Nursery Skills Progression

This document provides a progressive overview of the skills, knowledge and experiences children will develop across all areas of learning within Development Matters. It has been designed to support practitioners in planning meaningful learning opportunities, identifying next steps and ensuring clear progression throughout the year. The progression outlined within this document should be used flexibly to inform teaching, provision and assessment, while remaining responsive to children's individual interests, needs and rates of development. By embedding the Characteristics of Effective Teaching and Learning throughout all curriculum areas, we aim to develop confident, independent and resilient learners who are fully prepared for future learning.

Updated September 2026

Characteristics of Effective Learning

At St Marks, we recognise that the **CofEL underpins** all aspects of the Early Years curriculum and **form the foundation** for future success.
We believe that how children learn is just as important as what they learn. Through **high-quality interactions, purposeful provision and carefully planned experiences**, we actively promote the development of **independence, resilience, curiosity and confidence** in all learners.
We understand that children **develop at different rates** and therefore **adapt our practice** to ensure every child is supported and challenged appropriately. By encouraging children to play and explore, engage in active learning and think critically, **we help them to become motivated, capable and reflective learners** who are willing to take risks, persevere through challenge and develop their own ideas.
At St Marks, we place a **strong emphasis on independence and resilience**, recognising these as **essential life skills** that prepare children not only for the next stage of education, but for lifelong learning and future opportunities. We strive **to create an environment where children feel safe** to 'have a go', learn from mistakes and take pride in their achievements, developing the confidence and attitudes needed to thrive both within and beyond the classroom.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Playing and Exploring	• Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Make independent choices		• Realise that their actions influence the world, so they want to keep repeating them. • Respond to new experiences that you bring to their attention.		• Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing • Plan and think ahead about how they will explore or play with objects.	
Active Learning	• Participate in routines, • Show goal-directed behaviour •		• Begin to predict sequences because they know routines. • Begin to correct their mistakes themselves. • Begin to keep on trying when things are difficult.		• Keep on trying when things are difficult.	
Creating and Thinking Critically	• Take part in simple pretend play. • Sort materials. • Begin to review their progress as they try to achieve a goal. Check how well they are doing •		• Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas • Make more links between those ideas.		• Review progress- Check how well they are doing • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions • Solve real problems	

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening & Attention	**B-3Y** To listen to other people's talk with interest but can be distracted by other things **B-3Y** To listen to simple stories and understand what is happening (with help from pictures) **B-3Y** To identify familiar objects and properties for staff when they are described **B-3Y** To identify familiar objects and act on longer sentences		**B-3Y** To understand simple questions- who? what? And where? **3-4Y** To understand a questions or instruction that has 2 parts		**3-4Y** To know many rhymes **3-4Y** To enjoy listening to longer stories and can remember much of what happens	
Speaking	**B-3Y** To start to say how they are feeling using words as well as actions **B-3Y** To start to develop conversation, often jumping from topic to topic		**3-4Y** To use a wider range of vocabulary **3-4Y** To sing a large repertoire of songs **3-4Y** To develop their communication, but may continue to have problems with irregular tense's and plurals **3-4Y** To develop their pronunciation but may have problems saying some sounds		**3-4Y** To be able to talk about familiar books **3-4Y** To be able to tell a long story **3-4Y** To use longer sentences of four to six words **3-4Y** To be able to express their point of view **3-4Y** To start a conversations with an adult or child and continue to take turns **3-4Y** To use talk to organise themselves and play	
	At the end of Autumn Term children can:		**At the end of Spring Term children can:**		**At the end of Summer Term children can:**	
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Personal, Social and Emotional

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	**B-3Y** To be increasingly able to talk about and manage their emotions **B-3Y** To talk about their feelings in more elaborated ways		**3-4Y** To develop their sense of responsibility and membership of a community **3-4Y** To become more outgoing with unfamiliar people, in the safe context of their setting **3-4Y** To talk about their feelings using emotions words		**3-4Y** To develop ways of being assertive	
Managing Self	**B-3Y** To learn to use the toilet with help and then independently		**3-4Y** To increasingly follow rules, understanding why they are important **3-4Y** To be increasingly independent in meeting their own care needs		**3-4Y** To remember rules without needing an adult to remind them **3-4Y** To make healthy choices about food, drink and activity	
Building Relation-ships	**B-3Y** To notice and ask questions about differences in people. **B-3Y** Begin to develop friendships with other children		**B-3Y** To develop friendships with other **3-4Y** To play with one or more other children, extending and elaborating play ideas.		**3-4Y** To find solutions to conflicts and rivalries. **3-4Y** To talk with others and solve conflicts	
	At the end of Autumn Term children can:		**At the end of Spring Term children can:**		**At the end of Summer Term children can:**	
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	**B-3Y** To sit on a pushed wheeled toy, use a scooter or ride a tricycle. **B-3Y** To spin, roll and independently use ropes and swings **3-4Y** To go up steps and stairs or climb up apparatus using alternative feet **3-4Y** To use large-muscle movements to wave flags and streamers, paint and make marks		**3-4Y** To continue to develop their movement, balancing, riding and ball skills **3-4Y** To skip, hop, stand on one leg and hold a pose for a game. **3-4Y** To increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm		**3-4Y** To start taking part in some group activities which they make up for themselves **3-4Y** To match their developing physical skills to tasks and activities in the setting. **3-4Y** To choose the right resources to carry out their own plan **3-4Y** To collaborate with others to manage large items	
Fine Motor	**B-3Y** To develop manipulation and control **B-3Y** To explore different materials and tools **B-3Y** To use large and small motor skills to do things independently		**B-3Y** To show an increasing desire to be independent **3-4Y** To use one-handed tools and equipment		**3-4Y** To use a comfortable grip with good control when holding pens and pencils **3-4Y** To show preference for a dominant hand **3-4Y** To be increasingly independent as they get dressed and undressed	
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Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehen-sion	**B-3Y** To repeat words and phrases from familiar stories **B-3Y** To ask questions about the book- make comments on their own ideas **B-3Y** To develop play around favourite stories		**3-4Y** To begin to understand that print has meaning and different purposes **3-4Y** To begin to understand we read English from left to right, top to bottom and page sequencing **3-4Y** To begin to understand the names of different parts of a book		**3-4Y** To understand that print has meaning and different purposes **3-4Y** To understand we read English from left to right, top to bottom and page sequencing **3-4Y** To understand the names of different parts of a book **3-4Y** To engage in conversations about stories	
Word Reading	**B-3Y** To notice some print **B-3Y** To pay attention and respond to pictures or the words **B-3Y** To have favourite books and seek them out, to share with an adult, with another child or to look alone. **B-3Y** To enjoy sharing books with an adult.		**3-4Y** To begin to develop their phonological awareness to spot and suggest rhymes **3-4Y** To begin to develop their phonological awareness to count or clap syllables in a word **3-4Y** To begin to develop their phonological awareness to recognise words with the same initial sound		**3-4Y** To develop their phonological awareness to spot and suggest rhymes **3-4Y** To develop their phonological awareness to count or clap syllables in a word **3-4Y** To develop their phonological awareness to count or clap syllables in a word	
Writing	**B-3Y** To enjoy drawing freely		**B-3Y** To add some marks to their drawings which they give meaning to. **B-3Y** To make marks on their picture to stand for their name.		**3-4Y** To use some of their print and letter knowledge in their early writing. **3-4Y** To write some or all of their name **3-4Y** To write some letters accurately	
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LOVING, GROWING and SUCCEEDING TOGETHER

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	**B-3Y** To take part in finger rhymes with numbers **B-3Y** To react to changes of amount in a group of up to three items **B-3Y** To count in everyday contexts, occasionally skipping numbers **B-3Y** To develop counting like behaviour, making sounds, pointing or saying some numbers in sequence **B-3Y** To compare amounts using comparative language.		**3-4Y** To subitise up to 3 objects **3-4Y** To recite numbers past 5 **3-4Y** To say one number for each item in order **3-4Y** To show finger numbers up to 5 **3-4Y** To experiment with their own symbols and marks as well as numerals. **3-4Y** To solve real world maths problems with numbers up to 5 **3-4Y** To compare quantities using language.		**3-4Y** To know the last number reached when counting a small set of objects tells you how many there are in total.	
Numerical Patterns	**B-3Y** To combine objects like stacking blocks and cups. **B-3Y** To build with a range of resources **B-3Y** To complete inset puzzles **B-3Y** To notice patterns and arrange things in patterns. **3-4Y** To talk about and identify the patterns around them **3-4Y** To begin to extend and creative ABAB patterns		**B-3Y** To compare sizes, weight & height using gestures and language **3-4Y** To extend and creative ABAB patterns **3-4Y** To talk about and explore 2D & 3D shapes **3-4Y** To understand positions through words alone		**3-4Y** To begin to describe a sequence of events, real or fictional using language. **3-4Y** To discuss routes and locations using language **3-4Y** To make comparisons between objects relating to size, length, weight and capacity. **3-4Y** To select and combine shapes to make new ones **3-4Y** To notice and correct an error in a repeating pattern.	
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Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	**B-3Y** To repeat actions that have an effect **B-3Y** To explore materials with different properties **B-3Y** To explore natural materials, indoors and outside **3-4Y** To begin to explore what they see, using some vocabulary		**3-4Y** To explore what they see, using some vocabulary		**3-4Y** To explore what they see, using wide range of vocabulary **3-4Y** To talk about the differences between materials and changes they notice **3-4Y** To explore and talk about different forces they can feel	
People, Culture and Commun-ities	**B-3Y** To make connections between the features of their family and other families **B-3Y** To notice differences between people		**3-4Y** To show interest in different occupations		**3-4Y** To begin to make sense of their own life-story and family's history **3-4Y** To continue developing positive attitudes about the differences between people **3-4Y** To know that there are different countries in the world and talk about the differences they have experiences or seen in photos	
The Natural World	**B-3Y** To explore the different natural phenomena of their setting and on trips. **3-4Y** To use all their senses in hands on exploration of natural materials.		**B-3Y** To explore and begin to respond to different natural phenomena of their setting and on trips. **3-4Y** To begin to understand the key features of a life cycle of a plant and an animal. **3-4Y** To begin to understand the need to respect and care for the natural environment and all the living things		**B-3Y** To explore and respond to different natural phenomena of their setting and on trips. **3-4Y** To understand the key features of a life cycle of a plant and an animal. **3-4Y** To plant seeds and care for growing plants	
	At the end of Autumn Term children can:		**At the end of Spring Term children can:**		**At the end of Summer Term children can:**	
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Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	**B-3Y** To start to make marks intentionally **B-3Y** To explore paint, using fingers and other parts of their bodies as well as brushes and tools **B-3Y** To explore different materials, using all their senses to investigate them and manipulate and play with them. **3-4Y** To create closed shapes with continuous lines and begin to use these shapes to represent objects **3-4Y** To explore colour and colour-mixing		**B-3Y** To express ideas and feelings through making marks and some3times give a meaning to the marks they make. **B-3Y** To use their imagination as they consider what they can do with different materials **3-4Y** To join materials and explore different textures		**B-3Y** To make simple models which express their ideas **3-4Y** To make imaginative and complex stories using small worlds with blocks and construction kits **3-4Y** To develop their own ideas and then decide which materials to use to express them **3-4Y** To draw with increasing complexity and detail, such as representing a face with a circle and including details	
Being Imagin-ative and Expressive	**B-3Y** To start to develop pretend play, pretending that one object represents another **B-3Y** To enjoy and take part in action songs **3-4Y** To explore different materials freely, to develop their ideas about how to use them and what to make **3-4Y** To listen with increased attention to sounds.		**3-4Y** To respond to what they have heard, expressing their thoughts and feelings **3-4Y** To remember and sing entire songs **3-4Y** To begin to develop complex stories using small worlds equipment **3-4Y** To sing the pitch of a tone sung by another person		**3-4Y** To sing the melodic shape of familiar songs **3-4Y** To create their own songs or improvise a song around one they know **3-4Y** To play instruments with increasing control to express their feelings and ideas.	
	At the end of Autumn Term children can:		**At the end of Spring Term children can:**		**At the end of Summer Term children can:**	
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