



Subject	22-36 months Skills	30-50 months Skills	40-60 months Skills	ELG Skills	Vocabulary
Physical Development Moving and Handling	<ol style="list-style-type: none"> 1. Runs safely on whole foot. 2. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. 3. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. 5. Turns pages in a book, sometimes several at once. 6. Shows control in holding and using books and mark-making tools. 8. Imitates drawing simple shapes such as circles and lines. 9. Walks upstairs or downstairs holding onto a rail two feet to a step. 	<ol style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, skipping and hopping. 2. Mounts stairs, steps or climbing equipment using alternate feet. 4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 7. Draws lines and circles using gross motor movements. 	<ol style="list-style-type: none"> 1. Experiments with different ways of moving. 3. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 4. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 7. Handles tools, objects, construction and malleable materials safely and with increasing control. 8. Shows a preference for a dominant hand. 10. Begins to form recognisable letters. 	N/A in the Autumn term	Run Walk Skip Jump Climb Hop Dance Cut Write Draw Colour Line Circle Book pages Turn Step Over Under Around Letters Balance Equipment



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Physical Development Health and Self-care	<ol style="list-style-type: none"> 1. Feeds self competently with spoon. 2. Drinks well without spilling. 3. Clearly communicates their need for potty or toilet. 5. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. 6. Beginning to be independent in self-care, but still often needs adult support. 	<ol style="list-style-type: none"> 1. Can tell adults when hungry or tired or when they want to rest or play. 4. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 5. Can usually manage washing and drying hands. 6. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ol style="list-style-type: none"> 2. Usually dry and clean during the day. 5. Shows understanding of how to transport and store equipment safely. 	N/A in the Autumn term	Toilet Fasten Zip Unzip Up Down Hungry Full Tired Thirsty Tap Sink Soap Wash Dry Clean Spoon Knife Fork Eat drink
Understanding The World People and Communities	<ol style="list-style-type: none"> 1. Has a sense of own immediate family and relations. 2. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 3. Beginning to have their own friends. 	<ol style="list-style-type: none"> 1. Shows interest in the lives of people who are familiar to them. 2. Remembers and talks about significant events in their own experience. 	<ol style="list-style-type: none"> 1. Enjoys joining in with family customs and routines. 	N/A in the Autumn term	Family Me Friends Mum mam Dad Auntie Uncle Grandma Granddad Nanna Brother Sister



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Understanding The World The World	1. Enjoys playing with small-world models such as a farm, a garage, or a train track.	2. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 4. Developing an understanding of growth, decay and changes over time.	1. Looks closely at similarities, differences, patterns and change.	N/A in the Autumn term	Model Grow/growing Plants Trees Branches Leaves Roots Sticks Autumn
Understanding The World Technology	2. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.	3. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	1. Completes a simple program on a computer.	N/A in the Autumn term	Computer Mouse Keyboard Screen Click Lift Press Push Pull Turn Twist
Expressive Arts and Design Exploring and using media and materials	1. Joins in singing favourite songs. 2. Creates sounds by banging, shaking, tapping. 3. Shows an interest in the way musical instruments sound. 4. Experiments with blocks, colours and marks.	1. Enjoys joining in with dancing and ring games. 2. Sings a few familiar songs. 4. Imitates movement in response to music. 9. Beginning to be interested in and describe the texture of things. 10. Uses various construction materials. 11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 12. Joins construction pieces together to build and balance.	1. Begins to build a repertoire of songs and dances. 2. Explores the different sounds of instruments. 4. Experiments to create different textures. 6. Manipulates materials to achieve a planned effect. 7. Constructs with a purpose in mind, using a variety of resources.	N/A in the Autumn term	Sing Song Bang Shake Tap Music Sound Instrument Dance Build Construct Balance Materials Textures Rough Smooth Hard Soft Sticky Spongy Squash



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<p>Expressive Arts and Design</p> <p>Being Imaginative</p>	<p>1. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>2. Beginning to make-believe by pretending.</p>	<p>4. Sings to self and makes up simple songs.</p> <p>6. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>7. Engages in imaginative role-play based on own first-hand experiences.</p> <p>8. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>1. Create simple representations of events, people and objects.</p> <p>3. Chooses particular colours to use for a purpose.</p> <p>4. Introduces a storyline or narrative into their play.</p> <p>5. Plays alongside other children who are engaged in the same theme.</p> <p>6. Plays cooperatively as part of a group.</p>	<p>N/A in the Autumn term</p>	<p>Draw Colour Pencil Pencil crayons Paint Sing Share Play</p> <p>N/B* Vocabulary will be linked to their own role-play experiences.</p>