



Nursery skills progression

Curriculum area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	Begin to listen to short, interactive stories	Listen to a range of stories	Begin to have a repertoire of favourite stories	Recall the key events of the story	Talk about what happens at the beginning and end of the story	Enjoy listening to stories and can remember much of what happens
	Stop and listen when doing something else to maintain attention	Can attend stop and listen to one step instructions	Can listen into conversations during play or follow simple instructions	Can listen and begin to attend to conversations during play	Can listen while doing	Pay attention to more than one thing at a time Understand a two-part question or instruction
	Begin to understand how to answer a why question	Become familiar with why- because but might not use appropriately	Listen to why questions in begin to answer sometimes using 'and'	Attempt to link ideas using 'and' and 'because'	Join in with conversation using why- because	Understand why questions

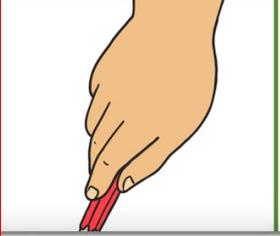
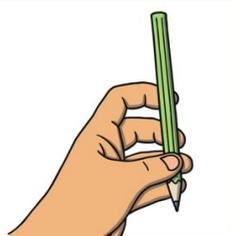
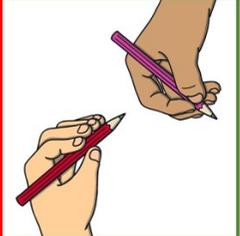
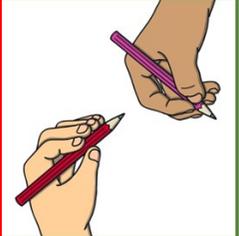
<p>Listen to songs and action rhymes</p> <p>Communicate mainly in the present tense While knowing that language changes and listen to the changes – such as plurals</p> <p>Listen into conversations and begin to contribute</p> <p>Use gesture and limited talk in solitary and social play</p>	<p>Begin to join in with songs and action rhymes</p> <p>Communicate mainly in the present tense, but listen in when others model time connectives and plurals</p>	<p>Build up a repertoire of songs and rhymes</p> <p>Begin to use time related vocab including yesterday to talk about the past and tomorrow to talk about the future. Know how to change</p>	<p>Know some familiar stories and be able to tell them using picture cues</p> <p>Begin to know how to structure language in the past</p>	<p>Build up repertoire of songs and familiar stories and know some story telling language</p> <p>Explore how to structure language in the past and attempt to patterns for future and plurals</p>	<p>Know many rhymes and be able to talk about familiar books and be able to tell a longer story</p> <p>Begin to express themselves using a range of tenses</p> <p>Begin to understand how to use plurals</p>
<p>Can make self-understood to less familiar adults</p>	<p>Explore new words relating to own immediate interests</p>	<p>Learn new words rapidly – such as storytelling language relating to traditional</p>	<p>Learn new words rapidly relating to where we live and use them with</p>	<p>Learn new words relating to growth and change and use them with</p>	<p>Develop their pronunciation but may have problems</p>

			tales and use them with increasing confidence	increasing confidence	increasing confidence	forming some sounds
	Talk about what they are doing during when playing alongside an adult	Answer a question about what they are doing when playing alongside an adult	Begin to converse with peers when playing but might not listen to their answer	Begin to listen to others when joining in with conversations	Begin to use know how to use back and forth skills during conversations with adult support	Be able to express a point of view and to debate when they disagree with an adult Start a conversation with an adult or friend and continue it for many turns Use talk to organise themselves and their play
Personal social and emotion development	Have preferred areas to play May move quickly from area to area	Understand the boundaries with adult support such as putting on an apron at the water tray	Follow the boundaries with increasing independence	Select and use activities with increasing independence	Select and use activities with increasing independence and concentration	Select and use activities (with help when needed.)

			and know how to obtain help			
	Build relationships with nursery adults	Build secure and trusting relationships with nursery adults	Feel confident in the presence of unfamiliar adults	Respond during conversations with unfamiliar adults	May initiate conversations with new teacher, EYP or other school adults	Become more outgoing with unfamiliar people in the safe context of the setting
	Play on own or in parallel	Begin to know the names of peers and to welcome others in to play	During play situations can offer own ideas and listen to ideas of adults	During play can offer own ideas and can listen to the ideas of peers	During play can offer own ideas and listen to others, taking on board suggestions	Play with one or more other children, extending and elaborating play ideas
	Know how to obtain help when conflicts arise,	Know that we use our words and is able to assert self with adult support	Know that we use our words and is beginning to do so independently	Is able to find a solution alongside adults	Beginning to find solution independently	Find solutions to conflicts and rivalries Talk with others to solve conflicts
	Follow expectations with adult support	Assert self with adult support	follow expectations using visual or peer support assert self with increasing independence	Assert self independently	Knows and is able to remind peers of the expectations	Increasingly follow rules understanding why they are important Remember rules without needing an adult to remind them

						Develop appropriate ways of being assertive
	Know and follow the routine of the start of the nursery day	Know and follow the routine of the whole session including tidy up time	Remember and recall the routines of adapt when there are changes to them		Begin to make the transition to reception class	Show more confidence in new situations
	Enter nursery with adult support	Enter nursery with increasing independence. Know place within family and be able to talk about immediate family	Know the names of their peers and use their names during play.	Know the names of their peers and be able to use them when they are not present. Use vocabulary relating to where we live and begin to feel part of the wider school community	Know who is in nursery, have own friendship group and be able to talk about Know about other parts of the school – the wildlife pond and nature zone.	Develop their sense of responsibility and membership of a community
	Begin to know the colours of the zones of regulation	Understand that different actions or events result in feeling different emotions	Know that adults and peers have feelings		Talk about how characters in books might be feeling	Talk about their feelings using words like happy sad angry or worried Understand gradually how

						others might be feeling
Physical development	Slow use of wheeled toys	Encouraged to use pedals on trikes	Raised seats on balance bikes to increase need to balance	Continue to offer a range of wheeled toys and large balls	Continue to offer a range of wheeled toys and large balls	Continue to develop their movement, balancing, riding scooters trikes and bikes and ball skills
	Encourage climbing up and down the climbing frames	Encourage children to use alternate steps on wobbly bridge				Go up steps and stairs or climb up apparatus using alternate feet
	Practise standing on one leg during action rhymes at group time	Play follow my leader introduce and demonstrate skipping	Play follow my leader introduce hopping	Introduce chasing and racing games using up the whole playground	Introduce chasing and racing games including moving in a range of ways	Skip hop, stand on one leg and hold a pose during games
	Practise co-ordinating large movements using one hand	Practise co-ordinating large movements using one hand	Practise co-ordinating large movements using both hands	Practise co-ordinating large movements using both hands	Practise co-ordinating large movements using both hands	Use large-muscle movements to wave flags and streamers, paint and make marks
	Introduce the musical instrument area and initiate dancing alongside the children	Sing action songs and build up a pattern of movement	Widen repertoire of dance moves and action songs			Increasingly be able to use and remember sequences and patterns of movements

						which are related to music and rhythm
						Choose the right resources to carry out their own plan
	Support children when carrying large heavy objects	Enlist children to help moving objects such as the lunch boxes	Demonstrate and support when moving guttering – model safety considerations	Demonstrate collaboration when moving planks	Children to be able to initiate moving large objects together without adult support	Collaborate with other to manage large items such as moving planks
	One handed tools such as plastic scissors in playdough area for children to experiment with the cutting action	Initial hand over hand help when first using scissors	Support children cutting by opening the scissors after each cut	Encourage snipping and use the terms open and close when children are cutting	Support by holding the paper when cutting beyond a straight line	Use one handed tools and equipment
Adults to be aware of different pen grips and signs when children are ready to move on						Use a comfortable grip with good control when holding pens and pencils
	Palmar grip- child requires development to	Digital pronate grip- children benefit from opportunities to	Splayed four finger grip – strengthen hands	Static tripod quadropod grip	Static tripod quadropod grip	Show a preference for a dominant hand

	strengthen the core muscles which support the whole body	strengthen arms by pulling themselves up.	using trigger spray bottles or hole punches to develop hand grip strength and help maintain the arch of the palm whilst writing.	Children benefit from activities that require independent finger movements so that they can move their fingers dynamically and independently	Children benefit from activities that require independent finger movements so that they can move their fingers dynamically and independently	
	Teach children how to put coats on independently	Encourage children to put own coat and dressing up clothes on in a number of different contexts	Teach children how to pull out sleeves when coat is inside out	Support children to pull up zip by fastening it at the bottom	Support children to put on and fasten own shoes	Be increasingly independent as they get dressed and undressed
Literacy	Engage in extended conversations about stories learning new vocabulary	Engage in extended conversations about stories learning new vocabulary	Use some of their print and letter knowledge in early writing	Write some of the letters of their name accurately	Write most of the letters from their name accurately	Write their name accurately
	Share books frequently in small groups and one to one, model concepts of print when reading	children to find the beginning of the story when reading one to one	Read individual letters by saying the sounds for them		Blend sounds into words so that they can read short words made up of known letter sound correspondences	Read some letter groups that represent one sound and say sounds for them
Mathematics	Develop fast recognition of up to 3 objects without	Develop fast recognition of up to 3 objects without	Recite numbers past 5 Show finger numbers up to 5	Recite numbers past 5 Show finger numbers up to 5	Recognise and link numerals to amounts	Link numerals and amounts for example showing the

	having to count them individually	having to count them individually	Show and grow amounts on fingers	Show and grow amounts on fingers		right number of objects to match numerals up to 5
				Children to keep a score when playing group games	Model keeping a tally	Experiment with own symbols and marks as well as numerals
	Introduce altogether	Combine two groups of objects by counting them all and know that this is the total	Combine two groups of objects by counting them all and know that this is the total	Combine two groups of objects by counting them all and know that this is the total		Solve real world mathematical problems with numbers up to 5
	Play with shapes and introduce vocabulary when doing so	Make arrangements with shapes	Draw around shapes and look at their properties	Play shape hunts and secret reveal of different shapes		Talk about and explore 2d and 3d shapes and use informal mathematical language