwity questions adwity questions accurately identify calining strategies that are effective.Begin to answer how and wity questions adults and more tools and begin to tools and begin to 			streamers.	Use play with	what might happen	light, full, tiny,	changes.	Use mark making	instructions.	Follow a	setting.	Suggest what	light, full, tiny,	of care and	what you have
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Public Public Public Calmage strategies items safely.aduits and move on with play. with different tools and begin to taik about their calming strategies that are effective. Use simple a story.Occate a range of marks with different to alk about their purpose.Ionger, shorter and taliport. Continue an ABAB including strings of that have happened in the past.Actively explore the roporties of everyday materials through spontaneousActively explore the roporties of marks with different tools and talk about their purpose.Ionger, shorter and talk about times.at a time, the way a growing of add tetail to shapes.PUother the roporties to all a diverties to talk a diverties to talk a diverties of print everyday materialsActively explore that have happened in the past.Actively explore the roporties of everyday materialsActively explore the roporties of that have happened in the past.Actively explore the roporties of the roporties of the roporties of that have happened in the past.Actively explore the roporties of the roporties of the roporties of the roporties of <td></td> <td></td> <td>routine.</td> <td>Accept solutions</td> <td>and why questions</td> <td>by alignment and</td> <td>with remote</td> <td>shapes.</td> <td></td> <td>Collaborate with</td> <td>extend and</td> <td>memory.</td> <td>by alignment and</td> <td>animals.</td> <td>making tools</td>			routine.	Accept solutions	and why questions	by alignment and	with remote	shapes.		Collaborate with	extend and	memory.	by alignment and	animals.	making tools
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Pitems safely.Work with adults to find self- calming strategies that are effective. Use simple adjectives to talk about feelings in a story.tools and begin to talk about things time a patersupport. continue an ABAB incer pater optime spontaneous experimentation, narating findings with everydaypictures.adults and begin to suggest own compromises to move on with play.Create a range of marks with different tools and talk about adults and beginComplete an marks with abaut metring match emendate spontaneousAccurately match emendate sounds to pictures.FWork with adults to find self- calming strategies and emotions in stories e.g., the meaning to them.tools and begin to talk about things time apater their purpose.support. compromises to marks with adults and begin to suggest own compromises to move on with play.Create a range of marks with adults and begin to suggest own compromises to mark with adult their purpose.Complete an (compromises to marks with adults) their purpose.Accurately match emoton sounds to pictures.FWork with adults talk about things including strings of them for something else and ascribe meaning to them.support. to the support.support. control ops.complete and to suggest own compromises to marks with support.Complete and to suggest own compromises to match emoton sounds to the or sounds to the or sounds to sounds toComplete and to suggest own compromises to marks with support.Complete and to suggest own complete the veryday <td></td> <td></td> <td>others</td> <td>adults and move</td> <td>Create a range of</td> <td>longer, shorter</td> <td>Actively explore</td> <td>environmental</td> <td></td> <td>transporting large</td> <td>Accept solutions</td> <td>why questions</td> <td>longer, shorter</td> <td>at a time, the</td> <td>add detail to</td>			others	adults and move	Create a range of	longer, shorter	Actively explore	environmental		transporting large	Accept solutions	why questions	longer, shorter	at a time, the	add detail to
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Image: Component of the co	3		items safely.	Work with adults	tools and begin to	support.	everyday	pictures.			adults and begin	Create a range of	Complete an	plant or animal	Accurately
Image: Component of the co	3			to find self-	talk about their	Continue an ABAB	materials through				to suggest own	marks with	ABAB linear	changes over	match
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a story. Make marks including strings of them for something else and ascribe meaning to them. Happened in the past. happened in the past happened in th				adjectives to talk	from the immediate	Talk about things	with support.				Use self-calming	Recognise further	that have	with remote	-
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												meaning to them.		findings.	

Spring 2	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.	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.	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.	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 om a rage f scales.	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.	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.	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.	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.	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.	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.	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 om a rage f scales.	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	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.	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.
Spring 1	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.	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.	Choose and locate resources they need with support to achieve a goal. Begin to show care and concern for others when hurt or upset.	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.	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.	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.	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.	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.	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.	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.	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.	environment and make comments about repetition or regularity. 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.	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.	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.

1 1														
	Join in with	Travel by	Become more	Develop preferences	Compare small	Use some simple	Use props to	Join in confidently	Travel by	Become more	Develop	Compare small	Use some simple	Use props to
f	favourite	galloping with a	outgoing with	for picture books	sets of objects	adjectives to	represent things	with favourite	galloping with a	outgoing with	preferences for	sets of objects	adjectives to	represent things
r	rhymes- saying	leading foot with	other adults in	and seek out adults	using language of	describe sensory	they are similar	rhymes,	leading foot.	other adults in the	picture books and	using language of	describe sensory	they are similar
5	some words,	support.	the setting. Begin	to share them.	'more than'.	properties of	to.	remembering the	Confidently climb	setting and	seek out adults or	'more than' or	properties of	to.
ľ	lines or actions.	Climb larger	to form	Hold books	Count within and	everyday	Use small world	words and actions.	larger apparatus	approach adults	peers to share	'less than'.	everyday	Use small world
5	Show an interest	apparatus using	friendships with	independently	up to five with	materials with	props in simple	Engage attention	using alternate	to initiate	them.	Count within and	materials.	props in stories
N N	when listening	alternate feet	peers with adult	opening to find	correspondence.	support.	stories with some	during story times	feet using own	conversations.	Anticipate	up to five with	Show care and	with narration.
†	to stories.	using own hands	support. Begin to	pages of interest.	Count sets to five,	Respond to adult	simple narration.	for a sustained,	hands for	Begin to form	favourite sections	correspondence.	concern for living	Make marks
F	Participate with	for support.	locate and bring	Make marks on a	applying the	guidance to trat	Make marks with	short period.	support.	friendships with	as the book is	Count sets to five	things, following	with a range of
N N	words phrases	Know they need	additional	range of scales with	cardinal principle.	living things with	a range of tools.	Participate with	Know they need	peers. Begin to	shared.	and beyond,	adult guidance.	tools on a
(or gestures with	to use the toilet	resources to	a range of tools and	Process language	care.		words phrases or	to use the toilet	locate and bring	Hold books	applying the	Improve	variety of
5	support when	and begin to go	activities to	grips.	of everyday size	Begin to improve		gestures when play	and go	additional	independently,	cardinal principle.	techniques when	different
r	play is narrated.	independently.	achieve a		using objects in	techniques when		is narrated.	independently.	resources to	taking care when	Compare size of	exploring action	surfaces and
(Can sing most	Wash hands with	particular goal.		play.	exploring action		Can sing nursery	Begin to	activities to	turning pages and	everyday objects	and reaction	textures.
N r	nursery rhymes	a reminder.	Begin to follow		Process and use	and reaction toys.		rhymes off by heart.	demonstrate	achieve a	finding pages of	in play using	toys.	
_ (off by heart.	Make marks with	rules with simple		positional	Enact or describe			independent	particular goal.	interest.	simple language	Actively explore	
E		large tools using	verbal prompts		language in large	cultural			dressing e.g.	Follow rules with	Make marks for a	such as 'big' and	the properties of	
utumn		arms or	and visual		scale play.	celebrations.			pulling on	simple verbal	purpose on a	'small'.	everyday	
t		shoulders.	reminders.		Sort objects	Actively explore			trousers or	prompts and	range of scales	Process and use	materials	
A		Use a fork and			according to	the properties of			zipping up coat.	visual reminders.	with a range of	positional	through	
		spoon			similarities.	everyday			Make marks with		tools and grips.	language	spontaneous	
		independently.			Use simple	materials through			large tools using			accurately in large	experimentation.	
		Repeat the same			adjectives to talk	spontaneous			arms or			scale play.		
		mark-making			about 2D shapes.	experimentation.			shoulders.			Sort objects		
		movement with							Use a fork and			according to		
		control and							spoon			similarities such		
		ascribe meaning.							independently			as size, colour,		
		-							with increasing			shape etc.		
							1		control.			Use simple		
									Repeat the same			adjectives to talk		
							1		mark-making			about 2D shapes		
									movement with			and begin to		
									control and			name some.		
							1		ascribe meaning.					

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Demonst		Form a secure	Maintain focus on a	Build with blocks	Actively collect	Use props similar	Demonstrate joint	Know they need	Form a secure	Maintain focus on	Build with blocks	Actively collect	Use props
joint atte		relationship with	short picture book	of different sizes.	and enjoy	to the items they	attention when the	to use the toilet	relationship with	a short picture	of different sizes,	and enjoy	similar to the
when the		key worker ad	until the end.	Uses some	transporting	represent,	group chant new	and ask an adult	key worker ad	book until the	making good	transporting	items they
chant fav		P . / P /	Make marks on a	positional	materials.	appropriately	and favourite	for help if needed.	play in parallel,	end.	choices based	materials.	represent,
rhymes.			range of scales with	vocabulary in	Follow adult	during simple	rhymes.	Wash hands and	observing others	Make marks for a	upon their	Explore simple	appropriately
Imitate h	0		a range of tools and	play.	prompts to	domestic role	Imitate hand	begin to help with	and elaborating	purpose on a	properties.	sensory	during simple
gestures		ideas.	grips.	Match pairs to	explore simple	play.	gestures and	dressing.	play ideas.	range of scales	Uses some	properties of	domestic role
anticipat	te some dressing. Copy	Select from a		shoe	sensory properties	Use small world	anticipate some	Copy some	Select from a	with a range of	positional	everyday	play.
words.	some aspects of	large range of		understanding of	of everyday	props in short	words and join in	aspects of whole	large range of	tools and grips.	vocabulary	materials and	Use small world
Play alon	ngside whole body action	n resources within		similarities and	materials and	non-verbal	with them.	body action	resources within a		accurately in play.	demonstrate	props in short
an adult.		a chosen activity.		commonality.	demonstrate	narratives.	Play alongside an	rhymes.	chosen activity.		Consistently	engagement	non-verbal
	Initiate games	Take turns with			engagement	Make marks with	adult, sometimes	Initiate games	Take turns with		match pairs to	facially or	narratives.
	kicking, rolling	simple adult			facially or through	chosen tools using	narrating play.	with adults and	adult verbal		shoe	through body	Make marks
	and chasing a ba	 verbal prompts to 			body language.	a range of grips.		peers kicking,	prompts to pass		understanding of	language.	with a variety of
	Run at speed in	pass over			Sustain interest in			rolling and	over equipment.		similarities and	Sustain interest	different tools
	the outdoor space	e equipment.			action or reaction			chasing a ball.			commonality.	in action or	using a
	following a				toys.			Run at speed in				reaction toys,	preferred
-	purposeful route				Engage in joint			the outdoor				exploring how	dominant hand
_	Jump two feet to				attention with			space, negotiating				things work.	and a range of
2	two feet on spot				adults for short			space and				Engage in joint	grips.
Autumn	Jump from a				periods of time			beginning to				attention with	
5	higher to a lower				with support in			avoid obstacles.				adults for short	
<	level asking for				respectful and			Jump two feet to				periods of time	
	help if needed.				appropriate			two feet on spots.				in respectful and	
	Climb stairs or				observations of			Jump from a				appropriate	
	steps using				living things.			higher to a lower				observations of	
	alternate feet,				Name family			level.				living things.	
	using a hand or				members in			Climb stairs or				Name family	
	handrail for				photographs.			steps using				members in	
	support.							alternate feet.				photographs.	
	Drive scooters,							Drive scooters,					
	bikes or trikes by							bikes or trikes by					
	pushing feet.							pushing feet.					
	Make marks with							Make marks with					
	different sized							different sized					
	pens using a							pens beginning to					
	palmer grip.							use a pincer grip					
								and showing					
								preference for a					
								dominant hand.					