



Curriculum Skills Grid – Nursery

Prime Areas of Learning	Skills
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none">• Show a positive attachment with my key worker• Choose what I want to play with in Nursery and select my own resources• Name at least one peer as 'my friend'• Seek out friends to play with• Play with one or more friends• Share toys• Take turns using equipment with adult support• Use kind hands and gentle fingers with Nursery equipment and my peers• Approach a known adult to ask for help• Label how I am feeling• Begin to understand how others may be feeling• Follow the school/Nursery rules, without always needing adult reminders• Be independent with toileting and remain dry throughout their session• Wash and dry my hands independently• Say 'please' and 'thank you' without adult prompts• Say 'good morning' and 'good afternoon' without adult prompts• Leave my caregiver confidently• Line in a short queue with some patience, without pushing to the front• Be assertive in appropriate ways• Talk with others to solve conflicts• Works towards a goal shown them by an adult• Tries something new, with adult encouragement• Carry out small tasks to help an adult• Help to prepare and clear away food equipment



Curriculum Skills Grid – Nursery

	<ul style="list-style-type: none">• Put on my coat by myself• Make simple healthy choices about food and drink with some adult support• Role-play being a safe-pedestrian in an adult led group• Talk about how a doctor/nurse can make me feel well when I am feeling ill• Talk about how a dentist helps me look after my teeth• Brush my teeth with adult support
Communication and Language	<ul style="list-style-type: none">• Have and use a vocabulary of between 500 and 900 words• Share my real-life experiences and talk about my interests and needs• Make myself understood by others• Use sentences of 4-6 words• Pronounce multi-syllable words clearly• Respond to my name in different situations• Respond to a question asked directly to me• Follow a simple 2 part instruction• Put my hand up to share my ideas in a small group• Asks and answers simple questions using 'who' 'what' and 'why'• Express a simple point of view when I disagree with a friend• Use the plural 's' when talking about more than 1• Use the pronouns 'he' and 'she' correctly in play• Use and demonstrate prepositions to describe position of objects• Identify objects by adjectives and size (eg find the big red ball)• Sit and listen with focus for at least 5 minutes (as part of a small group)• Give eye contact to the adult/peer who is speaking to me• Listen to stories, nursery rhymes and poems with interest• Remember what happens and talk about the main character in an adult-led story• Express my feelings about a story• Show age-related levels using Stoke Speaks Out checklist
	<ul style="list-style-type: none">• Copy bilateral movements using my arms and legs



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<p>Physical Development</p> <p>Gross Motor Skills</p>	<ul style="list-style-type: none">• Pass objects from one hand to the other without dropping• Climb up and down play equipment with control• Show balance in a range of contexts• Move my body in a range of ways - crawl, run, jump, dance and climb• Jump up and down on the spot• Walk on tiptoes• Balance when walking across a wide beam or bench• Throw a large ball• Kick a large ball towards a target• Use a range of large muscle movements in my play• Avoid collisions with large objects when moving by stopping or changing direction• Stop with developing control over my movements• Use my feet to propel large cars• Balance on a balance bike using alternate feet• Pedal a tricycle• Lift and carry heavy objects (age-appropriate) with my peers• Sit on the carpet with good posture and crossed legs for a short time• Use large motor movements in a range of contexts• Walk up and down steps using alternate feet• Fit myself into a small space – e.g. tunnels, dens and large boxes and move around in them• Use large muscle movements to wave flags and streamers• Dig holes
	<ul style="list-style-type: none">• Have a dominant hand• Use a comfortable grip to manipulate mark-making tools• Use a large paint brush to make marks• Hold scissors correctly, making snips in paper and begin to cut along a straight line



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<p>Physical Development</p> <p>Fine Motor Skills</p>	<ul style="list-style-type: none">• Use a large hole punch to make a hole in paper• Use tweezers to move a large object from A to B• Pinch and flick a pencil to begin to show a tripod grip• Use a chunky pencil to make marks• Do up a zip, once an adult has started it for me• Take my shoes on and off• Take my jumper or cardigan on and off• Eat independently, using a spoon to scoop and a fork to pick up food when eating• Use a knife to spread• Pour a drink with minimal spilling• Uses a hammer to hit large targets• Threads large beads, lace pictures with large holes• Complete a 12-24 piece jigsaw
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Specific Areas of Learning	Skills
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Curriculum Skills Grid – Nursery

Literacy	<ul style="list-style-type: none">• Enjoy an adult-read story• Talk about the key features of a book (front cover/back cover/title)• Express my feelings about a shared story• Identify and talk about the main character in shared stories• Role-play key events in shared stories (using props and puppets)• Joins in with repeated refrains in a shared story.• Handle books with care during independent play following modelling by an adult• Show an awareness of print• Understand that print has meaning• Understand simple page sequencing when looking at shared books, turning pages in order• Talk about favourite books and stories• Recognise some common signs and symbols in the world around me• Say a rhyming pair• Clap syllables in a simple word, including my name• Say the first letter sound in my name• Hear and recognise words with the same initial sound• Recognise/Read my first name in different contexts• Copy my name using recognisable letters• Recite a range of Nursery rhymes by heart• Fill in missing words in common Nursery Rhymes• Experiment with mark making to communicate meaning
	<ul style="list-style-type: none">• Sings counting and number rhymes/songs• Count by rote to 10• Counts back 5-0• Shows finger numbers to 5• Say one number for each object in order when counting, 1,2,3,4,5• Compares 2 groups using 'more' 'less'



Curriculum Skills Grid – Nursery

<p>Maths</p>	<ul style="list-style-type: none">• Can find 1 more using equipment• Represent numbers confidently to 5 using mark making and equipment• Subitise to 3• Show an awareness of the composition of numbers up to 3• Match numeral and the correct number of objects (up to 5)• Counts up to 5 using 1-1 correspondence• Recognises numerals to 5 and matches to correct number of objects• Experiments with symbols and marks to represent numbers in my play• Use some age-appropriate Maths language in play (eg big/small, long/short)• Use some positional language in my play through words alone (no pointing) eg on/under/next to• Name simple 2D shapes (circle/square/rectangle/triangle/star)• Talk about 2D shapes using informal and mathematical vocabulary eg 'round' 'straight' 'flat' 'corner' 'side'• Use 2D and 3D shapes to build• Combine shapes to make new ones• Talk about simple patterns around me• Talk about what comes next in a simple ABAB pattern• Make comparisons between objects relating to size, length, weight and capacity in my play• Sequence simple events, using words 'first' 'then'• Sorts objects by colour and size• Solves simple real world problems with adult and equipment support
	<ul style="list-style-type: none">• Use all my senses to explore the world around me• Show awe and wonder at the world around me• Show fascination about how things work and happen• Talk about what I see• Talk about my family and pets• Talk about where I live• Talk about my interests/ likes and dislikes



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Understanding the World

- Talk about how I am the same and different to others around me in simple ways
- Show positive attitudes towards difference
- Role-play using my experiences and my family and cultural background
- Talk about important/special events in my own life
- Talks about how I have changed since being a baby
- Show interest in the jobs of people around me
- Talks about who can help me at home and in Nursery
- Talk about my journey to Nursery
- Explore and show interest in how things work
- Talk about some key celebrations I have experienced
- Recite the days of the week
- Shows awareness of 'old' and 'new'
- Explore and talk about the environment around me in different seasons
- Talk about the daily weather in different seasons
- Demonstrate how to care for the environment, living things and plants, with support from adults
- Talk about a simple life cycle (Frog/caterpillar)
- Plants seeds and explore growing plants
- Name common body parts
- Explore and talk about materials with similar and different properties
- Explores simple scientific concepts in the world around me (including melting, magnets, shadows, floating and sinking)

ICT skills

- Talk about where I use technology
- Use fingers to press buttons and move objects on screen
- Use technological toys by switching buttons on and off to explore movement and sound
- Use 'Play' and 'stop' buttons to control a CD and to watch video clips
- Take a photo on a child-friendly camera / ipad



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	<ul style="list-style-type: none">• Use hand-eye co-ordination to control a mouse/swipe a touchscreen• Program simple instructions to cause movement or sound• Play a simple ICT game• Use age-appropriate IT skills in my own play
Expressive Arts and Design	<ul style="list-style-type: none">• Use a large paintbrush/chalk to mark make• Use crayons/coloured pens to mark make• Experiment with and use different media to create their own artwork• Create a simple representation of a person with some distinguishable features• Creates a face with a circle and includes simple facial features• Uses mark making to represent movement or noise• Uses mark making to show emotions• Explores and talks about different materials and textures• Name common colours• Explore colour mixing• Uses a large hole punch to make holes in paper• Makes a collage, joining materials to paper and card in different ways• Uses sellotape and glue to join materials• Uses play dough to create and mould shapes• Uses cutters to create shapes in malleable materials• Talk about what I have created/made• Say what I like about a picture created by an artist or a peer• Create a simple model using construction/junk modelling• Explore different joining methods when making models• Build a tower using blocks• Engage in roleplay/storytelling using props and puppets• Use objects with imagination, pretending they are something else• Make my own small worlds



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| | <ul style="list-style-type: none">• Perform as part of a small group• Listen to stories and music from around the world• Move my body/Dance in response to music• Make sounds using percussion instruments• Start and stop playing instruments at a given signal• Make fast and slow, loud and quiet sounds• Show my own experiences through small world play• Sing/recite by heart a range of nursery rhymes and songs• Remember and sing entire songs/rhymes when I play• Make up my own songs as I play• Show appreciation to others as a member of an audience by watching and clapping |
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