



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

Communication & Language	Vocabulary	Skills	Knowledge & Concepts
Pre-Nursery Spring 1	Uses language from stories and songs that we read/sing <i>Sky, planets, stars, moon, sun</i>	Listens & begins to remember stories Begins to pay attention to more than one thing Sings some songs & rhymes	Knows some songs & rhymes
Pre-Nursery Spring 2	Uses language from stories and songs that we read/sing <i>Farms, lambs, chicks, eggs</i>	Sings/says some rhymes Begins to talk about familiar books Develops communication skills Begins to understand a question/one-part instruction	Shows an interest in new vocabulary Knows some rhymes
Pre-Nursery Summer 1	Uses language from stories and songs that we read/sing Why questions <i>Banana, orange, pineapple, tangerines</i> <i>Ladybird, worm, butterfly, beetle</i>	Listens to longer stories & remembers more of what happens Sings some more songs & rhymes	Understands some simple 'why' questions Knows more songs & rhymes
Pre-Nursery Summer 2	Uses language from stories and songs that we read/sing <i>Sun, sea, sand, shells, beach ball</i>	Begins to speak in sentences	Uses a range of vocabulary
Nursery Autumn 1	Uses language from stories and songs that we read/sing <i>Spider, web, rain, sun, spout</i>	Listens & remembers stories Pays attentions to more than one thing Understands one-part instructions/questions Sings songs & rhymes Uses 4-word simple sentences	Knows a repertoire of songs & rhymes Uses some vocabulary with growing confidence



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<p>Nursery Autumn 2</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Gruffalo, mouse, snake, fox, owl, claws, prickles, teeth, jaws, wart, knobbly-knees, deep-dark wood, nut</i></p>	<p>Uses a range of vocabulary</p> <p>Be able to talk about familiar books & tell a long story</p> <p>Communicates with growing confidence</p> <p>Understands two-part instructions/questions</p>	<p>Knows many rhymes</p> <p>Increasingly tries to use irregular tenses & plurals accurately</p>
<p>Nursery Spring 1</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Sky, planets, stars, moon, sun, spaceship, aliens, other worlds, astronauts, rockets</i></p>	<p>Listens & remembers longer stories</p> <p>Understands 'why' questions</p> <p>Uses pronunciation with growing confidence</p> <p>Sings songs & rhymes</p> <p>Retells a simple past event in correct order</p>	<p>Increasingly tries to use r, j, th, ch, sh & multi-syllabic words accurately</p> <p>Knows a large repertoire of songs & rhymes</p> <p>Remembers past events</p>
<p>Nursery Spring 2</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Farms, lambs, chicks, eggs, calves, piglets, crops, growing, new life</i></p>	<p>Uses longer more complex sentences of 4-6 words</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p>	<p>Uses a wider range of vocabulary with growing confidence</p>
<p>Nursery Summer 1</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Banana, orange, pineapple, tangerines, guava, mango, avocado, passion fruit, monkey, ostrich, zebra, elephant, giraffe, antelope, parrot, goat</i></p> <p><i>Ladybird, worm, butterfly, beetle,</i></p>	<p>Uses talk to organise themselves & their play</p> <p>Uses back & forth conversation with peer(s)</p> <p>Sings songs & rhymes</p>	<p>Knows an extensive repertoire of songs & rhymes</p>



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	<p><i>spider, centipede, woodlouse, earwig</i></p>		
Nursery Summer 2	<p>Uses language from stories and songs that we read/sing</p> <p><i>Sun, sea, sand, shells, beach ball, wave, sun cream, starfish, crab, sea snail, rocks, rock pools, sandcastles, deck chairs, flip-flops, sun hat</i></p>	<p>Expresses a point of view & debates with adults & friends, using words as well as actions</p>	<p>Uses an extensive range of vocabulary</p>
Reception Autumn 1	<p>Names of family, staff (Mr. Mrs. Miss) & classmates. Good Morning/ afternoon & other social phrases.</p> <p>Wiggle Waggle</p> <p>mill, yard, haystack, field, hen coop, farmhouse, tractor.</p> <p>Use adjectives Examples: Sly sneaky fox, Curious content hen</p> <p>Use prepositions through story; around over past between under,</p>	<p>Begin to listen & hold simple "back & forth" conversations in play.</p> <p>Talk about own ideas & experiences.</p> <p>Use & answer who, what, when where how, why in play & conversation.</p> <p>Use farm story vocabulary in play, drawing, modelling & storytelling.</p> <p>Use two spoken adjectives together with an adult</p>	<p>Retell part, or the entire story, with exact repetition or own words.</p> <p>Describe choices of play areas & routines.</p> <p>Share ideas & singing of song/rhymes.</p> <p>Understand further prepositions; around over past between under in play.</p> <p>The Tiger Who Came to Tea Peace at last Whatever Next.</p>
Reception Autumn 2	<p>and/because</p> <p>Explore use of past, present & future tenses. Examples; run, running, ran/"ranned"</p> <p>Future tense in the narrative question, "Who will?"</p> <p>Vocabulary of seed to bread;seed, grind, mix, stir, knead dough & bake bread.</p>	<p>Use some exact repetition, key phrases & own words</p> <p>Use conjunctions to organise thoughts.</p> <p>Use & answer Who What When Where How Why? within a story context.</p> <p>Use own negative phrases to explain.</p> <p>Explain directions using prepositions for others to follow.</p> <p>Use two adjectives together on own.</p>	<p>Retell the entire story</p> <p>Learn farm rhymes & poems.</p> <p>Know some negative phrases.</p> <p>Use known onomatopoeia in story context & in animals noises.</p>



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	<p>Not I I'm not going... again</p> <p>Long wavy grass, Deep, cold river Thick, oozy mud, Swirling, whirling, snowstorm, narrow, gloomy cave</p> <p>Explore conjunctions <i>Examples;</i> because so but, then</p>	<p>Explore using a range of new adjectives & conjunctions.</p> <p>Talk & organise thinking about the story activities.</p>	<p>Know & understand parts of The Christmas Story.</p>
Reception Spring 1	<p>Explore sentence openers <i>Examples;</i> First, next, finally</p> <p>Name job roles, buildings & tools. <i>Examples;</i> Dentist Vet, carer/minder Emergency, doctor, police, paramedic, hospital, ambulance</p> <p><i>Examples:</i> might maybe, could, should would</p>	<p>Follow instructions/ ideas in two or three steps.</p> <p>Use language to imagine & recreate roles & experiences of stories.</p> <p>Talk about own needs, wants & opinions & ask for help.</p> <p>Use talk to solve problems & organise thinking & activities, clarify ideas & feelings.</p>	<p>Ask & answer who, what when where, how, why, in play & story context.</p> <p>Pay attention to & use the sound of alliteration.</p>
Reception Spring 2	<p>Vocabulary; group & name some fruit & vegetables, meat, pasta/ rice, sugar.</p> <p><i>Examples:</i> might maybe, could, should would</p>	<p>Answer how & why about characters, objects, experiences, stories or events.</p> <p>Introduce own storyline or narrative into play.</p> <p>Use talk to help solve problems & organise thinking & activities</p>	<p>Use past knowledge to anticipate key events.</p> <p>Pay attention to & use the sound of rhyme & alliteration</p>
Reception Summer 1	<p>and because so but then First, next, then finally Past tense correctly – planted, pulled , pushed</p>	<p>Connect ideas using some conjunctions.</p>	<p>Know “ed” may be used in past tense.</p>
Reception Summer 2	<p>Minibeasts names including some</p>	<p>Follow instructions involving several actions or ideas.</p>	<p>Know main features of a Rainforest .</p>



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	<p>specific species names from the rainforest.</p> <p>Examples; red eyed tree frog, Blue Morpho Butterfly</p>	<p>Ask & answer questions in conversation about finding out facts.</p>	
Physical	Vocabulary	Skills	Knowledge & Concepts
Pre-Nursery Spring 1	<p><i>Climb, ride, steps, move, throw, spoon, fork, coat, zip, safety</i></p>	<p>Continues to develop confidence in movement, balancing & ball skills Begins to go up steps/climb apparatus safely</p> <p>Starts to access fine motor activities (Funky Fingers)</p> <p>Uses a spoon & starts to use a fork</p> <p>Starts independent dressing for outdoors with support, if needed</p>	<p>Knows different ways to move</p> <p>Knows there is a need to be safe</p> <p>Knows which piece of cutlery to use</p>
Pre-Nursery Spring 2	<p><i>Skip, hop, balance, wave, move, paint, draw</i></p>	<p>Begins to skip, hop & stand on one leg</p> <p>Begins to use large muscle movements to wave flags & streamers, paint & make marks</p> <p>Continues to access fine motor activities (Funky Fingers)</p>	<p>Knows different ways to move</p>
Pre-Nursery Summer 1	<p><i>Cutlery, knife, fork, music, dance</i></p>	<p>Develops the use of knife & fork</p> <p>Starts taking part in some group activities with support from an adult</p> <p>Increasingly able to respond to sequences & patterns of movements (music & rhythm)</p> <p>Continues to access fine motor activities (Funky Fingers)</p>	<p>Knows which piece of cutlery to use</p> <p>Begins to know that certain actions are linked to music & rhythm</p>



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<p>Pre-Nursery Summer 2</p>	<p><i>Movement, dance, music, body, arms, legs, tummy, head, hands, feet</i></p>	<p>Matches their developing physical skills to tasks & activities</p> <p>Names & identifies different parts of the body</p> <p>Continues to access fine motor activities (Funky Fingers)</p>	<p>To know which physical skill is needed for a task/activity</p> <p>Knows different parts of the body</p>
<p>Nursery Autumn 1</p>	<p><i>Balance, ride, car, bike, throw, catch, climb, coat, zip, tired, hot, cold, thirsty, wet, step</i></p>	<p>Continues to develop movement balancing, riding & ball skills</p> <p>Goes up apparatus using alternate feet</p> <p>Starts independent dressing for outdoors</p> <p>Observes & describes the effects of physical activities on their bodies</p>	<p>Knows about different ways of moving appropriate for different outdoor equipment</p> <p>Knows how to use apparatus safely</p> <p>Knows what outdoor wear is appropriate for the weather</p>
<p>Nursery Autumn 2</p>	<p><i>Skips, hops, stands, balance, pose, music, wave, paint, draw</i></p>	<p>Skips, hops, stands on 1 leg & holds a pose for a game (e.g. musical statues)</p> <p>Uses large muscle movements (waving flags, chalk etc.)</p> <p>Increasingly able to access fine motor activities (Funky Fingers)</p>	<p>Knows how to balance</p>
<p>Nursery Spring 1</p>	<p><i>Music, movement, dance, what next, actions, follow</i></p>	<p>Starts to take part in some group activities which they make-up for themselves or in teams</p> <p>Uses & remembers sequences & patterns of movements related to music & rhyme</p>	<p>Knows how to use imaginative play & to cooperate with others</p> <p>Knows that certain actions are linked to music & rhythm</p>
<p>Nursery Spring 2</p>	<p><i>Movement, play, dance, change direction, faster, slower, space, safety</i></p>	<p>Matches developing physical skills appropriately to tasks & activities</p>	<p>Knows what is the appropriate physical skill to be using for an activity</p>



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		<p>Confidently able to access fine motor activities (Funky Fingers)</p> <p>When running, is able to negotiate space successfully, adjusting speed/direction to avoid obstacles</p>	<p>e.g. using scissors safely</p> <p>Understands spatial awareness</p>
Nursery Summer 1	<i>Team work, lift, hold, pencil, pen, crayon, movement, move, place</i>	<p>Collaborates with others to manage large items</p> <p>Develops dominant hand & comfortable pencil control</p>	<p>Uses appropriate resources to carry-out their own plan</p> <p>Knows how to move items safely & work together with others</p>
Nursery Summer 2	<i>Scissors, pens, pencils, dressed, undressed, breathing, buttons, zips, wellington boots, sun hat, sun cream, hot, cold, tired, sweaty, out of breath</i>	<p>Uses 1-handed tools and equipment</p> <p>Uses a comfortable grip with good control when holding pens & pencils</p> <p>Increasingly independent getting dressed/undressed</p> <p>Competently able to access fine motor activities (Funky Fingers)</p> <p>Observes & controls breath, able to take deep breaths</p> <p>Observes & describes the effects of physical activities on their bodies</p>	<p>Knows how to use equipment appropriately & safely</p> <p>Shows a preference for a dominant hand</p> <p>Begins to know how to use buttons/zips/wellies</p> <p>Understands that physical activities affect their bodies & that they control their breathing</p>
Reception Autumn 1	Actions	<p>Co-ordinated two hand finger actions</p> <p>One handed use of pencil & scissors</p>	<p>Finger songs & rhymes</p>



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	<p>Names of tools</p> <p>thread, tower, balance</p> <p>around, under, over past, between & through</p> <p>Crawl, climb, balance & jump</p>	<p>Develop tripod grip</p> <p>Copy some letters</p> <p>Threading medium 3D objects. Balance tower of objects</p> <p>Gym obstacle moves</p> <p>Bean Bag Skills balance & ball skills</p>	<p>Know difference between letters & numbers</p> <p>Circle & half circle</p>
<p>Reception Autumn 2</p>	<p><i>Examples;</i> Cut, thread, wind & bend</p> <p>Elastic bands, pipe cleaners Paper chains paper clips</p> <p>Grind Mix Knead</p> <p>Straight, curve</p> <p>Direction, turn run, hop, skip, jog, sprint fast / slow freeze</p> <p><i>Examples;</i> join, combine, repeat, sequence, the same different</p>	<p>Winding, thread, link, slide & bend to join medium objects</p> <p>Pincer grip</p> <p>Control of malleable materials.</p> <p>Continuous straight & circle cut</p> <p>Balance/ roll marbles.</p> <p>Independent toileting, washing hands & dressing for outdoors</p> <p>Use space, adjust speed change direction</p> <p>Stretching Shapes; Making a combination of movements.</p>	<p>Understand concept of winding, threading, sliding along a line.</p> <p>Understand circle & half circle</p>
<p>Reception Spring 1</p>	<p>Fold bend curve</p> <p>Pattern, repeating, what comes next?,</p> <p><i>Examples;</i> sequence, the same, recurring, different</p> <p>Walk run hop skip jump stop start freeze, crawl, climb, balance & jump</p> <p>aim, throw, target,</p>	<p>Simple sequenced folding; bends.</p> <p>Construct using kits/ collage with increasing control & repeating patterns.</p> <p>Brush control</p> <p>Jump & Balance; Crawl, climb, balance & jump</p> <p>Sequence Bat & Ball Skills – Aiming, throwing, batting & kicking with precision & catching with competence.</p>	<p>Sequencing & repeating pattern.</p> <p>Understand exercise, eating, sleeping & hygiene can contribute to good health.</p> <p>School counsellor session – good habits.</p>



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	<p>bat, strike</p> <p>Private Safe person</p>	<p>Mostly independent care needs.</p> <p>Independent toileting/ dressing</p>	<p>Dental hygiene & visit</p> <p>NSPCC Underpants Rules</p>
<p>Reception Spring 2</p>	<p>Thread, link & bend</p> <p>Cut hold grip</p> <p>Knife fork spoon <i>Examples;</i> slice cutlery</p> <p>Walk run hop skip jump stop start freeze, crawl, climb, balance & jump</p> <p>aim, throw, target bat, <i>Examples:</i> strike</p> <p>Quoits & Cones: <i>Examples;</i> join, combine, repeat, sequence, the same different</p>	<p>Thread, link & bend small objects. Cut up foods. Use knife & fork.</p> <p>Pencil accuracy & care & for fluent writing</p> <p>Draw link patterns. Figure of 8</p> <p>Run, jump, aim & throw with , precision & catching with competence.</p> <p>Travel with skill on equipment.</p> <p>Dance – weather. Demonstrate contrasting dynamics. Body strength, balance co-ordination & agility</p>	<p>Revisit NSPCC underpants rules.</p> <p>Balancing & floating.</p> <p>Make movement by blowing.</p> <p>Combine moves to travel confidently</p> <p>Combine moves to travel confidently Combine moves to travel confidently</p>
<p>Reception Summer 1</p>	<p>Fold & tear</p> <p><i>Examples;</i> scuttle & float</p> <p>Aim, throw, bat, strike kick & pass</p>	<p>Form paper shapes</p> <p>Cut out range of patterns with a continuous cut</p> <p>Large-scale cutting.</p> <p>Body strength, balance co-ordination & agility</p> <p>Fluency of movement-rhythm</p> <p>Develop & refine a range of ball skills; with precision & catch with competence.</p>	<p>Make changes to material's forms by blowing, mixing.</p> <p>Dance – movements of mini-beasts</p> <p>Team rules.</p>



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		Uses the toilet themselves, with support if needed	Knows where the toilets are & to ask for help if needed
Pre-Nursery Summer 1	<i>Play, tidy-up, sit, listen</i>	Begins to develop friendships with some other children Joins in with increasing confidence as a group member of Friendly Frogs in activities such as tidy up time	
Pre-Nursery Summer 2	<i>Toilet, help, rules, please, thank you</i>	Uses the toilet themselves, mostly independently	Knows that there are rules that need to be followed in Friendly Frogs Knows where the toilets are & what to do
Nursery Autumn 1	<i>Mrs Newby, Mrs Sharp, Miss Little, Mrs Bell, Mrs Ritson, Mr Halliwell, Mrs Gillies, happy, sad, scared, worried, fruit, carrots, apples, bananas, milk, water, snack</i>	Transitions to new setting showing more confidence in new social situations Separates happily from carer Selects & uses activities & resources with help Talks about their feelings/emotions Makes healthy choices about food & drinks	Uses words like happy, sad, angry or worried Knows about fruit, vegetables & healthy snacks
Nursery Autumn 2	<i>Circle time, tidy-up time, snack time, take turns, yours, mine, hand washing</i>	Develops a sense of responsibility & membership of a community Becomes more outgoing with unfamiliar people	Begins to understand circle time, tidy up time, snack time etc.



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		<p>Begins to take turns</p> <p>Begins to manage self-care and hygiene independently</p>	<p>Understands yours & mine</p> <p>Understands need for hand washing</p>
Nursery Spring 1	<i>Hello, play, friends, rules</i>	<p>Initiates conversations & forms good relationships within the group</p> <p>Plays with 1 or more other children; extends & elaborates play ideas</p> <p>Increasingly follows rules, understanding why they are important</p>	<p>Increasingly knows rules of Friendly Frogs & the purpose of rules</p>
Nursery Spring 2	<i>Rules, toilet, hand washing, clean, soap</i>	<p>Remembers the rules without needing an adult to remind them</p> <p>Develops independent self-care & hygiene needs & skills</p>	<p>Confidently knows rules of Friendly Frogs</p> <p>Understands the need for hygiene</p>
Nursery Summer 1	<i>Friends, play with me, get-along, your turn, my turn, sun, sun hat, sun cream, road, cross, traffic light, snack, healthy, fruit</i>	<p>Develops appropriate ways of being assertive</p> <p>Talks with others to resolve conflicts</p> <p>Takes practical actions to reduce risk</p> <p>Makes healthy choices for a healthy lifestyle</p>	<p>Knows when to use particular words & actions appropriately</p> <p>Knows that you need to 'get along' with others</p> <p>Shows understanding that equipment & tools can be used safely</p> <p>Sun safety, road safety etc.</p>
Nursery Summer 2	<i>Friends, your turn, my turn, feelings, happy, sad, worried, scared, excited, fair, unfair, exercise, healthy, water, dentist, toothpaste, toothbrush</i>	<p>Finds solutions to conflicts & rivalries</p> <p>Understands gradually how others might be feeling</p>	<p>Is developing a sense of fair/unfair</p> <p>Has developing knowledge of different feelings/emotions</p> <p>Knows more about keeping your body</p>



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		<p>Increasingly independent in meeting own needs</p> <p>Makes healthy choices about food, drinks, activity & toothbrushing</p> <p>Mostly independent care needs</p>	<p>healthy e.g. exercise & visiting a dentist</p>
<p>Reception Autumn 1</p>	<p><i>Examples;</i> shy nervous curious excited surprised</p> <p>tired happy, sad, Share, take turns Peace</p> <p>Name learning areas</p> <p>Bedtime Teeth brushing Mealtime Screen time Teeth brush & paste Soapy Clean Dry</p> <p>Talk Den Persevere <i>Examples:</i> Happy content safe Sly sneaky funny cheeky</p>	<p>Self-regulation Identify feelings about new social situations & unfamiliar people.</p> <p>Make own interest & play area choices.</p> <p>Talk about families & own routines. interests & family activities.</p> <p>Home role- play theme.</p> <p>Independent Handwashing</p> <p>Perseverance - Make a special friend. Play on a shared theme</p> <p>Perspective of others through story characters</p>	<p>Build resilience to trust in our safe people.</p> <p>Explore a new part of school</p> <p>Respectful Relationships - Describe School Day expectations & routine.</p> <p>Show a sense of being a valuable individual.</p> <p>Describe their healthy body routines: bed, teeth, meal, screen time</p> <p>Be aware of others view</p>
<p>Reception Autumn 2</p>	<p>Buddy/ friend/ helper</p> <p>Mood Monsters feelings</p>	<p>Initiate conversations with peers & familiar adults</p> <p>Talk about how we help each other</p> <p>Join in groups & welcome others in play on shared themes</p> <p>Perspective of others through story characters -explore expressions</p>	<p>Value of good relations & helping others.</p> <p>Buddy systems</p> <p>Be aware of others view & how they show feelings.</p> <p>Build co-operation & perseverance</p> <p>Resilience in challenges such as problem solving & completing a task</p>



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	<p>Introduce as Examples</p> <p>Christmas, gifts, presents, love,</p>	<p>group obstacle courses & paired blindfold games</p> <p>Cultural experience Perspective of others through real characters Talk about & name explorer/s.</p>	<p>Identify setting goals, & describe feelings & perseverance within physical & emotional challenges.</p> <p>Pleasure in giving & appreciation of receiving.</p>
<p>Reception Spring 1</p>	<p>Examples; Suggest, another way/ alternative, fair/reasonable, share, apologise, forgive.</p> <p>Examples; Expert professional training</p> <p>Name Emergency Services & transport</p> <p>Private Rules</p>	<p>Steps to resolve conflicts e.g. finding a compromise.</p> <p>Manage own needs through learnt routines.</p> <p>Care for living things. Talk about community & emergency services.</p> <p>Feelings of sharing kindness with others.</p> <p>Identify feelings of needing & receiving as well as giving help.</p> <p>Play in other groupings than friendship.</p> <p>Care for living things.</p> <p>Identify & eat a healthy range of foodstuffs & understand & need for variety in food.</p>	<p>Constructive & respectful relationships; Know & explain why others are upset</p> <p>Know about uncomfortable feelings.</p> <p>Importance of exercise, eating, sleeping & hygiene</p> <p>NSPCC Pants Rule</p> <p>Special People to us.</p> <p>Our safe people.</p> <p>Growing older, achieving more Perseverance in making mistakes & evaluating.</p>
<p>Reception Spring 2</p>	<p>taking turns sharing team work.</p> <p>Competition Win lose</p>	<p>Eat a healthy range of foodstuffs & understand need for variety in food.</p> <p>Independence in routines – Simple dressing & changing,</p> <p>Toileting & hygiene including at mealtimes.</p> <p>Taking account of one another's ideas & perspective to organise an activity.</p>	<p>Personal food choices; exploring, talking about & trying new vegetables.</p> <p>Perseverance in trying repeatedly & evaluating.</p> <p>Manage own needs & understanding of helping each other.</p> <p>Describe self in positive terms & new personal & team skills/goals</p>



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Reception Summer 1	Naming provisions for life. Love, care, gentle, patient, understanding, thoughtful	Care & Concern for animals including healthy food stuffs. Identifying & caring for forms of new life. Practical care & concern for animals, including healthy food stuffs. Identifying & caring for forms of new life.	Understanding of needs of all living things; basic needs of animals Show a sense of valuable individual. Curiosity and awareness of Amazon Rainforest.
Reception Summer 2	Name fruits and vegetables, rice, pasta, potato, dairy products, types of meat, fish.	Narrating own personal food choice of healthy range of foodstuffs Is everything we grow healthy? Following linked instructions as a team. Express feelings using descriptive language. Build resilience to trust in our safe people. Self care in awareness of Sun safety	Understand need for variety in food. Understand needs of all living things; basic needs of plants Perspective of other & confidence in own ability, through story characters Explore & describe feelings of overcoming anxiety. Identify feelings about new social situations & unfamiliar people. Transition visits to Year 1
Literacy	Vocabulary	Skills	Knowledge & Concepts
Pre-Nursery Spring 1	Uses language from stories and songs that we read/sing <i>Sky, planets, stars, moon, sun, this way up, turn it round, turn the page, next page</i>	Listens & begins to join in with stories & poems (1:1 & in small groups) Begins to handle books carefully & the correct way up Begins to make up stories & play scenarios	Knows how to handle books & what is the correct way up Uses personal experiences in stories & play



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<p>Pre-Nursery Spring 2</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Farms, lambs, chicks, eggs</i></p> <p><i>Run, run fast as you can, once upon a time, lived happily ever after, oh my what big teeth you have, I'll huff and I'll puff and I'll blow your house down, who has been sleeping in my bed</i></p>	<p>Listens & joins in with stories & poems (1:1 & in small groups)</p> <p>Begins to join in with repeated refrains & anticipate key events & phrases in rhymes & stories</p> <p>Begins to make up stories, play scenarios & drawings</p>	<p>Knows the repeated refrain in rhymes & familiar stories</p> <p>Uses personal experiences in stories, drawings & play</p>
<p>Pre-Nursery Summer 1</p>	<p>Uses language from stories and songs that we read/sing</p> <p>Why questions</p> <p><i>Banana, orange, pineapple, tangerines</i></p> <p><i>Will she like the ..., surprise ...</i></p> <p><i>Ladybird, worm, butterfly, beetle</i></p>	<p>Joins in with repeated refrains & anticipates key events & phrases in rhymes & stories</p> <p>Shows an interest in illustrations, words in print & words in the environment</p> <p>Begins to give meaning to their drawings & paintings</p>	<p>Knows the repeated refrain in rhymes & familiar stories</p> <p>Notices pictures, print & words in books & the classroom environment</p> <p>Beginning to mark make using their new learning & knowledge</p>
<p>Pre-Nursery Summer 2</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Sun, sea, sand, shells, beach ball, books</i></p>	<p>Handles books carefully with growing competence</p> <p>Looks at & enjoys print increasingly independently</p> <p>Sometimes gives meaning to their drawings & paintings</p>	<p>Knows how to handle books</p> <p>Sometimes makes marks using their new learning & knowledge</p>
<p>Nursery Autumn 1</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Spider, web, rain, sun, spout</i></p>	<p>Understands that print has meaning</p> <p>Understands that print has different purposes</p> <p>Understands that we read English text from left to right & from top to bottom</p>	<p>Knows that print in different contexts has meaning</p>



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	<p><i>cover, page, title, author, contents, sequence,</i></p>	<p>Understands the names of the different parts of a book</p> <p>Understand page sequencing</p>	<p>Names parts of a book (cover, page, title, author, contents)</p> <p>Knows that books are sequenced in order to make sense confidently</p>
<p>Nursery Autumn 2</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Gruffalo, mouse, snake, fox, owl, claws, prickles, teeth, jaws, wart, knobbly-knees, deep-dark wood, nut</i></p> <p><i>beginning, end, what comes next</i></p>	<p>Develops phonological awareness</p> <p>Begins to tell their own stories</p>	<p>Spots & suggests rhymes</p> <p>Counts or claps syllables in a word</p> <p>Recognises words with the same initial sound</p> <p>Begins to be aware of the way that stories are structured</p>
<p>Nursery Spring 1</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Sky, planets, stars, moon, sun, spaceship, aliens, other worlds, astronauts, rockets</i></p> <p><i>beginning, end, what comes next, sequence</i></p>	<p>Further develops phonological awareness</p> <p>Retells & sequences a familiar story</p>	<p>Spots & suggests rhymes</p> <p>Counts or claps syllables in a word</p> <p>Recognises words with the same initial sound</p> <p>Knows a story in order & detail</p>
<p>Nursery Spring 2</p>	<p>Uses language from stories and songs that we read/sing</p> <p><i>Farms, lambs, chicks, eggs, calves, piglets, crops, growing, new life, characters, ending</i></p>	<p>Talks about stories & suggests how the story might end</p> <p>Engages in extended conversations about stories</p> <p>Begins to mark make & write personal letters within play</p> <p>Recognises familiar words, logos & signs</p> <p>Ascribes meaning to signs, symbols & words</p>	<p>Knows about events & who the principal characters are in a story</p> <p>Learns new vocabulary</p> <p>Knows how to form some personal letters</p>



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		that they see, including those they make themselves	
Nursery Summer 1	<p>Uses language from stories and songs that we read/sing</p> <p><i>Banana, orange, pineapple, tangerines, guava, mango, avocado, passion fruit, monkey, ostrich, zebra, elephant, giraffe, antelope, parrot, goat</i></p> <p><i>Ladybird, worm, butterfly, beetle, spider, centipede, woodlouse, earwig</i></p>	<p>Uses some of their print & letter knowledge in their early writing</p> <p>Writes some or all of their name</p> <p>Writes some letters accurately</p> <p>Sequences events in known stories</p>	<p>Has some print & letter knowledge</p> <p>Knows how to form most/all of their personal letters</p> <p>Knows how to form an increasing number of letters</p> <p>Knows multiple stories in order & detail</p>
Nursery Summer 2	<p>Uses language from stories and songs that we read/sing</p> <p><i>Sun, sea, sand, shells, beach ball, wave, sun cream, starfish, crab, sea snail, rocks, rock pools, sandcastles, deck chairs, flip-flops, sun hat</i></p>	<p>Writes some or all of their name</p> <p>Writes some letters accurately</p> <p>Uses some of their print & letter knowledge in their early writing</p>	<p>Knows how to form most/all of their personal letters</p> <p>Knows how to form an increasing number of letters confidently</p>



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<p>Reception Autumn 1</p>	<p>Left-Right, Top-bottom Name parts of book; cover title, author, pages</p> <p>Once Upon a time "Run Rabbit Run My Story is Done" the end</p> <p>Fiction & non-fiction</p> <p>Name characters.</p>	<p>Read & Write s a t p i n, own name & try to write labels</p> <p>Recognise words with the same initial sound</p> <p>Join in adult model to segment & blend sounds into cvc words</p> <p>Meaning & Purpose Listen & recall the sequence of Mr Wiggle & Mr Waggle, Rosie's Walk with actions.</p> <p>Observe/ imitate adult model; reading, actions, repeat phrases & character names in daily stories & songs.</p>	<p>Care of books Share & recite favourite rhymes.</p> <p>Recognise & write some letters from name and from phonics; s a t p i n m d g o c k c k</p> <p>Join in adult model spelling some cvc words by identifying sounds & writing with letters.</p> <p>Meaning & Purpose-Listen to recall a sequence/ story with phrases.</p>
<p>Autumn 2</p>	<p>Cover Page Title Author Illustration "Bee bo bend it my story has ended"</p>	<p>Read & Write s a t p i n m d g o c k c k e u r h b f f l l s s s, own name & labels</p> <p>Recognise words with the same initial sound</p> <p>Segment & blend sounds into cvc words</p> <p>Meaning & Purpose Listen & recall the sequence of Little Red Hen and Bear Hunt with actions.</p>	<p>Baking recipe books</p> <p>Recognise & write phonics; s a t p i n m d g o c k c k e u r h b f f l l s s s</p> <p>Meaning & Purpose-Listen to recall a sequence/ story with phrases.</p>
<p>Spring 1</p>	<p>Cover Page Title Author Illustration First, next, finally</p>	<p>Blend & start to segment cvc's. & ccvc's using first digraphs .</p> <p>Read some Phase 3 common exception words</p> <p>Meaning & Purpose</p>	<p>Recognise & write phonics; s a t p i n m d g o c k c k e u r h b f f l l s s s j v w x y z</p>



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		Listen & recall the sequence of Three Billy Goats Gruff with actions.	
Spring 2		<p>Blend & segment cvc's & ccvc's using first digraphs .</p> <p>Meaning & Purpose Anticipate key events.</p> <p>Start to write short sentences with <i>known</i> sound letter correspondence Read Phase 3 common exception words</p> <p>Meaning & Purpose Listen & recall the sequence of The Enormous Turnip with actions. Retell Pirates Love Underpants</p>	<p>Recognise & write phonics individual letters and digraphs qu ch sh th ng ai ee</p> <p>Re-read to sense check sentences</p>
Summer 1	<p>Heading Label Caption</p> <p>and so but because</p>	<p>Read & write phonics; igh oa oo ar or ur</p> <p>Use some Phase 3 common exception words within short sentences, spoken & written.</p> <p>Start to use capital letters & full stops.</p> <p>Meaning & Purpose; Write simple fact files</p> <p>Listen, recall & sequence the story of Billy's Beetle.</p>	<p>Recognise & write phonics individual letters and Know sounds for 10 digraphs from ff ll ss qu ch sh th ng ai ee (igh) oa oo</p> <p>Extract facts from Yucky Worms non-fiction/ fiction</p> <p>Listen to & respond with relevant comments, questions & actions to a range of daily stories.</p>
Summer 2	and so because but	<p>Consolidate read & write 10 of digraph phonics; j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur ow oi</p> <p>Read some Phase 4 tricky words</p>	<p>Recognise & write phonics individual letters and Know sounds for 10 digraphs from ff ll ss qu ch sh th ng ai ee (igh) oa oo ar or ur ow oi</p>



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		Retell Jack & the Beanstalk and Sharing a Shell. Use capital letters & full stops. Sequence & make own books.	Understand what has been read to them Anticipate key events in stories.
Maths	Vocabulary	Skills	Knowledge & Concepts
Pre-Nursery Spring 1	<i>1, 2, 3, first, second, shapes, square, circle, triangle, rectangle, behind, next to</i>	Begins to recite numbers up to 3 Begins to say one number for each item in order Explores & begins to use a variety of shapes appropriately for purpose Identifies 'first' & 'second' in a sequence	Begins to know numbers up to 3 Begins to know numbers 1, 2, 3 Begins to know what shapes are needed for a purpose Knows 'first' & 'second' Understands some positional language
Pre-Nursery Spring 2	<i>1, 2, 3, pattern, the same, big, small, size</i>	Experiments with their own symbols & marks Begins to recognise numbers up to 3 Talks about the patterns around them Talks about spatial patterns Explores objects of varying sizes	Knows numbers up to 3 Recognises some patterns Recognises some spatial patterns Knows objects differ in size
Pre-Nursery Summer 1	<i>1, 2, 3, shapes, circle, square, rectangle, triangle, group</i>	Recites numbers up to 3 Says one number for each item in order Experiments with their own symbols & marks Explores a variety of shapes & creates shape pictures Explores collections of objects up to 3	Knows numbers up to 3 Knows number 1, 2, 3 Begins to know some shapes



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<p>Pre-Nursery Summer 2</p>	<p><i>Pattern, long/short, on top, underneath, next to, that way, this way, 1, 2, 3</i></p>	<p>Explores & extends ABAB patterns</p> <p>Explores objects of varying length</p> <p>Begins to understand position through words alone & responds to language of position & direction</p> <p>Begins to recognise numbers up to 3</p>	<p>Recognises repeating patterns</p> <p>Knows objects differ in length</p> <p>Begins to know & understand positional & directional language</p> <p>Knows numbers up to 3</p>
<p>Nursery Autumn 1</p>	<p><i>1, 2, 3, shapes, circle, square, rectangle, triangle, flat</i></p>	<p>Recites numbers up to 3</p> <p>Says 1 number for each item in order</p> <p>Experiments with their own symbols & marks</p> <p>Selects shapes appropriately for purpose</p> <p>Subitises up to 3 objects</p>	<p>Knows numbers 1-3</p> <p>Knows numbers 1, 2, 3</p> <p>Knows what shapes you need for a specific purpose e.g. flat surface for building</p>
<p>Nursery Autumn 2</p>	<p><i>1, 2, 3, big/small, fit, does not fit, on top, underneath, next to, that way, this way, between, space, pattern, the same, 1, 2, 3</i></p>	<p>Links numerals & amounts up to 3</p> <p>Responds to & uses language of position & direction. Uses spatial words in play</p> <p>Talks about & identifies the patterns around them</p> <p>Uses informal language to describe patterns</p> <p>Makes comparisons between objects relating to size</p> <p>Solves real world mathematical problems with numbers up to 2</p> <p>Explores composition of numbers through play</p>	<p>Understands the vocabulary of position, direction & spatial language</p> <p>Knows some vocabulary linked to pattern</p> <p>Knows what is larger/ smaller</p> <p>Knows that numbers are</p>



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			composed of smaller numbers
Nursery Spring 1	<i>1, 2, 3, 4, 5, the same, different, shape, circle, square, triangle, rectangle, arch, more than, fewer than, total</i>	<p>Recites numbers up to 5</p> <p>Enjoys counting verbally as far as they can go</p> <p>Says 1 number for each item in order: 1, 2, 3, 4, 5</p> <p>Shows finger numbers up to 5</p> <p>Knows the Cardinal Principle</p> <p>Subitises up to 3/4</p> <p>Compares quantities using language</p> <p>Combines shapes to make new ones</p>	<p>Knows numbers 1-5</p> <p>Knows the stable order 1-5</p> <p>Knows that the last number reached when counting objects tells you the total</p> <p>Uses comparative language accurately more than, fewer than</p> <p>Knows names of shapes e.g. arch, bigger triangle etc.</p>
Nursery Spring 2	<i>1, 2, 3, 4, 5, pattern, the same, keeps going, long, short, group, total, that's wrong</i>	<p>Links numerals & amounts up to 5</p> <p>Experiments with their own symbols & marks</p> <p>Extends & creates ABAB & ABC patterns</p> <p>Creates their own spatial patterns showing some organisation/regularity</p> <p>Notices & corrects an error in a repeating pattern</p> <p>Makes comparisons between objects relating to length</p> <p>Solves real world mathematical problems up to 3</p>	<p>Knows about different patterns</p> <p>Knows what is longer/ shorter</p>



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

		Separates a group of up to 3 objects in different ways	Begins to recognise that the total is still the same
Nursery Summer 1	<i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, more, fewer, square, rectangle, triangle, circle, cube, sphere</i>	<p>Recites numbers up to 10</p> <p>Knows the Cardinal Principle</p> <p>Begins to recognise numerals up to 10</p> <p>Subitises up to 4/5</p> <p>Experiments with their own symbols & marks as well as numerals</p> <p>Compares quantities using language</p> <p>Talks about & explores 2D & 3D shapes Partitions & combines shapes to make new 2D & 3D shapes</p> <p>Predicts, moves & rotates objects to fit the space or creates the shape they would like</p>	<p>Knows numbers 1-10</p> <p>Knows that the last number reached when counting objects tells you the total</p> <p>Uses comparative language accurately more than, fewer than</p> <p>Knows 2D & 3D shape names</p>
Nursery Summer 2	<i>On top, underneath, next to, that way, this way, in front of, behind, road, hill, park, up, down, first, next, then, last, pattern, next, heavier, lighter, full, empty</i>	<p>Responds to & uses language of position & direction</p> <p>Discusses routes & locations</p> <p>Describes a familiar route</p> <p>Begins to describe a sequence of events (real/fictional)</p> <p>Joins in with simple patterns & predicts what comes next</p>	<p>Confidently uses the vocabulary of position & direction</p> <p>Uses relevant vocabulary e.g. in front of, behind</p> <p>Uses relevant vocabulary e.g. first, then</p> <p>Knows that sounds, objects, games, stories, dance &</p>



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		<p>Makes comparisons between objects relating to weight & capacity</p> <p>Solves real world mathematical problems with numbers up to 5</p>	<p>movement contain patterns</p> <p>Knows what is heavier/lighter Knows what is full/empty</p>
<p>Reception Autumn 1 Numbers 1 -10</p>	<p>Number One, two, three, four, five six seven eight nine ten</p> <p>Adding, taking away, equals, total, same, different,</p> <p><i>Examples;</i> plus, subtract, more, odd, even, double, half, how many? Fair/unfair, share</p> <p><i>Examples;</i> Long, short, longer, shorter, bigger, smaller, more, less, same, different, ruler, cube, jug, cup, bowl, bucket, full, empty, half full/empty</p>	<p>Count objects, actions & sounds</p> <p>Count out up to 10 objects from a larger group.</p> <p>Match the numeral with a group of items to show how many there are (up to 10).</p> <p>Explore the composition of numbers 2 & 3</p> <p>Begins to explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate)</p> <p>Start to use number names & symbols comparing number, show interest in large numbers. Estimates of numbers of things, showing understanding of relative size.</p> <p>Use measuring tools in everyday experiences & play</p>	<p>Recognise numbers of personal significance & numbers 1-5</p> <p>Recite numbers from 0-10 (& beyond) & back from 10-0</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects.</p> <p>standard numerals, tallies & "+" or "-". Understand & compare length, weight & capacity</p>
<p>Autumn 2 Numbers 1- 5 (& up to 10) Subitise</p>	<p>One, two, three, four, five, six, seven, eight, nine, ten</p>	<p>Begin to select the correct numeral to represent 1 to 10 Count objects up to 10</p>	<p>Know & recognise numbers 1-5 & if appropriate up to 10.</p>



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<p>Count beyond 10</p> <p>Shape</p>	<p>More/ less, big, smaller, full, empty, half full/empty, lots, fewer, odd, even, guess, what can you see? the same, many, fewer, lots</p> <p>Examples; Roughly, similar, different, Heart shaped, hand shaped, leaf shaped, 2D shapes, circle, square, rectangle, triangle</p> <p>Examples: In front of, behind, before & after, in a line, next to, past, between, up, down, on top of, under, over, beside around, , through</p>	<p>Count along a numberline.</p> <p>Explore the composition of numbers 4 & 5</p> <p>Select rotate & manipulate shapes in order to develop spatial reasoning skills</p> <p>Follow & giver directions</p> <p>Use relative terms & describing what they see from different viewpoints</p>	<p>Subitising numbers to 4 & maybe 5 (5 frame)</p> <p>Count beyond 10.</p> <p>Recognise the pattern of the counting system.</p> <p>Use number names & symbols when comparing numbers, showing interest in large numbers.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects.</p> <p>Estimate numbers of things, showing understanding of relative size.</p> <p>Odd & Even</p>
<p>Spring 1</p> <p>Numbers 1-10</p>	<p>One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen</p> <p>One more/less, bigger smaller,</p> <p>Add, take away, plus, subtract, equals, total, same, different, more,</p>	<p>Add 1 & subtracts 1 with numbers to 10.</p> <p>Use number lines & staircase patterns</p> <p>Explore the composition of numbers 6 & 7</p> <p>Explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate) standard</p>	<p>Subitise larger numbers by subitising smaller groups within the number (10 frame).</p> <p>one more than/one less than' relationship between consecutive numbers</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring</p>



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	<p>odd, even, double, half, how many? Fair/unfair, share</p> <p>Pattern, repeating, what comes next?, the same, , different</p> <p><i>Examples:</i> sequence, recurring</p> <p>2D & 3D shapes</p> <p>Square, circle, triangle, rectangle</p> <p>Examples; Cone, sphere, cuboid, cube, pyramid, cylinder, triangular prism,</p> <p>Big, bigger, small smaller, round, point, 'pointy', straight, corner</p> <p>Edges, faces, curved</p>	<p>numerals, tallies & "+" or "-".</p> <p>Odd or Even? Doubles</p> <p>Continue, copy & create repeating patterns Spots patterns in the environment Compose & decompose shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems, & visualising what they will build.</p>	<p>portioning in different ways with wide a range of objects</p> <p>Recognise a shape can have other shapes <i>within</i> it.</p> <p>Investigates turning & flipping objects in order to make shapes fit & create models; predicting & visualising how they will look (spatial reasoning)</p>
<p>Spring 2</p>	<p>Pattern, repeating, what comes next?, sequence, the same, different, the same again</p> <p><i>Examples:</i> recurring, recurring</p> <p><i>Examples;</i> think that ..., long, short, longer, shorter, longest,</p>	<p>Numbers 8 & 9 portioning in different ways with wide a range of objects</p> <p>Explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate) standard numerals, tallies & "+" or "-".</p> <p>Solve problems with prediction & discussion of comparisons of length, weight or capacity, paying attention to fairness & accuracy.</p>	<p>Show awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects</p> <p>Chooses familiar objects to create & recreate repeating patterns, beyond AB patterns &</p>



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	<p>shortest, tall, tallest, small, smallest, low, lowest, high, highest, medium, in the middle, the same, different, heavy, heavier, heaviest, light, lighter, lightest, fair, unfair, full,</p>	<p>Make simple maps of familiar & imaginative environments, with marks</p>	<p>begins to identify the unit of repeat.</p>
<p>Summer 1 Pattern Shapes</p>	<p>Number bonds, adding, taking away, plus, minus, double, half</p> <p>share, fair, unfair, equal, between, each, same again</p> <p>Adding, taking away, plus, subtract, equals, total, same, different, more,</p> <p>Tally</p> <p>odd, even, double, half, how many? Fair/unfair, share</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p> <p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with wide a range of objects.</p> <p>Begins to explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate) standard numerals, tallies & "+" or "-".</p> <p>Odd & even numbers Doubles</p>	<p>-</p>
<p>Summer 2</p>	<p>Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many? Fair/unfair, share</p>	<p>Automatically recall (without reference to aids) number bonds up to 5 (including subtraction facts) & some number bonds to 10, including double facts.</p> <p>Subitise recognise quantities without counting) up to 5.</p> <p>Verbally count beyond 20,</p> <p>Compare quantities up to 10 in different contexts,</p> <p>Explore & represent patterns within numbers</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Recognise the pattern of the counting system. Recognise when 1 quantity is greater than, less than, or</p>



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		up to 10 including evens & odds, double facts & how quantities can be distributed.	the same as the other quantity.
Understanding the World	Vocabulary	Skills	Knowledge & Concepts
Pre-Nursery Spring 1	<i>Family, Mummy, Daddy, brother, sister, Grandma, Grandpa, jobs, doctor, nurse, dentist, vet, teacher, fire person, police person, birthday, party, paper, tissue paper</i>	<p>Begins to show an interest in the lives of people who are familiar to them</p> <p>Shows interest in different occupations</p> <p>Enjoys joining in with family customs & routines</p> <p>Begins to be aware of special events, seasons & celebrations</p> <p>Uses all their senses in hands on exploration of natural materials</p>	<p>Knows that people do different jobs</p> <p>Knows some family customs & routines</p> <p>Knows that some days/events are special</p>
Pre-Nursery Spring 2	<i>Water, sun, soil, plant, seeds, leaf, changes, grow, celebrations, special</i>	<p>Begins to show care & concern for living things & the environment</p> <p>Plants seeds & cares for growing plants</p> <p>Begins to develop some understanding of growth & changes over time</p> <p>Begins to be aware of special events, seasons & celebrations</p>	<p>Knows that living things need to be cared for</p> <p>Knows that some days/events are special</p>
Pre-Nursery Summer 1	<i>Family, holiday, Christmas, birthday, visit, water, sun, grow</i>	<p>Remembers & talks about significant events in their own experience</p> <p>Explores how things work</p> <p>Shows care & concern for living things & the environment</p> <p>Begins to be aware of special events, seasons & celebrations</p>	<p>Knows that living things need to be cared for</p> <p>Knows that some days/events are special</p>



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<p>Pre-Nursery Summer 2</p>	<p><i>Special, family, celebrations, unique, me</i></p>	<p>Recognises & describes special times & events for family/friends</p> <p>Begins to be aware of special events, seasons & celebrations</p>	<p>Knows that some days/events are special</p> <p>Knows some of the things that makes them unique</p>
<p>Nursery Autumn 1</p>	<p><i>Conkers, leaves, acorns, touch, smell, see, family, past, Mummy, Daddy, Grandma, Grandpa, brother sister, birthdays, Harvest, Halloween</i></p>	<p>Uses all their senses in hands-on exploration of natural materials</p> <p>Begins to make sense of their own life-story and family's history</p> <p>Explores special events seasons & celebrations</p>	<p>Begins to know who is in their family and that it goes back generations</p> <p>Knows about birthdays, Harvest & Halloween</p>
<p>Nursery Autumn 2</p>	<p><i>Hard, soft, rough, smooth, same, different, prickly, spiky, bumpy, birthdays, Bonfire Night, Diwali, Remembrance Day, Christmas</i></p>	<p>Explores collections of materials with similar & or different properties</p> <p>Talks about what they see</p> <p>Explores special events seasons & celebrations</p>	<p>Uses a wide vocabulary</p> <p>Knows about some of the following: birthdays; Bonfire Night; Diwali, Remembrance Day & Christmas</p>
<p>Nursery Spring 1</p>	<p><i>Jobs, pull, push, falling, throwing, rolling, catching, Chinese New Year, Pancake Day, Valentine's Day</i></p>	<p>Shows interest in different occupations & ways of life indoors & outdoors</p> <p>Explores why things happen & how things work</p> <p>Explores & talks about different forces they can feel</p> <p>Explores special events seasons & celebrations</p>	<p>Names different jobs</p> <p>Begins to know about falling, throwing, rolling etc.</p> <p>Knows about some of the following: birthdays; Chinese New Year; Pancake</p>



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

			Day & Valentine's Day
Nursery Spring 2	<i>Plant, seeds, water, sun, grow, dig, spade, cut, egg, caterpillar, Chrysalis, adult, melt, freeze, steam, liquid, wood, paper, birthdays, World Book Day, Mothers' Day, Easter</i>	<p>Plants seeds & cares for growing plants</p> <p>Understands the key features of the lifecycle of a plant & animal</p> <p>Begins to understand the need to respect & care for the natural environment & all living things</p> <p>Talks about the differences between materials & changes they notice</p> <p>Explores special events seasons & celebrations</p>	<p>Names key features of lifecycles</p> <p>Names some different materials & their properties</p> <p>Knows about some of the following: birthdays; World Book Day; Mothers' Day & Easter</p>
Nursery Summer 1	<i>Birthdays, St George's Day</i>	<p>Continues to develop positive attitudes about the differences between people</p> <p>Talks about the differences they have experienced/seen in photos</p> <p>Continues to develop their understanding of the need to respect & care for the natural environment & all creatures who live in it</p> <p>Explores special events seasons & celebrations</p>	<p>Knows that individuals are unique</p> <p>Knows that there are different countries in the world</p> <p>Knows about some of the following: birthdays & St George's Day</p>
Nursery Summer 2	<i>Birthdays, Fathers' Day,</i>	<p>Explores special events seasons & celebrations</p>	<p>Knows about some of the following: birthdays & Fathers' Day</p> <p>Continues to develop their</p>



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			understanding of the need to respect & care for the natural environment & all creatures who live in it
Reception Autumn 1	<p>Name signs of Autumn. tree, trunk, leaves, sticks, conkers, acorns, <i>Examples;</i> oak tree horse chestnut, sycamore seeds & tree.</p> <p>Name features of a farm.</p> <p>Name features in the locality; Hill, river, lake, wood <i>Examples</i> fell, mountain, forest</p>	<p>Walk outdoors, exploring a variety of terrain</p> <p>Explore about animals and crops on farms</p>	<p>Harris Park Woodland walk</p> <p>What is Autumn?</p> <p>What is Harvest?</p> <p>Purpose of a farm Awareness of Cockermouth farming community & rural location.</p> <p>Cockermouth Auction Mart Robson Mitchell statue Wainwright Whinlatter</p>
Autumn 2	<p>plant, seed, corn cut, carry, mill grind, knead, bake, mix stir</p> <p>Name signs of winter Rain, snow, frost, ice cold, freezing/frozen</p> <p>Habitat, cave, forest, wood. den,</p> <p>Name arctic & Antarctic animals</p>	<p>Sequence seasons</p> <p>Explore & make spider web patterns</p> <p>Explore sources of Light & Dark.</p> <p>Explore images and film of arctic & Antarctic</p> <p>See differences in images of past & present toys.</p>	<p>What is dough?</p> <p>Seed to bread sequence</p> <p>What is Winter?</p> <p>Compare animal footprints.</p> <p>Name bears' habitats</p> <p>Bears & Antarctica David Attenborough</p> <p>Hindu Festival - Diwali story</p> <p>Christmas traditions</p>
Reception Spring 1	<p>Wood stone metal</p> <p>Arch, Pillar,</p> <p>Local river & bridge names</p>	<p>Notice & replicate features of bridges.</p>	<p>Tower Bridge Millenium Bridge Golden Gate The Nile The Amazon</p> <p>River Cocker Cocker Bridge</p>



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Vocabulary, Skills Concepts and Knowledge.

	<p>River, lake, pond sea</p> <p><i>Examples:</i> Jennings Brewery Police Station Fire station St Helens & Kirkgate dentist Castlegate Surgery Hospital Mountain Rescue Cockermouth School Primary Schools Churches, registry Shops & pubs.</p>	<p>Recognise, observe & describe buildings of Cockermouth</p> <p>Weddings –see differences in images & artefacts of past & present.</p>	<p>River Derwent Gote Bridge</p> <p>Roles / jobs in society Building use.</p> <p>Valentine’s Day Mother’s Day</p>
<p>Reception Spring 2</p>	<p>Root, stem, petal, leaf</p> <p>Name edible crops we grow,</p> <p><i>Examples:</i> Fresh, rot, decay mould</p> <p>Buds, shoots Sun warmth rain</p> <p>Float sink</p> <p><i>Examples;</i> Spill overflow tip capsize</p>	<p>Observe, draw snowdrop, daffodil</p> <p>Make vegetable soup</p> <p>Plant flowers and edible crops.</p> <p>Talk about effects of Spring, describing what they see, hear & feel</p>	<p>Name parts of flowers</p> <p>Know about purpose of gardening.</p> <p>Changing state of matter through cooking (hard/soft/ solid/ liquid).</p> <p>Observe & describe Parts of boats; Floating materials & moving sails.</p> <p>Mr Archimedes Bath story & experiment. A21 Archimedes' Bath EN01 - Bing video</p>
<p>Reception Summer 1</p>	<p>Naming natural ground materials; soil gravel soil recycling Worm; Saddle Insect; wing leg shell</p> <p><i>Examples:</i> armour antennae stinger predator prey chrysalis including some specific</p>	<p>Building wormeries Digging for worms. S Parts of a worm</p> <p>Explore Jelly worms in liquids & Bubble worms</p>	<p>Building a wormery.</p> <p>Change of form; experiments in vinegar, baking soda Soapy water, air.</p> <p>Minibeast features & habitats, including Amazon Rainforest.</p>



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	<p>species names from the rainforest</p> <p>egg tadpole froglet Explore names of rocks parts of plants.</p>		<p>Understand a life cycle of a frog & /or caterpillar</p>
<p>Reception Summer 2</p>	<p>Tower turret moat battlements portcullis arrow slits</p> <p><i>Examples;</i> spread, soak suck,</p> <p>river, beach, sea, sun, shade & shadow Describe beach scenes; cliff, sea, rock pools, shells, pebbles, sea weed</p> <p>Name sea creatures; <i>Examples:</i> hermit crab anemone, limpet. starfish, jellyfish bristleworm,</p>	<p>Sorting natural materials, beans, seeds.</p> <p>Explore plants drinking water (dye).</p> <p>Identify features of a seaside.</p> <p>Types of sea creature & habitats</p> <p>Beach visit Seaside/ summer day traditions; picnics, water play.</p>	<p>Castle features. Life in the castle.</p> <p>Plant Care & Concern for plants with awareness of needs for growth</p> <p>Explore climbing plants</p> <p>Awareness of different forms of water, terrain & weather</p> <p>Sea creatures</p>
Creative	Vocabulary	Skills	Knowledge & Concepts
<p>Pre-Nursery Spring 1</p>	<p><i>Music, instruments, colour, mixing, changes, different</i></p>	<p>Explores small worlds with blocks & construction kits</p> <p>Explores musical instruments</p> <p>Explores colour & colour mixing</p>	
<p>Pre-Nursery Spring 2</p>	<p><i>Snip, cut, glue, stick, tape</i></p>	<p>Explores different materials & what they can make Begins to use drawing to represent their ideas</p> <p>Begins to take part in simple pretend play using props</p>	



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

<p>Pre-Nursery Summer 1</p>	<p><i>Dance, sing</i></p>	<p>Begins to mark make in response to experiences/objects</p> <p>Sings familiar songs</p> <p>Taps out simple repeated rhythms</p> <p>Enjoys joining in with moving & dancing in response to what they hear in music from other cultures</p>	<p>Knows some songs</p>
<p>Pre-Nursery Summer 2</p>	<p><i>Sing, scissors, glue</i></p>	<p>Sings to self & begins to make up simple songs</p> <p>Begins to choose appropriate equipment/tools in order to mark make/create in response to experiences/objects</p>	<p>Knows some songs</p> <p>Knows how to use some equipment/tools</p>
<p>Nursery Autumn 1</p>	<p><i>Up, down, sounds, music, sad, happy, enjoy, dislike</i></p>	<p>Explores different materials freely, to develop their ideas about how to use them and what to make</p> <p>Sings the melodic shape (moving melody such as up & down, down & up) of familiar songs</p> <p>Listens with increased attention to sounds</p> <p>Responds to what they have heard expressing their thoughts & feelings</p>	<p>Knows about different materials</p> <p>Knows some different songs/rhymes</p> <p>Vocabulary of thoughts & feelings</p>
<p>Nursery Autumn 2</p>	<p><i>Sing, songs, Christmas</i></p>	<p>Develops their own ideas & then decides which materials to use to express them</p> <p>Remembers & sings entire songs</p> <p>Begins to develop complex stories using <i>small world</i> equipment</p>	<p>Knows how to use different materials in multiple ways</p> <p>Knows some Christmas songs</p>



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

<p>Nursery Spring 1</p>	<p><i>Instruments, colour, mixing, changes, brighter, darker, splash, new</i></p>	<p>Makes imaginative & complex small worlds</p> <p>Plays instruments with increasing control to express their feelings & ideas</p> <p>Explores colour & colour mixing</p>	<p>Knows how to use blocks & construction kits to make buildings, cities etc.</p> <p>Knows that mixing colours creates new ones</p>
<p>Nursery Spring 2</p>	<p><i>Glue, tape, stick, whoosh, bang, plop, kerpow</i></p>	<p>Joins different materials & explores different textures</p> <p>Uses drawings to represent ideas like moving & loud noises</p> <p>Takes part in simple pretend play using an object to represent something else even though they are not similar</p>	<p>Knows names of materials & can describe different textures</p> <p>Knows that drawings can represent things that cannot be seen</p>
<p>Nursery Summer 1</p>	<p><i>Houses, fields, garden, school, music, countries, drumming</i></p>	<p>Creates closed shapes with continuous lines & begins to use these shapes to represent objects</p> <p>Sings the pitch of a tone sung by another person ('pitch match')</p> <p>Responds to what they hear in music from other cultures</p>	<p>Knows that you can represent objects by drawing</p>
<p>Nursery Summer 2</p>	<p><i>Songs, singing, sad, happy, excited, scared, face, smile, eyes, nose, ears</i></p>	<p>Creates their own songs or improvises a song around one they know</p> <p>Draws with increasing complexity & detail</p> <p>Shows different emotions in their drawings</p>	<p>Knows how to represent something with a shape e.g. a face with a circle</p> <p>Knows about different emotions</p>



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

			e.g. happiness, sadness, fear etc.
Reception Autumn 1	<p>Name creative tools & materials roll, ball, sausage</p> <p>rough, mark,</p> <p>straight, curve</p> <p>cut, stick, tear</p> <p>mark, draw, paint</p> <p>Explore vocabulary for pulse rhythm, melody, pitch volume</p> <p>fast slow, loud, high low, quiet, beat,</p> <p>,</p>	<p>2D & 3D basic joins</p> <p>Roll a dough ball & sausage</p> <p>Scissor cut line & curve</p> <p>Tear & stick masking tape</p> <p>Draw familiar people in detail</p> <p>Draw trees and autumn collection items in detail</p> <p>Draw and build homes, school, familiar places in Cockermonth</p> <p>Matching the pitch and following the melody. Listen & give view,</p> <p>Develop storylines in their play.</p>	<p>Draw representations of people & objects.</p> <p>Start to develop awareness of structure of trees and buildings.</p> <p>David Hockney</p> <p>Wainwright</p> <p>Sing known songs (with and without words) in a group or on their own, increasingly.</p> <p>Play back and forth songs.</p>
Reception Autumn 2	<p>Mould, pinch, dig, pile up, scrunch, damp, soggy, smooth, rough, mark,</p> <p>stretch, balance</p> <p>Loop join link</p> <p>Examples: Fast slow high low</p>	<p>Grind with variety of tools mix, stir, knead dough</p> <p>Stretch elastic bands, balance sticks, pegs, bricks, marbles.</p> <p>Printing using footprints/ toys Patterns in sand Link paper join</p> <p>Draw representations of people & objects.</p> <p>Watch and talk about dance and performance</p>	<p>Sensory modelling using natural materials.</p> <p>Rangoli patterns</p> <p>Paper chains decorations</p> <p>Diwali music and dance; different kinds of music from across the globe</p>



Nursery and Reception progression mapping
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	<p>loud quiet beat</p>	<p>art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Diwali: Learn some traditional Indian dance steps - CBBC Newsround</p> <p>https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-diwali-rama-and-sita/zmky2sg</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-woodland/zk68382</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-polar-party/zn9fmfr/</p> <p>Christmas Nativity performance and songs</p> <p>Song repertoire; create class disco playlists.</p>
<p>Spring 1</p>	<p>Pattern, wave, straight, curve, zig zag</p> <p>Examples: Bend join build stack layer</p> <p>Fingerprint colour Repeating pattern Repeating fan fold</p> <p>Chinese New Year Long short Slow fast</p> <p>Buddhism Zen</p>	<p>Paint water patterns.</p> <p>Use flexible and solid materials to build bridges. Walls construction patterns</p> <p>Make a zig zag fold</p> <p>Role play characters in narratives and stories including a troll.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Match the pitch and following the melody.</p>	<p><i>Monet's Bridge over a Pond of Water Lilies & Water Lilies Series</i></p> <p>Make use of props and materials.</p> <p>Festivals of New Year Dragon dances</p> <p>Meditation response</p> <p>https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-weather/zvrcf4j</p> <p>/bringthenoise/leson plans /EYFS when the c</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

			<p>old wind blows lesson 1.pdf</p> <p>.bbc.co.uk/teach/l-songs--and-seasons/zhhcgwx</p> <p>Rowing songs . Visitors/ older school children to perform song and dance.</p>
Spring 2	<p>Shape, pattern, straight, curve, circle, wave, shade, dab, balance fringe, curl</p> <p>Sail Balance Shape</p> <p>Practice Perform</p>	<p>Observational draw of fruits & vegetables, including insides. Use different drawing tools.</p> <p>Printing with vegetables</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>The dot. Creating pattern.</p> <p>3D flowers</p> <p>Monet boats</p> <p>Sing The Enormous Turnip song https://www.youtube.com/watch?v=l5Wob-H-5uY</p> <p>Sea shanties https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</p> <p>https://www.bbc.co.uk/teach/school-radio/listen-and-play-pirates/zrcgscw</p>
Summer 1	<p>Colour shape pattern</p> <p><i>Examples;</i> Symmetry</p>	<p>Symmetry painting Large-scale 2D group cut out art.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><i>Matisse' Cut out Art. The Snail</i></p> <p><i>Matisse' Large-scale cut-outs</i> https://www.bbc.co.uk/teach/school-radio/listen-and-play</p>



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	<p>Speed fast slow Volume loud quiet</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about performance expressing their feelings and responses.</p>	<p>minibeasts/zhh6jhy</p> <p>https://www.bbc.co.uk/teach/school-radio/listen-and-play-in-my-little-garden/z72q92p</p> <p>bring-the-noise/eyfs-music-sonic-explorers-garden-jungle/zhvmkmm</p> <p>http://teach.files.bbc.co.uk/bringthenoise/less_on_plans/SEND_Thunder%20Jam%20Rainforest_activities.pdf</p> <p>noise/andys-raps-rainforest/zghjhv</p>
<p>Summer 2</p>	<p>Teamwork, solo,</p> <p><i>Examples:</i> Shape cone, cylinder, cube, cuboid, turret, tower Design, review, adapt</p> <p>Practice Perform Relax Rest</p> <p>Loud soft high low</p>	<p>Building large box/crate structures sharing ideas, resources & skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about performance expressing their feelings and responses.</p>	<p>Notice features in castles.</p> <p>Music making & dance performance</p> <p>Complex Performance <i>Jack and the Beanstalk extended songs & performance.</i></p> <p>https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-index/z7jq8xs</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-under-the-sea/z4hwgwx/</p> <p>https://www.bbc.co.uk/teach/school-radio/listen-and-</p>



Nursery and Reception progression mapping
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			<p>play-under-the-sea/zm6xwty</p> <p>Guided Meditation for Children BEACH RELAXATION Kids Sleep Meditation - Bing video</p> <p><i>I do like to be beside the Seaside</i></p> <p>Invent, adapt and recount narratives and stories</p>
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