





## Nursery Progression of Skills & Curriculum Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b> 	<p><b><u>Making Relationships</u></b> Children separate from their caregivers on arrival and find a familiar adult. Children are beginning to ask the adults for help e.g. putting on their coats or with help pulling up trousers.</p> <p><b><u>Sense of Self</u></b> Children are able to make a choice about where they would like to learn e.g. role play/construction during CP. Children are beginning to find their own photograph to hang up their coat/bag. name for snack time.</p> <p><b><u>Understanding Emotions</u></b> Children are able to self register how they are feeling on arrival e.g. happy/sad/angry using the 'Colour Monster' as a vehicle text. Children are able to find a familiar adult to seek comfort if they are upset and are able to be distracted by a comfort toy, object or activity.</p>	<p><b><u>Making Relationships</u></b> Children are beginning to cooperate with the daily routines without saying no or becoming upset e.g. directed learning. Children will play with a friend who is engaged in the same activity e.g. making dinner or a cup of tea in the role play.</p> <p><b><u>Sense of Self</u></b> Children are beginning to identify boys/girls e.g. he/she and identify their similarities/differences in appearance/ability and cultural experiences e.g. Diwali/ Halloween/Christmas. Children are able to make their own choices based on their preferences and discuss their own ideas.</p> <p><b><u>Understanding Emotions</u></b> Children are sensitive to their friends' feelings and offer comfort. Children can feel pride/ embarrassment and a wider range of emotions such as; frustration or disappointment.</p>	<p><b><u>Making Relationships</u></b> Children begin to understand that others have different ideas/needs from themselves e.g. a child sits in front of the teacher when reading. Children show concern for their friends and family by offering them a familiar toy to play with or a soothing cuddle.</p> <p><b><u>Sense of Self</u></b> Children explore others' viewpoints through play and are willing to try new things and talk about their experiences. Children learn their actions have consequences that can be positive and negative e.g. thinking time/stickers.</p> <p><b><u>Understanding Emotions</u></b> Children will know that some actions can hurt or harm their friends and are starting to stop themselves from making the wrong choices e.g. hitting/snatching. Children follow daily routines in CP or direct learning activities and are cooperating with some boundaries.</p>	<p><b><u>Making Relationships</u></b> Children are confident to play alone, alongside and with others and can invite others to join them. Seeks out the company of adults and children to share their ideas, experiences and ideas e.g. I like the trains, do you? Shall we make a track together?</p> <p><b><u>Sense of Self</u></b> Children can identify similarities and differences. between themselves and their friends and is able to talk about their friends and key worker groups. Children can listen to others say 'well done' or 'I don't like that' without getting upset or by feeling proud of themselves.</p> <p><b><u>Understanding Emotions</u></b> Children express wider emotions in play and interactions with familiar adults/friends e.g. excitement/ disappointment/ anxiety/ guilt and self-doubt. Children identify others' emotions by their actions or facial expressions and can understand their needs and wants and may assist them.</p>	<p><b><u>Making Relationships</u></b> Children begin to replicate the language of adults modelled e.g. Thank you/your welcome/please can I have.. Children show consideration for others needs and have more impulse control e.g sharing a toy, asking to have a turn.</p> <p><b><u>Sense of Self</u></b> Children feel a sense of belonging to their nursery class and key worker group and involve themselves in the daily routines. Children can accept criticism and praise and start to use these ideas to develop their sense of self e.g. 'Wow! your drawing is amazing'.</p> <p><b><u>Understanding Emotions</u></b> Children are aware of the expectations for different tasks and social situations and can participate in direct learning, daily routines, adapting their behaviour accordingly e.g. group phonics or whole class squiggle. Children can recognise the negative and positive impact of their choices and can recognise that some actions can hurt others feelings.</p>	<p><b><u>Making Relationships</u></b> Children show consideration for others needs and have more impulse control e.g sharing a toy, asking to have a turn. Children are beginning to practise some negotiation and compromise skills to resolve conflict with adult support.</p> <p><b><u>Sense of Self</u></b> Children are confident and outgoing towards their peers and adults and are starting to take some managed risks with support e.g. try the larger climbing frame. Children have a clear idea about what they want to do in their play and how they want to go about it.</p> <p><b><u>Understanding Emotions</u></b> Children can recognise the negative and positive impact of their choices and can recognise that some actions can hurt others feelings. children can talk about their own and others' feelings and behaviour and its consequences.</p>
<b>Communication and Language</b>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions,</p>	<p><b><u>Listening and Attention</u></b> Children can stay on their own self chosen activity or a directed task for a short period of time and can shift their attention when their name is called.</p> <p><b><u>Understanding</u></b> Children can understand simple sentences including functional instructions; hang your coat up/wash your hands etc.</p> <p><b><u>Speaking</u></b> Children are beginning to ask simple questions and talk about their families and toys. Children can share their feelings, experiences and thoughts</p>	<p><b><u>Listening and Attention</u></b> Children listen to stories read by adults and some directed learning for a short period of time e.g. phonics/literacy/topic.</p> <p><b><u>Understanding</u></b> Children can identify action 'ing' words and demonstrate them e.g. show me jumping/hopping/waving etc.</p> <p><b><u>Speaking</u></b> Children use language to share feelings, experiences and thoughts such as 'mummy gone home/ I go to the shops/can you help me please. Children learn new words very rapidly and are able to use them in communicating e.g. I need help.</p>	<p><b><u>Listening and Attention</u></b> Children listen to the adults or their friends in one-to-one or small groups, when conversation interests them e.g. I like Paw Patrol. Children enjoy play with sounds, songs and rhymes.</p> <p><b><u>Understanding</u></b> Children understand who, what, where in simple questions e.g. Where is mummy? Who is picking you up? What are you doing?</p> <p><b><u>Speaking</u></b> Children learn new words very rapidly and are able to use them in communicating e.g. I want a tangerine. Children are beginning to use word endings in the correct tense e.g. <i>going, cats.</i></p>	<p><b><u>Listening and Attention</u></b> Children can listen to familiar stories and have some recall of the story e.g. the monster climbed a mountain and the stairs in 'Bedtime for Monsters'.</p> <p><b><u>Understanding</u></b> Children are beginning to understand two/three word level instructions such as; hang your coat up and choose a book.</p> <p><b><u>Speaking</u></b> Children use what, where, when questions e.g. where's Mummy , what's the snack today or when is it home time?</p>	<p><b><u>Listening and Attention</u></b> Children follow directions such as; wash your hands, when not focused on their own activity. Children join in with key phrases from familiar stories e.g. We're going on a bear hunt and anticipates next lines or event "urh ohh a cave".</p> <p><b><u>Understanding</u></b> Children are developing an understanding of simple concepts big/small, <i>fast/slow, good/bad.</i> Children can demonstrate some prepositions such as <i>under, on top, behind.</i></p> <p><b><u>Speaking</u></b> Children use <i>what, where, who</i> questions; what are you doing, where is the ball, who has a hat? Holds a conversation, jumping from topic to topic</p>	<p><b><u>Listening and Attention</u></b> Children join in with key phrases from familiar stories e.g. We're going on a bear hunt and anticipate the next lines or event "urh ohh a cave". Children can listen to a conversation or draw a picture but can change their focus to what interests them.</p> <p><b><u>Understanding</u></b> Children understand the use of objects e.g. what they need to use to cut/stick/draw. Children can respond to and understand <i>why</i> and <i>how</i> questions e.g. how did you make that model?</p> <p><b><u>Speaking</u></b> Children link sentences with and/ because, and can retell simple past events in correct order e.g. I went to the shops for sweets. Children ask why things happen and give explanations e.g. <i>who, what, when,</i></p>

						how using a range of tenses (e.g. play, playing, will play, played)
<div>Physical Development</div> <div></div> <div>Children improve their gross and fine motor skills daily both indoor and outdoor.</div>	<p><b><u>Moving and Handling</u></b> Children dance to music and play percussion instruments such as; shakers, drums etc. Children are beginning to climb up and down steps etc. with different levels. Children can choose different ways of moving such as; crawling, jumping. hopping. running etc. Children can negotiate stairs using both feet on each step holding a rail for support if required.</p> <p><b><u>Health and Self Care</u></b> Children can drink from a cup/beaker or small bottle of milk without spilling it. Children are able to wash their hands and dry them independently before snack or after the toilet. Children can communicate their need for the toilet or potty and show some independence with a little adult support.</p>	<p><b><u>Moving and Handling</u></b> Children can jump in the air using both feet and land a small distance forward e.g. off the stage in the garden or the climbing frame. Children can throw, catch and kick a large ball. Children are using the trikes and balance bikes with increasing control.</p> <p><b><u>Health and Self Care</u></b> Children are gaining independence in toileting with minimal support. Children can put on and take off their jumpers, hats, wellies and coats and attempt to unzip or zip up too. Children know why they have to wash and dry their hands and carry this task out independently.</p>	<p><b><u>Moving and Handling</u></b> Children can turn the pages in a book. Children are beginning to use a dominant hand/leg/foot with large balls or mark making tools. Children are showing increasing control with mark making tools, jugs, hammers and percussion instruments. Children are using mark making tools with a thumb and all fingers.</p> <p><b><u>Health and Self Care</u></b> Children can name different body parts e.g. arms, legs, eyes, ears, mouth etc. Children are starting to talk about their thoughts and feelings verbally and through facial expressions. Children are willing to explore a range of texture, tastes and express likes and dislikes.</p>	<p><b><u>Moving and Handling</u></b> Children are climbing on the pencils, buckets and up the stage. They are traversing the climbing equipment using heel to toe feet. Children can use their hands to balance themselves. Children walk down steps, slopes while carrying small objects such as; a ball, toy or other outdoor resources while maintaining their balance. Children can stand on one foot or squat for a short time, shifting their body weight to balance more.</p> <p><b><u>Health and Self Care</u></b> Children are willing to explore a range of texture, tastes and express likes and dislikes. Children can mimic others actions or movements playfully Children are beginning to identify danger and find a familiar adult for comfort or help.</p>	<p><b><u>Moving and Handling</u></b> Children can run around avoiding objects changing speed and direction successfully. Children can throw and catch a large ball, beanbag or other object with two hands.</p> <p><b><u>Health and Self Care</u></b> Children can describe the effects of exercise on their bodies after physical activity e.g. i'm tired, my heart is beating. Children are starting to take action to reduce risk or dangerous play or situations and understand that things have to be used safely.</p>	<p><b><u>Moving and Handling</u></b> Children can use a range of tools with one hand including; scissors, paintbrushes, hairbrushes, toothbrushes, scarves or ribbons. Children draw lines, circles and pivot from the shoulder such as; twirling ribbons around their heads and across their bodies. Children start to form recognisable letters independently such as their name, mummy, daddy etc.</p> <p><b><u>Health and Self Care</u></b> Children are starting to take action to reduce risk or dangerous play or situations and understand that things have to be used safely. Children begin to dress independently such as putting on jumpers, trousers, shirts and starting to zip up coats. Children can initiate playful actions or movements for other children to mirror and follow such as everyone hopping/jumping.</p>
	<div>Literacy</div> <div></div>	<p><b><u>Reading</u></b> Children can talk about their favourite stories, nursery rhymes and poems. Children can finish the last line of their favourite nursery rhymes or story e.g. Twinkle twinkle little .... or whoosh they were .....</p> <p>Children repeat and use actions, from their favourite stories, nursery rhymes and poems.</p> <p><b><u>Writing</u></b> Children enjoy mark making writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Children can talk about the different marks they make.</p>	<p><b><u>Reading</u></b> Children repeat and use actions, from their favourite stories, nursery rhymes and poems. Children begin to identify familiar logos in print and on screen e.g. their favourite cartoon, jingle or story book. Children enjoy singing, dancing, playing percussion instruments and clapping along to their favourite songs or nursery rhymes</p> <p><b><u>Writing</u></b> Children can talk about the different marks they make. Children begin to identify their pictures are different from their name.</p>	<p><b><u>Reading</u></b> Children listen to and join in with stories and poems, one-to-one and in small groups e.g. Wow! Said the Owl. Children join in with familiar repeated phrases and predict what comes next in stories and nursery rhymes. Children begin to understand story structures - beginning, middle and end and to tell their own stories e.g. the Monster packs a knife and fork and then climbs a mountain from 'Bedtime for Monster'.</p> <p><b><u>Writing</u></b> Children identify signs, symbols and words that they see in different places, including those they make themselves such as; their own name or a cartoon logo. Children's marks start to resemble early writing in their play e.g squiggles, lines, circles, some letters shapes.</p>	<p><b><u>Reading</u></b> Children start to talk about events and characters in stories and suggest how the story might end. Children are interested in illustrations and words in books and on screens in the classroom environment e.g. they see their favourite cartoon logo. Children enjoy looking at books and digital print independently Children confidently handle books and ipads carefully and the correct way up.</p> <p><b><u>Writing</u></b> Children make up stories and act out role play scenes based on their own experiences e.g. Mummy feeds the baby and Daddy cooks dinner. Children start to imitate adults' writing by making continuous squiggles, lines, circles, some letters shapes (early writing) from left to right.</p>	<p><b><u>Reading</u></b> Children develop early books skills talking about the print and, in English, it is read from left to right and top to bottom. Children know the symbols carry meaning in various forms e.g. ipads, class whiteboards and books. Children use ipads confidently selecting apps and websites e.g. select the game they want to play. Children begin to develop an awareness of phonemes and initial sounds. <b><u>Writing</u></b> Children show an interest in letters on a keyboard, and can find the initial letter of their own name and other familiar words e.g. ccccat. Children attempt to write their own name, or other names and words, using lines, circles and curves, or some letter-type shapes.</p>
Mathematics	Number	Number	Number	Number	Number	Number





Children compare quantities recognising when they have the same , more or lots e.g. Know when their friend has more cars than themselves.  
Children say some number names in order e.g. 4, 5, 6, 9.

#### **SSM**

Children are aware of objects in the room and can avoid them and they explore fitting into spaces (crawling in a tunnel).  
Children can find their way around familiar objects inside and outside the classroom.  
Children can respond to some spatial and positional language e.g. crawl, jump, climb and can stand in front/behind/on top or underneath.  
Children explore distances; close up and far away.

Children can collect 2 or 3 items from a larger group (basket of bears)  
Children begin to notice some numbers around the classroom such as on a number washing line or track game.

#### **SSM**

Children are beginning to place jigsaw pieces into an inset board accurately.  
Children can say when two objects look the same e.g. circles/squares.  
Children are beginning to build towers, buildings and constructions with various resources such as; lego/duplo/blocks.  
Children join in with repeated sounds and actions from stories, nursery rhymes etc.  
Children are interested in what happens next in the daily routine and anticipate snack time/hometime etc.

Children compare two groups of up to 5 objects and say more/fewer/less or say *You've got two, I've got two.* the same!  
Children may enjoy counting as far as they can go e.g. 1, 2, 3, 4, 5. 6, 7  
Children are beginning to have 1:1 correspondence and touch objects while counting 1, 2, 3, 4, 5.

#### **SSM**

Children start to compare and talk about size, length, weight and capacity.  
Children can talk about past/present events e.g. I went to the shops or I'm going to the shops.  
Children are starting to use positional and directional language e.g. on top, behind, in front, underneath.  
Children can turn, rotate objects to fit them into spaces or create shapes they like such as a pyramid for a roof or a square with a space for a window, choosing the correct shapes for a purpose.

Children use number names and counting in play and show a fascination with larger numbers e.g. I have lots - twenty.  
Children can recognise up to 3 objects without the need for counting them.  
Children are beginning to recognise numerals 0 to 10.  
Children count up to 5 objects recognising the last number they say is how many are there e.g. I have 5 orange pieces.

#### **SSM**

Children are beginning to recognise common 2D and 3D shapes.  
Children are talking about similarities and differences in shape properties e.g. round, 3 sides.  
Children enjoy separating and joining shapes together to create new arrangements to create arches, enclosures using trial and error to select the appropriate blocks.

Children link numerals to amounts up to 5 and maybe beyond.  
Children explore mark making which they ascribe to mathematical meanings 'It's two cars'.  
Children begin to understand and solve practical; problems in meaningful play e.g. I need more food, I have 1 more than you'.

#### **SSM**

Children create their own spatial patterns showing some order.  
Children explore making their own two colour/shape/object repeating patterns e.g. red/blue/red/blue or square/circle/square/circle.  
Children join in with patterns using sound, objects, games, stories, dance and movement and are starting to predict what comes next such as; boy/girl/boy ... or clap/tap/clap .....

In play, children explore numbers that can be made from smaller numbers e.g. 2 and 1 make 3.  
Children begin to recognise that each number counted is 1 more than the one before.  
Children can separate groups of 3 or 4 objects but still know the total is the same e.g. I have 2 milks and 1 milk - I have 3 milks.  
Children can count to 10 forwards and backwards.

#### **SSM**

Children spot patterns in and around the classroom and are beginning to identify the pattern rule of repeating the same colour/shape/objects/ movement.  
Children are starting to use heavier/lighter/more/less/full/empty by comparing two items in and around the classroom.  
Children can recall a short sequence of events in their daily life and routine such as; breakfast. lunch, dinner and bedtime.

### **Understanding the World**



#### **People and Communities**

Children have a sense of who lives with them (their families and pets)  
Children act out everyday actions from their own background such as ; making breakfast, feeding the baby, acting out being a pet dog or cat.

#### **The World**

Children talk about some of the things they see in and around the classroom e.g. a cooker, a table to sit at and have dinner.  
Children play with resources based on first hand experiences e.g. taking a ride on a bus/train, visiting the farm.  
Children are making observations in their environment of natural objects e.g. leaves falling off trees, conkers and pine cones features - smooth/spiky.

#### **Technology**

Children play with ipads and whiteboards.  
Children play with friction cars or wind up toys.

#### **People and Communities**

Children are starting to have their own friends.  
Children start to realise they have similarities and differences that link them and distinguish them from their friends such as the same or different hair colour.

#### **The World**

Children play with resources based on first hand experiences e.g. taking a ride on a bus/train, visiting the farm.  
Children are making observations in their environment of natural objects e.g. leaves falling off trees, conkers and pine cones features - smooth/spiky.

#### **Technology**

Children play and investigate with water such as cleaning the toys, filling and emptying the jugs, moving water around with pipes, containers etc.

#### **People and Communities**

Children start to talk about their families such as; It's Mummy's birthday today or I'm going on holiday.  
Children talk about and join in with family customs and routines - halloween, easter, Christmas or shopping in Asda on a saturday.

#### **The World**

Children play with resources based on first hand experiences e.g. taking a ride on a bus/train, visiting the farm.  
Children will begin to talk about and ask questions about the world around them such as; where they live or seasonal changes.

#### **Technology**

Children use pipes, funnels and other tools to carry/transport water from one place to another.  
Children use technological toys with knobs or pulleys, cameras, and ipads or tablets.

#### **People and Communities**

Children talk about events and experiences in their own lives such as; a birthday party or a trip they have been on or if Mummy is not well.  
Children describe special events in their lives e.g. All the family get together at Christmas or they go to church at Easter.

#### **The World**

Children talk about what they notice about seasonal changes and how it works with new leaves growing on trees, flowers springing up and nature coming back to life.  
Children develop an understanding of growth, decay and change over time using personal experiences of growing plants and vegetables in the school garden.

#### **Technology**

Children use technological toys with knobs or pulleys, cameras, and ipads or tablets.  
Children can use simple equipment, e.g. uses a remote control, operates an ipad selecting the correct app.

#### **People and Communities**

Children show an interest in occupations, and ways of life such as; farmers working outside or doctors helping us get better.  
Children can talk about things they can or can't do and what is similar and different to their friends and families.

#### **The World**

Children start to understand some effects of their actions on the environment such as; recycling at home or using the recycle paper bin in the classroom.  
Children look after plants or insects and animals with care and respect.

#### **Technology**

Children are skilled at making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  
Children play with various resources learning about cause and effect e.g. puppets on sticks or split pins.

#### **People and Communities**


Children can talk about things they can or can't do and what is similar and different to their friends and families.  
Children talk about and join in with family customs and routines - halloween, easter, Christmas or shopping in Asda on a saturday.

#### **The World**

Children look after plants or insects and animals with care and respect.  
Children observe and talk about similarities and differences, patterns and seasonal changes throughout the year.

#### **Technology**

Children know they can get information from technology e.g. an image of Peppa Pig or Spiderman.  
Children can use ipads, whiteboards to interact with age appropriate apps, or programmes.

<div>Expressive Arts and Design</div> <div></div>	<p><b><u>Creating with Materials</u></b> Children join in with nursery rhymes and familiar songs. Children experiment with sounds using percussion instruments. Children show an interest in the way instruments sound or are played e.g. fast/slow or loud/quiet. Children experiment with drawing lines, and circles or enclosing spaces to represent objects, sounds or actions e.g. the circle with arms and legs is Mummy.</p> <p><b><u>Being Imaginative</u></b> Children explore everyday objects and resources to represent their ideas, or interests e.g. a stick as a microphone or a banana as a phone. Children pretend to play using sounds, actions and words e.g. describing the music as scary.</p>	<p><b><u>Creating with Materials</u></b> Children experiment with drawing lines, and circles or enclosing spaces to represent objects, sounds or actions e.g. the circle with arms and legs is Mummy. Children enjoy and experiment with changing colours (paint mixing) Children express their ideas through 2D and 3D structures e.g. a castle or a house with the blacks.</p> <p><b><u>Being Imaginative</u></b> Children make sounds and dance to music freely e.g. shake the tambourine along to Baa Baa Black Sheep. Children express their feelings and ideas through movement and sound and use stories, music and ideas to create their own dances.</p>	<p><b><u>Creating with Materials</u></b> Children explore how they can change sounds or make up their own movements. Children copy movements with patterns e.g. clap/tap/stamp or heads shoulders knees and toes.</p> <p><b><u>Being Imaginative</u></b> Children sing songs while in play. Children make sounds, movement or drawings to accompany a story e.g. a mask to go along with their goodies and baddies narrative.</p>	<p><b><u>Creating with Materials</u></b> Children join in with actions, nursery rhymes, songs and ring games. Children sing familiar songs from their favourite cartoons or bands seen/heard in school or at home. Children develop their skills of making sounds intentionally e.g. keep the beat to a nursery rhyme. Develops an understanding of how to create and use sounds intentionally.</p> <p><b><u>Being Imaginative</u></b> Children mirror, mimic or copy the actions of others adding their own changes spontaneously. Children are imaginative in their play based on their own or their friends' experiences and ideas.</p>	<p><b><u>Creating with Materials</u></b> Children tap out simple beats/rhythms. Children explore colour mixing independently making their own observations. Children understand that their lines and circles enclose spaces and their drawings can represent actions based on their own experiences and observations.</p> <p><b><u>Being Imaginative</u></b> Children use props to or create their own props to support their imaginary play e.g. a ribbon to act as a lead on a toy dog. Children play with their friends who are playing the same game or theme.</p>	<p><b><u>Creating with Materials</u></b> Children use different resources to join, stack and balance enclosures and structures. Children use the correct tools for a purpose. Children have a wide range of nursery rhymes, actions and dances.</p> <p><b><u>Being Imaginative</u></b> Children represent imaginary and real life ideas/events/people or objects such as; making a cake for their birthday or putting on a hat to be Mummy. Children create their own movements and gestures to represent and respond to their feelings and ideas.</p>
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Characteristics of learning will run through each area of learning. When commenting on children's work staff with comment on the process rather than the product.