

# Nursery Skills Checkpoints

## PSED Checkpoints - Nursery

Checkpoint	PSED - Self Regulation	PSED - Managing Self	Building Relationships
<b>September</b>	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Beginning to manage their emotions. Beginning to talk about their emotions e.g. 'sad', 'happy' or 'upset'. Learning to use the toilet with help.	Feel confident to explore the environment with a familiar adult. Play with increasing confidence on their own, and with other children.
<b>End of Autumn Term</b>	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.	Develop their sense of responsibility and membership of a community. Learning to use the toilet independently. Can wash their hands independently.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
<b>End of Spring Term</b>	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Can put their coat on independently. Begin to talk about the importance of oral health.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas

<p><b>End of Summer Term</b></p>	<p>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling. Be able to use the toilet independently. Can talk about the importance of hand washing. Can talk about the importance of oral health.</p>	<p>Begin to understand how others might be feeling. Play alongside new peers and 'with' familiar peers. Show interest in their new peers.</p>
----------------------------------	---	--	---

### Communication and Language Checkpoints - Nursery

Checkpoint	Listening, Attention and Understanding	Speaking
<p><b>September</b></p>	<p>Can listen to simple stories and understand what is happening. Can understand simple questions about 'who', 'what' and 'where'. Can identify familiar objects and properties, for example: Can you show me the big boat? Can understand simple instructions like 'Where's your hat?' or 'What's the boy in the picture doing?'</p>	<p>Listen to other people's talk with interest but can be easily distracted by other things. Start to develop a conversation, jumping from topic to topic. Start to say how they are feeling, using words as well as actions. Can use around 300 words demonstrating understanding of time e.g. 'now' and 'later', space e.g. 'over there' and function e.g. a cup is for drinking. Can link 5 words together. Can use pronouns – 'me', 'him', 'she'. Can use prepositions – 'in', 'on', 'under'.</p>

	Can understand action words by pointing to the right picture in the book. For example: 'Who's jumping?'	Can follow instructions with three key words.
<b>End of Autumn Term</b>	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
<b>End of Spring Term</b>	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Use longer sentences of four to six words.
<b>End of Summer Term</b>	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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.

## Physical Development Checkpoints - Nursery

Checkpoint	Physical Development - Gross Motor Skills	Physical Development - Fine Motor Skills	Other - links with PSED
<b>September</b>	<p>Can run confidently.</p> <p>Can kick a ball.</p> <p>Can jump with both feet off the ground at the same time.</p> <p>Can catch a large ball.</p> <p>Can pedal a tricycle.</p>	<p>Explores different materials and tools.</p> <p>Develop manipulation and control, for example tearing paper.</p>	
<b>End of Autumn Term</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	
<b>End of Spring Term</b>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>
<b>End of Summer Term</b>	<p>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.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Washes hands independently.</p> <p>Understands that some foods are healthier for us and some are less so.</p>

	<p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Talks about how their body feels after exercise and knows that this activity is positive for our health.</p> <p>Uses the toilet independently.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
--	--	--	--

### Maths Checkpoints - Nursery

Checkpoint	Maths - Numbers	Maths - Numerical Patterns	Shape, Space and Measure
<b>September</b>	<p>React to changes of amount in a group of up to 3 items.</p> <p>Count in every day contexts, sometimes skipping numbers.</p>	<p>Joins in with finger rhymes with numbers.</p>	<p>Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy.</p> <p>Notice patterns, for example, spots and stripes and arrange things in patterns.</p> <p>Complete inset puzzles.</p>
<b>End of Autumn Term</b>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p>		<p><i>Sorting/matching</i> - sort groups of objects according to different criteria</p> <p>Explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using language such as big and little, small and large. Show some understanding of tall, short or long.</p> <p>Can make comparisons relating to size.</p> <p>Can talk about 'My day'</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and</p>

			wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
<b>End of Spring Term</b>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>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>Show 'finger numbers' up to 4.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</p>		<p>Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to length and weight.</p> <ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul>
<b>End of Summer Term</b>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Subitise to 3.</p> <p>Represent 1 - 3 on fingers, on a tens frame and with objects.</p>	<p>Join in with number songs, attempting to represent numbers using fingers where appropriate.</p> <p>Recite numbers to 10 or beyond.</p> <p>Demonstrate understanding that we use one number for each item, when counting.</p> <p>Attempt to count objects, actions and sounds.</p>	<p>Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p>

		Use and understand the term “more” in practical contexts.	Time - understand <i>first/next</i>
--	--	---	-------------------------------------

## Literacy Checkpoints - Nursery

Checkpoint	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
<b>September</b>	Enjoys sharing books with an adult. Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play.	Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: ‘That’s my mummy.’ Make marks to represent their name.
<b>End of Autumn Term</b>	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Name the characters from a familiar story.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	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; write ‘m’ for mummy.
<b>End of Spring Term</b>	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	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; write ‘m’ for mummy. Write some or all of their name.
	Engage in extended conversations about stories, learning new vocabulary	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a	Attempt to write their name in a way that they or others can recognise.

<b>End of Summer Term</b>	Begin to answer how and why questions about the stories they hear	word - recognise words with the same initial sound, such as money and mother. Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.	Discuss the marks they make, e.g. "this is a car"
---------------------------	---	--	---

### Understanding the World Checkpoints -

Checkpoint	Past and Present	People, Culture and Communities	The Natural World
<b>September</b>	Begin to make sense of their own life-story and family's history	Notice differences between people.	Explore materials with different properties. Explore natural materials, inside and out. Repeat actions that have an effect.
<b>End of Autumn Term</b>	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
<b>End of Spring Term</b>	Begin to make sense of their own life-story and family's history  Show interest in different occupations.	Show interest in different occupations  Know that there are different countries in the world and talk about the differences they have	Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.



		experienced or seen in photos.	
<b>End of Summer Term</b>	Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. <i>"I was born first and then the twins"</i> or <i>"before I was born, Mummy lived in Spain but now we live in London"</i> .	Notice similarities and differences between people, reflecting on differences positively.  Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors.	Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".

### Expressive Arts and Design Checkpoints - Nursery

Checkpoint	Creating with Materials	Being Imaginative and Expressive
<b>September</b>	Make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.	Join in with songs and rhymes, making some sounds. Explores a range of instruments and play them in different ways. Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.

<p><b>End of Autumn Term</b></p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Remember and sing entire songs. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>
<p><b>End of Spring Term</b></p>	<p>Enjoy mark-making opportunities. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p>	<p>Develop storylines through small-world or role-play. . Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>
<p><b>End of Summer Term</b></p>	<p>Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.</p>	<p>Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme. Respond to music with movement. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>