EYFS: Progression of skills for Nursery 2022-2023

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|  |  | Nursery | Nursery | Nursery | Nursery | Nursery | Nursery |
|  | Term | Autumn A | Autumn A | Spring A | Spring B | Summer A | Summer B |
|  | TOPIC | Magnificent Me | Party Time | Journeys | Leap into Spring | Will you read me a story? | Sand and Sea |
|  | Learning Question | What makes me special? | How do you celebrate a birthday? | How will I get there? | What will I see? | What happened next? | What will I find? |
|  | Themes | Performance Poetry: Nursery Rhymes  Starting School  People who help us in school: Teacher  My family and friend’s  Me as a baby  My Body  Harvest Festival | Classic Poetry  Food  Party  Games  Presents  Clothes  Signs of Autumn | Contemporary Poetry: Local journeys  Overseas journey  Train Journey  Space Journey  People Who Help Us: Train/Bus drivers  Signs of Winter | Contemporary Poetry: Signs of Spring  Animal Babies  Life Cycle of a butterfly  Farmers  Growing Beans  Easter  Signs of Spring | Poetry: Alliteration  Traditional Tale  Counting story  Handa’s Hen  Repeated Refrain  Rhyme  Modern Fiction | Poetry: Alliteration  Underwater  The ocean  Fish  Sea Creatures  Shells  Whales |
| Communication and Language | Listening, Attention and Understanding | * To enjoy listening to short stories. * To begin to pay attention to one thing at a time. * To understand an instruction that has one parts, such as “Get your coat”. | * To enjoy listening to longer stories. * To begin to pay to more than one thing at a time. * To begin to pay attention to more than one thing at a time. * To understand an instruction that has two parts, such as “Get your coat and wait at the door”. | * To enjoy listening to a range of rhymes and songs. * To pay attention for very short pockets of time. * To begin to remember much of what happens in a story. | * To enjoy listening to a range of fiction and non-fiction. * To pay attention for a short period of time. * To begin to understand a question. | * To enjoy listening to a range of fiction, non-fiction, poems, rhymes and songs. * To show good attention skills appropriate to age. * To understand ‘why’ questions, like: “Why do you think the caterpillar got so fat. | * To begin to understand how to listen carefully. * To begin to listen carefully to rhymes and songs, paying attention to how they sound. * To engage in story times.   . |
| Speaking | * To develop their communication skills by starting a conversation with someone familiar to them. | * To start a conversation with an adult or a friend and continue it for many turns. | * To use longer sentences of four to six words. * To use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | * To use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * To talk about familiar books | * To use a wider range of vocabulary. * To sing a large repertoire of songs. * To know many rhymes. * To tell a long story. | * To use talk to help, work out problems and organise thinking. * To develop social phrases. For example, hello, good bye, thank you, may I have. * To listen to and talk about stories to build familiarity and understanding. |
| Personal, Social and Emotional Development | Self-Regulation | * To talk about how they feel using words like happy, sad and worried. * To begin to understand how others might be feeling. | * To talk about feeling proud. * To begin to except that not everyone likes the same things. * To use appropriate ways to be assertive. | * To talk about feeling proud because you have achieved something. | * To begin to manage their feelings. | * To talk to others to solve a conflict. | * To talk about how you feel starting school. |
| Managing Self | * To be aware of the rule ‘kind hands’ * To engage in activities directed by the adult | * To begin to select activities to engage in with adult prompting | * To select activities and resources with help from an adult, when needed | * To independently select activities and resources. | * To independently select activities and resources. | * To name my body parts. * To say something, you do and eat to stay healthy. * To know how you have changed and grown. |
| Building Relationships | * To develop a sense of membership of the class and community. * To play with at least one other child. | * To play with at least two children. | * To play in a small group of 4 | * To become more outgoing with unfamiliar people. * To play in a large group. * To be a confident member of the class. | * To begin to invite others into your play. * To show a willingness to help the help in your class. |  |
| Physical Dev elopement | Gross Motor Skills | * To explore different movements using different parts of the body. | * To move and make shapes using different body parts | * To explore different ways of using our hands to move with a ball. | * To explore different ways of using our feet to move with a ball. | * To explore walking | * To understand why it is important to take turns when playing a game. |
| Fine Motor Skills | * To hold mark making tools with thumb and all fingers. * To make marls using straight lines. * To use loop scissors to snip straight lines. * To start to eat independently and begin to use a knife and fork. * To thread and join large objects. | * To begins show a preference for a dominant hand. * To hold mark making tools with thumb and all fingers. * To make marls using vertical lines. * To use loop scissors to snip vertical lines. * To start to eat independently and learn how to use a knife and fork. * To eat independently and use a fork correctly. * To thread and join large objects. | * To begins show a preference for a dominant hand. * To hold mark making tools with thumb and all fingers. * To make marls using circular movements * To use loop scissors to cut circles * To begin to learn the correct formation of letters using the school phonic scheme. * To eat independently and use a knife and fork correctly. * To thread and join large objects. | * To show a preference for a dominant hand * To use a tripod grip with good control when holding pens and pencils. * To make marls using cross movements * To begin to use scissors to cut simple regular shapes * To eat independently and use a knife and fork correctly. * To learn the correct formation of letters using the school phonic scheme * To thread and join medium sized objects. | * To show a preference for a dominant hand * To use a tripod grip with good control when holding pens and pencils. * To draw squares * To use scissors to cut simple regular shapes. * To eat independently and use a knife and fork correctly. * To learn the correct formation of letters using the school phonic scheme * To thread and join medium sized objects. | * To be secure in using their dominant hand to hold tools and make marks * To begin to use anticlockwise movement and retrace vertical lines * To use a pencil and holds it effectively to form recognisable letters. |
| Literacy | Core Text | Nursery Rhymes  Boris Starts School  People Who Help Us  So Much  Titch  My Body  Harvest Festival | Pass the Jam Jim  Maisy’s Party  Games Around the World  Clothes  Kipper’s Birthday  Tidy | Contemporary Poetry We’re going on a Bear Hunt  Handa’s Surprise  The Train Ride  People Who Help Us  (Train drivers)  Whatever Next!  \*Neil Armstrong | Spring Poem  Where’s my mummy?  The Very Hungry Caterpillar  People Who Help Us-Farmers  Jasper’s Beanstalk  Easter Story | Some Smug Slug  Goldilocks and the Three Bears  Handa’s Hen  Dear Zoo  Duck in a truck  Monkey Puzzle | Sally sells sea shells  Tiddler  Barry the fish with fingers  Commotion in the ocean  Sea Creatures  Sharing a shell  The snail and the whale |
| Reading Comprehension | * To repeat and use actions, words or phrases from familiar stories or rhyme * To fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a | * To listen to and join in with stories and poems, when reading one-to-one and in small groups * To independently look at print and digital books. | * To join in with repeated refrains and anticipates key events and phrases in rhymes and stories * To understand one of the 5 key concepts about print carrying meaning- we read from left to right and top to bottom | * To understand one of the 5 key concepts about print carrying meaning- explore the names of different parts of a book * To begin to be aware of the way stories are structured, and to tell own stories | * To understand one of the 5 key concepts about print carrying meaning- page sequencing * Talks about events and principal characters in stories and suggests how the story might end | * To read individual letters by saying the sounds for them |
| Word Reading | * To recognise familiar logos from children’s popular culture, commercial print or icons for apps | * To recognises familiar words and signs such as own name, advertising logos and screen icons | * To begin to develop their phonological awareness, by spotting rhyme * To show interest in illustrations and words in print and digital books and words in the environment | * To begin to develop their phonological awareness count or clap syllables | * To begin to develop their phonological awareness, recognise words with the same initial sound, such as money and mother | * To hear the initial sound in words. |
| Writing | * To distinguishes between the different marks, they make. * To draw and write on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. * To include mark making and early writing in their play | * To give meaning to their drawings and paintings * To ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. | * To imitate adult writing by making continuous lines of shapes and symbols (early writing) from left to right * To identify the initial letter of their own name. | * To attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes * To begin to make letter-type shapes to represent the initial sound of their name and other familiar names like mummy/ daddy | * To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. | * To write some or all of their name. * To write some letters accurately |
| Maths | Number | **Working with numbers up to 5**   * + To begins to say numbers in order, some of which are in the right order (ordinality)   + Cardinality (How many?) In everyday situations, to take or gives two or three objects from a group * To begin to notice numerals (number symbols) * To begin to count on their fingers. * To begin to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ | | **Working with numbers up to 5 extending beyond 5 and up to 10**   * To count verbally as far as they can go. * To point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. * To subitises 1, 2 and 3 objects (without counting). * To count up to five items, recognising that the last number said represents the total counted so far (cardinal principle). * To links numerals with amounts up to 5 and maybe beyond. * To explores using a range of their own marks and signs to ascribe meaning. * To compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! | | **Working with numbers up to 10**   * To begin to recognise numerals 0 to 10 * To use some number names and number language within play, and may show fascination with large numbers * To subitises up to 5 (without counting) * To point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 to 10 * To count up to 10 items, recognising that the last number said represents the total counted so far (cardinal principle). * To links numerals with amounts up to 10. | |
| Numerical Patterns | * To begin to use positional language. * To fit puzzle pieces together. * To recognises that two objects have the same shape. * To makes simple constructions. * To joins in and anticipates repeated sound and action patterns. * To be interested in what happens next using the pattern of everyday routines. * To explores differences in length. | | * To begin to recognise that each counting number is one more than the one before * To respond to and uses language of position and direction * To predict, moves and rotate objects to fit the space or create the shape they would like. * To respond to both informal language and common shape names. * To attempt to create arches and enclosures when building, using trial and improvement to select blocks. * To explores differences in size, length, weight and capacity. * To explore differences in size | | * To begin to learn that numbers are made up (composed) of smaller numbers. * To beginning to use understanding of number to solve practical problems in play and meaningful activities * To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same * To partition and combine shapes to make new shapes with 2D and 3D shapes * To shows awareness of shape similarities and differences between objects. * To explore differences in weight and capacity | |
| Understanding of the World | People, Cultures and Communities | * To show interest in different occupations.: Teacher * To continue to develop positive attitudes about the differences between people. * To respond to the beliefs and practices of Harvest. | * To continue to develop positive attitudes about the differences between people. * To talk about how birthdays are celebrated in different ways. * To respond to the beliefs and practices of Christmas – Why do Christians perform nativity at Christmas? | * To show interest in different occupations.: Train driver * To continue to develop positive attitudes about the differences between people | * To show interest in different occupations: Farmers * To continue to develop positive attitudes about the differences between people * To explore places of prayer, worship and reflection. * To explore the Easter story- Why do Christians put a cross in Easter gardens? | * To show interest in different occupations. * To talk about how we show concern and care for each other. | * To show interest in different occupations. * To talk about what makes our world so wonderful. - Why is the word ‘God’ so important to Christians? |
| Past and Present | * To begin to make sense of their own life-story and family’s history. * To talk about how they have changed from baby to a child. | * To talk about birthday experiences then and now. | * To talk about the first man to the moon- Neil Armstrong. * To talk about vehicles then and now. |  |  |  |
| The Natural World | * Talk about what they see in Autumn, using a wide vocabulary * To use all their senses in hands-on exploration of natural materials. * To name body parts. | * To talk about the differences between materials and changes they notice. - cooking | * To talk about what they see in Winter, using a wide vocabulary * To explore and talk about different forces they can feel. * To xeplore how things work- vehicles | * To understand the key features of the life cycle of a plant and an animal * To plant seeds and care for growing plants. * To talk about what they see in Spring, using a wide vocabulary * To begin to understand the need to respect and care for the natural environment and all living things. | * To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * To explore collections of materials with similar and/or different properties – Story Character Homes | * To begin to understand the need to respect and care for the natural environment and all living things. * To explore collections of materials with similar and/or different properties- Floating and sinking * To explore and talk about different forces they can feel – water and sand play |
|  | Skills | **Drawing** | **Colour** | **Pattern** | **Printing** | **Texture** | **Form** |
| Expressive Arts and Design | * To begin to use a variety of drawing tools (pencils, finger, coloured pencils, pastels, chalk, crayons. * To investigate thick, thin, wavy, straight lines. * To ascribe meaning to the marks they make. | * To experiment and explore mixing primary colours. * To begin to label colours using their name. * To name the different tools brushes, pastels, felt pens, crayons, chalk * To explore using a variety of tools to make marks – glue sticks, sponges, brushes, fingers, lolly sticks. | * To begin to make patterns using common regular shapes. * To recognise pattern in the environment | * To explore printing with a range of natural and manmade objects. * To explore printing using rollers, stamps, sponges, food in different surfaces- sand, dough, shaving foam * To imprint onto a range of surfaces- newspaper, paper, coloured paper, clay, dough, sugar paper | * To handle and manipulate a range of materials. * To create collages using fabric, paper, pasta, beans and large tactile objects. | * To join and build using large construction. * To join objects together to build and create forms. * To use simple language to describe what you have built. |
| Creating with materials | * To use a drawing tool and different lines to create a self-portrait and or portraits of your family. * To ascribe meaning to the marks. For example, my hair, my eyes, my nose etc. * To use harvest foods to explore printing. | * To use drawing tools and different lines to observe and record autumn objects. * To use autumn leaves, rollers and paints to explore printing. * To explore mixing primary colours. | * To use drawing tools and different lines to observe and record winter objects. * To use drawing tools and different lines to observe and record different types of vehicles. * To use colour to create a landscape. * To respond to art work by John Constable. | * To use drawing tools and different lines to observe and record spring objects and animals. * To use colour to create an image of a plant or flower. | * To use drawing tools and different lines to observe and record food, animals, masks, fabrics from Africa. * To use shapes to print a pattern. * To use clay to create a mask, animals or foods. | * To use drawing tools and different lines to observe and record sea creatures. * To use collage to create a textured under-water scene * To explore water colours. * To respond to works of art by Turner, Seurat * To make 3D fish using papier mâché |
| Being Imaginative and Expressive | * To joins in singing songs. * To create sounds by rubbing, shaking, tapping, striking or blowing. * Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | | * To listen with increased attention to sounds. * To explore and learn how sounds and movements can be changed. * To sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. * To tap out simple repeated rhythms * To develop an understanding of how to create and use sounds intentionally | | * To remember and sing entire songs. * To sing the pitch of a tone sung by another person (‘pitch match’). * To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * To create their own songs, or improvise a song around one they know. * To play instruments with increasing control to express their feelings and ideas. | |