



Nursery

Building Knowledge Across the Year Progression Document

Nursery	Topic & cultural celebrations	Communication & Language	Physical Development
Autumn 1	Marvellous Me! Birthdays Harvest Festival Halloween	<p>I listen to my teacher when working one to one. I pay attention for a short period of time when listening to a story. I imitate hand gestures, anticipate some words and begin to join in with familiar rhymes and songs. I can play alongside an adult and pay attention as play is narrated. I am beginning to talk about shared experiences from home. I can speak in phrases / sentences of 4 words or more. I discriminate a sound in my environment and name it.</p> <p><i>Teach children vocabulary and names of resources in classroom.</i> <i>Introduce and teach specific topic vocabulary.</i> <i>Word Aware</i></p> <p><u>Foundation for Phonics:</u> <u>Skills:</u> Listening skills/Auditory Attention Auditory Discrimination (general sounds, environmental & animal sounds)</p>	<p>I make marks with large pens with a palmer grip. I have developed a preference for a dominant hand. I can use scissors to make snips in paper. I can drive scooters, bikes and trikes by pushing my feet. I can climb steps with alternate feet, using a hand or handrail for support. I can jump with two feet on the spot. I can roll, chase and collect a ball. I copy some aspects of whole body action rhymes. I build a tower of five or six bricks. I can squeeze and nip playdough.</p>



		<p>Visual Memory (Kim's Game) Auditory Memory (body percussion, instruments, voice sounds).</p> <p>Concepts: <i>Teach the difference between a letter symbol and a number symbol.</i> <i>Teach vocabulary and to follow 'my turn' and 'your turn'.</i> Key Vocab: listen, sound, letter symbol, number symbol, numeral</p>	
<p>Nursery 3s 1st half term</p>		<p>I follow simple 1 step instructions. I understand simple sentences. I can focus on an activity of my own choice. I can make myself understood by using words or actions. I listen to other people's talk, but still often become distracted. I enjoy rhymes and songs and demonstrate listening by trying to join in.</p>	<p>I explore different mark making resources. I make connections between my movement and the marks I make. I can stop and change direction when walking and running. I can use stairs and steps independently.</p>
<p>Autumn 2</p>	<p>Let's Celebrate!</p> <p>Birthdays Fireworks Remembrance Sunday Diwali Christmas</p>	<p>I am beginning to listen to others one to one and in small groups. I can listen to familiar stories until the end. I remember and join in with favourite rhymes with some lines, words and actions. I participate with words, phrases or gestures when playing. I notice pictures in books and begin to talk about what I can see. I can talk about shared experiences from home.</p>	<p>I can make marks with different size pens with a palmer grip. I can run and freeze on command. I can take my coat off. I can use a spoon independently. I hold scissors in one hand and can make snips in paper. I can copy most aspects of whole body action rhymes. I can kick a large ball. I can roll, squeeze and nip playdough. I can jump down from a higher to a slightly lower height.</p>



		<p>I can use pronouns correctly, the majority of the time.</p> <p><i>Introduce and teach specific topic vocabulary.</i> <i>Word Aware</i></p> <p><u>Foundation for Phonics:</u> <i>Skills:</i> Auditory attention & Auditory Memory for Understanding, Auditory Memory & Sequential Auditory Memory Auditory Discrimination Visual Discrimination (using listening skills to find objects) Alliteration Syllables (clapping, counting)</p> <p><i>Concepts:</i> <i>Teach the concept of first, next, last.</i> <i>During mark making activities, teach up and down.</i> <i>Encourage children to talk in full sentences.</i> <i>Introduce syllables to children</i></p> <p>Key Vocab: first, next, last, up, down, sentence, syllable</p>	
	Nursery 3s 2nd half term	<p>I understand simple questions.</p> <p>I can identify action words by pointing to the right picture (e.g. who is jumping?).</p> <p>I can focus on an activity of my own choice but can be redirected by an adult.</p> <p>I can speak in phrases / sentences of 3 words or more.</p> <p>I am starting to develop conversation, but may still jump from topic to topic.</p>	<p>I look at books independently – sometimes turning more than one page at a time.</p> <p>I can climb stairs, using a handrail for support.</p> <p>I show interest in dances and songs, imitating the movement of others.</p> <p>I can hold and make marks with different sized pens and pencils.</p>
Spring 1	Somewhere, beyond the sea	<p>I can use simple sentences to explain my thoughts and needs.</p>	<p>I can thread cotton reels or big beads.</p> <p>I imitate a tooth brushing routine.</p> <p>I can take my coat off and put it on.</p>



	<p>Birthdays Chinese New Year Shrove Tuesday Valentine's Day</p>	<p>I am beginning to engage in simple dialogue with others about my play. I can listen to longer stories. I join in with some repeated refrains in familiar rhymes and stories. I can talk about shared experiences from home. I can use and identify simple verbs/actions when looking at picture books & big pictures. I can listen or do, but can change their own focus of attention. I use pronouns correctly. I clap words with 3 and 4 syllables.</p> <p><i>Introduce and teach specific topic vocabulary.</i> <i>Word Aware</i></p> <p><u>Foundation for Phonics:</u> <i>Skills:</i> Semantic Sorting Rhythm & rhyme (rhyming pairs) Syllables (clapping, counting, saying words in syllabic form) Visual Memory (memory games)</p> <p><i>Concepts:</i> <i>Continue teaching first, next, last.</i> <i>During mark making activities, teach line, top and bottom.</i> <i>Introduce concept of rhyme (words that nearly sound the same)</i> Key Vocab: top, bottom, line, rhyme, same, nearly, end.</p>	<p>I can catch a large ball. I can hop on the spot. I can copy all aspects of a whole body action rhyme. I can use a fork and spoon independently. I use a developing grip when mark making. I can use scissors to cut along straight lines. I can run at speed in an outdoor space. I jump from a higher to a lower height, landing on two feet. I can open my milk straw independently and put it in my milk carton. I can roll, squeeze, nip and flatten playdough.</p>
		<p>I ask simple questions. I can follow 2 step instructions.</p>	<p>I can use a spoon with some adult support.</p>



Nursery 3s 3rd half term		I am able to use action words during my play. I can speak in sentences of 3-5 words. I can look at the pictures in story books.	I look at books independently, turning pages one at a time. I show interest in dances and songs by joining in with some words and actions. I can make marks with different sized pens & pencils. I am developing a preference for a dominant hand.
Spring 2	Growing Birthdays Mother's Day Easter	I can listen to others one to one and in small groups. I can follow and complete instructions with 2 steps. I can use back and forth conversations about play. I remain attentive to the end of a book without prompts. I anticipate the ending of familiar books. I express my preferences for rhymes and know a few of these off by heart. I use verbs/action words in my everyday speech. I can find two objects or pictures from another location to match two environmental sounds. I can remember recent past events in my lifetime and talk about shared experiences from home. I demonstrate two channelled attention (can listen & do). <i>Introduce and teach specific topic vocabulary.</i> <i>Word Aware</i> <u>Foundation for Phonics:</u> <i>Skills:</i> Alliteration (initial sound sorting & matching) Listening for Meaning/Semantic Sorting Speech Sounds Introduce Oral Blending (Georgie's Gym, give instructions – e.g. get your c-oa-t or b-a-g.) <i>Concepts:</i>	I can drive tricycles by pedalling. I use pincer movements to pick up small items or nip malleable materials. I can hop on the spot and travel whilst hopping. I use a developing tripod grip to make marks. I can hold scissors correctly and cut out an object. I can use pressure and tools to manipulate dough to achieve an effect.



		<p><i>Continue teaching first, next, last</i> <i>Follow 'my turn' and 'your turn' gestures</i> <i>Teach children that we read words.</i> <i>Introduce oral blending in very simple form.</i> Key Vocab: my turn, your turn, read, blending, word, sound, first sound</p>	
<p>Nursery 3s 4th half term</p>		<p>I can speak in phrases /sentences of 4 words or more. I ask simple questions to aid my understanding. I engage in simple dialogue when playing alongside an adult. I pay attention for a short period of time when listening to a story. I am beginning to join in with some repeated phrases in books, rhymes and songs.</p>	<p>I can walk, run, jump and climb. I moves in response to music. I can use a fork and spoon independently. I can take my coat off and put it on my peg. I explore a range of mark making materials and am starting to give meaning to my marks.</p>
<p>Summer 1</p>	<p>Once upon a time... Birthdays</p>	<p>I am beginning to understand and answer why and how questions. I am beginning to use connectives and 'because' in my sentences. I join in with very familiar repeated sections in books. I comment on or answer questions about illustrations in books. I know a range of rhymes and expresses preferences. I comment on busy pictures, in particular identifying and using verbs. I can remember special times and past events in my lifetime and talk about shared experiences from home. I repeat 2 phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list</p> <p>Introduce and teach specific topic vocabulary. <i>Word Aware</i></p>	



		<p><u>Foundation for Phonics:</u></p> <p><i>Skills:</i> Rhyme (rhyming string) Visual Memory (up to 3 items) Auditory Discrimination Auditory Memory Oral Blending Semantics</p> <p><i>Concepts:</i> <i>Introduce concept of orally blending to build a word.</i> <i>Continue to teach children ‘my turn, your turn’ for stem sentences.</i> <i>Continue to teach children about rhyme.</i></p> <p>Key Vocab: remember, sound, sound out, blend(ing), word.</p>	
Nursery 3s 5th half term		<p>I use simple words to denote the passage of time. I attempt to use pronouns, plurals and prepositions. I can follow instructions with 3 information carrying words or phrases. I listen to stories and show understanding of what is happening by making comments. I join in with some phrases in familiar books, rhymes and songs.</p>	<p>I can throw a large ball. I can chase and collect a ball. I can put on my own coat. I can make marks with different sized pens – sometimes using a developing grip.</p>
Summer 2	Out & about Birthdays	<p>I am able to talk about events now and in the past using appropriate tenses. I can follow 3 step instructions. I am beginning to ‘read along’ with very familiar books. I comment on books as they are being read. I know a wide range of rhymes and have favourites.</p>	<p>I can drive ride on toys at speed, using the pedals and steering around obstacles. I collaborate with others to transport large items safely. I can compete in simple challenges with adult support. I can follow guided dance movements. I use a knife and fork with increased independence.</p>



		<p>I use talk to organise play, assign roles, direct others and choose resources.</p> <p>I can remember significant and past events in my lifetime and talk about shared experiences from home.</p> <p>I can respond appropriately to questions and hold a short reciprocal conversation with an adult.</p> <p>I repeat 3 phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list</p> <p><i>Introduce and teach specific topic vocabulary.</i> <i>Word Aware</i></p> <p><u>Foundation for Phonics:</u> <i>Skills:</i> Oral blending and segmenting Initial Sounds Auditory Discrimination Auditory Memory Semantics</p> <p><i>Concepts:</i> <i>Oral blending.</i> <i>Introduce children to concept of segmenting to build words.</i> Key Vocab: blend, first, sound, segment(ing), build, spell, word.</p>	<p>I can use a tripod grip to make marks, including lines and enclosed spaces.</p> <p>I can sequence a tooth brushing routine</p> <p>I can repeat the same mark making movement with control.</p> <p>I can play follow my leader in a small group, imitating a range of gross motor movements.</p> <p>I can throw a ball into a targeted area.</p> <p>I show increasing independence in managing buttons and zips.</p> <p>I can hold scissors correctly and cut out a curved object.</p>
Nursery 3s 6th half term		<p>I engage in short periods of joint attention with books.</p> <p>I demonstrate attention when the group chants favourite rhymes.</p> <p>I anticipate some words in familiar rhymes.</p>	<p>I make marks with increasing control, sometimes using a developing grip.</p> <p>I can drive bikes and trikes by pushing my feet.</p> <p>I can climb steps with alternate feet, using a hand or handrail for support.</p>



	<p>I play alongside an adult and pay attention as play is narrated.</p> <p>I am beginning to talk about shared experiences from home.</p>	<p>I can jump with two feet on the spot.</p> <p>I can jump down from a higher height, holding onto an adult's hand.</p> <p>I can independently put my straw into my milk carton.</p> <p>I am able to rise from squatting and run competently.</p> <p>I can roll and collect a ball.</p> <p>I can copy some aspects of whole body action rhymes.</p> <p>I show an increasing desire to be independent, such as dressing and undressing themselves.</p>
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Nursery 4s	Topic & cultural celebrations	PSED	Literacy	Phonics
Autumn 1	<p>Marvellous Me!</p> <p>Birthdays</p> <p>Harvest</p> <p>Festival</p>	<p>I know I need to use the toilet and communicate this to adults.</p> <p>I will wash my hands with a reminder.</p> <p>I am beginning to form a bond with adults in the setting.</p> <p>I can leave my carer with some adult support.</p>	<p>I can maintain focus on a short book until the end.</p> <p>I show interest in the sounds adults make when they are reading stories.</p> <p>I am beginning to comment on books being read to me.</p>	<p>General Sound Discrimination- Environmental Sounds & Instrumental Sounds</p>



	Halloween	<p>I remember where to leave my personal items.</p> <p>I can parallel play, observing others and copying ideas.</p> <p>I can select from a small range of resources on offer.</p> <p>I can calm myself with some adult support.</p>	<p>I look at books independently, turning pages one at a time.</p> <p>I make marks with a range of tools and grips.</p> <p>I can draw a line and a circle.</p> <p>TFW – Baa, Baa, Black Sheep</p>	Launchpad for Literacy
Nursery 3s 1st half term		<p>I am beginning to form a bond with adults in the setting.</p> <p>I can leave my carer with adult support.</p> <p>I play independently and with other children with increasing confidence.</p> <p>I can calm down with adult support.</p> <p>I show awareness that I need to use the toilet and learn to use this with adult help.</p> <p>With support, I will wash and dry my hands.</p>		
Autumn 2	Let's Celebrate! Christmas Diwali Fireworks Halloween Birthdays	<p>I am becoming more independent in using the toilet.</p> <p>I can wash and dry my hands.</p> <p>I have formed a secure bond with adults in the setting.</p> <p>I follow familiar classroom routines.</p> <p>I am beginning to make my own friends.</p> <p>I am beginning to engage in reciprocal play.</p> <p>I can locate and bring additional resources to activities to achieve a particular goal.</p> <p>I can remember where resources are kept.</p> <p>I understand the emotions happy/sad/angry.</p>	<p>I can draw enclosed shapes.</p> <p>I am beginning to give meaning to the marks I make.</p> <p>I understand the directional instructions up and down for mark making.</p> <p>I look at books independently, turning pages to find illustrations of interest.</p> <p>I know what sound my name starts with.</p> <p>I can process language to locate key features in illustrations.</p> <p>TFW – Dear Zoo</p>	General Sound Discrimination – Instrumental Sounds Body Percussion Launchpad for Literacy
Nursery 3s 2nd half term		<p>I show awareness that I need to use the toilet and am beginning to communicate this to adults.</p> <p>I have formed a secure bond with adults in the setting and am becoming more outgoing.</p>		



		<p>I find ways to manage transitions, for example when leaving my parent or carer.</p> <p>I remember where to leave my personal items.</p> <p>I can play on my own and with other children.</p> <p>I use some words or phrases during role play.</p>		
Spring 1	<p>Somewhere, beyond the sea</p> <p>Birthdays Shrove Tuesday Valentines Day Chinese New Year</p>	<p>I can use the toilet independently, managing my clothing and washing and drying my hands without a reminder.</p> <p>I can take turns with verbal prompts from adults.</p> <p>I develop ways to calm myself and use these with adult support.</p> <p>I can increasingly follow rules and understand why these are important.</p> <p>I can follow an adult's modelling of resilience when I face a challenge.</p> <p>I can identify and talk about how I am feeling – happy/sad/angry/worried.</p> <p>I understand the emotion cards and use the calm area, sometimes with adult support.</p> <p>I enjoy doing small tasks and taking responsibility by being Star of the Day.</p>	<p>I remain engaged from the beginning to the end of short books.</p> <p>I can make comments about illustrations as a story is being shared.</p> <p>I show preferences for stories and have some favourites.</p> <p>I understand & follow the directional instructions up, down and across for mark making.</p> <p>I give meaning to the marks I make.</p> <p>I am beginning to associate print with meaning.</p> <p>I recognise the first letter in my name and am beginning to write this.</p> <p>TFW – Jack Frost</p>	<p>Rhythm and Rhyme</p> <p>Launchpad for Literacy</p>
	Nursery 3s 3rd half term	<p>I am confident to leave my carer, with minimal adult support.</p> <p>I know that I need to use the toilet and am learning to use this with increasing independence.</p> <p>I can wash and dry my hands with a reminder from an adult.</p> <p>I am beginning to show effortful control, for example waiting for my turn or lining up.</p> <p>I can tell adults when I am feeling happy or sad.</p>		
Spring 2	Growing	I can spontaneously take turns with others.	I remain engaged from the beginning to the end of longer books.	Alliteration



	Birthdays Mother's Day Easter	<p>I can discuss with an adult how to make things fair in play situations and discussions.</p> <p>I know and follow familiar classroom routines.</p> <p>I can choose, use and put away the tools and materials I need to achieve a goal.</p> <p>I am beginning to talk about ways to make myself feel better when I am upset.</p> <p>I recognise kindness in others.</p> <p>I enjoy doing small tasks and taking responsibility by being Star of the Day.</p>	<p>I am beginning to participate in the repetitive features of familiar books.</p> <p>I can turn the pages of books from the beginning to the end and mimic an adult reading some parts of the story.</p> <p>I can answer closed questions as a book is being shared.</p> <p>I can name the different parts of books – front cover.</p> <p>I join in with sections of familiar rhymes with words and actions.</p> <p>I recognise 4-5 examples of environmental print such as shop and food logos.</p> <p>I can make continuous linear and circular marks on a range of scales.</p> <p>I can write the initial letter and am beginning to imitate writing the rest of the letters in my name.</p> <p>I understand and follow the directional instructions up, down, across and around, for mark making.</p> <p>TFW – Humpty Dumpty</p>	<p>Oral blending</p> <p>Launchpad for Literacy</p>
Nursery 3s 4 th half term		<p>I can use the toilet with increasing independence.</p> <p>I can wash and dry my hands without a reminder from an adult.</p> <p>I am confident to leave my carer.</p> <p>I show increasing effortful control, for example waiting for my turn or lining up.</p> <p>I am confident to ask adults for help.</p>		
Summer 1	Once upon a time	I can follow classroom rules without reminders.	I participate in the repetitive features of familiar books.	Rhyme



	Birthdays	<p>I have the confidence to make comments and ask questions during large group activities.</p> <p>I can play with another child, extending and elaborating ideas.</p> <p>I resolve conflict by accepting simple resolutions and moving on with play.</p> <p>I can use some self-soothing and calming techniques if I become upset.</p> <p>I show some resilience when I face a challenge.</p> <p>I can use a small range of adjectives to describe the emotions in a story, or how a friend may be feeling.</p> <p>I can talk about ways to make myself feel better when I am upset, with some adult support.</p> <p>I enjoy doing small tasks and taking responsibility by being Star of the Day.</p>	<p>I suggest what might happen next in a story from memory.</p> <p>I can name the different parts of books – front and back cover.</p> <p>I recognise 5-6 examples of environmental print from the immediate locality.</p> <p>I know a few complete rhymes by heart.</p> <p>I can match a rhyming pair.</p> <p>I make marks, including strings of symbols and ascribe meaning to them.</p> <p>I can write letters in an order which is approximate to my name.</p> <p>I notice familiar letter symbols in the environment.</p> <p>I understand and follow the directional instructions up, down, across, around, top, bottom for mark making.</p> <p>TFW – Three Little Pigs</p>	<p>Voice sounds</p> <p>Oral Blending & Segmenting</p> <p>Launchpad for Literacy</p>
Nursery 3s 5th half term		<p>I can use the toilet independently, and remember to wash and dry my hands.</p> <p>I initiate interactions with others.</p> <p>I respond to others during play.</p> <p>I can access resources with limited adult support.</p> <p>I show concern when others are hurt or upset.</p> <p>I can talk about my ideas and preferences.</p>		



Summer 2	Out and about Birthdays	I can articulate simple rules to other children. I use a range of adjectives to describe feelings of friends and characters in books and films. I help to find solutions to problems with the aid of an adult. I can talk about ways to make myself feel better when I am upset. I can play turn taking games. I am spontaneously kind to others. I understand that some actions can hurt or harm others and begin to exercise some self-control. I enjoy doing small tasks and taking responsibility by being Star of the Day.	I can name my favourite books and talk about the main events and characters. I can name the different parts of books – front cover, back cover and blurb. I suggest what might happen next in unfamiliar books, drawing on the plot so far. I have a repertoire of familiar rhymes. I can complete a rhyming string. I use imitative writing during role play. I can write the symbols in my name, in the correct order. I can understand and follow the directional instructions up, down, across, around, top, bottom and curl for mark making. TFW – The Train Ride	Oral Blending & Segmenting Launchpad for Literacy
Nursery 3s 6th half term		I can access resources with limited adult support. I can parallel play, observing others and copying ideas. I can select from a small range of resources on offer within a single activity. I can calm myself with adult support. I am beginning to show confidence by being Star of the Day. I am beginning to express emotions – e.g. “I am sad because.....” “I am happy because....”.		



Nursery	Cultural celebrations	Mathematics	Understanding of the World	Role Play
Autumn 1	Marvellous Me! Birthdays Harvest Festival Halloween	I can sort objects into sets, using my own criteria. I can process simple positional language during play. I am able to match pairs and demonstrate a grasp of commonality. I use some language of size during child initiated play. I recognise some basic shapes and can name circle & triangle. I can describe simple patterns (zig zag, swirls, dots etc). I can say some numbers in order (string of 3). Maths Mastery – Colours, sorting and matching	I know that birthdays are celebrated and know how old I am. I can collect and transport resources. I engage in sensory activities. I can use a small range of action and reaction toys. I understand and respond appropriately to carpet time, snack time and home time. I can name the people who live in my house.	Home, Doctor's
Autumn 2	Let's Celebrate! Birthdays Halloween Fireworks Remembrance Sunday Diwali Christmas	I can count sets within and up to 3 using 1:1 correspondence. I can sort groups of objects into identical sets, using a given criteria. I can compare two objects, identifying which one is big and which is small. I can name an ABAB pattern. I can continue an ABAB linear pattern. I can build with different sized and shaped blocks and am able to use some related shape vocabulary.	I know that different occasions are celebrated and I can share my own experiences. (Birthdays/Fireworks night/Halloween/Christmas) I can use the adjectives hard and soft to describe the properties of natural materials. I can choose and use range of action and reaction toys. I understand the vocabulary 'push' associated with cause and effect. I understand the visual timetable as a sequence of events. I understand the terms now and next.	Witch's cave, Vet's, House (celebrating a birthday), House (celebrating Christmas)



		<p>I show some understanding of positional language during play and can place an item on top and under another object.</p> <p>I can name the 2D shapes circle, triangle, rectangle & square.</p> <p>I use 5 Frames to aid counting.</p> <p>Maths Mastery – Number 1, number 2, subitising and pattern</p>	<p>I know that trees lose their leaves in Autumn.</p> <p>I show interest in different occupations and begin to take on a role during role play activities.</p> <p>I can name the special people in my life and begin to talk about experiences with them.</p> <p>I can draw a picture of my house.</p>	
Spring 1	<p>Somewhere, beyond the sea</p> <p>Christmas</p> <p>Birthdays</p> <p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Valentine's Day</p>	<p>I can link numerals to sets within 3.</p> <p>I can subitise within 3.</p> <p>I can count accurately to 5</p> <p>I can show sets on my fingers within 5.</p> <p>I show some understanding of positional language during play and can place an item on top, under and behind another object.</p> <p>I can name the 2D shapes circle, square, rectangle, triangle, & semi-circle.</p> <p>I can make pictures with 2D shapes, narrating my choices with an informal description of properties.</p> <p>I can make towers that are bigger and smaller than another.</p> <p>I use 5 Frames to aid counting.</p> <p>Maths Mastery – Number 3, number 4, number 5, subitising and composition</p>	<p>I know that different occasions are celebrated and I can share my own experiences. (Christmas/New Year/Birthdays/Shrove Tuesday/Valentine's Day)</p> <p>I know that plants grow from seeds.</p> <p>I understand the vocabulary 'push and pull' associated with cause and effect.</p> <p>I understand that sand timers are used as a measurement of time.</p> <p>I can talk about the sequence of the visual timetable</p> <p>I can talk about ice, frost and snow when playing outdoors.</p> <p>I can talk about myself and what I look like.</p> <p>I can draw pictures of my family.</p> <p>I can use the adjectives rough, smooth & spiky to describe the textures of everyday materials.</p> <p>I know that people have different occupations and take on a role during role play activities.</p>	<p>Polar Explorers,</p> <p>Health centre,</p> <p>Chinese Restaurant,</p> <p>Seaside café</p>
Spring 2	<p>Growing</p> <p>Birthdays</p> <p>Mother's Day</p> <p>Easter</p>	<p>I can link numerals to sets within 5.</p> <p>I can subitise within 4.</p> <p>I can count backwards from 3-0.</p>	<p>I know that different occasions are celebrated and I can share my own experiences. (Birthdays/Mother's Day/Easter)</p> <p>I can draw pictures of my family and talk about my experiences with them.</p>	



		<p>I show some understanding of positional language during play and can place an item on top, under, behind and in front of another object.</p> <p>I can name the 2D shapes circle, square, rectangle, triangle, semi-circle, oval & hexagon.</p> <p>I can use 2D shapes appropriately to create simple representations.</p> <p>I can process language to fill and empty containers (full/empty/half way).</p> <p>I can create structures that are longer and shorter than another.</p> <p>I can compare small sets of objects by processing the language of 'more' and 'fewer'.</p> <p>I demonstrate and can articulate mathematical reasoning</p> <p>Maths Mastery – Consolidation of number, number 6, height & length, mass, capacity</p>	<p>I can remember and talk about recent past events.</p> <p>I can say the days of the week in order (Mon – Sun)</p> <p>I know that plants need water and sunlight to grow.</p> <p>I can give very simple explanations about how things work.</p> <p>I can talk about what my friend looks like.</p> <p>I can use the vocabulary push, pull and twist during play.</p> <p>I can use simple mechanisms such as cogs & wheels.</p> <p>I can talk about simple sequenced events using pictures.</p> <p>I can talk about some of the differences between home and Nursery.</p>	Babies, Farm shop
Summer 1	<p>Once upon a time</p> <p>Birthdays</p>	<p>I can count accurately to 5 and am beginning to count beyond this.</p> <p>I can show sets to 5 on my fingers and am beginning to show amounts beyond this.</p> <p>I can subitise within 5.</p> <p>I recognise numerals 0-5.</p> <p>I can count backwards from 5-0.</p> <p>I can use a number frame to represent numbers to 3.</p> <p>Can compare groups of objects, using the language 'more' & 'fewer'.</p> <p>I can use measurement vocabulary during play - heavy, tall, big, tiny, full, empty.</p>	<p>I know that different occasions are celebrated and can share my own experiences.</p> <p>I can talk about the way a plant grows and changes over time.</p> <p>I can draw a picture of a plant.</p> <p>I can create my own action and reaction games such as water flow structures, obstacle courses or ramps.</p> <p>I can talk about where I live.</p> <p>I know that people have different occupations and can talk about what they may do in their jobs.</p> <p>I can sort everyday objects by their materials (wood/plastic).</p>	3 bears cottage



		<p>I can compare lengths by aligning and comparing objects using language of longer, taller & shorter. I can describe the properties of 2D shapes - sides, corners, straight, curved. I can recognise the 3D shapes cube, cylinder & sphere.</p> <p>Maths Mastery – Sequencing, positional language, more than/fewer, 2D shape, 3D shape</p>	<p>I can talk about events that will happen in the future. I can sequence simple events with 3 steps.</p>	
Summer 2	<p>Out and about</p> <p>Birthdays</p>	<p>I can use a number frame or Numicon to represent numbers to 5. I can count accurately to 10. I can count backwards from 10-0. I can recognise numerals 0-5 and place these in order. Can subitise numbers within 5 and am beginning to subitise beyond this. I use a few of my own symbols and marks to represent mathematical experiences. I can correct an error in an ABAB pattern. I can create and continue linear patterns. I can recognise the 3D shapes cube, cylinder and sphere in the everyday environment. I can describe the properties of 3D shapes – solid, faces, corners, straight, curved.</p> <p>Maths Mastery – Number composition, 1 more, 1 less, consolidation of number concepts</p>	<p>I know that different occasions are celebrated and I can share my own experiences. I can sort everyday objects and can describe their properties. I can explain the way a plant grows a stage at a time and name the parts roots, stem and flower. I can talk about different occupations and enact these during role play. I can sequence simple events with 4 or more steps. I can talk about where I live and the immediate surrounding area. I can use everyday vocabulary related to time.</p>	<p>Camping Corner shop Seaside shop</p>



Nursery	Topic, books, cultural celebrations	Expressive Arts and Design
Autumn 1	<p>Marvellous Me!</p> <p>Birthdays Harvest Festival Halloween</p>	<p><u>Skills – Using Materials:</u></p> <p>I can make marks with a range of tools and grips, in a side to side motion.</p> <p>I can draw a line and a circle.</p> <p>I can make marks in paint using my fingers and hands.</p> <p>I can name the primary colours red and blue.</p> <p>I can build with different sized and shaped blocks.</p> <p>I can balance 3 bricks on top of one another.</p> <p>I can squeeze and nip playdough.</p> <p>I can use scissors to make snips in paper.</p> <p><u>Role Play:</u></p> <p>I can use props appropriately during simple domestic role play.</p> <p>I can play alongside an adult and pay attention as play is narrated.</p> <p>I show an interest in other children's play.</p> <p>I can explore small world toys and play with these appropriately.</p> <p><u>Music:</u></p> <p>I respond to music with movement,</p> <p>I show interest in the sounds that musical instruments make.</p> <p>I am beginning to join in with familiar songs and rhymes.</p>
Autumn 2	<p>Let's Celebrate!</p> <p>Birthdays Halloween Fireworks</p>	<p><u>Skills – Using Materials:</u></p> <p>I can name the colours red, blue and yellow.</p> <p>I can match objects by their colour.</p> <p>I hold scissors in one hand and can make snips in paper.</p> <p>I can rip paper.</p>



	<p>Remembrance Sunday Diwali Christmas</p>	<p>I experiment with using different colours when colouring in or drawing. I can draw a line, moving from top to bottom. I can draw across the page, moving up and down and side to side. I am beginning to build for a purpose using different construction materials. I can balance 5 bricks on top of one another. I can roll playdough into a sausage shape and cut it with a playdough tool. I can use a glue stick to join paper. <u>Role Play:</u> I participate with words, phrases or gestures when playing. I can use objects to represent props during role play. I show interest in other children's play and am beginning to join in. I can use small world toys to create simple stories. <u>Music:</u> I join in with the words to some familiar songs and rhymes. I can create sounds by rubbing, shaking, banging or tapping musical instruments. I can copy different movements (clap/stamp/jump)</p>
Spring 1	<p>Somewhere, beyond the sea</p> <p>Christmas Birthdays</p>	<p><u>Skills – Using Materials:</u> I use construction materials to make enclosures and create spaces. I can thread cotton reels or big beads. I can look closely and copy a simple duplo model. I can name the colours red, blue, yellow, white & black.</p>



	<p>Chinese New Year Shrove Tuesday Valentine's Day</p>	<p>I explore mixing different colours and comment on how they have changed. I can draw a zig zag, moving up/down/up/down. I can describe simple patterns (zig zag, swirls, dots etc). I can tell you what I want to draw or paint. I can make bigger images. I can use scissors to cut along a straight line. I can rip card I can tear paper. I can use sellotape from a dispenser to join paper. I can use a glue spreader and PVA glue to join materials. I can imprint objects into playdough.</p> <p><u>Role Play:</u> I use sound effects during my play (e.g. brum for a car). I include others in my play narrative. I use blocks and loose parts to enhance my small world play.</p> <p><u>Music:</u> I can follow some basic guided dance movements. I explore a range of musical instruments and talk about the different sounds they make. I know and join in with most of the words of a familiar song.</p>
Spring 2	<p>Growing</p> <p>Birthdays Mother's Day Easter</p>	<p><u>Skills – Using Materials:</u> I use lines, enclosed shapes and colours to represent objects. I can make smaller images. I am beginning to use different colours when colouring in or drawing. I can paint or draw a self-portrait. I can name the colours purple, orange and green. I can mix paint to create new colours.</p>



		<p>I can name an ABAB pattern.</p> <p>I can tear masking tape and use it to join materials.</p> <p>I understand what I need to join different materials.</p> <p>I can thread small beads or pasta.</p> <p>I can hold scissors correctly and cut out objects with a straight side.</p> <p>I can fold paper.</p> <p>I can tear card.</p> <p>I can join different materials using tape <i>*sellotape & masking tape</i>.</p> <p>I can create sand moulds.</p> <p><u>Role Play:</u></p> <p>I can use a wider range of objects as props in spontaneous story telling.</p> <p>I include others in my play and am beginning to attach roles to different people.</p> <p>I can create imaginative stories with small world figures.</p> <p><u>Music:</u></p> <p>I can independently sing most parts of familiar songs & rhymes.</p> <p>I can copy a simple rhythm.</p>
Summer 1	<p>Once upon a time...</p> <p>Birthdays</p>	<p><u>Skills – Using Materials:</u></p> <p>I am beginning to use colours appropriately when colouring in.</p> <p>I use mark making tools to make simple representational drawings.</p> <p>I can use mark making tools to add details to pictures.</p> <p>I can name the colours purple, orange and green.</p> <p>I know which colours to mix to make purple, orange and green.</p> <p>I can paint or draw something as directed.</p> <p>I can create a pattern with circles and dots.</p>



		<p>I can continue an ABAB linear pattern.</p> <p>I revisit and refine models I have built.</p> <p>I can fold paper in half.</p> <p>I can make an arch from paper.</p> <p>I can hold scissors correctly and turn paper to cut out a straight lined object.</p> <p>I can explore different junk modelling materials and can join materials using glue and tape.</p> <p>I can make balls from playdough.</p> <p><u>Role Play:</u></p> <p>I take on and speak in role during imaginative play.</p> <p><u>Music:</u></p> <p>I can pitch match an adult when singing songs (high, low, quiet, loud).</p> <p>I can join in with the actions of dancing and ring games.</p>
Summer 2	<p>Out & about</p> <p>Birthdays</p>	<p><u>Skills – Using Materials:</u></p> <p>I can name the colours red, blue, yellow, white, black, purple, orange, green, pink and brown.</p> <p>I know which colours to mix to make purple, orange, green, brown and pink.</p> <p>I can mix colours together for a purpose.</p> <p>I can use colours appropriately when drawing or painting, for example green for grass and blue for sky.</p> <p>I can use mark making tools to create more detailed representational drawings.</p> <p>I can make thick and thin lines.</p> <p>I can paint a self-portrait with developmentally appropriate details.</p> <p>I can create and continue linear patterns using 2D and 3D repeats.</p> <p>I can tell you what I want to make and choose appropriate materials to create this.</p>



		<p>I can make an imaginary creature or character using materials of my choice.</p> <p>I can choose and use tools for a purpose and can explain my choices.</p> <p>I can join 2 pieces of card using split pins.</p> <p>I can hold scissors correctly and cut out a curved object.</p> <p><u>Role Play:</u></p> <p>I generate simple stories inspired by props and small world figures.</p> <p>I can play cooperatively with others, taking on different roles in response to dialogue.</p> <p>I use talk to organise play, assign roles, direct others and choose resources.</p> <p><u>Music:</u></p> <p>I can remember and sing 1 entire song or nursery rhyme.</p> <p>I can change the pitch of my voice when I am singing.</p>
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