

Upton Cross- Nursery Skills Development Progression

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Development Matters |
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| Personal, Social, Emotional Development (PRIME AREA) | | | | | | | |
| Self-Regulation | To be able to follow a one step instruction. | To talk about themselves. | Be able to sit during circle time | . Follow a 2 step instruction. | Share how they are feeling with a member of staff. | To sit during circle time and join in a class session. E.g. mindfulness. | <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in social situations • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Develop appropriate ways of being assertive. • Understand gradually how others might be feeling. • 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. |
| Managing Self | Begin to follow rules. | Start to understand feelings. (happy, sad and tired) | Develop ways of being assertive. | Shows they are able to follow rules. | Start to understand feelings. (happy, sad, tired, worried, angry and scared) | Able to choose resources to help them achieve. | <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk with others to solve conflicts |
| Building Relationships | Begins to take turns. | Play with one child extending and contributing during play. | Able to take turns in roleplay. | Play with one and more children, extending and contributing during play. | Begin to understand how someone else might feel. | Show confidence with others during a social situation. | |
| These statements are split, but all should apply on an ongoing basis throughout the year. | | | | | | | |
| Communication and Language (PRIME AREA) | | | | | | | |
| Listening, Attention and Understanding | Begin to listen to longer stories. | Recall some key events from a story. | Begin to pay attention to more than one thing at a time. | Understand 2 step simple instructions. | Understand and answer why questions. | Respond appropriately during a conversation. | <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" |
| Speaking | Retell familiar nursery rhymes. | To retell number rhymes. | Be able to speak using 4 – 6 word sentences. | Take turns speaking and listening during a conversation. | Ask why questions during a conversation. | Use talk to organise their play. | <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • 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. • 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. • Can 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." |
| Physical Development (PRIME AREA) | | | | | | | |
| Gross Motor Skills | Explores moving their body in different ways. | Moves body to music showing when they can stop and start. | To be able to control a ball in different ways, balance on a variety of equipment and climb | To jump and land safely from a height. | To move safely with confidence and imagination, communicating ideas through movement. | Can follow instructions in simple races, running at speed and an obstacle course. | <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. |

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| | | | | | | | <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks |
| Fine Motor Skills | Shows can use one handed tools. | Makes snips in paper using scissors. | Child shows a preference for a dominant hand. | Begin to hold a pencil with a modified tripod grip to show control. | Demonstrate a growing independence putting on a coat and shoes, begin to do zips. | Begin to use a knife and fork. | <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| Literacy (specific area) | | | | | | | |
| Comprehension | Joins in with repeated phrases for familiar stories. | Expresses simple likes about a shared story. | Answers who and what questions linked to stories shared. | Expresses simple likes and dislikes about a shared story. | Uses new vocabulary in their play. | Uses new vocabulary in conversations. | <ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary. |
| Word Reading | Discriminates between sounds. | Develops book handling skills. | Can clap syllables. | Can recognise rhymes. | Identifies initial sounds | Able to develop oral blending skills. | <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother |
| Writing | Can draw a straight line. | Can draw curved lines in both clockwise and anti-clockwise directions. | Ascribes meanings to marks during play. | Responds to focus texts through mark making. | Ascribes meanings to marks. | Beginning to record some sounds in sequence. | <ul style="list-style-type: none"> 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; write 'm' for mummy. Write some or all of their name. Write some letters accurately. |
| Maths (specific area) | | | | | | | |
| Number | Recognition of up to 3 objects. | Recognition of up to 3 objects. | Can count 5 objects from a larger group. | Begins to compare quantities within 10. | Begins to represent numbers within 10 using pictorial representations. | Can use key language total/altogether. | <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. |
| Numerical Patterns | Counts accurately to 3. | Counts accurately to 5. | Counts accurately to 10. | Uses more or less, comparing numbers within 5. | Experiments with own symbols and numbers. | Solves problems with numbers up to 5. | <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. |
| Understanding of the world (specific area) | | | | | | | |
| Past and Present | To talk about the concept of growing up. | Talk about their immediate family and their role in the family. | Listen to family stories. | Share past family experiences. | Share and understand how they have grown and changed. | Explore changes over time. | <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. |
| People, Culture and Communities | Know about family celebrations. | Know about events celebrated by different groups of people. | Know about who celebrates Easter | Know why we celebrate Easter. | Know about people who help us. | Understand how people help us. | <ul style="list-style-type: none"> Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| The Natural World | Explore changes in Autumn. | Explore what happens on cold winter days. | Talk about taking care of the world around us. | Know simple animal life cycles. | Explore growing seeds and taking care of plants. | Explore different forces. | <ul style="list-style-type: none"> 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. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. |

| Expressive Art and Design (specific area) | | | | | | | |
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| Creating with Materials | Join different materials together. | Make choices about which materials to use when creating. | Create closed shapes with continuous lines. | Begin to include details on drawings. | Represent feelings, noises and movements through drawing. | Explore colouring mixing. | <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour- mixing. |
| Being Imaginative and Expressive | Join in with simple repetitive rhymes and songs. | Perform songs and dances in a Christmas performance. | Explore sounds that can be made from percussion. | Follows teachers signals/instructions when playing instruments (play and stop) | Create own songs using musical accompaniments. | Share likes and dislikes about a piece of music. | <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. |