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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1Science** | **Autumn 2** **History** | **Spring 1****Science** | **Spring 2** **Geography** | **Summer 1****Science** | **Summer 2****Creative Arts** |
| **Focus****Theme** | Humans – SensesAll About Me | Changes: My teacherPeople Who Help Us | AnimalsFarm Animals | Where we liveBuildings and vehicles | Plants and FoodIn the Garden | Modelling and cookingMonsters |
| **Driver text** | I like Trains – CLPEHappy Birthday Maisy - CLPE | A Brave Bear - CLPEWe’re Going on a Bear Hunt - CLPE | Hungry Hen – CLPEWhat the Ladybird Heard - CLPE | Knuffle Bunny – CLPEAlphonse, there’s mud on the ceiling - CLPE | Yucky Worms! – CLPEI will not ever never eat a tomato – CLPE  | Bedtime for Monsters – CLPE textWe’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.
 |