Progression of Skills - Nursery

Communication & Language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sing a large repertoire of songs. Knows many rhymes, and is able to talk about familiar books.	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.	Understand a question or instruction that has two parts, such as "Get your coat and wait by the door". Understand "why" questions such as "Why did the caterpillar get so fat?" Use longer sentences of 4-6 words. Pay attention to more than one thing at a time, which can be difficult.	Use talk to organise themselves and their play: "Let's go on the bus…I'll be the driver…you sit there". Start a conversation with a friend or an adult and continue it for many turns.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying some sounds: r,j,th, ch and sh and monosyllabic words such as: planetarium, pterodactyl and hippopotamus.	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
Personal, Social and Emotional Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Increasingly follow rules, understanding why they are important. Remember rules without an adult needing to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs e.g. using the toilet and washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one that is suggested to them. Develop their sense of responsibility and membership of a community.	Become more outgoing with familiar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating on ideas. Understand gradually how others might be feeling.	Develop appropriate ways of being assertive. Talk with others to solve conflict.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game and suggesting other ideas.
Physical Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use large muscle	Continue to	Increasingly able to	Go up steps and	Skip, hop, stand on	Use a comfortable

movements to wave flags and streamers, paint and make marks.	develop their movement, balancing, riding (scooters, bikes and trikes) and bat skills. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example putting coats on and zipping them up.	use and remember sequences and patterns of movement which are related to music and rhythm. Start taking part in some group activities that they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting for example, they decide whether to crawl, walk or run across a plank depending on its length and width. Use one-handed tools and equipment, for example making snips in paper with scissors.	stairs, or climb up apparatus, using alternate feet. 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. Collaborate with others to manage large items, such as moving along a plank safely, and carrying large hollow blocks.	one leg and hold a pose for a game like musical statues. Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. Start taking part in some group activities that they make up for themselves, or in teams. Continue to develop their movement, balancing, riding (scooters, bikes and trikes) and bat skills.	grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use one-handed tools and equipment, for example making snips in paper with scissors.
Literacy					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understand the five key concepts about print: -print has meaning Forming lines and marks	Understand the five key concepts about print: -the names of different parts of the book -page sequencing Forming lines and marks	Understand the five key concepts about print: -we read English text from left to right and from top to bottom. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately.	Use some of their print and letter knowledge in their early writing, for example, writing a shopping list that starts at the top of the page; writing 'm' for mummy. Develop their phonological awareness, so that they can: -spot and suggest rhymes.	Understand the five key concepts about print: -print can have different purposes. Develop their phonological awareness, so that they can: -count or clap the syllables within a word. -recognise words with the same initial sound, such as money and mother. Write some or all of their name. Write some letters accurately.	Write some or all of their name. Write some letters accurately.

ELS Phonics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 activities	Phase 1 activities	GPCs: s,a,t,p,i,n	GPCs: m,d,g,o,c,k	GPCs: e,u,r,h,b,f,l	GPCS: j,v,w,y,z,qu
Mathematics '*Master the Curriculum*'					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat Compare sizes using gestures and language: 'bigger/little/small'	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5 Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat',	Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity.	Compare quantities using language: 'more than', 'fewer than'. 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'	Explore the composition of numbers to 10. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Solve real-world mathematical problems with numbers up to 5

		‘round’			
Understanding the World					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Begin to make sense of their own life story and family’s history. Use all of their senses in hands-on exploration of natural materials. Talk about the differences between materials and the changes they notice.	Talk about what they see, using a wide vocabulary. Show interest in different occupations.	Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences that they have experienced or seen in photos.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.		Explore how things work. Explore and talk about the forces they can feel.
Expressive Art & Design					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs. Sing the pitch of a tone sung by another person ‘pitch match’.	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings.	Begin to develop complex stories using small world equipment like animal sets, dolls and doll’s houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.