



Nursery – Progression of Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Topics	<u>All About Me</u>	<u>Celebrations</u>	<u>Wonderful Winter</u>	<u>Let's Grow</u>	<u>Once Upon a Time</u>	<u>On the Beach</u>
Weekly Themes	Marvellous Me My Pets Houses & Homes Harvest Space Week People Who Help Us	Diwali Autumn Toys Christmas / The Nativity	Winter Polar Regions Chinese New Year Keeping Healthy Valentine's Day	Mini-beasts Plants Animals Farming Easter	Dinosaurs Fairy & Traditional Tales	Under the Sea Pirates and Mermaids Summer Transport and Travel Holidays Transition / Moving On
Prime Areas of Learning						
Communication and Language	* I can sing a large repertoire of songs * I can develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' * I can develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. * I can a wider range of vocabulary. * I can pay attention to more than one thing at a time, which can be difficult.					
	*I can talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."	* I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	*I can start a conversation with an adult or a friend and continue it for many turns.	* I can use longer sentences of four to six words. *I know many rhymes, be able to talk about familiar books, and be able to tell a long story.	*I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	* I enjoy listening to longer stories and can remember much of what happens. *I am able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Personal, Social and Emotional	*I can select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. *I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. *I can remember rules without needing an adult to remind them. *I talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.					



Development	* I can select and use activities and resources, with help when needed.	*I will become more outgoing with unfamiliar people, in the safe context of their setting. *I can increasingly follow rules, understanding why they are important.	* I will be increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * I can make healthy choices about food, drink, activity and tooth brushing.	* I can show more confidence in new social situations. *I can play with one or more other children, extending and elaborating play ideas.	* I can develop their sense of responsibility and membership of a community. *I can talk with others to solve conflicts.	* I can understand gradually how others might be feeling. *I can develop appropriate ways of being assertive.
Physical Development	* I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * I can go up steps and stairs, or climb up apparatus, using alternate feet. * I can match my developing physical skills to tasks and activities in the setting. For example, I will decide whether to crawl, walk or run across a plank, depending on its length and width. * I can use one-handed tools and equipment, for example, making snips in paper with scissors.					
	*I can match my developing physical skills to tasks and activities in the setting.	*I can use large-muscle movements to wave flags and streamers, paint and make marks. *I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	* I can skip, hop, stand on one leg and hold a pose for a game like musical statues. *I can be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	*I will be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	*I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. *I can use a comfortable grip with good control when holding pens and pencils. *I can have a preference for a dominant hand	*I can start taking part in some group activities which they make up for themselves, or in teams
	PE - Commando Joe's Characters	PE - Dance	PE - Ball games	PE - Gymnastics	PE - Sports Day/Athletics	PE - Extra curricular sports leaders.
Specific Areas of Learning						
Literacy	*I can understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. *I can develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother •					
	*I know print has	*I can read English text	*I can understand the	*I can use some of their	*I can engage in extended	*I can write some



	meaning.	from left to right and from top to bottom.	names of the different parts of a book - page sequencing.	print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. •	conversations about stories, learning new vocabulary. *I can write some or all of my name.	letters accurately.
Maths	*I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Make comparisons between objects relating to size, length, weight and capacity. *I can talk about and identifies the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.					
	*I can compare quantities using language: 'more than', 'fewer than'. *I can recite numbers past 5. *I can talk about and identifies the patterns around me.	*I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising') *I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	* I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *I can understand position through words alone - for example, "The bag is under the table," - with no pointing.	*I can say one number for each item in order: 1,2,3,4,5 *I can show 'finger numbers' up to 5. *I can combine shapes to make new ones - an arch, a bigger triangle etc. *I can extend and create ABAB patterns - stick, leaf, stick, leaf. *I can notice and correct an error in a repeating pattern.	*I can solve real world mathematical problems with numbers up to 5 *I can describe a familiar route. *I can discuss routes and locations, using words like 'in front of' and 'behind' *I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	*I can experiment with my own symbols and marks as well as numerals. *I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding of the World	*I can use all their senses in hands-on exploration of natural materials. *I can talk about what I see, using a wide vocabulary. *I can explore how things work. *I can continue developing positive attitudes about the differences between people					
	*I can show interest in different occupations.	*I can begin to make sense of my own life-story and family's history.	*I can talk about the differences between materials and changes	*I can plant seeds and care for growing plants. •	*I can explore collections of materials with similar and/or different	*I know that there are different countries in the world and talk about



			they notice.	*I can understand the key features of the life cycle of a plant and an animal. *I can begin to understand the need to respect and care for the natural environment and all living things	properties. *I can explore and talk about different forces I can feel.	the differences.
Expressive Arts and Design	*I can take part in simple pretend play, using an object to represent something else even though they are not similar. *I can join different materials and explore different textures. *I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc.					
	*I can explore different materials freely, to develop their ideas about how to use them and what to make. *I can explore colour and colour-mixing. *I can listen with increased attention to sounds.	*I can sing the pitch of a tone sung by another person ('pitch match'). *I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	*I can develop their own ideas and then decide which materials to use to express them. *I can respond to what they have heard, expressing their thoughts and feelings. *I can remember and sing entire songs.	*I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. *I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.	*I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. *I can draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	*I can create their own songs or improvise a song around one they know. *I can play instruments with increasing control to express their feelings and ideas.