

ROCKCLIFFE FIRST SCHOOL NURSERY YEAR PROGRESSION OF SKILLS AND KNOWLEDGE

		Communication and Language	Physical Development	Personal, Social and Emotional Development
Autumn 1	Colour	• Demonstrate joint attention when the group chant favourite rhymes. • Imitate hand gestures and anticipate some words and join in with them. • Play alongside an adult, attentive as play is narrated. • Recall and define specialist vocabulary for the half term.	• Drive scooters, bikes and trikes by pushing feet. • Climb steps or stairs with alternate feet, using a hand or handrail for support. • Jump two feet to two feet on the spot. • Jump down from a higher to a lower height. • Travel by galloping with a leading foot. • Run at speed in the outdoor space. • Kick. Roll, chase and collect a ball. • Copy some aspects of whole-body action rhymes. • Know they need to use the toilet and ask adults to help them with clothing. • Take shoes off and put wellies on.	• Form a secure bond with key worker and play in parallel, observing others and copying ideas. • Select from a small range of resources on offer within a single activity. • Begin to form friendships and relationships with other children.
Autumn 2		• Join in with favourite rhymes – some lines, words and actions. • Engage in short periods of joint attention with books. • Participate with words, phrases or gestures as play is narrated. • Participate and take part in class nativity, joining in with key songs and following adult cues throughout. • Recall and define specialist vocabulary for the half term.	• Run and freeze on command. • Climb apparatus with alternate feet, using own hands for support. • Know they need to use the toilet and go independently, following adult guidance with clothing. • Wash hands with a reminder. • Copy most aspects of whole-body action rhymes. • Make marks with large tools using arms and shoulders. • Take own coat off and put it on.	• Become more outgoing with other adults in the setting. • Begin to link up with others from their key worker group by holding hands and travelling to the same play area. • Locate and bring additional resources to activities to achieve a particular goal. • Shares toys with other children. • Developing understanding of what 'being kind' is.

		Communication and Language	Physical Development	Personal, Social and Emotional Development
Spring 1	Winter and Spring	• Begin to engage in simple dialogue about play. • Join in with longer sections of favourite rhymes – some lines, words and actions. • Show pleasure in favourite elements of rhymes. • Recall and define specialist vocabulary for the half term.	• Hop on the spot and to travel. • Bowl, roll, chase and collect, tyres and barrels. • Use the toilet independently, managing clothing and washing hands without a reminder. • Copy all aspects of whole-body action rhymes and challenges. • Make marks with different size pens with a palmer grip.	• Follow rules with simple verbal prompts or visual reminders. • Take turns with verbal prompts from adults to pass over equipment. • Choose and locate the resources they need to achieve a goal.
Spring 2		• Use back and forth conversations about play. • Answer why questions. • Remain attentive to the end of the book without prompts. • Anticipate the ending of familiar books. • Know a few rhymes off by heart. • Express preferences for rhymes. • Recall and define specialist vocabulary for the half term. • Remember and describe key parts of a school trip or from their Home/School Diary.	• With an adult hand travel above floor height by walking or crawling. • Using pincer movements to pick up small items or nip malleable materials. • Post and thread. • Put shoes on independently. • Drive tricycles by peddling. • Imitate a tooth brushing routine.	• Follow very simple rules to stay safe when visiting the wider locality with familiar adults. • Spontaneously take turns. • Join in with simple discussions with an adult about how to make things fair. • Choose the tools and materials they need to achieve a goal. • Develop ways to calm themselves and use these with adult support.

		Communication and Language	Physical Development	Personal, Social and Emotional Development
Summer 1	Under the Sea	• Use talk to organise play, assigning roles, directing others, choosing resources. • Ask and answer why questions. • Join in with very familiar repeated sections in books. • Comment on or answer questions about illustrations. • Know a range of rhymes and express preferences. • Recall and define specialist vocabulary for the half term.	• Run at speed negotiating obstacles. • Travel above floor height by slowing and controlling movement. • Weave materials into frames. • Follow a tooth brushing routine. • Attempt some very simple fastenings when helping an adult with dressing and undressing. • Develop techniques for working simple mechanisms.	• Follow rules without reminders. • Listen and talk to special visitors to the setting. • Contribute to decisions about room layout and resources. • Use play with another child to extend and elaborate ideas. • Accept simple resolutions suggested by adults and move on with play. • Use self-calming spontaneously. • Carry out simple tasks requested to help someone else • Use a small range of adjectives to describe the emotions of story characters and friends.
Summer 2		• Be able to talk about events now and in the past using appropriate tenses. • Generate and complete causative sentences. • Follow two-part instructions. • Begin to “read along” with very familiar books. • Comment on books as they are being read. • Have favourite books • Know a wider range of rhymes. • To participate in a conversation – responding appropriately with adults and children. • Recall and define specialist vocabulary for the half term.	• Drive ride on toys at speed, using the pedals and steering round obstacles. • Collaborate with others to transport large items safely. • Compete in a simple challenge with adult support. • Copy adults to move in a variety of ways. • Use a knife and fork independently. • Use a tripod grip to make marks, including enclosed spaces. • Repeat the same mark making movement with control (anti-clockwise circles, horizontal, vertical and diagonal lines). • Play follow my leader in a small group, imitating a range of gross motor movements. • Hold scissors correctly and make snips in paper.	• Articulate simple rules to other children. • Develop appropriate ways of being assertive. • Use a wider range of adjectives to describe feelings of friends and characters in books and films. • Help new children by directing them towards activities and resources and solving simple practical tasks for them. • Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. • Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. • Take a role in domestic play and speak from another point of view.

ROCKCLIFFE FIRST SCHOOL NURSERY YEAR PROGRESSION OF SKILLS AND KNOWLEDGE

		Literacy	Mathematics	Understanding the World	Expressive Art and Design
Autumn 1	Colour	- Maintain focus on a short picture book shared with an adult until the end. - Make marks on a range of scales with a range of tools and grips. - Begin to be familiar with a range of nursery rhymes. - Pre-Reading Skills aspects 1-3	- Compare small sets of objects by processing language “more than”. - Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. - Process simple positional vocabulary in the run of child-initiated play. - Match pairs to demonstrate a secure grasp of commonality.	- Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. - Sustain interest in action and reaction toys. - Engage in joint attention with adults for short periods of time in respectful observations of living things. - Name family members in photographs.	- Use props, similar to the items they represent, appropriately, during simple domestic role play. - Use small world props in short non-verbal narratives. - Make marks with a wide range of tools and grips. - Dance freely to music. - Freely explores a variety of construction equipment.
Autumn 2		- Develop preferences for picture books and seek out adults to share them. - Anticipate favourite sections as the book is shared. - Hold books independently, opening to find pages of interest. - Process language to locate key features in illustrations. - Demonstrate attention and join in during rhyme time, imitating some actions. - Make marks on a range of scales with a range of tools and grips. - Pre-Reading Skills aspects 1-3	- Compare small sets of objects by processing language “more than” and “fewer than”. - Count within and up to 5 with correspondence. - Count sets to 5, applying the cardinal principle. - Use one-word informal descriptions of properties of 3D shapes as they build. - Process language of everyday size during play. - Process and use positional vocabulary in large scale physical play. - Sort sets of objects such as building blocks into sets of identical members.	- Use some very simple adjectives to describe the sensory properties of everyday materials. - Respond appropriately to adult guidance to treat living things with care. - Improve techniques with a range of action and reaction toys. - Observe and understand the changes in the season and weather in autumn. - Explore the festival of Diwali and talk about traditions. - Name and describe the key events and settings that form the celebration of Christmas.	- Use props, similar to those they represent, appropriately during role play with simple dialogue. - Use small world props in simple stories with some narration. - Make marks with a wide range of tools and grips. - Dance freely to music. - Freely explore a variety of construction equipment. - Use glue and a variety of materials to experiment with collage. - Take part in dancing and circle time games.

		Literacy	Mathematics	Understanding the World	Expressive Art and Design
Spring 1	Winter and Spring	- Turn the pages of books from beginning to end, noting items of interest along the way. - Name pertinent features in book illustrations as a story is being shared. - Remain engaged from the beginning to end of short books. - Select books independently and locate aspects of interest within the pages. - Use all actions to map the pace and shape of a rhyme with some words and phrases. - Focus on marks as they are being created by a range of tools. - Pre-Reading-Skills aspects 1-6	- Subitise within 3. - Explore making sets up to five and talk about these arrangements. - Show sets on fingers within 5. - Process and use positional vocabulary accurately in small world scenes and when building. - Arrange 2D shapes, narrating choices with informal descriptions of properties. - Create a set out of positive and negative examples of objects. - Use everyday language to compare size. - Continue an ABAB linear pattern with everyday objects.	- Collect particular materials for a purpose. - Talks about key features of local area e.g. Cullercoats Bay and Browns Bay - Respond appropriately to adult guidance to treat living things with care. - Talk about their families, special times and events. - Explore 'Fairtrade Fortnight' and talk about what 'fair' means to farmers. - Explore China and Chinese New Year, can talk about traditions - Explore local bird life and record as part of 'The Great Big Bird Watch';	- Use materials for a purpose. - Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. - Use figures from familiar stories and films to recreate short episodes. - Use mark making tools to make enclosed shapes. - Use a range of mark making materials to create different effects. - Build vertical and horizontal structures with a variety of construction equipment. - Identify and make a high/low and loud/quiet sound.
Spring 2		- Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. - Remain engaged from the beginning to the end of longer books. - Answer closed questions as a book is being shared. - Join in sections of familiar rhymes with all actions. - Recognise a few examples of environmental print such as shop logos and food labels. - Make continuous linear marks and other effects with hands and tools on a range of scales. - Notice very familiar letter symbols in the environment such as letters from their name. - Pre-Reading Skills aspects 1-6	- Solve everyday problems with numbers up to 5. - Count sets to five and recall the total. - Process and use positional vocabulary accurately when out in the wider locality. - Ascribe meaning to 3D shapes when building, according to their properties. - Process language to fill and empty containers. - Process language to create structures or arrangements longer, shorter, taller, wider than mine. - Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.	- Collect materials for a particular purpose and explain. - Work alongside adults imitating their actions as they care for living things. - Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. - Give very simple explanations of how they work. - Name some key features of the Easter story when shown pictures of key events. - Observe and understand the changes in the season of Spring - Plant a range of herbs and vegetables as part of 'Sow, Grow, Cook, Eat' and observe changes.	- Use a wider range of objects as props in spontaneous story telling. - Create original stories with small world figures. - Join materials for a purpose. - Use mark making tools to make a range of enclosed shapes. - Copy simple movements in a dance. - Build purposefully and can explain the parts of their model. - Begin to represent objects in their drawings, choosing appropriate colour and shape. - Experiment with different materials when creating and begins to describe the difference between materials. - Make a fast/slow sound. - Make a long/short sound.

		Literacy	Mathematics	Understanding the World	Expressive Art and Design
Summer 1	Under the Sea	- Locate familiar books within a larger collection. - Begin to participate in the repetitive features of very familiar books. - Distinguish between the text and the illustrations. - Suggest what might happen next from memory. - Answer how or why questions about a book. - Know a few complete rhymes off by heart. - Create a range of marks with different tools and talk about their purpose. - Recognise further examples of environmental print from the immediate locality. - Make marks, including strings of symbols for others and ascribe meaning to them. - Pre-Reading Skills aspects 4-7	- Link numerals to sets of 1, 2 or 3. - Understand that sets can be changed by adding items or taking some away. - Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty - Compare lengths by aligning and accurately identify longer, taller and shorter. - Process and use positional vocabulary accurately when describing book illustrations. - Talk about things that have happened in the past.	- Actively explore the properties of everyday materials through spontaneous experimentation. - Demonstrate a range of actions with remote control toys. - Work alongside adults imitating their actions as they care for living things. - Narrate, a stage at a time, the way a growing plant or animal is changing. - Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. - Begin to understand the need to respect and care for the natural environment and all living things.	- Speak in role in simple story telling. - Join materials in a range of ways to make things for a purpose. - Use mark making tools with control to add detail to shapes. - Accurately match environmental sounds to pictures. - Perform dance moves to represent feelings or actions. - Enclose a space with construction equipment. - Follow a steady beat. - Explore tempo and rhythm (fast/slow and long/short)
Summer 2		- Name and locate favourite books and give very brief descriptions of plot elements or characters. - Re-enact very short excerpts from favourite texts using puppets or small world figures. - Use the structure of the text to anticipate when to join in. - Suggest what might happen next in unfamiliar books, drawing on the plot so far. - Know that reading and writing are organised from the top of the page and go from left to right. - Have a repertoire of known rhymes.	- Link numerals to sets within 5. - Identify Numicon shapes to six. - Predict changes in amounts in stories and rhymes, counting forwards and backwards - Use a few of their own symbols and marks to represent mathematical experiences. - Combine 2D and 3D shapes to make new shapes and narrate the effects created. - Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller - Correct an error in an ABAB pattern.	- Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. - Answer closed and anticipatory questions in simple adult led experiments about the properties of materials - Use remote control toys to a particular end and explain how to do it. - Work alongside adults imitating their actions as they care for living things. - Narrate, a stage at a time, the way a growing plant or animal is changing. Use new vocabulary accurately.	- Generate simple stories inspired by props. - Create original stories with small world figures, including dialogue - Use mark making tools to make very simple representational drawings. - Join materials in a range of ways to make things for a purpose. - Accurately match instrumental sounds to familiar percussion instruments. - Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.

		• Complete a phrase with the final rhyming word. • Notice very familiar letter symbols in the environment such as letters from their name. • Use imitative writing during role play. • Demonstrate a hand preference. • Write symbols in an order which approximate to their name. • Form the letters of name correctly. • Make anti-clockwise circle shapes and horizontal, vertical and diagonal lines. • Pre-Reading Skills aspects 4-7	• Participate accurately in ABAB repeated patterns of actions. • Talk about things that have already happened and things that are going to happen. • Use terms day and night in relation to stories.	• Describe and enact some of the roles of community figures. • Explain changes that they have made during their time in Nursery, explaining and celebrating achievements.	• Perform dance moves to represent feelings or actions. • Create a beat/song/dance on their own. • Build purposefully and use a variety of levels in their construction.
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