



Sequences of Learning

Our sequences of learning are based on the Development Matters Learning Goals and show the small steps of learning we are looking for in order to track children's development and provide environments that enable their progress.

| Communication and Language - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I can use single words. | I am beginning to use two words phrases. | I am using two and three word phrases. | I am using three to four words. | I can use simple sentences. |
| I respond to songs and rhymes. | I listen to songs and rhymes. | I join in with the actions to songs and rhymes. | I can sing a favourite song or rhyme. | I can listen to a short story. |
| I can select a familiar object. | I can listen to others but I am easily distracted. | I can respond to a phrase of two or three words. | I can listen and respond to a simple instruction. | I can understand and respond to a question e.g. where have you put the...? |

| Communication and Language - 3/4 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I can use simple sentences. | I can hold a conversation jumping from topic to topic. | I am developing my vocabulary but may | I can hold a conversation for many turns. | I am building a wide range of vocabulary which reflects the |



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| | | use incorrect tenses such as 'runned'. | | breadth of my experiences. |
| I can listen to a short story. | I will join in with repeated refrains. | I can listen to a longer story. | I can listen to a story and remember much of what happens. | I can talk about familiar books and tell a long story. |
| I can listen to and respond to a simple instruction. | I can follow a two part instruction. | I can follow a two part instruction with added elements e.g. pick up the big ball and put it in the red bucket. | I can follow a three part instruction with added elements. | I can understand how and why questions. |

| Personal, Social and Emotional Development - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I can play alongside others. | I watch others play and will imitate what I see. | I can co-operate with others in play, sometimes with adult support. | I can play with others. | I will seek out others to play with. |
| I can find ways to calm myself using an object or my keyworker. | I can identify the feelings 'happy' and 'sad'. | I recognise that my actions can hurt or harm others. | I am beginning to stop myself from acting in a way that may hurt or harm others. | I can talk about my feelings e.g. I am sad because.. |



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| I am becoming more able to adapt my behaviour and anticipate routines. | I am exploring the boundaries of expected behaviour and I am becoming aware of the basic rules. | I may display frustration with complying to other's agendas and boundaries. | I can take turns and share with my peers. | I am starting to understand the need for rules and boundaries in Nursery. |
| I can say "me", "you" and "I" when talking. | I can assert my likes, dislikes and choices by saying "no", "me do it" or "mine". | I know my own name and interests. | I am interested in differences in gender and ethnicity. | I am starting to see similarities and differences between myself and others. |

Personal, Social and Emotional Development - 3/4 Year old

| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
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| I will seek out others to play with. | I can invite others to play and I will attempt to join others' play. | I can develop friendships with other children and understand their point of view may be different to mine. | I can take steps to resolve conflicts with other children by negotiating and compromising with support. | I will seek adult support and I am able to articulate my wants and needs. |
| I can talk about my feelings e.g. I am sad because.. | I can talk about a range of feelings such as angry, calm, scared. | I understand that my words and actions can hurt others. | I understand that my words and actions can hurt others and will offer empathy and comfort. | I will try to fix a situation where I have upset someone and I understand how my |



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| | | | | actions affect other people. |
| I am starting to understand the need for rules and boundaries in Nursery. | I know that my actions have consequences and are not always the consequences I had hoped for. | I care about my peer's opinion and will conform to social expectations. | I will follow the rules and boundaries in Nursery most of the time. | I can manage conflict with support, for example through holding back, sharing, negotiation and compromise. |
| I am starting to see similarities and differences between myself and others. | I am starting to identify with social groups and peers. | I enjoy daily tasks that create a sense of belonging. | I am becoming more confident around unfamiliar people. | I am beginning to take risks and try new things. |

| Physical Development - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I can hold mark-making tools with a whole hand grasp (Palmar). | When holding crayons, chalks etc, I can make connections between the movements and the marks I make. | I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, | I can thread large beads holding the bead and threading onto the string independently. | I can hold mark-making tools with thumb and all fingers. |



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| | | hammers, and mark making tools. | | |
| I can walk considerable distance with purpose, stopping, starting and changing direction. | I can jump up into the air with both feet leaving the floor and can jump forward a small distance. | I can begin to walk, run and climb on different levels and surfaces. | I can climb up and down steps by placing both feet on each step while holding a handrail for support. | I can run safely on whole foot. |
| I can actively cooperate with nappy changing, dressing/undressing. | I can take off simple clothing items such as hats and unzipped jackets. | I can manipulate various fastening including poppers and zips on my clothing. | I can use tricks such as the flip method to put on my coat, sometimes with help. | I can independently put on my own coat and wellington boots. |
| I can eat finger foods and drink from a sippy cup independently. | I can hold a cup and drink without much spilling. | I feed myself with a spoon with increasing control. | I am beginning to recognise a daily pattern in relation to eating. | I can feed myself competently and drink without spilling. |
| I can tell an adult if my nappy is wet or soiled. | I will sit on the toilet with an adult supporting me. | I can tell an adult that I am about to go to the toilet. | I can use the toilet independently with some accidents in the day. | I am fully toilet trained in the day. |

| Physical Development - 3/4 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |



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| I hold mark-making tools with thumb and all fingers. | I can make large gross motor movements using things such as scarves, ribbons, paintbrushes and brooms. | I can use scissors to cut along a line with accuracy. | I can use a pencil or paintbrush with control to draw lines and circles. | I can enclose lines and circles to begin to form recognisable letters (in my name). |
| I can run safely on whole foot. | I can walk and run and be aware of the obstacles around me. | I can run, jump, hop and skip with control. | I can climb steps and move across climbing equipment using alternate feet. | I run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. |
| I can independently put on my own coat and wellington boots. | I can undress independently. | I can pull up own trousers, put on my own shoes and zip up my own coat. | I can fasten buttons. | I can dress independently. |
| I am fully toilet trained in the day. | I can wash and dry my hands effectively and I know why this is important. | I can attend to all bathroom routines independently and appropriately; wipe, flush, wash & dry hands. | I am working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understand why this is important. | I am usually dry and clean during the day. |



| Literacy - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I am interested in and anticipate books and rhymes. | I have some favourite stories, rhymes, songs, poems or jingles. | I can repeat and use actions, words and phrases from familiar stories. | I can fill in the missing word or phrase from a known rhyme, story or game, e.g. Humpty Dumpty sat on a | I am beginning to recognise familiar logos such as commercial print or icons for apps. |
| I understand the cause and effect of my actions in mark making. | I know that my marks are of value and may share them with an adult for praise. | I enjoy the sensory experience of making marks. | I am beginning to distinguish between the different marks I make. | I enjoy drawing with different media such as paper, paint, sand, playdough and touch screen technology. |

| Literacy - 3/4 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I am beginning to recognise familiar logos such as commercial print or icons for apps. | I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. | I can recognise familiar words and signs such as my name, advertising logos and screen icons. | I look at and enjoys print and digital books independently. I handle them carefully and the correct way up. | I can talk about events and main characters in stories and suggest how the story might end. |



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| I enjoy drawing with different media such as paper, paint, sand, playdough and touch screen technology. | I sometimes give meaning to my drawings and paintings. | I imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. | I am beginning to make letter shapes to represent the initial sound of my name. | I am beginning use my drawing for purpose such as making greeting cards, tickets, lists and invitations. |
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| Mathematics - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I can respond to words such as 'lots' and 'more'. | I can say some counting words. | I can engage in counting behaviour such as pointing and saying numbers. | I can recognise a change in amount by saying 'more' and 'lots'. | I am beginning to say some numbers in the correct order. |
| I can use number words like one and two. | I can sometimes give one or two objects when asked. | I can take or give two or three objects from a group. | I am beginning to notice numbers. | I am beginning to count on my fingers. |
| I enjoy filling and emptying containers. | I can experiment fitting myself into spaces. | I can remember my way around a familiar environment. | I can explore the way things look from different viewpoints. | I can respond to some positional language. |
| I can push objects through different shaped holes. | I can play with blocks to make a simple arrangement. | I choose puzzles and try to fit the shapes in correctly. | I can recognise when two objects are the same shape. | I can make simple constructions. |



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| I am becoming familiar with the pattern of the day. | I can join in with a story or rhyme. | I can make my own arrangements such as lining up toys. | I can join in with and anticipate a repeated sound or action in a song. | I am interested in and will comment on my daily routine. |
| I can explore capacity by selecting, filling and emptying containers, e.g., fitting toys in a pram. | I can show an interest in items of different size and weight. | I am starting to anticipate routines such as dinnertime and home time. | I am starting to use some language of time e.g., morning, soon, later. | I am starting to talk about size, length, weight and capacity e.g. big, small, heavy. |

| Mathematics - 3/4 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I am beginning to say some numbers in the correct order. | I enjoy counting as far as I can go. | I can count 5 objects by pointing to each item and saying the numbers in order. | I can compare two groups of objects up to 5 and say when there is the same amount. | I can recognise numbers 1-10. |
| I am beginning to count on my fingers. | I can subitise 1, 2 and 3 objects. | I can count 5 objects and I know the last number I said is how many there area. | I am beginning to link numerals and amounts to 5. | I can count out up to 10 objects from a larger group. |
| I can respond to some positional language. | I can move and rotate objects to fit into a space. | I can use positional language. | I am starting to use the language of direction. | I will flip and rotate objects to create |



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| | | | | models by visualising how they will look. |
| I can make simple constructions. | I can choose shapes for a purpose e.g., a triangle for a roof. | I can select a named 2D shape. | I can build arches and enclosures when building, using trial and error to select each block. | I use informal e.g., "heart-shaped" and mathematical e.g., "circle" language to describe shapes. |
| I am interested in and will comment on my daily routine. | I can recognise simple patterns in the environment such as stripy, spotty. | I can arrange objects in spatial patterns when building or collaging. | I can add to a simple linear patten (AB) or (ABC). | I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. |
| I can explore differences in size, length, weight and capacity. | I can find the longer or shorter, heavier or lighter and more/less full of two items | I can recall what will happen next in a story. | I can recall a sequence of events in everyday life or a story. | I am starting to talk about measures of time e.g., clock times, days of the week. |

| Understanding the World - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I am curious about different aspects of nature such as grass, | I can remember where objects belong. | I can notice detailed features of objects. | I can talk about plants, animals and natural objects. | I enjoy playing with small world reconstructions such as a farm or a garage. |



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| mud, puddles, plants, animal life | | | | |
| I am curious about people, animals and objects. | I like to look at photographs of myself and other familiar people and objects. | I know my own immediate family and pets. | I can imitate my family's everyday actions in my play e.g. making and drinking tea, being a cat. | I am starting to see similarities and differences between myself and others. |
| I am interested in toys with buttons, flaps and simple mechanisms. | I can turn on and operate some basic technological toys. | I can use mechanical toys by pulling back on a friction car. | I can play with water to wash and clean. | I can make water move using tools such as funnels and water wheels. |

| Understanding the World - 3/4 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I enjoy playing with small world reconstructions such as a farm or a garage. | I am starting to talk about and ask questions about the natural world. | I can say why things happen and how things work. | I am starting to understand growth, decay and change of time. | I care about the environment. |
| I am starting to see similarities and differences between myself and others. | I enjoy joining in with family customs and routines. | I can remember and talk about significant events in my life. | I am interested in different occupations and ways of life. | I can talk about things that have happened and are happening in my life and the lives of my family. |



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| I can make water move using tools such as funnels and water wheels. | I can use simple equipment such as a cd player. | I am interested in real objects such as cameras and tablets. | I know I can get information from different technology and the internet. | I can complete a simple program on an electronic device. |
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| Expressive Arts and Design - 2/3 Year old | | | | |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
| I can move when playing with instruments. | I can sing when playing with instruments. | I can join in when singing songs. | I am interested in the sounds of different instruments. | I can experiment with different ways to play instruments such as fast and slow. |
| I can explore marks on paper using paint. | I can use 2D and 3D shapes to build. | I can enclose a space and create shapes using different materials e.g., paint, blocks. | I am beginning to think of inventive ways to use 2D and 3D shapes. | I can play with colours in different ways such as combining colours. |
| I can pretend that one objects represents another when they have characteristics in common. | I can create sound effects in my play such as the sound of a car or an animal. | I can explore available props such as kitchen objects, pretend food, magazines. | I can observe other children who make believe in play. | I am beginning to make believe by pretending using sounds, movements, words, objects. |

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| Expressive Arts and Design - 3/4 Year old |
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| <u>On Entry</u> | Sequence 1 | Sequence 2 | Sequence 3 | <u>On Exit</u> |
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| I can experiment with different ways to play instruments such as fast and slow. | I can explore how sounds can be changed. | I can join in with dancing and ring games. | I can tap out a simple repeated pattern. | I can play instruments along to the beat of the song I am singing. |
| I can play with colours in different ways such as combining colours. | I can use lines to enclose a space and I am beginning to represent objects in my drawing. | I can explore colour and how they can be changed e.g., creating different shades. | I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. | I can use tools for a purpose. |
| I am beginning to make believe by pretending using sounds, movements, words, objects. | I can observe other children and adults and mirror what I have observed. | I can engage in imaginative play based on my own experiences. | I can play alongside other children who are engaged in the same theme. | I can play co-operatively with a group to act out a narrative. |