



Nursery progression of skills

N	Context	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Aut 1	Settling in. Ourselves	<ul style="list-style-type: none"> Exploring inside and out. Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated. 	<ul style="list-style-type: none"> Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Kick, Roll, chase and collect a ball. Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance. 	<ul style="list-style-type: none"> Form a secure bond with adults and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity. 	<ul style="list-style-type: none"> Maintain focus on a short picture book shared with an adult until the end. Make marks on a range of scales with a range of tools and grips. Recognise the first letter of their name. 	<ul style="list-style-type: none"> Basic comparison of quantities. "more" or "less". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality. Count by rote to 5. Recognise numerals with personal significance. 	<ul style="list-style-type: none"> Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things. Recognise self in baby photographs and relate simple family stories about babyhood. Name family members in photographs. Understand we are all different and all special. Talks about their home and their immediate surroundings. 	<ul style="list-style-type: none"> Use small world props in short non-verbal narratives. Make marks with a wide range of tools and grips. Ascribe meaning to some marks. Listens to and begins to join in with familiar nursery rhymes.
Aut 2	Traditional Tales Celebrations	<ul style="list-style-type: none"> Join in with favourite rhymes – some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated. 	<ul style="list-style-type: none"> Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Copy most aspects of whole body action rhymes. Make marks with large tools using arms and shoulders. 	<ul style="list-style-type: none"> Become more outgoing with other adults in the setting. Begin to link up with others from their key worker group by holding hands and travelling to the same play area. Locate and bring additional resources to activities to achieve a particular goal. 	<ul style="list-style-type: none"> Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make marks on a range of scales with a range of tools and grips. Recognise name. Sometimes give meaning to drawings or paintings. Know some songs/stories by heart. 	<ul style="list-style-type: none"> Compare small sets of objects by processing language "more than" and "fewer than". Count within and up to 5 with some correspondence. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members. Explore shapes and their features 	<ul style="list-style-type: none"> Use some very simple adjectives to describe the sensory properties of everyday materials. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys. Take apart and reassemble construction toys. Learning about Bonfire Night traditions and safety. Exploring night and day. Learning about the meaning of Christmas. Observe and talk about seasonal changes to the weather. 	<ul style="list-style-type: none"> Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools. Listens to and begins to join in with familiar nursery rhymes Takes part in dancing and circle time games Learn songs by heart for Christmas performance.
Spr 1	The World Around us Polar regions and rainforest regions.	<ul style="list-style-type: none"> Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes. Use longer sentences of 4-6 words. Be able to use some multi syllabic words. 	<ul style="list-style-type: none"> Hop on the spot and to travel. Bowl, roll, chase and collect, tyres and barrels. Use the toilet independently, managing clothing and washing hands without a reminder. Copy all aspects of whole body action rhymes and challenges. Make marks with different size pens with a palmer grip. 	<ul style="list-style-type: none"> Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal Help new children by directing them towards activities and resources and solving simple practical tasks for them. 	<ul style="list-style-type: none"> Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Focus on marks as they are being created by a range of tools. Recognise and select screen icons. Have some favourite stories. Recall some of CNY story. 	<ul style="list-style-type: none"> Subitize within 3. Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and when building. Arrange 2D shapes, selecting for purpose and narrating choices with informal descriptions of properties. Create a set out of positive and negative examples of objects. Use everyday language to compare size. Sequence small number of steps. Eg now and next. 	<ul style="list-style-type: none"> Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. Investigate ice and salt crystals- conduct experiments involving freezing and melting. Know that there are different countries in the world and talk about what they have learned (eg CNY and poles, rainforest) Observes and understands the changes in the season and weather in Winter 	<ul style="list-style-type: none"> Use materials for a purpose. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Use figures from familiar stories and films to recreate short episodes. Use mark making tools to make enclosed shapes. Join simple body percussion in a familiar song. Can identify and make a high/low and loud/quiet sound Identify cold and warm colours.
Spr 2	Exploring our senses/ science experiments Easter	<ul style="list-style-type: none"> Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes. 	<ul style="list-style-type: none"> Drive tricycles by pedalling. With an adult hand travel above floor height by walking or crawling. Using pincer movements to pick up small items or nip malleable materials. Post and thread. Imitate a tooth brushing routine. Take own coat off and put it on. Be able to make/describe healthy choices in food/drink/exercise. 	<ul style="list-style-type: none"> Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal. Develop ways to calm themselves and use these with adult support. 	<ul style="list-style-type: none"> Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales. Understand different purposes of text, eg information giving. Retell a wordless story using the pictures as a prompt. 	<ul style="list-style-type: none"> Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Spot and describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features. Count within and up to 5 with correspondence. Recognise numerals to 5. Count by rote beyond 5. 	<ul style="list-style-type: none"> Collect materials for a particular purpose and explain. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work. Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Use senses in hands on explorations and investigations. 	<ul style="list-style-type: none"> Use a wider range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose. Use mark making tools to make a range of enclosed shapes. Begins to represent objects in their drawings, choosing appropriate colour and shape. Can discuss and describe different textures. Can make a fast/slow sound. Can make a long/short sound
Sum 1	Look! What's outside? Growing	<ul style="list-style-type: none"> Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and express preferences. 	<ul style="list-style-type: none"> Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. Develop techniques for working simple mechanisms. 	<ul style="list-style-type: none"> Be able to follow some simple rules without being reminded by an adult. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Self calm spontaneously. Carry out simple tasks requested to help someone else Use a small range of adjectives to describe the emotions of story characters and friends. 	<ul style="list-style-type: none"> Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. Make marks, including strings of symbols for others and ascribe meaning to them. Spot and suggest rhymes. Recognise words with the same initial sounds. Start linking letters and sounds. Understand we read print left to right and top to bottom. 	<ul style="list-style-type: none"> Link numerals to sets of 1, 2 or 3. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty. Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past/ offer a brief sequence of events. Compare lengths by aligning and accurately identify longer, taller and shorter. 	<ul style="list-style-type: none"> Answer closed and anticipatory questions in simple adult led experiments about the properties of materials. Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they plant seeds and grow plants. Understand the key features of life cycles. Narrate a stage at a time the way a growing plant or animal is changing 	<ul style="list-style-type: none"> Speak in role in simple, shared story telling. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes. Accurately match environmental sounds to pictures. Combine construction pieces intentionally to represent an object. Select and combine materials or textures for purpose. Understand that different objects can be used to print onto paper. Makes accurate representations of things with a range of objects via printings. Edits and adds details to prints using a range of materials. Follows a steady beat Explore tempo and rhythm (fast/slow, long/short)

Sum 2	People who help us Changes	<ul style="list-style-type: none"> • Able to talk about events now and in the past using appropriate tenses. • Generate and complete causative sentences. • Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. • Have favourite books Know a wider range of rhymes.. • Be able to express a point of view and engage in a simple debate about it. 	<ul style="list-style-type: none"> • Drive ride on toys at speed, using the pedals and steering round obstacles. Collaborate with others to transport large items safely. • Compete in a simple challenge with adult support. • Copy adults to move in a variety of ways. • Use a tripod grip to make marks, including enclosed spaces. • Repeat the same mark making movement with control and ascribe meaning to marks. • Play follow my leader in a small group, imitating a range of gross motor movements. • Be largely independent in simple self-care needs. 	<ul style="list-style-type: none"> • Articulate simple rules to other children. • Develop appropriate ways of being assertive. • Use a wider range of adjectives to describe feelings of friends and characters in books and films. • Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. • Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. • Take a role in domestic play and speak from another point of view. • Listen and talk to special visitors to the setting. • Can explain changes that they have made during their time in Nursery, explaining achievements 	<ul style="list-style-type: none"> • Name and locate favourite books and give very brief descriptions of plot elements or characters. • Re-enact very short excerpts from favourite texts using puppets or small world figures. • Use the structure of the text to anticipate when to join in. • Suggest what might happen next in unfamiliar books, drawing on the plot so far. • Distinguish between the text and the illustrations. • Have a repertoire of known rhymes. • Recognise a small number of symbols such as letters from their names, house numbers • Use imitative writing during role play. • Demonstrate a hand preference. • Beginning to write some or all of their name. • Beginning to link very few sounds (such as initial sounds) to letters in their writing. • Count/ clap syllables in own name and some other words. • Generate simple stories using Helicopter Stories. • Form some letters accurately. 	<ul style="list-style-type: none"> • Link numerals to sets within 5. • Predict changes in amounts in stories and rhymes, counting forwards and backwards. • Use a few of their own symbols and marks to represent mathematical experiences. • Combine 2D and 3D shapes to make new shapes and narrate the effects created. • Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller Correct an error in an ABAB pattern. • Participate accurately in ABAB repeated patterns of actions. • Talk about things that have already happened and things that are going to happen. • Use terms day and night in relation to stories. • Describe a familiar route. • Understand that number can be represented in different ways- tally, 10 frame, numeral, word, fingers etc. 	<ul style="list-style-type: none"> • Use remote control and programmable toys to a particular end and explain how to do it. Demonstrate how to achieve a particular goal with pulley systems. • Ride on toys and digger toys • Describe and enact some of the roles of community/school figures • Explore different occupations. • Taking care of God's world. Work alongside adults imitating their actions as they care for living things. • Other faiths- developing positive attitudes about the differences between people. • Recognise basic maps and discuss routes. • Can explain changes that they have made during their time in Nursery, explaining achievements 	<ul style="list-style-type: none"> • Generate simple stories inspired by props. • Create original stories with small world figures, including dialogue • Use mark making tools to make simple representational drawings. • Show emotions in drawings/paintings. • Accurately match instrumental sounds to familiar percussion instruments. • Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. • Demonstrate control of percussion instruments to follow or demonstrate a rhythm. • Can make a beat / song / dance on their own
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