Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Communication and Language						
Listening, Attention and Understanding.						
Listening to others	I am starting to listen to stories and songs for longer periods..	I can follow simple instructions with support.	I am learning to take turns when others are speaking.	I can follow simple instructions.	I can listen and remember what was said.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.
Asking Questions	I am beginning to ask simple "what" and "where" questions.	I can ask for help when I need it.	I am learning to answer questions about familiar things.	I can use words to find out more information.	I can ask questions about stories and activities.	I understand 'why' questions and respond appropriately to them.
Having Conversations	I can join in with short conversations.	I am beginning to talk about my experiences.	I can respond to familiar adults and children.	I am learning to listen and reply in conversations.	I can keep a simple conversation going with others.	I am learning new vocabulary e.g. through stories.
Communication and Language						
Speaking						
Holding discussions with others	I can share my ideas with others in a group.	I am learning to wait for my turn to speak.	I can talk about things that interest me.	I am beginning to speak clearly to others.	I can listen to other children's ideas and respond.	I can express my point of view using words and actions.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Vocabulary and explanations	I am learning new words every day.	I can use simple words to explain my ideas.	I am beginning to describe objects and people.	I can talk about what I am doing and why.	I can remember and use new vocabulary in play.	I learn new vocabulary. I use this throughout the day.
Progression of a child's speech	I can speak in short sentences.	I am beginning to use connecting words like "and".	I can talk about things that happened earlier.	My speech is easy for others to understand.	I can use longer sentences with more detail.	I am using longer sentences of 4 – 6 words.
Personal Social and Emotional Development						
Self-Regulation						
Managing own emotions and feelings	I am beginning to talk about how I feel.	I can ask for comfort when upset.	I am learning ways to calm myself down.	I can show excitement and happiness appropriately.	I can begin to manage my feelings with support.	I can recognise when I feel happy or sad.
Understanding others emotions and feelings	I can recognise when someone is upset or happy.	I am learning to be kind and caring to others.	I can begin to understand how others may feel.	I am learning to share and take turns.	I can show care when another child is upset.	I can notice how others might be feeling.
Behaviour	I can begin to understand nursery expectations.	I am learning to take turns.	I am learning to use kind hands and words.	I can follow instructions with reminders from adults.	I can stop and listen when an adult is talking.	I am beginning to follow simple rules.
Personal Social and Emotional Development						
Managing Self						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Understanding myself, my preferences and emotions	I can point to what I like.	I am beginning to talk about things I like and dislike.	I can show confidence in familiar situations.	I am learning to make choices during play.	I can begin to express how I am feeling.	I can choose activities with support.
Following rules	I am beginning to follow simple nursery rules.	I can listen to simple instructions from adults.	I am learning to follow routines with support.	I can remember simple boundaries during play.	I can follow instructions with fewer reminders.	I can follow simple instructions.
Managing my needs and feelings	I am beginning to communicate to adults what I need.	I am learning to talk about my feelings.	I can begin to manage my emotions with support.	I am learning ways to calm myself down.	I can say what I think and feel.	I can ask for help when I need it.
Personal Social and Emotional Development						
Building Relationships						
Confidence	I can enter the nursery setting with support.	I am beginning to explore the environment independently.	I can move confidently around familiar areas of the setting.	I am learning to join in with activities and routines.	I am learning to speak confidently to familiar people.	I am able to separate from my familiar adult and explore my environment independently.
Friendships	I can play alongside other children.	I smile at my friends.	I am learning to take turns with toys and resources.	I can join in with games and conversations.	I am learning to build friendships with others.	I play with one or more children and converse with them to extend play.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Other's and their feelings	I pay attention if another child is crying or upset.	I am learning to care about other people's feelings.	I can recognise different emotions in others.	I can begin to understand how others may feel.	I am able to notice when others are happy or sad.	I can offer comfort when someone is upset.
Physical Development						
Gross Motor						
Running. Jogging and skip	I can move confidently around the nursery environment.	I am learning to run with control and balance.	I am beginning to jump during play.	I can stop myself when I need to while running	I can change direction when running.	I am beginning to move in a variety of ways, showing increasing control when running, stopping and changing direction.
Balance on wheeled resources	I can sit on wheeled toys with support.	I am beginning to push myself along using my feet.	I can move slowly on wheeled toys with control.	I am learning to steer and change direction.	I can sit on and move using wheeled toys.	I can move confidently on wheeled resources around the setting.
Physical Fitness	I am beginning to enjoy active play.	I can move my body in different ways.	I am learning to join in with physical activities.	I can keep moving for longer periods of time.	I can take part in energetic activities with confidence.	I am beginning to be active and enjoy moving my body.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Throwing	I am beginning to move my arm forwards to throw objects.	I can release objects when throwing during play.	I am learning to throw using one hand.	I can throw objects forwards with increasing control.	I can aim my throw in a certain direction.	I can throw balls using coordinated arm movements.
Catching	I can watch moving objects during play.	I am beginning to track balls with my eyes.	I can try to catch a large ball with support.	I am learning to use my hands to stop a ball.	I can catch a ball with two hands from a short distance.	I can catch larger balls with increasing control.
Rolling	I can move objects by pushing them. ◌	I am beginning to roll objects during play.	I can roll a ball forwards using both hands.	I can control rolling balls with increasing accuracy.	I can roll a ball forwards to another person.	I can explore rolling balls and objects during play.
Bat and striking	I can explore objects that can hit or push balls	I am beginning to swing a bat towards an object.	I can make contact with a ball using a bat.	I am learning to strike a ball with increasing control.	I am learning to strike balls with more control.	I can explore using bats and rackets during play.
Balance Bounce	I am beginning to notice how balls bounce.	I can bounce a ball using my hands with support.	I am learning to control the movement of a bouncing ball.	I can bounce a ball once and stop it	I can bounce a ball with increasing control using my hands	I am beginning to explore balls by holding, dropping and watching them move.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Kicking	I am moving my foot towards balls to kick.	I am beginning to kick balls forwards.	I can kick a stationary ball with control.	I can kick a ball while moving slowly	I am learning to kick balls in a chosen direction.	I am beginning to explore kicking by moving my leg towards a ball during play.
Rope Skills	I can hold and explore a rope during play	I am beginning to move while holding a rope.	I can swing a rope with support.	I am learning to step over a rope.	I can move with increasing coordination when using a rope.	I am beginning to move my body in jumping actions while using a rope.
Jumping and landing	I can bend my knees during movement.	I am beginning to lift my feet off the floor.	I can jump with two feet together.	I am learning to land safely on both feet.	I can jump and land with increasing balance and control.	I am beginning to explore moving my body in jumping actions.
Dancing- Movement	I can move my body during music activities.	I am beginning to copy simple dance movements.	I can move in different ways to music.	I am learning to stop and start movements with music.	I can move confidently and creatively during dance activities.	I am beginning to move my body in different ways to music.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Dancing- Interpretation	I can listen to music during play.	I am beginning to notice different sounds and rhythms.	I can respond to music through movement.	I am learning to copy movements to music.	I can express feelings and ideas through movement and music.	I am beginning to watch and respond to music and movement.
Gymnastics	I can explore moving my body in different ways.	I am beginning to crawl and climb safely.	I can balance while using equipment.	I am learning to travel in different ways with control.	I can move with increasing coordination, balance and confidence.	I am beginning to explore different ways of moving my body, including crawling, climbing and balancing.
Physical Development						
Fine Motor Skills						
Core strength and posture	I can sit with support during activities.	I am beginning to balance my body when sitting.	I can sit upright for short periods of time.	I am learning to control my body during movement and play.	I can keep my body balanced during a range of activities.	I am beginning to develop awareness of my body when sitting and moving.
Upper Arm and shoulder strength	I can move my arms during play.	I am beginning to push and pull objects.	I can use my arms to carry and lift toys.	I am learning to use my arms with increasing control.	I can use upper body strength during climbing and physical play.	I am beginning to use my arms to support my body during play and movement.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Fine motor – wrist – arm and finger strength dexterity.	I can explore objects using my hands and fingers.	I am beginning to grasp and hold objects with control.	I can pick up small objects using my fingers.	I am learning to control wrist and hand movements during activities.	I can use my hands and fingers with increasing strength and control.	I am beginning to use my hands and fingers to explore and manipulate objects during play.
Using Scissors	I can explore scissors safely with support.	I am beginning to hold scissors correctly.	I can open and close scissors with support.	I am learning to make simple snips in paper.	I can cut paper with increasing control and coordination.	I am beginning to explore scissors, holding them and making simple snips.
Painting	I can explore paint using my hands and tools.	I am beginning to make marks using paint.	I can move a paintbrush across paper.	I am learning to control painting movements.	I can use paint tools with increasing control and purpose.	I am beginning to explore mark making using paint and tools.
Using Cutlery	I can hold cutlery during mealtimes.	I am beginning to scoop food with support.	I can use a spoon to feed myself.	I am learning to use a fork with increasing control.	I can use cutlery independently during meals.	I am beginning to explore using cutlery during mealtimes.
Holding a pencil **Hand dominance**	I can hold mark-making tools in my hand.	I am beginning to grip pencils and crayons.	I can use a palmar grip when mark making.	I am learning to hold a pencil with increasing control.	I can show preference for one hand during activities.	Hold the pencil in a palmar or digital grip. Swapping and testing hands.
Drawing	I can make marks on paper.	I am beginning to move tools in	I can draw lines and circles.	I am learning to add meaning to my drawings.	I can draw simple pictures with increasing detail.	I am beginning to make marks and give meaning to my drawings.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

		different directions.				
Letter Formation	I can explore making marks with tools.	I am beginning to move tools across paper.	I am learning to copy simple lines and circular marks.	I can make lines and circular marks.	I am beginning to make controlled marks on paper.	I can make a variety of marks using different tools.
Literacy						
Reading - Word Reading and awareness						
Verbal rhyming and alliteration	I can listen to songs and rhymes.	I am beginning to join in with repeated words and sounds.	I can recognise when words sound the same.	I am learning to repeat rhyming words and phrases.	I can join in with rhymes and notice similar sounds in words.	I am beginning to listen to sounds in words and enjoy rhymes and songs.
Joining in with stories read to me.	I can look at books with an adult.	I am beginning to listen during story time.	I can join in with repeated phrases in stories.	I am learning to talk about pictures and characters.	I can listen to stories and respond to questions about them.	I am beginning to listen to stories read to me.
Recognising print and books.	I can explore books and printed materials.	I am beginning to turn pages in books.	I can notice pictures and symbols in books.	I am learning that print carries meaning.	I can recognise familiar signs, logos or symbols in my environment.	I am beginning to notice print in my environment.
Common exception words	I can listen to familiar words	I am beginning to recognise my own name.	I can notice familiar words in the environment.	I am learning to remember some familiar words.	I can recognise a few familiar words during activities and play.	I am beginning to recognise some familiar words in my environment.

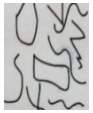
Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

	during stories and songs.					
Reading fluently	I can listen to stories and rhymes.	I am beginning to notice sounds in words.	I can join in with repeated words and phrases.	I am learning to recognise familiar sounds and words.	I can identify some sounds and words in stories and songs.	I am developing some phonological awareness – for example spotting words with the same initial sound.
Literacy						
Comprehension						
Questioning	I can listen during story time.	I am beginning to respond to simple questions.	I can answer questions about pictures in books.	I am learning to talk about stories with others.	I can ask and answer simple questions about stories.	Asks simple questions about the book
Vocabulary	I can listen to new words during play.	I am beginning to copy and repeat new words.	I can use familiar words during activities.	I am learning to use new words in conversations.	I can use a growing range of words to talk about experiences and stories.	I am beginning to listen to and use new words during play and conversation.
Inference		I am beginning to notice facial expressions in pictures.	I can talk about what I see in illustrations.	I am learning to say how characters might feel.	I can use pictures and clues to talk about what is happening in a story.	Looks at the pictures when reading a story.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

	I can look at pictures in books.					
Prediction	I can listen to familiar stories.	I am beginning to notice what happens next in stories.	I can talk about familiar parts of stories.	I am learning to guess what may happen next.	I can predict simple events in familiar stories with support.	I am beginning to talk about what might happen next in familiar stories.
Explaining	I can talk about pictures and stories.	I am beginning to say what I enjoy in a story.	I can share simple ideas about characters or events.	I am learning to explain my thoughts about a story.	I can talk about likes, dislikes and favourite parts of stories.	I am beginning to talk about what I like or dislike in a story.
Retrieval	I can look at pictures in books.	I am beginning to remember simple parts of a story.	I can talk about what I can see in pictures.	I am learning to recall simple events from stories.	I can remember and talk about key parts of familiar stories.	I am beginning to look at pictures and talk about what I can see in a story.
Sequencing	I can explore story pictures and books.	I am beginning to notice order in stories.	I can talk about what happens first in a story.	I am learning to place simple events in order.	I can sequence simple story events with support.	I am starting to put simple pictures or events in order with support.
Literacy						
Writing						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Early Steps **Making Marks**	I can explore mark making using my hands and tools.	I am beginning to make marks on different surfaces.	I can move tools to create lines and circles.	I am learning to give meaning to my marks.	I can use marks and symbols to represent ideas and experiences.	I explore making marks, but I do not communicate meaning. **Random scribbling** 
Developing Writing **Representing Sounds in Words**	I can listen to sounds in stories and songs.	I am beginning to notice sounds in familiar words.	I can join in with repeated sounds and rhymes.	I am learning to hear initial sounds in words.	I can attempt to record some sounds in words during play and writing.	I am beginning to hear initial sounds and attempt to write these down. **m - mum** **letter for name**
Text forms and purposes	I can explore books, signs and labels in the environment.	I am beginning to notice different types of print.	I can recognise that print has meaning.	I am learning to use marks for different purposes during play.	I can attempt to create simple labels and signs in my play.	I attempt to write simple labels.
Developing Writing **Sentences**	I can talk about my ideas during play.	I am beginning to use short phrases to communicate.	I can say simple sentences aloud.	I am learning to say a sentence before writing.	I can attempt to write or dictate a simple sentence.	I can formulate and say a simple sentence for writing.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Developing Fluency, Stamina and Sequence	I can explore mark making activities.	I am beginning to hold mark making tools with control.	I can make marks for short periods of time.	I am learning to use familiar letters and shapes in my writing.	I can sustain mark making and early writing activities with increasing confidence.	Begins to make marks and give them meaning. Starts to attempt writing using familiar letters of strings of letters. Writing may be brief and not yet sustained.
Story Mapping	I can look at pictures in stories.	I am beginning to talk about characters and events.	I can draw marks to represent parts of a story.	I am learning to sequence simple story events through pictures and marks.	I can use drawings, marks and symbols to retell familiar stories.	I can mark make and draw to represent ideas. ◌I can attempt to write initial sounds and labels related to characters or key story objects. ◌
Handwriting on Paper	I can explore paper and mark making tools.	I am beginning to make marks using large movements.	I can use different tools to make lines and circles.	I am learning to control my movements when mark making.	I can make recognisable marks and shapes with increasing control.	I use blank paper and sheets. I use big movements.
Maths						
Early Number Sense						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Object Counting	I can explore objects during play.	I am beginning to notice groups of objects.	I can join in with counting during activities.	I am learning to count objects one at a time.	I can count small groups of objects with support.	I can use one-to-one correspondence when counting and understand that the last number said is the number in the set.
Matching quantities and numerals - Counting sets of objects.	I can explore quantities during play.	I am beginning to notice when groups have more or less.	I can match objects that look the same.	I am learning to count small sets of objects.	I can begin to match small quantities to numerals with support.	I am beginning to notice quantities and explore counting through play.
Perceptual Subitising	I can notice small groups of objects during play.	I am beginning to recognise when there is one object or more than one.	I can notice small groups without counting.	I am learning to recognise groups of up to 3 objects quickly.	I can identify small amounts without counting in familiar activities.	I am beginning to notice small groups of objects without counting.
Counting pictures that cannot be moved	I can look at pictures of objects in books and games.	I am beginning to point to pictures while counting.	I can count small groups of pictures with support.	I am learning to count carefully without touching objects.	I can count pictures accurately using one-to-one correspondence.	I am beginning to count small groups of objects, pointing or touching as I count.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Counting Objects - Counting Beyond Ten	I can join in with number songs and rhymes.	I am beginning to count objects during play.	I am beginning to count objects during play.	I am learning to continue counting beyond 5.	I am beginning to count larger groups of objects.	I am beginning to count beyond 5 objects, showing an interest in larger groups.
Counting Objects - Counting in 10s	I can explore groups of objects during play.	I am beginning to notice when there are many objects.	I can join in with counting larger groups.	I am learning to count objects carefully in groups.	I can count larger groups of objects with increasing confidence.	I am beginning to explore groups of objects and notice when there are many items.
Counting Objects - Mathematical Representations and Graphics.	I can explore marks and pictures during play.	I am beginning to make marks to represent objects.	I can use marks to show small amounts.	I am learning to talk about marks and pictures that represent quantity.	I can use simple marks and pictures to represent groups of objects.	I am beginning to make marks to represent quantities during play.
Counting Objects - Mathematical Representations	I can explore objects and containers during play.	I am beginning to use objects to represent amounts.	I can group objects together during activities.	I am learning to use objects and marks to show quantity.	I can represent small amounts using objects, marks or pictures.	I am beginning to use objects and marks to represent amounts in my play.
Counting Objects -Comparing quantities	I can explore different groups of objects.	I am beginning to notice when groups are different sizes.	I can talk about groups with more or fewer objects.	I am learning to compare small groups of objects.	I can compare quantities using language such as	I can identify the difference in number I am beginning to notice when groups of objects are

					more, fewer and the same.	different in size or amount..
Maths						
Numbers Reading and Writing						
Reading and ordering numerals	I can explore numbers in the environment.	I am beginning to notice familiar numerals during play.	I can recognise some numerals in everyday activities.	I am learning to say some numbers in order.	I can recognise and order some familiar numerals with support.	I am beginning to notice numbers in my environment and show an interest in them.
Ordering numerals	I can explore number cards and numerals during play.	I am beginning to notice that numbers have an order.	I can place some numbers in a simple sequence.	I am learning to order familiar numerals correctly.	I can order small sets of numerals with support.	I am beginning to explore numbers by handling and looking at them during play.
Recording numerals	I can explore making marks during play.	I am beginning to make marks that resemble numbers.	I can attempt to copy some numerals.	I am learning to form familiar numerals with support.	I can record some numerals with increasing control and meaning.	I am beginning to make marks to represent numbers in my play.
Maths						
Ordering Numbers and Number Representations						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Ordering pictorial number representations.	I can look at pictures showing small amounts.	I am beginning to notice differences between groups of pictures.	I can match pictures that show the same amount.	I am learning to talk about pictures with more or fewer objects.	I can order picture quantities with support.	I am beginning to look at pictures of quantities and notice differences between them.
Ordinal Numbers	I can listen to positional words during play. I can join in with words like first and next during routines.	I am beginning to respond to words such as first and next. I can show who is first or next with adult support.	I can follow simple instructions using positional language.	I am learning to identify first and second in simple activities.	I can use simple ordinal words such as first and second during play. I can use positional language during play with support.	I can begin to follow simple instructions using positional language such as first and second.
Ordering numerals	I can listen to number songs and rhymes.	I can look at number pictures and objects.	I can touch and explore number resources during play.	I can join in with simple number games.	I can notice familiar numbers in the environment.	I can explore numbers by handling and looking at them during play.
Maths						
Finding one less and subtraction						
Finding one less/ one fewer (objects)	I can explore objects being taken away during play.	I can notice when a group has fewer objects.	I can help to take one object away from a group.	I can take one object away from a small group with support.	I can talk about a group getting smaller when objects are taken away.	I can begin to understand that taking away objects makes a group smaller.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Rote counting backwards	I can listen to backwards counting songs and rhymes.	I can copy some number words from backwards songs and rhymes.	I can say the last few numbers in a backwards count with support.	I can join in counting backwards from 3.	I can join in counting backwards from 5 with support.	I can begin to join in with counting backwards through songs and rhymes.
Counting Back	I can listen to backwards counting songs and rhymes.	I can join in with some backwards number words during songs and play.	I can say some numbers backwards with support.	I can join in with counting backwards from small numbers.	I can begin to count backwards when objects are taken away.	I notice when the number gets smaller.
Subtraction - Removing items	I can notice when something is gone.	I can take objects away during play.	I can show “less” when items are removed.	I can say what happened when something is taken away.	I can begin to count how many are left after some are removed.	I can begin to take away objects from a group during play.
Problem Solving with subtraction	I can explore taking things away through play.	I can copy adults taking objects away.	I can respond to simple “take away” situations.	I can use objects to help solve simple taking-away problems.	I can begin to explain what happens when objects are taken away.	I can explore taking objects away during play.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Maths						
Finding one more and Addition						
Finding one more	I can notice when one more object is added.	I can add one more object during play.	I can show "more" when one is added.	I can count a small group and then add one more with support.	I can say what happens when one more is added.	I can begin to add one more object to a group during play.
Rote counting forwards	I can join in with number songs.	I can say some numbers from memory.	I can join in counting up to 3.	I can join in counting up to 5.	I can count forwards with support using objects or actions.	I can begin to join in with counting forwards through songs and rhymes.
Counting On	I can count objects from the beginning.	I can join in counting small groups.	I can continue counting when supported.	I can count on from a number with adult help.	I can begin to count on to find a total.	I can begin to add more objects to a group during play.
Addition - combining sets of objects	I can explore groups of objects in play.	I can put two groups together.	I can notice when groups are joined.	I can count objects when two groups are combined.	I can begin to understand that combining groups makes more.	I can begin to combine groups of objects during play.
Addition using the Part-Part-Whole Model	I can explore objects in groups.	I can separate and join groups in play.	I can see that two groups make a whole group.	I can talk about parts making a whole with support.	I can begin to show how groups join to make a whole.	I can begin to explore how groups of objects can be joined together.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Addition - First, Then and Now Stories	I can listen to simple number stories.	I can act out simple stories with objects.	I can describe what happens first and then.	I can follow simple "first, then" addition stories.	I can begin to retell simple addition stories using objects.	I can begin to talk about what happens when objects are added to a group.
Maths						
Number bonds and problem solving						
Number Bonds	I can explore objects freely in play.	I can put objects into groups.	I can join and separate small groups of objects.	I can notice how a group can be split into parts.	I can begin to show that a number can be made using two parts with objects.	I can begin to explore how numbers can be made using objects.
Problem Solving	I can explore objects and materials during play.	I can try things out to see what happens.	I can respond to simple challenges set by an adult (e.g. "Can you fit this in?").	I can use objects with support to find a solution to a simple problem.	I can begin to suggest ways to solve a simple problem using objects.	I can begin to explore solving simple problems using objects during play.
Maths						
Comparison						
More than/less than	I can explore objects in play.	I can look at two groups of objects.	I can match objects from one group to another.	I can see when some objects do not have a match.	I can show which group has more or fewer with adult support..	I can begin to notice when one group has more or fewer objects than another.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Identify groups with the same number of things	I can explore objects in groups.	I can sort objects into groups.	I can match objects one-to-one.	I can see when groups match exactly.	I can show when groups are the same or different with support.	I can begin to notice when groups of objects look the same or different.
Comparing numbers/quantities	I can explore different amounts in play.	I can look at two groups of objects.	I can count small groups with support.	I can compare groups by matching or counting.	I can say which group has more or fewer with support.	I can begin to notice when one group has more or fewer objects than another.
Maths						
Doubling						
Identifying/ Finding sets that have been doubled and sets that have not been doubled.	I can explore objects in groups.	I can look at two groups of objects	I can match objects between two groups.	I can see when groups have the same number.	I can show when two groups are the same with support.	I can begin to explore groups of objects and notice when amounts are the same.
Understand how to make sets the same in order to double them.	I can explore copying in play.	I can copy actions and arrangements.	I can copy a small group of objects.	I can make another group the same with support.	I can make a group the same by adding objects with support.	I can begin to copy a group of objects to make another group the same.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Combine two sets of objects to double a number and count to find an answer.	I can explore combining objects in play.	I can put two groups together.	I can count objects in a group.	I can count when two groups are joined with support.	I can combine groups and count how many there are with support.	I can begin to combine two groups of objects and count how many there are altogether.
Combine two numbers (numerals) to double a number. – Developing mental recall.	I can explore numbers and objects in play	I can match numbers to groups of objects.	I can combine two groups of objects.	I can combine two groups and count how many there are with support.	I can combine two groups of the same number and count how many there are with support.	I can explore combining the same numbers using objects and marks.
Maths						
Sharing and Halving						
Sharing	I can explore objects during play.	I can give objects to others.	I can take turns with objects.	I can share objects between people with support.	I can share objects between people more evenly with support.	I can explore sharing objects between people during play.
Halving	I can explore groups of objects.	I can move objects into different groups.	I can split a group of objects into two groups.	I can split objects into two groups with support.	I can split objects into two equal groups with support.	I can explore splitting objects into groups during play.
Splitting - Part- Part Whole Model	I can explore objects in groups.	I can move objects out of a group.	I can break a group into smaller groups.	I can split a group into parts with support.	I can show that a whole group can be	I can explore breaking groups of objects into smaller parts.

					split into smaller parts with support.	
Pairing up – odds and evens	I can explore objects in play.	I can move objects into small groups.	I can put objects together in twos.	I can make pairs of objects with support.	I can group objects into pairs with support.	I can explore grouping objects into pairs during play.
Maths						
Shape						
Naming and identifying 2D Shapes	I can explore shapes in my environment.	I can notice different shapes.	I can match similar shapes.	I can name some shapes with support.	I can talk about simple features of shapes with support.	I can explore shapes in my environment and talk about what I notice.
Naming and identifying 3D Shapes	I can explore objects in my environment.	I can notice different shaped objects.	I can sort objects by shape.	I can name some 3D shapes with support.	I can talk about simple features of 3D shapes with support.	I can explore 3D shapes in my environment and talk about what I notice.
Describing Shapes	I can explore shapes through play.	I can notice differences between shapes.	I can talk about what shapes look like.	I can describe simple features (e.g. sides, corners) with support.	I can describe shapes using simple language with support.	I can explore shapes and talk about what I notice.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Spatial Reasoning	I can explore moving objects.	I can move shapes and objects around.	I can try fitting shapes together.	I can fit shapes together with support.	I can move and fit shapes together in different ways with support.	I can explore how shapes fit together and move during play.
Using 2D shapes to make pictures.	I can explore shapes in play.	I can place shapes next to each other.	I can use shapes to make simple pictures.	I can choose shapes to create pictures with support.	I can use shapes to make pictures with some intention and support.	I can explore using shapes during play.
Combining shapes to make new shapes - spatial reasoning	I can explore shapes in play.	I can put shapes together.	I can join shapes to make new ones.	I can combine shapes in different ways with support.	I can try different ways of combining shapes with support.	I can explore combining shapes in different ways during play.
Maths						
Patterns (Shape)						
Repeating Patterns	I can explore objects and colours.	I can copy simple actions or sequences.	I can copy a simple pattern.	I can continue a simple pattern with support.	I can make a simple repeating pattern with support.	I can explore patterns using objects, colours and shapes during play.
Symmetrical pictures and models (Reflective Symmetry)	I can explore shapes and pictures.	I can notice when things look the same.	I can copy simple arrangements.	I can make matching pictures with support.	I can create simple symmetrical pictures with support.	I can explore making patterns and pictures using shapes during play.
Maths						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Measures (Weight)						
Comparing Weights	I can explore objects in play.	I can hold and handle objects.	I can notice some objects feel different.	I can compare objects by how they feel with support.	I can say which feels heavier or lighter with support.	I can explore different objects and notice that some feel heavier or lighter.
Using balances	I can explore objects and tools.	I can handle a balance scale.	I can place objects on a balance.	I can use a balance to compare objects with support.	I can use a balance to see which side is heavier with support.	I can explore using a balance scale during play.
Using mathematical language to describe measuring weight	I can explore objects in play.	I can hear and join in with simple words.	I can use words like “heavy” or “light” when prompted.	I can describe objects as heavy or light with support.	I can use simple language to compare weight with support.	I can explore talking about how heavy or light objects feel during play.
Using numbers and values to represent my measuring work	I can explore objects and play.	I can place objects into groups.	I can count small groups with support.	I can use objects to compare amounts with support.	I can begin to use numbers when comparing objects with support.	I can explore using objects to compare and measure during play.
Maths						
Measures (Length and Width)						
Comparing Lengths	I can explore objects of different sizes during play.	I can notice that objects can look different sizes.	I can handle long and short objects during play.	I can look at objects and notice differences in length.	I can begin to notice that some objects are long or short.	I can explore objects and notice that some are longer or shorter.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Direct Comparison of length	I can explore objects during play. ◌	I can handle two objects at the same time.	I can look at two objects together.	I can place objects near each other during play.	I can begin to line objects up with support.	I can explore placing objects side by side to compare their length.
Using mathematical language to describe measuring length	I can listen to words like long and short during play.	I can hear adults use words to describe size.	I can join in with long and short words during activities.	I can begin to use words like long and short with support.	I can talk about objects using simple size words.	I can explore talking about how long or short objects are during play.
Using mathematical language to describe measuring height	I can listen to words like tall and short during play.	I can notice tall and short objects around me.	I can join in with tall and short words during activities.	I can begin to describe objects as tall or short with support.	I can talk about height using simple words during play.	I can explore talking about how tall or short objects are during play.
Using numbers and values to represent my measuring work	I can explore objects using my hands and senses.	I can use objects to fill and compare spaces during play.	I can join in with measuring activities using everyday objects.	I can explore using blocks or objects to measure.	I can begin to compare measurements using objects with support.	I can explore measuring objects using different items during play.
Maths						
Measures (Time)						
Using language to describe the passing of time	I can join in with familiar daily routines.	I can notice what happens during different parts of the day.	I can begin to talk about familiar routines with support.	I can recognise familiar events during the day.	I can talk about simple events that happen during my day.	I can explore talking about events that happen during my day.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Measuring time: Sequencing familiar events/the day	◌ I can join in with daily routines. ◌	I can notice that some events happen regularly.	◌ I can begin to recognise what happens next during routines. ◌	I can talk about familiar events with support.	I can begin to use words like first and next during play.	I can explore talking about what happens first and next in my day.
Days of the Week	I can listen to adults talking about days of the week.	I can join in with songs about days of the week.	I can begin to recognise familiar days in routines.	I can hear and repeat some day names with support.	I can begin to talk about different days during play and routines.	I can explore talking about different days of the week.
Maths						
Measures (Capacity)						
Vocabulary for filling	I can explore containers during sensory play.	I can handle containers of different sizes.	I can enjoy filling and tipping objects out.	I can begin to notice when containers are full or empty.	I can join in with filling and emptying activities with support.	I can explore filling and emptying containers during play.
Comparing capacities	I can explore filling and emptying containers during sensory play.	I can notice different sized containers during play.	I can begin to fill containers with water, sand or objects.	I can notice when containers are full or empty.	I can compare two containers with support during play.	I can explore different containers and notice that some hold more than others.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Comparing volume	I can explore pouring using my hands and simple containers.	I can watch water or sand move when pouring.	I can begin to pour between containers with support.	I can fill containers to different levels during play.	I can notice when containers are nearly full or nearly empty.	I can explore pouring and filling containers during play.
Understanding the World						
Past and Present						
Finding out about the past and comparing to the present	I can recognise photographs of myself and familiar people.	I can talk about people in my family.	I can begin to remember things that have happened.	I can talk about things I did earlier today or yesterday.	I can share simple memories with support.	I can talk about things that have happened in my own life.
Understanding families and sequence memories	I can recognise familiar family members in photographs.	I can talk about people in my family.	I can notice differences between babies, children and adults.	I can begin to describe who is older or younger.	I can order familiar people with support during play.	I can sequence family members according to name/size, e.g. baby, child, adult.
Sequences in time - vocabulary	I can join in with familiar daily routines.	I can notice what happens at	I can use simple words such as “now” and “next”.	I can begin to talk about what happens before or after.	I can describe parts of my daily routine with support.	I can explore talking about what happens first and next in my day.

		different times of the day.				
Understanding the World						
People, Culture and Communities						
Celebrations	I can join in with celebrations in nursery.	I can notice special foods, music or decorations.	I can talk about celebrations I have experienced.	I can explore stories and photographs about celebrations.	I can begin to talk about special events with support.	I can talk about special events and celebrations in my own life.
Places of worship	I can explore different places through pictures and stories.	I can notice that some places are special to people.	I can talk about places I have visited.	I can explore objects and features found in special places.	I can begin to recognise that people visit different places for worship.	I can explore different places in my community and talk about what I notice.
Beliefs	I can explore stories and experiences from different people.	I can notice that people like and do different things.	I can talk about things that are special to me.	I can begin to recognise that other people have different beliefs and traditions.	I can share my own ideas and experiences with support.	I can talk about things that are important to me and my family.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Homes	I can explore houses and homes in play.	I can notice different types of homes in books and pictures.	I can talk about my own home.	I can begin to recognise that people live in different homes.	I can explore different homes through role play and stories with support.	I can explore different types of homes through play and stories.
Features of places	I can explore different places in my environment.	I can notice things I see around me.	I can talk about places I visit.	I can begin to describe what I notice in different places.	I can explore places and talk about simple features with support.	I can explore different places and talk about what I notice.
Using maps and following directions	I can move around spaces during play.	I can follow simple instructions with support.	I can begin to use words such as “over” and “under”.	I can explore moving between places and spaces.	I can follow simple directions during play with support.	I can explore moving around spaces and following simple directions during play.
Naming places	I can recognise familiar places.	I can talk about places I know.	I can begin to name places in my environment.	I can explore places through books, stories and play.	I can talk about different places with support.	I can explore different places and talk about what I see.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Human Geography	I can explore places in my environment.	I can notice features of places around me.	I can talk about familiar places.	I can begin to recognise that places can look different.	I can explore different places through play and discussion with support.	I can explore different places and talk about what I see.
Understanding the World						
The Natural World						
Changes	I can notice changes during play and daily routines.	I can explore changes in weather, plants or people.	I can talk about things changing.	I can begin to notice changes over time.	I can explore changes with support through discussion and play.	I can explore changes that happen around me.
Materials	I can explore different materials using my senses.	I can notice different textures and properties.	I can talk about what materials feel like.	I can begin to sort materials by simple features.	I can explore materials during play with support.	I can explore different materials during play.
Forces and Movement	I can explore moving objects during play.	I can notice that objects move in different ways.	I can push, pull and roll objects.	I can begin to talk about how things move.	I can explore movement activities with support.	I can explore how objects move during play.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Seasonal change	I can explore different weather during outdoor play.	I can notice changes in the environment.	I can talk about the weather I see.	I can begin to recognise seasonal changes.	I can explore weather changes through play and discussion with support.	I can explore changes in the weather and environment during play.
Living things – animals	I can explore animals through books, toys and play.	I can notice different animals.	I can talk about animals I know.	I can begin to describe simple features of animals.	I can explore animals and talk about what I see with support.	I can explore animals and talk about what I notice.
Living things - plants	I can explore plants during outdoor play.	I can notice different plants and flowers.	I can talk about plants I see.	I can begin to describe simple features of plants.	I can explore plants and talk about what I see with support.	I can explore plants and talk about what I notice.
Expressive Art & Design						
Art						
Control of paintbrushes	I can explore making marks with large movements.	I can hold and move a paintbrush during play.	I can make simple marks using a paintbrush.	I can begin to control where I place marks and lines.	I can explore painting with more control during creative activities.	I can explore using a paintbrush during play.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Use of tools	I can explore creative tools during play.	I can hold and use simple art tools.	I can try different tools to make marks and patterns.	I can begin to choose tools for different activities.	I can explore using a range of tools with support during creative play.	I can explore using a range of tools during creative play.
Colour	I can explore colours during creative play.	I can notice different colours.	I can name some familiar colours.	I can begin to choose colours for my pictures and models.	I can explore using colours in different ways with support.	I can explore using different colours during play.
Technique	I can explore making marks using my hands and tools.	I can notice different marks and shapes in art activities.	I can make lines, dots and simple shapes.	I can begin to use different movements to create marks.	I can explore different mark-making techniques with support.	I can explore making marks and shapes in my paintings.
Printing skills	I can explore printing using my hands and simple objects.	I can notice patterns and marks made by printing.	I can use objects to make prints.	I can begin to repeat simple prints and patterns.	I can explore printing with different materials with support.	I can explore printing using different objects and materials.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Pattern skills	I can explore patterns during play.	I can notice repeating colours, shapes and marks.	I can copy simple patterns.	I can begin to create my own simple patterns.	I can explore making repeating patterns with support.	I can explore patterns using colours, shapes and objects during play.
(Drawing skills) Technique	I can explore making marks using my hands and tools.	I can hold and use different drawing tools.	I can make lines, circles and simple shapes.	I can begin to control my marks and movements.	I can explore different drawing movements and marks with support.	I can explore making marks using a range of drawing tools.
(Drawing skills) Subject	I can explore drawing during play.	I can talk about my drawings.	I can draw familiar people, objects or shapes.	I can begin to add simple details to my drawings.	I can explore drawing from stories, experiences and imagination with support.	I can explore drawing using my imagination and experiences.
Collage and Weaving	I can explore sticking and placing materials during play.	I can handle different collage materials.	I can choose materials to create pictures.	I can begin to arrange materials in different ways.	I can explore combining different materials with support.	I can explore using different materials to create pictures.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Joining Techniques	I can explore joining materials during play.	I can use simple joining materials such as glue or tape.	I can join two materials together.	I can begin to choose ways to join materials.	I can explore joining different materials with support.	I can explore joining materials together during play.
Making skills	I can explore making using different materials.	I can handle and combine materials during play.	I can create simple models and pictures.	I can begin to choose materials for a purpose.	I can explore making models and creations with support.	I can explore making and creating using different materials.
Sewing	I can explore threading and fastening during play.	I can handle different sewing materials and tools.	I can thread large holes or beads with support.	I can begin to use simple sewing movements.	I can explore sewing activities with support.	I can explore sewing using different materials and tools.
Sculpture (Clay or Dough)	I can explore clay and dough using my hands.	I can squeeze, roll and press dough or clay.	I can make simple shapes and marks.	I can begin to combine shapes to make models.	I can explore modelling materials with support.	I can explore using clay or dough to make shapes and models.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

Expressive Art & Design						
Design						
DT Progression for planning my ideas	I can explore materials and tools during play.	I can talk about what I am making.	I can choose materials for simple creations.	I can begin to share ideas about what I want to make.	I can explore planning ideas with support through talk and play.	I can explore ideas through play and talk about what I want to make.
DT Progression for constructing my ideas	I can explore building materials during play.	I can stack and join objects together.	I can build simple structures using different materials.	I can begin to choose materials for my constructions.	I can explore building and constructing with support.	I can explore building and constructing using different materials.
DT Progression for sculpting	I can explore clay and dough using my hands.	I can squeeze, roll and flatten dough or clay.	I can make simple shapes using clay or dough.	I can begin to combine shapes to make simple models.	I can explore modelling materials with support.	I can explore using clay or dough to make shapes.
DT Progression for using scissors.	I can explore using scissors with support.	I can hold scissors safely with help.	I can make snips in paper.	I can begin to move scissors forwards while cutting.	I can explore cutting activities with support.	I can snip the paper and move the scissors forward.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Preschool ages 3-4 – All Areas

DT Progression for joining techniques	I can snip the paper and move the scissors forward.	I can use glue, tape or sticky materials.	I can join two materials together.	I can begin to choose ways to join materials.	I can explore joining materials with support.	I can explore joining materials together during play.
DT Progression for making	I can explore making using different materials.	I can handle and combine materials during play.	I can create simple models and pictures.	I can begin to choose materials for my creations.	I can explore making activities with support.	I can explore making using a range of materials.
DT Progression for cooking	I can explore food during play and snack times.	I can notice different foods and ingredients.	I can mix and combine ingredients with support.	I can begin to use simple tools in cooking activities.	I can explore cooking activities with support.	I can explore different foods and ingredients during play.
Expressive Art & Design						
Being Expressive (Drama/Role play)						
Small world	I can explore small world toys during play.	I can move toys and objects in different ways.	I can use small world toys to act out familiar experiences.	I can begin to create simple stories in play.	I can explore imaginative play with support.	I can explore small world play using a range of toys and

						resources.
Role Play	I can explore dressing up and pretending during play.	I can use props and resources in role play.	I can act out familiar experiences.	I can begin to pretend to be different people or characters.	I can explore imaginative role play with support.	I can explore role play using a range of props and resources.
Expressive Art & Design						
Music						
Singing / Voice	I can explore making sounds with my voice.	I can join in with songs and rhymes.	I can copy simple sounds and actions.	I can begin to change my voice in different ways.	I can explore singing activities with support.	I can explore making sounds using my voice.
Exploring and playing instruments	I can explore musical instruments during play.	I can make sounds using different instruments.	I can notice that instruments make different sounds.	I can begin to choose instruments to create sounds.	I can explore playing instruments with support during music activities.	I can explore musical instruments and the sounds they make.
Compositions of music	I can explore making sounds during music play.	I can combine sounds using my	I can repeat simple sound patterns.	I can begin to create my own simple sequences of sounds.	I can explore creating music with support.	I can explore creating and combining sounds during music play.

		voice or instruments.				
Listening and responding to Music	I can listen to different sounds during play.	I can notice loud, quiet, fast or slow sounds.	I can move or respond to music and sounds.	I can begin to talk about music I hear.	I can explore listening activities with support.	I can explore listening to different sounds and music.