

Nursery Key Skills Document



Subject	Strand	Key skills
C&L	Listening, Attention & Understanding	<ul style="list-style-type: none"> • Listen attentively in big and small groups • Respond to their name/ listens to teacher • Engage in conversations/ seeks comfort with favoured adults • Starting to ask questions about what they want to know • Understands what is happening • Speaks to peers
	Speaking	<ul style="list-style-type: none"> • Starting to speak in front of class • Offer their own ideas in 1:1 and small groups • Give their own ideas • Starting to use learnt vocabulary • Able to join in with repetitive texts • Starting to sing songs with peers • Starting to speak in full sentences • Says when they are sad or happy • Starting to ask for help if needed
Physical, Social, ED	Self-Regulation	<ul style="list-style-type: none"> • Starting to understand their own feelings • Recognises when other people are happy or sad • Sets targets with adult help • Starting to show patience and sharing skills • Focuses attention on teacher • Able to follow 1/2 step instructions
	Managing Self	<ul style="list-style-type: none"> • Tries new activities with adult support • Starting to show independence, resilience and perseverance in the face of challenge • Follows the rules • Starting to understand when they have made a mistake and says sorry • Takes off and puts on own hat, gloves and coat etc • Identifies healthy foods • Brushes their teeth and washes hands • Can go to the toilet independently
	Building Relationships	<ul style="list-style-type: none"> • Starting to take turns • Works co-operatively in small groups • Forms positive relationships with adults and some peers • Shows sensitivity to their own needs
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiates space and obstacles • Can move in a variety of ways safely e.g walk, hop, skip etc • Beginning to demonstrate strength, balance & coordination when playing • Moves energetically during activities with adults
	Fine Motor Skills	<ul style="list-style-type: none"> • Starting to hold pencil correctly (tripod)

		<ul style="list-style-type: none"> • Can use cutlery correctly ie knife to cut fruit • Starting to hold and use scissors correctly • Starting to hold and use a paint brush correctly • Beginning to show care and use shapes when drawing
Understanding the World	Past & Present	<ul style="list-style-type: none"> • Talks about their own lives • Recognises some things from the past • Explains what past • Starting to recognise what present means • Beginning to recognise the past in stories that are read to them • Starting to recognises and talk about changes - decay
	People, Culture & Communities	<ul style="list-style-type: none"> • Describes what they see in their immediate environment • Recognises similarities and differences in the classroom between children • Names a religion • Displays an interest in other children • Knows that places are different around the world
	The Natural World	<ul style="list-style-type: none"> • Explore what is around them • identifies different animals and their habitats • Takes part in investigations with adult direction • Talks about what happens • Starting to see similarities and differences in the natural world around them and contrasting environments
Expressive Arts & Design	Creating with Materials	<ul style="list-style-type: none"> • Starting to use tools safely • Joins materials together with glue or tape • Knows blue and yellow makes green • Starts to mix their own colours to see what happens • Creates pictures and objects using what they know • Starting to use props and materials to role play
	Being Imaginative & Expressive	<ul style="list-style-type: none"> • Role plays learnt stories with peers and teachers • Joins in with singing of a range of nursery rhymes and songs • Starting to develop narratives with peers • Beginning to move in time to music
Literacy	Comprehension	<ul style="list-style-type: none"> • Repeats parts of a story – repetition stories • Recognises some key events of a story • Starting to answer question about what has been read to them • Starts to relate what was read to their own lives • Begins to use learnt vocabulary
	Word Reading	<ul style="list-style-type: none"> • Recognises some phonemes • Recognises there are digraphs • Reads some CVC words • Recognises and reads the words I, to, the and a.
	Writing	<ul style="list-style-type: none"> • Spells initial sounds in words correctly

		<ul style="list-style-type: none"> • Attempts to spell CVC words • Forms some letters correctly • Starting to understand how letters sit on line • Writes independently • Can say what they have read
Mathematics	Number	<ul style="list-style-type: none"> • Recognises numbers to 5 • Knows how to represent numbers to 5 • Starting to understand 1 more and 1 less to 5 • Recognises quantities, without counting, of numbers to 3 • Understand numbers can be added together and taken away • Beginning to identify some number bonds to 3
	Numerical Patterns	<ul style="list-style-type: none"> • Verbally counts to 10/20 • Knows that two amounts can be different or the same • Starting to order numbers to 5