

Curriculum Skills Grid

Nursery 3 – 4 year olds

| Prime Areas of Learning | Skills | Specific Areas of Learning | Skills |
|--|---|----------------------------|--|
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Play with my peers and develop my imagination • Ask for resources to enhance my play • Label how I am feeling • Follow the rules • Being independent with toileting and self-care routines | Maths | <ul style="list-style-type: none"> • Count to 10 • Represent to 5 • Subitise to 4 • Show an awareness of composition of numbers up to 5 • Complete a simple jigsaw • Start to identify 2D shapes • Start to identify 3D shapes • Use descriptive maths language • Select appropriate resources for building • Talk about patterns around me • Make and correct errors in A, B, A, B patterns • Understand and begin to demonstrate positional language |
| | | Literacy | <ul style="list-style-type: none"> • Know different parts of a book • Handle books properly and carefully • Spot and suggest rhyme • Count syllables in a word • Recognise words with the same initial sound • Form some letters correctly including the first initial of my name |
| Communication and Language | <ul style="list-style-type: none"> • Have a vocabulary of up to 500 • Use sentences of 4-6 words • Follow a two-part instruction • Begin to ask questions • Multi-syllable words are pronounced clearly • Develop the use of irregular tenses, plural, prepositions and pronouns • Sit and listen for short periods of time • Listen to longer stories, nursery rhymes and poems and start to retell • Predict what might happen | Expressive Arts and Design | <ul style="list-style-type: none"> • Engage in roleplay using resources to aid storytelling • Name the secondary colours and mix them • Move and dance appropriately based on the music played • Play instruments with control and feeling • Draw and mark-make with increasing detail • Create using texture and other materials |
| | | Understanding the World | <ul style="list-style-type: none"> • Make sense of my own life history and family history • Talk about the environment • Have an awareness of where I live • Understand how to care for the environment, animals and plants • Explore how things work • Have hand-eye co-ordination to control a mouse • Use simple ICT software • Know months of the year • Know the days of the week • Know the date number |
| Physical Development | <ul style="list-style-type: none"> • Balance • Throw a ball with control • Kick a ball with control • Develop my core muscles using large muscle movements • Use mark-making tools with good control • Have a dominant hand • Pinch and flick a pencil for a tripod grip • Do up my zip • Take my shoes on and off • Take my jumper or cardigan off • Use a knife and fork | | |