

Nursery progression document

Curriculum area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and attention	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Enjoy listening to longer stories and can remember much of what happens.	Use a wider range of vocabulary.	Pay attention to more than one thing at a time, which can be difficult.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	
Speaking	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Use longer sentences of four to six words. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Start a conversation with an adult or a friend and continue it for many turns.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Self-regulation	Become more outgoing with unfamiliar people, in the safe context of their setting.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in new social situations.	Show more confidence in new social situations.	Understand gradually how others might be feeling.	Understand gradually how others might be feeling.

Managing feelings	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Develop appropriate ways of being assertive.
Building relationships	Play with one or more other children, extending and elaborating play ideas.	Play with one or more other children, extending and elaborating play ideas.	Talk with others to solve conflicts.	Talk with others to solve conflicts.	Develop their sense of responsibility and membership of a community.	Develop their sense of responsibility and membership of a community.
Gross motor skills	Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Make healthy choices about food, drink, activity and tooth brushing. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Fine motor skills	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Start eating independently and learning how to use a knife and fork.	Use a comfortable grip with good control when holding pens and pencils.	Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Comprehension	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.
Word reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p>

	- spot and suggest rhymes	- spot and suggest rhymes	- count or clap syllables in a word	- count or clap syllables in a word	- recognise words with the same initial sound, such as money and mother	- recognise words with the same initial sound, such as money and mother
Writing	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; writing 'm' for mummy.	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; writing 'm' for mummy.	Write some letters accurately.	Write some letters accurately.	Write some or all of their name.	Write some or all of their name.
Number	Recite numbers past 5.	Say one number for each item in order: 1,2,3,4,5.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Show 'finger numbers' up to 5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
Number patterns	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and	Compare quantities using language: 'more than', 'fewer than'.	Talk about and identify the patterns around them. For example: stripes on clothes,	Make comparisons between objects relating to size, length, weight and capacity.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.

	Combine shapes to make new ones - an arch, a bigger triangle etc.	cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern		Discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route.
Past and present	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.
People and communities	Show interest in different occupations	Show interest in different occupations	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
The natural world	Use all their senses in hands on exploration of natural materials.	Explore collections of materials with similar and/or	Talk about what they see, using a wide vocabulary.	Plant seeds and care for growing plants.	Begin to understand the need to respect and care for the	Explore and talk about different forces they can feel.

		<p>different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Explore how things work.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>natural environment and all living things.</p>	
<p>Creating with materials</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore colour and colour mixing</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>
<p>Being imaginative</p>	<p>Listen with increased attention to sounds.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Begin to develop complex stories using small world</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

				equipment like animal sets, dolls and dolls houses etc.		
--	--	--	--	--	--	--