Nursery

Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Marvellous Me! Autumn	Festivals and Celebrations	People who help us Winter	Lifecycles Spring	Farm Animals and their babies	Transport Summer
Festivals and Celebrations		Christmas Bonfire night Remembrance Day	Valentine's Day Chinese New Year	Easter Eid		
Enrichment Activities	Stay and Play Sessions	Christmas Performance Pantomime Christmas Jumper/Dinner Day		Duck/chick eggs to hatch Butterflies Visit from the local pastor for Easter	Farm Trip	Transition activities
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions (WellComm)	Children will listen with interest when an adult tells a story. Children will listen and respond to simple instructions. Children will join in with well-known repeated refrains in stories and will recite some well-known Nursery rhymes. Children will greet their peers and teachers confidently.	Children will be able to follow an instruction that has two parts e.g. 'Get your coat and wait at the door'. Children will be able to answer who, what and where questions. Children will be able to make a comment about a book looking at the illustrations.	Children will be able to shift their attention from one task to another once their attention is fully obtained. Children will be able to talk about familiar books.	Children will be able to answer 'why' questions e.g. 'Why do you think the caterpillar got so fat?' Children will be able to use the pronouns 'he' and 'she' correctly.	Children will be able to understand and use the prepositions: in, on, under, behind and in front. Children will be able to start a conversation with a familiar adult or friend and continue it for many turns. Children will be able to use talk to organise their play e.g. "Let's go on a bus, you sit their and I'll be the driver."	Children will be able to sit and listen for 10 minutes in a small group/whole class setting and recall some information. Children will be able to listen to longer stories and remember much of what happens. Children will be able to speak in longer sentences of between 4 and 6 words. Children will be able to express their point of view and debate it when an adult or friend disagrees with them. Children will be able to retell a well-known, familiar, repetitive story e.g. Dear Zoo. Children will be able to use the past tense correctly.
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through circle times, social stories, high quality interactions, adult modelling and diverse stories etc.	Children know and respond to their own name. Children will increasingly follow the rules with adult support. Children will be able to sort good and bad choices. Children will select and use resources independently but will ask for help if they need it. Children will be confident to try new activities and share what they do and don't like. Children will come into Nursery happily with encouragement from familiar adults.		Children will be able to talk about how they are feeling using the emotions: happy, sad, angry and worried. Children will be able to follow the rules without adults reminding them. Children will be able to put their own coats on and manage their own toileting needs. Children will become more outgoing with unfamiliar people around school. Children will extend and elaborate play ideas with others, taking turns with others.		Children will begin to manage their feelings with adult support using taught strategies e.g. blowing out the pretend candles or counting to 10. Children will be able to give their focused attention to an activity. Children will know right from wrong and that actions have consequences. Children will begin to show empathy for others. Children will respond to others' feelings in appropriate ways.	

	Children will seek out others to play with and will play with one or more children.				Children will talk to others to solve conflicts and problems e.g. if they are arguing over a toy. Children will be able to explain how to cross the road safely.	
Physical Development  Children improve their gross and fine motor skills daily by engaging in different activities including squiggle, body paint, dough disco, Funky Fingers (threading, cutting, weaving, playdough), mark making, construction and drawing.	Children will climb using alternate feet. Children will be able to use mark making tools effectively e.g. paint brushes, felt tips, chalk etc.	Children will be able to throw confidently. Children will have a dominant hand when mark making.	Children will be able to fill containers with different materials and carry them without dropping any. Children will balance on a variety of equipment and climb. Children will be able to thread effectively.	Children will be able to catch a large ball. Children will be able to use one handed tools effectively e.g. tweezers.	Children will be able to jump, hop and stand on one long for a short period of time. Children will be able to make snips with scissors.	Children will be able to navigate space and obstacles when running or on scooters/bikes. Children will be able to hold a pencil correctly.
Literacy  Children develop their literacy skills through daily phonics sessions firstly focusing on pre-literacy skills and then when ready, following the 'Read, Write, Inc' programme as well as literacy lessons and high quality story times.	Children will be able to hold the book the right way up and turn the pages. Children can hear and recognise different sounds in the environment e.g. doorbell, phone ringing etc. (Pre-literacy skills) Children will be able to recognise which instruments make which sounds. (Pre-reading skills) Children will be able to use their bodies to make different sounds. (Pre-reading skills) Children will begin to make marks in different ways.	Children will be able to name the front cover of a book. Children will be able to recognise their first name. Children will be able to identify words that rhyme. (Pre-literacy skills) Children will be able to identify words which start with the same sound (Pre-reading skills) Children can make simple patterns with mark making tools (straight lines, zig zags and circles)	Children will be able to name and identify the front cover and back cover of a book. Children will be able to make different sounds with their voices (Pre-reading skills) Children will be able to orally blend sounds into words with picture prompts (Pre-literacy skills) Children can make simple patterns with mark making tools (humps, spirals and figures of 8)	Children will know that print has meaning and will be able to identify the illustrations and the print. Children will be able to orally blend sounds into words independently. (Pre-literacy skills) Children will begin to ascribe meanings to the marks they make.	Children will know that print is read from left to right and from top to bottom. Children will know the first 8 sounds of the RWI order and (m,a,s,d,t,i,n,p) and hear the initial sounds in words. Children will be able to write some identifiable letters.	Children will be able to answer simple questions about a book. Children will know 16 (m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h) sounds and can hear the initial sounds in words. Children will be able to write their full name independently.
Mathematics  Children develop their mathematical skills through maths carpet sessions following 'Master the Curriculum' and through	Children will know their colours and be able to sort using different characteristics.	Children will have a deep understanding of the numbers 1 and 2. Children will recognise and continue simple patterns. Children will be able to count orally to five.	Children will have a deep understanding of numbers 3, 4 and 5. Children will be able to count orally to 10.	Children will have a deep understanding of numbers to 6. Children will be able to comparisons between objects based on length, height and weight.	Children will be able to sequence pictures e.g. from a nursery rhyme or their daily routine. Children will be able to compare groups e.g. which has more and which has fewer. Children will be able to recognise common 2D shapes (circle, square, rectangle and triangle)	Children will know one more than and less than numbers to 6. Children will know identify different ways to make numbers to 5 (composition to 5)

our Maths Passport which focuses on fluency in number and numerical patterns.					Children will understand and use the prepositions: in front, behind, in, out, on, under. Children will share quantities equally.	
Understanding the World  Children develop their understanding of the world through taught topic sessions and RE lessons. The children go on trips and we have a range of visitors into school to support this. As well as this we ensure we celebrate different festivals throughout the year that are pertinent to our children e.g. Chinese New Year.	***History:*** *Past and Present* Children will be able to tell someone what their name is and who is in their family. ***Geography:*** *People, Culture and Communities* ***Science:*** *The Natural World* Children will be able to name the different parts of their bodies. Children will know that the leaves change colour in Autumn. ***RE:*** *People, Culture and Communities* Children join in with familiar customs and routines.	***History:*** *Past and Present* Children will know the past is when they were younger and the present is now. Children can talk about how they have celebrated their birthday in the past e.g. I went to the zoo for my birthday, I had a party at soft play etc. ***Geography:*** *People, Culture and Communities* ***Science:*** *The Natural World* Children will explore and ask questions about the natural world around them. ***RE:*** *People, Culture and Communities* Children will know what a celebration is and that different people celebrate different things. Children will be able to explain what a birthday is and that they celebrate it each year. Children will be able to explain how to stay safe on bonfire night. Children can explain what happens at Diwali. Children will be able to explain what happens at Christmas.	***History:*** *Past and Present* Children will be able to name different people in their community that can help them. Children will be able to explain how the police, fire brigade and ambulance can help people. Children will be able to compare emergency vehicles from the past and now. ***Geography:*** *People, Culture and Communities* ***Science:*** *The Natural World* Children will explore freezing and melting. Children will observe elements of winter in our local environment. ***RE:*** *People, Culture and Communities*	***History:*** *Past and Present* ***Geography:*** *People, Culture and Communities* ***Science:*** *The Natural World* Children will be able to name some common mini beasts. Children will be able to identify some common mini beasts in our school grounds. Children will be able to observe and explain how a caterpillar changes into a butterfly. Children will be able to observe chicks hatching from an egg and explain the life cycle of a chick. Children will know how to care for chicks. Children will know that flowers grow in Spring and draw them. ***RE:*** *People, Culture and Communities* Children will know that Easter is a special time for Christians.	***History:*** *Past and Present* ***Geography:*** *People, Culture and Communities* ***Science:*** *The Natural World* Children will be able to name different animals that live on a farm. Children will be able to identify some different features of farm animals e.g. wings, beak, hooves, tail, ears, snout. Children will be able to match farm animals to their offspring and name some common ones e.g. piglet, calf, duck, foal. Children can sort animals that live on a farm and animals that don't live on a farm. ***RE:*** *People, Culture and Communities*	***History:*** *Past and Present* Children will be able to talk about how transport has changed from the past to now. ***Geography:*** *People, Culture and Communities* Children will be able different types of transport and know where they can go e.g. on land, sky or water. ***Science:*** *The Natural World* Children can explain that some things move by pushing and pulling. Children will know that in summer the weather gets warmer. ***RE:*** *People, Culture and Communities*

Expressive Arts and Design  Children develop their expressive art and design skills through continuous provision by accessing the junk modelling, malleable and painting areas. They also have taught music sessions.	Children will sing and perform Nursery rhymes. Children will take part in simple pretend play. Children will begin to mark make using different materials	Children will begin to use shapes to represent objects when mark making. Children will begin to develop more complex stories when playing with small world equipment.	Children will develop their own ideas of what to make and experiment with different materials. Children will explore paint and making paintings using brushes, sponges and vegetable printing. Children will use construction kits to make moving objects. .	Children will draw with increasing complexity and details. Children will be able to make snips with scissors.	Children will make complex 'small worlds' using different equipment e.g. blocks and Lego Children will experiment with plasticine to make simple sculptures. Children will experiment with different materials (collages)	Children will begin to join different materials. Children will make up songs and begin to innovate well known ones. Children will be able to cut along a straight line with confidence.