

EYFS: Progression of skills for Nursery 2022-2023

		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	<ul style="list-style-type: none"> 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". 	<ul style="list-style-type: none"> 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". 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To develop their communication skills by starting a conversation with someone familiar to them. 	<ul style="list-style-type: none"> To start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> To use longer sentences of four to six words. To use talk to organise themselves and their play: "Let's 	<ul style="list-style-type: none"> To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> To use a wider range of vocabulary. To sing a large repertoire of songs. 	<ul style="list-style-type: none"> 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.

				go on a bus... you sit there... I'll be the driver."	<ul style="list-style-type: none"> To talk about familiar books 	<ul style="list-style-type: none"> To know many rhymes. To tell a long story. 	<ul style="list-style-type: none"> To listen to and talk about stories to build familiarity and understanding.
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> To talk about how they feel using words like happy, sad and worried. To begin to understand how others might be feeling. 	<ul style="list-style-type: none"> To talk about feeling proud. To begin to expect that not everyone likes the same things. To use appropriate ways to be assertive. 	<ul style="list-style-type: none"> To talk about feeling proud because you have achieved something. 	<ul style="list-style-type: none"> To begin to manage their feelings. 	<ul style="list-style-type: none"> To talk to others to solve a conflict. 	<ul style="list-style-type: none"> To talk about how you feel starting school.
	Managing Self	<ul style="list-style-type: none"> To be aware of the rule 'kind hands' To engage in activities directed by the adult 	<ul style="list-style-type: none"> To begin to select activities to engage in with adult prompting 	<ul style="list-style-type: none"> To select activities and resources with help from an adult, when needed 	<ul style="list-style-type: none"> To independently select activities and resources. 	<ul style="list-style-type: none"> To independently select activities and resources. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To develop a sense of membership of the class and community. To play with at least one other child. 	<ul style="list-style-type: none"> To play with at least two children. 	<ul style="list-style-type: none"> To play in a small group of 4 	<ul style="list-style-type: none"> To become more outgoing with unfamiliar people. To play in a large group. To be a confident member of the class. 	<ul style="list-style-type: none"> To begin to invite others into your play. To show a willingness to help the help in your class. 	
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> To explore different movements using different parts of the body. 	<ul style="list-style-type: none"> To move and make shapes using different body parts 	<ul style="list-style-type: none"> To explore different ways of using our hands to move with a ball. 	<ul style="list-style-type: none"> To explore different ways of using our feet to move with a ball. 	<ul style="list-style-type: none"> To explore walking 	<ul style="list-style-type: none"> To understand why it is important to take turns when playing a game.

	Fine Motor Skills	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 and the 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	<ul style="list-style-type: none"> To repeat and use actions, words or phrases from familiar stories or rhyme To fill in the missing word or phrase in a 	<ul style="list-style-type: none"> To listen to and join in with stories and poems, when reading one-to-one and in small groups 	<ul style="list-style-type: none"> To join in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> To understand one of the 5 key concepts about print carrying meaning- explore the names of different parts of a book 	<ul style="list-style-type: none"> To understand one of the 5 key concepts about print carrying meaning- page sequencing Talks about events and 	<ul style="list-style-type: none"> To read individual letters by saying the sounds for them

		known rhyme, story or game, e.g. Humpty Dumpty sat on a	<ul style="list-style-type: none"> To independently look at print and digital books. 	<ul style="list-style-type: none"> To understand one of the 5 key concepts about print carrying meaning- we read from left to right and top to bottom 	<ul style="list-style-type: none"> To begin to be aware of the way stories are structured, and to tell own stories 	principal characters in stories and suggests how the story might end	
	Word Reading	<ul style="list-style-type: none"> To recognise familiar logos from children's popular culture, commercial print or icons for apps 	<ul style="list-style-type: none"> To recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To begin to develop their phonological awareness count or clap syllables 	<ul style="list-style-type: none"> To begin to develop their phonological awareness, recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> To hear the initial sound in words.
	Writing	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To write some or all of their name. To write some letters accurately
Maths	Number	<p><u>Working with numbers up to 5</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Working with numbers up to 5 extending beyond 5 and up to 10</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Working with numbers up to 10</u></p> <ul style="list-style-type: none"> 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) 			

		<ul style="list-style-type: none"> To begin to compare and recognise changes in numbers of things, using words like more, lots or 'same' 	<ul style="list-style-type: none"> To subitise 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! 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> To show interest in different occupations.: Train driver To continue to develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To show interest in different occupations. To talk about how we show concern and care for each other. 	<ul style="list-style-type: none"> To show interest in different occupations. To talk about what makes our world so wonderful. - Why is the word 'God' so important to Christians?

					do Christians put a cross in Easter gardens?		
	Past and Present	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To talk about birthday experiences then and now. 	<ul style="list-style-type: none"> To talk about the first man to the moon- Neil Armstrong. To talk about vehicles then and now. 			
	The Natural World	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To talk about the differences between materials and changes they notice. - cooking 	<ul style="list-style-type: none"> To talk about what they see in Winter, using a wide vocabulary To explore and talk about different forces they can feel. To explore how things work- vehicles 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To begin to make patterns using common regular shapes. To recognise pattern in the environment 	<ul style="list-style-type: none"> 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- 	<ul style="list-style-type: none"> To handle and manipulate a range of materials. To create collages using fabric, paper, pasta, beans and large tactile objects. 	<ul style="list-style-type: none"> 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.

			to make marks – glue sticks, sponges, brushes, fingers, lolly sticks.		newspaper, paper, coloured paper, clay, dough, sugar paper		
	Creating with materials	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 			