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 RhymesStarting SchoolPeople who help us in school: TeacherMy family and friend’sMe as a babyMy BodyHarvest Festival | Classic PoetryFoodPartyGamesPresentsClothesSigns of Autumn | Contemporary Poetry: Local journeysOverseas journeyTrain JourneySpace JourneyPeople Who Help Us: Train/Bus driversSigns of Winter | Contemporary Poetry: Signs of SpringAnimal BabiesLife Cycle of a butterflyFarmersGrowing BeansEasterSigns of Spring | Poetry: AlliterationTraditional TaleCounting storyHanda’s HenRepeated RefrainRhymeModern Fiction | Poetry: AlliterationUnderwaterThe oceanFishSea CreaturesShellsWhales |
| 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.

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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| Literacy | Core Text | Nursery RhymesBoris Starts SchoolPeople Who Help UsSo Much TitchMy Body Harvest Festival | Pass the Jam JimMaisy’s PartyGames Around the World Clothes Kipper’s BirthdayTidy | Contemporary Poetry We’re going on a Bear HuntHanda’s Surprise The Train RidePeople Who Help Us (Train drivers)Whatever Next!\*Neil Armstrong | Spring PoemWhere’s my mummy?The Very Hungry CaterpillarPeople Who Help Us-FarmersJasper’s BeanstalkEaster Story | Some Smug SlugGoldilocks and the Three BearsHanda’s Hen Dear ZooDuck in a truckMonkey Puzzle | Sally sells sea shellsTiddlerBarry the fish with fingersCommotion in the oceanSea Creatures Sharing a shellThe 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
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| 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.
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| 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
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| 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.
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| 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
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| 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?
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| 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.
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| 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
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|  | 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.
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| 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
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| 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.
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