



Area of Learning: Communication & Language

Listening, Attention & Understanding Speaking

Year Group: N1

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1

- Enjoy singing, music and toys that make sounds
- Recognise and are calmed by a familiar and friendly voice
- Listen and respond to a simple instruction
- Uses gestures like waving and pointing to communicate
- Use intonation, pitch and changing volume when talking
- Understand single words in context- cup, milk, daddy
- Understands frequently used words such as: all gone, no, and bye bye

Spring 2

- Understands simple instructions such as, give to mummy or stop
- Recognise and point to objects if asked about them
- Can make themselves understood when they want to communicate
- Start to develop conversation
- Listen to other people's talk with interest, but can be distracted by other things
- Listen to simple stories and understand what is happening, with the help of pictures

Summer 3

- Start to say how they are feeling using words as well as actions
- Uses the speech sounds: P, B, M, W
- Identify familiar objects and properties for practitioners when they are described: for example, Katy's coat, blue car, shiny apple
- Are trying to use multisyllabic words such as banana and computer
- Understand and act on longer sentences like- make teddy jump or find your coat
- Understand simple questions about who and what and where



Area of Learning: **Personal, Social & Emotional**

Self-Regulation * Managing Self * Building Relationships

Year Group: **N1**

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none"> • Use engagement to achieve a goal. For example, gesture towards their cup to say they want to drink • Find ways of managing transitions, for example from their parent to their key worker • Play with increasing confidence on their own and alongside other children, because they know their key person is nearby and available
Spring 2	<ul style="list-style-type: none"> • Begin to develop a sense of self-assurance • Look for clues about how to respond to something interesting • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person • Grow in independence, rejecting help and wanting to try something for themselves • Beginning to develop friendships with other children • Safely explore emotions beyond their normal range through play and stories
Summer 3	<ul style="list-style-type: none"> • Begin to show effortful control. For example, waiting for return and resisting the strong impulse to grab what they want or push their way to the front • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour types of hair special needs and disabilities... • Are talking about their feelings in more elaborate ways: I'm sad because... Or I love it when... • Learn to use the toilet independently



Area of Learning: **Physical Development**

Gross Motor Skills * Fine Motor Skills

Year Group: **N1**

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1

- Hand objects to another person
- Pour from one container to another
- Gain control of their whole body through continual practise of large movements such as rolling and climbing
- Enjoy starting to kick balls
- Explore different materials and tools. For example, filling a jug using a bucket and spade

Spring 2

- Clap and stamp to music
- Fit themselves into spaces, like tunnels, dens, and large boxes
- Enjoy starting to throw and catch balls
- Walk, run, jump and climb- and start to use the stairs independently
- Use a scooter or ride a tricycle
- Use large and small motor skills to do things independently: for example pour drinks
- Show an increasing desire to be independent, such as wanting to feed themselves

Summer 3

- Build independently with a range of appropriate resources
- Spin, roll and independently use ropes and swings
- Develop manipulation and control
- Begins to do independent tasks such as managing buttons and zips



Area of Learning: Literacy

Comprehension * Word Reading * Writing

Year Group: N1

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1

- Joining with songs and rhymes, copying sounds and rhythms
- Has favourite books and seeks them out to share with an adult or to look at alone
- Enjoys drawing freely

Spring 2

- Will say some of the words and songs and rhymes and copy finger movements and other gestures
- Enjoy sharing books with an adult, paying attention and responding to the pictures all the words
- Makes comments about books and shares their own ideas
- Develops play around favourite stories or rhymes using props
- Add some marks to their drawings to which they give meaning. For example, that's mummy

Summer 3

- Repeats words and phrases from familiar stories new line ask questions about the book
- Notice some print, such as the first letter of their name, a bus or a door number, or a familiar logo
- Make marks on their picture to stand for their name



Area of Learning: **Maths**

Number * Numerical Patterns

Year Group: **N1**

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none">• Combines objects like stacking blocks and cups. Puts objects inside others and takes them out again• Takes part in finger rhymes with numbers• Counting - like behaviour, such as making sounds, pointing or saying some numbers in sequence
Spring 2	<ul style="list-style-type: none">• Counts in everyday contexts, sometimes mixing up numbers - 1274• Climbing and squeezing themselves into different types of spaces• Builds with a range of resources• Completes inset puzzles
Summer 3	<ul style="list-style-type: none">• React to changes of amounts in a group of up to three items• Compare amounts, saying lots, more or same• Compares sizes, weights – bigger/little/smaller, high/low, heavy• Notices patterns and arranges things in patterns



Area of Learning: **Understanding The World**

Past & Present * People, Culture and Communities * The Natural World

Year Group: **N1**

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none">• Explore natural materials, indoors and outside• Make connections between the features of their family and other families
Spring 2	<ul style="list-style-type: none">• Repeat actions that have an effect• Explore materials with different properties• Explore and respond to different natural phenomena in their setting - water rolling down a hill, changes in the weather
Summer 3	<ul style="list-style-type: none">• Notice differences in people or the properties of objects



Area of Learning: **Expressive Arts and Design**

Creating with Materials * Being Imaginative & Expressive

Year Group: **N1**

Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none">• Show attention to sounds and music• Respond emotionally and physically to music when it changes by moving and dancing• Explore paints, using fingers and other parts of their bodies as well as brushes and other tools• Start to develop pretend play, pretending that one object represents another. For example, holding a wooden block to their ear and pretending it's a phone
Spring 2	<ul style="list-style-type: none">• Anticipate phrases and actions in rhymes and songs, like <i>Peepo</i>• Explore their voices and enjoy making sounds• Joining with songs and rhymes new line explorer range of sound makers and play them in different ways• Enjoy and take part in action songs, such as <i>Twinkle Twinkle Little Star</i>• Explore different materials, using all their senses to investigate them• Manipulate and play with different materials
Summer 3	<ul style="list-style-type: none">• Start to make marks intentionally• Giving a meaning to the marks they make• Use their imagination as they consider what they can do with different materials• Make simple models which express their ideas• Notice patterns with strong contrasts and be attracted by patterns resembling the human face