

Progression of skills in Nursery

PSED

Autumn - We settle into Nursery, separating from our main caregiver with support, taking part in activities alone or alongside others and taking an interest in what others are doing. We explore the resources in our Nursery, playing with ones we like and learning to share (with support when we need it). We practice expressing our needs and asking for help (including going to the toilet). We learn to identify how we feel and can seek support from adults when we experience strong feelings.

We are developing friendships with others, playing with them and sharing experiences (including talking about our feelings). Sometimes we invite others to join our play. We join in with class routines, access a growing range of activities and resources and show some perseverance in activities we have chosen. With support, we take part in new learning and adjust to changes in routine and social situations. We learn about some of the similarities and differences between ourselves and others.

Spring - We are aware of the Nursery expectations, including following adult instructions, waiting our turn most of the time and reflecting positive adult behaviours in our play. We show increasing consideration of others' needs and, with support, can resolve strong emotions. We can use the toilet independently.

We initiate short to and for conversations with others. We are starting to be assertive, including understanding negotiation. We are beginning to consider the needs of others, responding to their feelings through our understanding of their needs and emotions. We are increasingly able to take risks in learning, including trying some new foods with encouragement.

Summer - We talk through problems together and listen to strategies to resolve them. In play, we recreate what we have learnt about relationships and social communication. We explore new learning with increasing enthusiasm, are able to take turns, tolerate a delay when our needs cannot be met immediately and can express our feelings when hurt or upset, using words like 'sad' and 'angry'.

We continue to develop our relationships, including significant friends. We can comfort our friends when they are upset. As our understanding of others' needs, wants and feelings grows, we are able to be increasingly flexible and co-operative. We have learnt to focus and persist on new tasks, to 'pick ourselves up' and continue with activities that are tricky. We understand the expectations in Nursery, seeking help when we need it and role modelling how to follow the Nursery expectations.

C&L

Autumn - We learn to listen in small groups. We listen to stories, to each other, to the sounds around us and to instructions with up to three parts. We learn to talk with each other, following on from what the other person says, and using talk (in sentences of three or more words) to explain what is happening now and remembering what happened in the past. We practice making eye contact when we hear our name and concentrating on things that interest us.

We learn to stop, listen and respond when we hear our names and begin to answer 'how' and 'why' questions. We ask 'who', 'what', 'when' and 'how' questions and suggest explanations. We understand the use of everyday objects and some prepositions (such as 'in', 'on' and 'under'). We are developing our sentence structure, linking our thoughts and joining our ideas using words like 'and' and 'because'.

Spring - We have developed our knowledge of prepositions, learning words like 'behind' and 'beside'. We also use colour, number and time-related words. We practice applying new language and our vocabulary reflects our experiences.

We listen to and join in with familiar rhymes and stories, anticipating key events. We also use our understanding of stories in our imaginative play. We apply new vocabulary and language we hear and are practising using a range of tenses correctly.

Summer - We listen and pay attention for longer periods. When sharing books, we can use our understanding of stories to share what might happen. We use language to imagine and re-create roles and experiences in our play. We also use intonation, rhythm and phrasing to make our meaning clearer to others.

We show our understanding of simple instructions by recalling and completing tasks with two or three steps. We have learnt to stay focused on tasks that interest us while also interacting with others. We use talk to plan and organise games with others.

PD

Autumn - We develop our core strength by making large circles with our arms, climbing some equipment, kicking large balls and beginning to use equipment such as tricycles. We experiment with making marks, using different tools, developing our pen grip and developing a preference for a dominant hand. We practice putting our coats on (with help if we need it).

We are practising drawing and painting with more detail and learning to use some tools with care, including making snips in paper. We are exploring different ways of moving like rolling and jumping, are practising climbing to develop our balance and strength and going up and down steps.

Spring - We have been running and moving around our outdoor area and are learning how to stop or move around if something is in the way. We are developing our preference for our left or right hand when holding things like a pen, paintbrush or scissors. We practice using smaller items like cotton buds or tweezers with increasing control.

We are developing our writing, beginning to form some recognisable letters. We are still developing our gross motor skills and are practising catching a large ball.

Summer - We are making more detailed lines and intentional marks with pens or pencils. We are practising using a range of tools with increasing control and safety, including holding child scissors to cut paper. We climb confidently, pulling ourselves up with increasing balance and strength, can ride a scooter and can carry a small object when going up or down steps.

We have learnt to write our names and are developing a tripod grip (three fingers) when holding writing equipment. We are practising putting on different items of clothes independently. We can ride a tricycle confidently and are able to steer around different objects.

LITERACY

Autumn - We learn a range of songs and rhymes and are starting to identify and remember our favourites. We use actions to join in with them and sometimes use body percussion like clapping or stomping. We listen to and join in with stories and are starting to notice and distinguish between sounds in our environment. We try different mark making activities like painting, drawing, colouring and making marks in malleable materials.

We enjoy a range of books. We predict what might happen using the front cover, recalling key words and phrases from books in our play and practising turning the pages from left to right. We are learning to recognise some of the letters in our names, to read and find our own name and to notice print in the environment. We can also hear the difference between some sounds. We continue to develop our mark making, including using it in our play, making some squiggles which may look like letters and talking about our pictures.

Spring - We listen and respond to stories together, choosing our own books and seeking out adults to share favourite stories. We still notice print in the environment, including recognising some familiar signs or logos and beginning to distinguish between similar letter shapes and sounds in words. We are developing our mark making, and beginning to be aware that writing 'says' something. We try to write our own names.

We still enjoy a range of books, relating our own experiences to them and enjoying humour in stories. With support, we are beginning to ask questions and seek answers to them (for example, looking at websites and non-fiction books). We are practising distinguishing between and matching some letter names and sounds in games. We include writing like marks in our play and are beginning to form individual symbols to represent writing rather than continuous squiggly lines.

Summer - We listen to a range of stories all together. We show an awareness of rhyme and alliteration and are learning to clap or tap syllables in words. We are practising writing some letters accurately, including writing some of our name.

We talk about stories together, using vocabulary from them. We have been learning to discuss and sequence main events when retelling stories and can talk about the main characters in stories. We are practising orally blending and saying some familiar CVC words (like c-a-t - 'cat') and are beginning to hear, recognise and associate letters to sounds in words (like 'm' for 'mum'). We are learning to hear, say and recognise some initial letter sounds. We draw recognisable pictures, use some of our print and letter knowledge in our writing and can write our names.

MATHS

Autumn - We can say number names in order, and know some numbers that are important to us (like how old we are). We also use some numbers in our play and join in with counting rhymes. We notice when some things are the same and react to changes in amounts (for example in rhymes). We are starting to compare sizes and match shapes in puzzles or shape sorters.

We practice saying some number names in order. We can subitise to two and, when counting beyond two, are learning to point at or touch each item as we count, saying one number for each item. We compare two groups of up to five objects, saying when they are the same. We also compare the size, length, weight and capacity of objects. We learn about patterns and notice them in the environment, matching, sorting and using shapes in our play

Spring - We have been learning to see the number three in different ways and recognise it without counting (subitising). We can recite numbers to 5 in order, sing songs like 'Five Little Speckled Frogs', make comparisons between quantities and use prepositions like 'behind' and 'in front'.

We are learning to separate groups of objects in different ways. We are also practising our counting, and know that the last number reached when counting a small set is the total. We show finger numbers up to five and are starting to recognise numerals up to five. We use words like 'more', 'lots', 'less' and 'fewer' to compare two amounts. We are also developing our understanding of

numerical patterns, including creating an ABAB pattern, describing a familiar route and starting to sequence events using words like 'first' and 'then'.

Summer - We can subitise to three and recognise numerals to five. We are practising reciting numbers up to and beyond five. We compare quantities using words like 'greater', 'more', 'less', 'fewer' and 'the same'. We also make comparisons between objects relating to length. We have learnt the names of some common shapes and use them in our play.

We match numerals and quantities to five, show numbers to five using concrete resources, count things in irregular arrangements up to five and learn to solve mathematical problems with numbers to five. We experiment with marks and symbols as well as numerals. We are practising comparing objects relating to weight, capacity and quantities using the language of 'more' and 'fewer'. We talk about, create, extend and copy ABAB patterns and can correct simple errors in them. We can also combine shapes to make new ones.

UW

Autumn - We know how old we are and talk about 'yesterday', 'one day' and events that are important to us. We talk about people who are important to us, who lives in our home and things we like. We explore new things using all of our senses.

We have been learning the routine of different days, including understanding that there are school days and non-school days. We talk about important events in our lives and the people in our family. We also know what a celebration is and talk about some of the things our family celebrates.

Spring - We talk about the jobs that people in our family do and are interested in characters such as police officers, nurses and firefighters. We understand that we are getting bigger every day and that we used to be babies! We explore how things work. We also talk about the weather.

We can measure time in sleeps and name and describe people who are familiar to us.

Summer - We know that some things are old and some are new. We learn the days of the week and can use words like 'yesterday', 'tomorrow', 'last week' and 'last year'. We talk together about some of the things we have seen such as plants, animals, natural and found objects and ask questions about the world. We learn about the life cycle of some plants or animals.

We talk together about different places that we have visited. We are learning about the need to respect and care for the world around us and living things. We also talk about similarities and differences between different materials.

EAD

Autumn - We learn to engage in imaginative play, draw and paint, build with different things and explore malleable materials. We learn a range of simple songs.

We are starting to make up stories when playing imaginatively and use toys as props in our imaginative play. We move to music, exploring different musical instruments and joining in with songs in Nursery. We build with a range of resources and are beginning to represent people and objects in our building, drawing and painting.

Spring - We make up our own songs and improvise with songs we know. We also respond to what we hear, expressing our thoughts and feelings. We are learning to mix paint and how to make new colours. We make things with reclaimed materials (for example, junk modelling).

We express our thoughts in drawing and painting. We learn to use body percussion and instruments to follow simple rhythms in familiar songs. We make imaginative small worlds with blocks or other construction and can use a range of construction materials. We also learn how to join different materials and explore different textures.

Summer - We listen with increased attention to sounds, sing many songs, say some rhymes and take part in ring games and dancing. We use tools for different purposes. When drawing, we create closed shapes with continuous lines and begin to use these shapes to represent objects. We are also learning to use drawing to represent ideas like movement or loud noises.

We show different emotions in our drawing and painting. We are learning to use increasing control when playing instruments to express our feelings or ideas. Our drawing and painting can be recognised by other people. We choose the materials we need for our creations.