**Nursery – Skills and Knowledge progression – 2023-2024**

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|  | **Autumn 1 Science** | **Autumn 2**  **History** | **Spring 1**  **Science** | **Spring 2**  **Geography** | **Summer 1**  **Science** | **Summer 2**  **Creative Arts** |
| **Focus**  **Theme** | Humans – Senses  All About Me | Changes: My teacher  People Who Help Us | Animals  Farm Animals | Where we live  Buildings and vehicles | Plants and Food  In the Garden | Modelling and cooking  Monsters |
| **Driver text** | I like Trains – CLPE  Happy Birthday Maisy - CLPE | A Brave Bear - CLPE  We’re Going on a Bear Hunt - CLPE | Hungry Hen – CLPE  What the Ladybird Heard - CLPE | Knuffle Bunny – CLPE  Alphonse, there’s mud on the ceiling - CLPE | Yucky Worms! – CLPE  I will not ever never eat a tomato – CLPE | Bedtime for Monsters – CLPE text  We’re Going to Find a Monster - CLPE |
| **Key Knowledge** | * Can compare smells, sounds, visions, tastes and textures. * Can talk about what they see when using a magnifying glass or an app on a tablet. * Can talk about how they use their senses when exploring the world around them and natural objects. * Can say which parts of the body are connected with the five senses. | * Can identify who can help me in an emergency. * Can say that my teachers were once babies. * Can describe humans at different stages and ages of life. * Can talk about how they have changed since they were babies. * Can make a timeline of life events and make predictions for their future. | * Can name and describe the animals on our farm. * Can match animals to their young and name them. * Can talk about the life cycle of a hen. * Can match farm animals to their sound. * Can talk about how animals change over time. | * Can name the buildings I can see from my school. * Can name the vehicles I can see from my school. * Can say that my school is in Hyde and I live in England. * Can say that Knuffle Bunny lives in New York and New York is in North America. * Can say that a map is used to tell us where something is. | * Can describe some similarities and differences between seeds and bulbs. * Can recall how I planted and cared for seeds and bulbs. * Can explain that a seed or bulb grew into a plant then died. * Can say that seeds can be found in fruits like apples and pears. * Can say that food decays when left over time. | * Can talk about different ways to fix items together. * Can create a standing den or cave for a monster. * Can talk about how to capture emotions, movements and sound in drawings. * Can make comparisons between cooked and uncooked foods. * Can say that chocolate melts when warm and hardens again when cold. |
| **Communication and Language** | * Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: Let’s go on a bus… you sit there… I’ll be the driver. | * Pay attention to more than one thing at a time, which can be difficult. * Use a wider range of vocabulary. | * Develop Their pronunciation but may have problems saying: * Some sounds: r, j, th, ch and sh. * Multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. * Use longer sentences of four to six words. | * Sing a large repertoire of songs. * Enjoy listening to longer stories and can remember much of what happens. * Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door’. | * Sing a large repertoire of songs. * Understand why questions, like: ‘why do you think the caterpillar got so fat?’ | * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * 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. |
| **Personal, Social and Emotional Development** | * Develop their sense of responsibility and membership of a community. * Develop appropriate ways of being assertive. * 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. | * Become more outgoing with unfamiliar people, in the safe context of their setting. * Increasingly follow rules, understanding why they are important. | * Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * Talk with others to solve conflict. | * Remember rules without needing an adult to remind them. * Play with one or more other children, extending and elaborating play ideas. | * Show more confidence in new social situations. * Make healthy choices about food, drink, activity and toothbrushing. | * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be spider-man in a game, and suggesting other ideas. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling. |
| **Physical Development** | * 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. * 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. | * Use one handed tools and equipment, for example, making snips in paper with scissors. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. | * Use a comfortable grip with good control when holding pens and pencils. * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. | * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Start taking part in some group activities which they make up for themselves, or in teams. | * Show a preference for a dominant hand. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole hey dug with a trowel. |
| **Literacy** | * Understand print has meaning.   . | * Engage in extended conversations about stories, learning new vocabulary. * Understand print can have different purposes. * Develop their phonological awareness so that they can recognise words with the same initial sound, such as money and mother. | * Understand we read English text from left to right and from top to bottom. * Understand the names of the different parts of a book. | * 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. * Understand page sequencing. | * Write some or all of their name. * When singing songs – develop phonological awareness so that they can count or clap syllables in a word.   . | * Write some letters accurately. * Develop phonological awareness so that they can spot and suggest rhymes (word endings ck, x, nk, ng taught in phonic lessons.) |
| **Mathematics** | * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Understand positions through words alone – for example, ‘the bag is under the table’ (with no pointing). * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern. | * Know that the last number reached when counting a small set of objects tells you how many there in total (‘cardinal principle’). * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof. | * Show ‘finger numbers’ up to 5. * Recite numbers past 5. * Say one number for each item in order: 1, 2, 3, 4, 5 * Make comparisons between objects relating to size, length, weight and capacity. * Combine shapes to make new ones – an arch, a bigger triangle etc. | * Experiment with their own symbols and marks as well as numerals. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then…’ | * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ | * Compare quantities using language: ‘more than’, ‘fewer than’. * Solve real world mathematical problems with numbers up to 5. * Consolidate and retrieve. |
| **Understanding the World** | * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see using a wide vocabulary. | * Show interest in different occupations. * Begin to make sense of their own life story and family’s history. | * Understand the key features of the life cycle of an animal. * Begin to understand the need to respect and care for the natural environment and all living things. | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Explore how things work. * Explore and talk about the different forces they can feel. | * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant. | * Talk about the differences between materials and changes they notice. * Continue developing positive attitudes about the differences between people. |
| **Expressive Arts and Design** | * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Explore different materials freely, to develop their ideas about how to use them and what to make. | Arts week – combine natural materials to create a self-portrait.   * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Listen with increased attention to sounds. * Play instruments with increasing control to express their feelings and ideas. | * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Develop their own ideas and the decide which materials to use to express them. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. | Arts week – mix colours to paint a sunflower.   * Explore colour and colour mixing. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Sing the pitch of a tone sung by another person (‘pitch match’).   . | * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Join different materials and explore different textures. * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | Arts week – observational drawing of an animal capturing the sound.   * Use drawing to represent ideas like movement or loud noises. * Create their own songs or improvise a song around one they know. |