

NURSERY PROGRESSION OF SKILLS

	NURSERY AUTUMN TERM	NURSERY SPRING TERM	NURSERY SUMMER TERM	RECEPTION LINKS
CL-LA&U	➤ Understands the routine of the day (knows what happens after carpet time ect) ➤ Sit and listen to a story (with pictures) ➤ Follows a simple instruction with support and modelling ➤ Is beginning to understand how to answer questions ➤ Can listen to adults and other children ➤ Is beginning to understand who, what, where, when, questions ➤ Listens to rhymes and songs	➤ Enjoys listening to longer stories and can remember some of what happens ➤ Pay attention for longer periods -participate for 15-20 minutes ➤ Understands the need to stop and listen and not interrupt others when speaking ➤ Follows a simple instruction ➤ Be able to recite a song/ simple poem ➤ Beginning to understand 'why' questions	➤ Recall more of a story commenting on characters and plot. ➤ Pay attentions for 20-30 mins. ➤ Take turns in conversation in a small group ➤ Follow one part instructions ➤ Make simple prediction i.e. in a wood you mind find an.. owl, fox but in the jungle a girrafe	➤ Follow everybody instructions ➤ Learn routines and follow them ➤ Good sitting, listening, and looking. ➤ Attend to a short story with out interrupting. ➤ Know when to speak and when to listen during group activities. ➤ Know a range of simple nursery rhymes. ➤ Copy a simple rhymes cat on a hat. ➤ Select a range of books to look at independently. ➤ Choose books to share with family.
CL-SPEAKING	➤ Joins in with singing nursery rhymes ➤ Can sing a selection of songs ➤ Asks e.g. who, what, when, how. ➤ Communicate basic needs to an adult ➤ Talks about familiar books ➤ Is able to communicate using between 1-3 words ➤ Uses vocabulary focused on objects	➤ Talk about old/ new experiences ➤ Enjoy using new vocabulary learnt at school as part of play. ➤ Sings a larger repertoire of song ➤ Beginning to ask 'why' questions ➤ Uses sentences of 4-6 words ➤ Talks about their favourite story and begin to retell.	➤ Answer simple questions sticking the main theme or intention ➤ Now a range of nursery rhymes by heart ➤ Explain why they think something	➤ Responding to a social phrase ➤ Explaining their own experience ➤ Explain clearly thoughts and interests ➤ Start a conversation with their friends ➤ Acknowledge its two-stage process.

		➤ Has issues with some irregular tenses and plurals ➤ Children can articulate what they do and don't like		➤ Develop a new vocabulary-melt, dissolve, freeze, hypothesis ➤ Label the main elements of their actions. ➤ Use a pretending voice during role play. ➤ Correct enunciation (clear to both speaker and listener)
SELF-REGULATION	➤ Takes turns in games and group activities with encouragement and support ➤ Supported to follow the rules of the classroom (kind hands, kind words) ➤ Understand that they can go to an adult for a cuddle ➤ Can talk about the feelings 'happy' and 'sad'	➤ Understand and can follow the rules of the classroom (kind hands, kind words) ➤ Can talk about the feelings 'happy' and 'sad' and 'worried'	➤ Can seek the help of any adult when they need their needs met. ➤ Can quickly reassure self after small upsets. ➤ Is motivated to share success with trusted adults and friends ➤ Can identify themselves as member of the class group	➤ Develop friendships ➤ Wait for short period to take a turn ➤ Understand the need for rules ➤ Soothe self after reassurance ➤ Talk about conflicts and solve them. ➤ Seek the support of an adult when needed ➤ Explain what they like to do best. ➤ Share happiness and sadness with a trusted adult.
MANAGING SELF	➤ Can separate from grown up at the door. ➤ Use the toilet with simple reminders ➤ Wash their hands independently ➤ Hang belongings in cloakroom and find their own items ➤ Can decide what they would like to play with ➤ To deal with changes in a positive way ➤ Asks for help – 'Please can you help me do up my coat?' ➤ Knows that they need some resources e.g. an apron for painting.	➤ Use bathroom limited reminders. ➤ To put on their coat independently (using coat trick) may need help to zip up their coat ➤ Begin to understand when they are frustrated/angry ➤ To understand others feelings	➤ Independent use of the bathroom, able to flush toilets and wash hands without support ➤ Hang up own coat and bag ➤ Know how to help self when hot or cold ➤ Collect all their things at the end of the day to go home. ➤ Put on own shoes(velcro) and socks ➤ Say goodbye to adults with confidence ➤ Name items in a healthy diet ➤ Explain why they need to brush their teeth.	➤ Settled and happy to come to school ➤ Confident to selecting activity of their choice. ➤ Use the toilet with simple reminders ➤ Wash hands ➤ Put on own coat ➤ Undress for PE. ➤ Be proud of their achievements. ➤ Identify a range of fruits and vegetables.

BUILDING RELATIONSHIPS	➤ Plays alongside a friend ➤ Shows an interest in others ➤ Builds a positive relationship with a trusted adult ➤ Begin to communicate with people by first saying their name or 'excuse me' ➤ Listens to adults ➤ Sometimes shares resources with adults and peers, sometimes requiring support	➤ Plays in a small group ➤ Seeks out a 'friend' to play with ➤ Be able to share with others with limited support ➤ Shows kindness to adults and children ➤ To speak with confidence to new adults and friends	➤ Play alongside a class group friends. ➤ share the resources successfully ➤ identify all the adults and their roles ➤ have a special friend ➤ explain what makes a good friend ➤ show care to others with in the school community	➤ Play with others ➤ Make a friend ➤ Build a positive relationship with adults ➤ Know how to be a friend ➤ Be aware of the needs of others ➤ Listen to adults. ➤ Know what kindness means. ➤ Identify how some one feeling from their expression.
GROSS MOTOR	➤ Can walk with a ball ➤ Can kick a large ball, not always to a target ➤ Rides a scooter independently, moving one leg backwards and forwards. ➤ Can hop, stand on one leg and hold a pose ➤ Can sit on the carpet and at the table ➤ Remembers sequences and patterns for simple nursery rhymes ➤ Can walk, run (sometimes bumping into others) and stand on tiptoe ➤ Mounts stairs, steps or climbing equipment using alternate feet ➤ Uses large muscle movements to produce vertical and horizontal lines ➤ Get out of breath ➤ Uses large muscle movements to produce circles ➤	➤ Begin to hop on one leg ➤ Can throw a ball or bean bag underarm or overarm ➤ Can kick a large ball in a straight line ➤ Walks along a bench independently ➤ Balances a quoit on their head ➤ Go up steps and stairs independently ➤ Can run safely in a space and is beginning to not run into objects or peers ➤ Climb on play equipment safely ➤ Create and move around on obstacle courses ➤ Follow a dance routine such as wake and shake Use good table manners.	➤ Hop confidently on one leg ➤ Throw a ball or bean bag a short distance with a friend ➤ Enjoy moving to music ➤ Play a simple team game and follow the rules ➤ Copy a range of actions using visual cues. ➤ Use a bat ➤ Learn come gymnastics movements and balances	➤ Throw a ball ➤ Catch a bean bag ➤ Running ➤ Skills – rolling, crawling, walking jumping ➤ Vocabulary to describe movement- fast, slow, up, down ➤ Balance on simple low equipment ➤ Stand feet apart still for short periods. ➤ Take rest times ➤ Get out of breath ➤ Use wheelbarrow and prams ➤ Kick a ball ➤ Dance to music ➤ Circuit training ➤ Lining up and cuing for lunch.
FINE MOTOR	➤ Can walk, run, crawl and climb when directed	➤ Beginning to show strength in a particular hand	➤ Show an adult which hand they write with	➤ Dig in the garden ➤ Crawling

	➤ Take part in dough disco ➤ Is beginning to use scissors ➤ No hand dominance ➤ Uses large tweezers, large nuts and bolts ➤ Uses palmer grasp ➤ Make lines with preferred mark making material ➤ Play with small world toys ➤ Paint with correct stroke	➤ Beginning to show signs of hand dominance ➤ Developing an increasing skill in dough disco ➤ Uses scissors independently and more accurately. ➤ Beginning to use Static tripod/quadrupod grasp ➤ Beginning to uses onehanded tools and equipment	➤ Make marks using a confident tripod grip ➤ Open a straw on a milk carton without support ➤ Do up own Zip ➤ Thread a range of objects with ease ➤ Cut out objects with confidence ➤ Confidently use one handed tools and equipment. ➤ Create drawings of objects that can be recognised by others ➤ Draw a picture of themselves	➤ Pulling up on ropes of bars ➤ Dough disco ➤ Use pencils ➤ Make shapes with pencils ➤ Write own name ➤ Write other words, mum, dad.. ➤ Make shapes on large paper ➤ Experiment with tools-scissors-snipping ➤ Tweezers, pipets, paintbrushes, knives and forks. ➤ Threading large beads ➤ Pour and fill ➤ Play with small world toys. ➤ Draw shapes and give meaning
COMPREHENSION	➤ Listen to a story and engage in short conversations about stories	➤ Predict what will happen next ➤ Engages in extended conversations about stories, learning new vocabulary ➤ Recall what happens in a well-known story	➤ Understands the plot and meaning of the story ➤ Talks about different characters are they good? Bad? And why? ➤ Have favourite stories. ➤ Use story language in play	➤ Listen to a story and talk about the plot ➤ Name characters ➤ Explain what might happen next ➤ Use pictures to elicit meaning ➤ Increase story language vocab orally.
WORD READING	➤ Knows how we hold a book, which way we turn the pages and that we read from left to right ➤ Enjoys sharing books with an adult ➤ Enjoys listening to stories ➤ look at books independently	➤ Uses the pictures in books to 'tell the story' ➤ Enjoys choosing their own books to read ➤ Starts the recognise print has meaning ➤ Name logos that are familiar ➤ Recognise their own name	➤ Give meaning to marks they make ➤ Give meaning to marks they see in the environment ➤ Identify letters of the alphabet that has meaning to them ➤ Orally blend and segment	➤ Know text has meaning ➤ Say letter sounds ➤ Read letters ➤ Segment and blend orally ➤ Segment and blend to read a word ➤ Read 3-5 red words ➤ Match a picture to a cvc word ➤ Identify words by their initial sounds ➤ Name rhyming words
WRITING	➤ Participates in fine motor activities ➤ Draws circles, lines	➤ Uses print and letter knowledge in early writing –	➤ Write own name using a confident tripod grip	➤ Makes meaning with marks

	➤ Sometimes gives meaning to marks as they draw and paint ➤ Make marks on paper	- knows that their print carries meaning ➤ Developing accuracy in mark making. For example draws a circle for a face and can talk about it. ➤ Making other shapes and patterns when demonstrated	➤ Make marks that have meaning “thinking writing” ➤ Use writing during play i.e making lists in a shop ➤ Write for a purpose signing own name on cards	➤ Write name ➤ Make letter shapes ➤ Write letter sounds ➤ Write initial sounds ➤ Plan a shared story using the knowledge of genres all ready experienced
NUMBER	➤ Begin to talk about which group has more/ fewer things ➤ Children assign one number name to each objects that is being counted ➤ Counts objects to 3 ➤ Link numerals and amounts to 3 ➤ Says number names in an incorrect order ➤ Says some number names but not for each object ➤ Subitise (to 1) ➤ Uses some number names and number language spontaneously	➤ Beginning to count beyond 5 ➤ Count 1:1 to 5 ➤ Subitise (to 3) ➤ Begin to recognise some numbers from 1-5 ➤ Uses number language in everyday contexts ➤ Can recite number songs ➤ Combines amounts and knows that they have ‘more’ ➤ Takes some away and knows that they have ‘less’ ➤ Count objects up to 5	➤ Counting 1-10 ➤ Count 1:1 to 10 ➤ Subitise 5 ➤ Recognises numbers 1-10 ➤ Confidently use number in play ➤ Have experience of larger numbers i.e. the date or counting the whole group ➤ Correctly use addition and subtraction in number songs ➤ Say number names in order to 10	➤ Count 1:1 to 5 ➤ Recognise numerals to five ➤ Subitise to 3. ➤ Count in order to 10 ➤ Plays using number names and knowledge of values. ➤ Compare amounts and easily points out groups of more or less.
NUMERICAL PATTERNS	➤ Sorting by various attributes ➤ Developing an awareness of patterns ➤ Understand large/big and small/little ➤ Understands ‘in’, ‘on’, ‘under’, ‘behind’, ‘next to’	➤ Can identify a circle, square, triangle, rectangle ➤ Follow simple instructions that include positional language. For example- tidy up time ➤ Combines shapes to make pictures ➤ Selects shapes appropriately – cube/cuboid for a house	➤ Name the properties of the shapes they have learnt ➤ Make simple patterns ➤ Give positional language instructions ➤ Use 3d shapes as part of play commenting on their properties	➤ Build with shapes ➤ Compare differences in shapes ➤ Combine shapes ➤ Make simple patterns ➤ Describe using time related words. ➤ Use mathematical names 2D shapes ➤ Recognise number patterns to 5.
PAST AND PRESENT	➤ Can briefly talk about some members of their family ➤ Can talk about any pets that they might have ➤ Speak about an event which has happened in the past using a prop such as a toy of picture	➤ Recall past events sometimes in order ➤ Predict what might happen next. ➤ Shows an interest in different occupations (nurse, doctor, police, fire...)	➤ Talk about how they have changed and grown ➤ Show interest in historical items and how they compare to their modern counter parts	➤ Know their own family ➤ Talk about who lives in their house ➤ Name their close relatives. ➤ Talk about things that are yet to happen

		➤ Shares likes and dislikes		➤ Recall events from the past
PEOPLE, CULTURE AND COMMUNITIES	➤ Knows where they live (house, flat, bungalow)	➤ Awareness of different places in the world - Knows that there are different countries in the world	➤ Comment positively on difference ➤ Compare their lives with that of other cultures ➤ Understand a range of cultures and traditions	➤ Differences in life experiences ➤ Culture of our family ➤ Traditions how are they are the same and different ➤ Awareness of different places in the world
THE NATURAL WORLD	➤ Understand hot and cold places (what you would wear, what the weather is like) ➤ Explore collections of materials ➤ Uses senses in hands on exploration ➤ Name their favourite animal ➤ Talk about the daily weather	➤ Beginning to talk about different habitats and who/what live there ➤ Beginning to know and name the 5 senses ➤ Understands that the weather changes ➤ Plants seeds and cares for growing plants with support	➤ Experience a range of live cycles ➤ Understand the need to recycle ➤ grow plants ➤ care for animals	➤ Awareness of different place in the world ➤ Know a hot or cold country and talk about what they would see there. ➤ Names animals and where you might see them, what they look like and how they are the same or different ➤ Comment on seasons and changes in the environment.
CREATING WITH MATERIALS	➤ Can hold a paintbrush in the palm of their hand ➤ Print with large blocks and larger sponges ➤ Use premade paints and are able to name colours ➤ Makes marks ➤ Use glue sticks with support ➤ Select a creative activity	➤ Begins to mix colours to find what new colour can be made ➤ Can use thick brushes ➤ Begin to draw faces with features ➤ Children are able to draw things that they observe ➤ Use glue sticks and glue spatulas independently - Manipulates playdough (rolls, cuts, squashes, pinches, twists...)	➤ Paint with an idea in mind ➤ Make model using a range of skills learnt.. sticking joining colouring painting ➤ Have a favourite form of expression ➤ Use play dough to make a model	- Select a creative activity - Use free flow creative materials - Cut and join simple collages - Complete a project with an idea in mind
BEING IMAGINATIVE AND EXPRESSIVE	➤ Enjoys listening to music ➤ Responds to music ➤ Moves to music ➤ Sings a few familiar songs ➤ Simple small world (farm, cars, trains, dolls)	➤ Learns and increasing repertoire of songs ➤ Performs their favourite song to the class ➤ Uses own experiences to develop storylines	➤ Perform songs and dances to parents with confidence ➤ Use complex stories and themes in their role play	

	➤ Plays with familiar resources	➤ Plays with familiar resources ➤ Participates in small world play related to rhymes and stories	➤ often from their knowledge of stories. ➤ Learn a line of poem to share with peers and then the school.	
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