





Nursery Skills Progression Personal, Social and Emotional Development						
St Paul's CE Primary 	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Routines and Feelings	Friendships and Relationships	Considering their feelings and others	Staying Safe	Managing care needs and Keeping Healthy	Independence and Resilience
<i>All PSED skills are taught throughout the Nursery Year, with extra emphasis in specific areas half-termly</i>	<p>To be able to separate from main carer and learn to adapt to the new school environment.</p> <p>To be able to talk about and begin to understand different feelings such as 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know the behavioural expectation at school.</p> <p>To understand why rules are important and show an awareness of right and wrong.</p>	<p>To be able to form a special friendship.</p> <p>To know how to be a kind friend.</p> <p>To be able to show increasing confidence to talk to adults and peers in class.</p> <p>To know that they can approach adults for help.</p>	<p>To know how to share resources and play in a group.</p> <p>To know how to take turns whilst playing, waiting patiently to have a turn.</p> <p>To be able to solve conflicts and rivalries.</p> <p>To be able to understand how others might feel.</p>	<p>To be able to safely access different areas of the classroom and outdoor areas.</p> <p>To know some behaviour is unacceptable/unsafe.</p> <p>To know how to stay safe at school.</p>	<p>To be able to use the toilet, wash and dry their hands and clean their teeth independently.</p> <p>To know how to make some healthy choices about food and drinks.</p>	<p>To be able to select activities independently.</p> <p>To show increased independence in accessing and exploring the environment.</p> <p>To be able to express own preferences and interests.</p> <p>Maintain their attention on an activity and concentrate for some time.</p>
<b>End Points</b>	<p><b>To show CONFIDENCE in social situations</b></p> <p><b>To be able to SHARE and TAKE TURNS</b></p> <p><b>To be able to IDENTIFY and TALK about their feelings</b></p> <p><b>To be able to RESOLVE conflicts</b></p>					

Nursery Skills Progression Communication and Language						
St Paul's C of E Primary 	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><i>All C and L skills are taught throughout the Reception Year, through high quality interactions, circle times, stories, group discussion, language intervention groups, and Nativity and Easter performances</i></p>	<p>To listen to stories, rhymes and songs shared every day.</p> <p>To listen to their name and shift from one task to another.</p> <p>To make comments about what they are doing, e.g. I like, I am happy, sad etc.</p> <p>To talk about their family.</p> <p>To speak in simple sentences.</p> <p>To copy adults to say a full sentence e.g. instead of 'digging' 'I like to dig'.</p>	<p>To talk about what is happening now and next in pretend play.</p> <p>To use simple sentences to describe what is happening.</p> <p>To talk about festivals and celebrations.</p> <p>With support, start using questions, 'what, where and who', sometimes with Makaton.</p>	<p>To join in simple retelling of stories.</p> <p>To start to talk about settings, characters and story structure such as 'beginning', 'middle', and 'end'.</p> <p>To take turns in a conversation with friends.</p> <p>To use talk to resolve disagreements e.g. I like the cold. I don't like the cold.</p> <p>Understand two part instructions.</p>	<p>Sing a large repertoire of songs and rhymes.</p> <p>To clap out multisyllabic words.</p> <p>To incorporate a storyline into their play.</p> <p>To express a reason for their like or dislike.</p>	<p>Listen to a song or a poem and watch and repeat the adult's actions.</p> <p>To more confidently use and understand who, what, where, when questioning words.</p> <p>To use correct pronouns for themselves. I, He, She, Him or Her. Begin to use future and past tense.</p>	<p>To be able to listen to longer stories and remember what happened.</p> <p>To use 4-6 words in a sentence.</p> <p>To use 'and' 'or' joined up words sentences.</p>
<b>End Points</b>	<p><b>LISTEN and RESPOND to others</b>  <b>Have a WIDER range of vocabulary</b>  <b>Begin to answer WHY questions.</b></p>					

### Nursery Skills Progression Physical Development


<b>St Paul's C of E Primary</b> 	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<p>All Physical Development skills are taught throughout the Nursery Year, with extra emphasis in specific areas half-termly.</p>	<p>To hold pencils, pens, crayons and brushes.</p> <p>To turn the pages of a book.</p> <p>To pick up different objects of a range of sizes, shape and weight and move from one place to another.</p> <p>To negotiate space and obstacles when on a balance bike and scooter.</p> <p>To learn how to balance.</p> <p>To jump on two feet and learn how to run.</p> <p>To kick a ball.</p> <p>To dance and move to songs.</p> <p>To tip water, sand and mud from one container to another.</p>	<p>To make marks.</p> <p>To ride bikes and scooters over uneven ground. Learn the idea of uphill and downhill. Learn the concept of fast and slow.</p> <p>Begin to use anti-clockwise movements using streamers.</p>	<p>To trace horizontal lines, spirals, anti-clockwise movements and over their names.</p> <p>To use pencils, chalks, crayons and brushes to draw shapes and pictures.</p> <p>To jump with one foot and two feet.</p> <p>To learn to skip.</p> <p>To throw objects such as bean bags and balls.</p> <p>To know how and be able to move around safely with some awareness of others and a degree of control.</p> <p>To be able to make snips in paper with scissors.</p>	<p>To hop.</p> <p>To stop at a point or line, start again, turn left and right on a bike or scooter.</p> <p>To use equipment to vary the flow of water, e.g. down a drain pipe.</p> <p>To use pincers and tweezers.</p> <p>Peg pictures on a line.</p> <p>To pick up and move small objects such as marbles and pasta shapes.</p>	<p>To paint with a Q-tip.</p> <p>To carefully turn the pages of a book and place it back where it belongs.</p> <p>To trace words, letters and numbers in sand.</p> <p>To balance on one leg.</p> <p>To jump from spot to spot.</p> <p>To independently put on coat with support for zips and buttons.</p> <p>To begin to use scissors to cut out a shape.</p>	<p>To show preference for a dominant hand.</p> <p>To use and remember sequences and patterns of movements, related to music and rhythm.</p> <p>To match developing physical skills to tasks and activities in the setting.</p> <p>To start to use cutlery independently at lunchtime.</p>
<b>End Points</b>	<p><b>USE one handed tools and equipment COMFORTABLY and with CONTROL.</b></p> <p><b>Develop the skills to MOVE and BALANCE with COORDINATION and CONTROL.</b></p>					

## Nursery Skills Progression Literacy

<p style="text-align: center;"><b>St Paul's C of E Primary</b></p> 	<p style="text-align: center;"><b>Autumn One</b></p>	<p style="text-align: center;"><b>Autumn Two</b></p>	<p style="text-align: center;"><b>Spring One</b></p>	<p style="text-align: center;"><b>Spring Two</b></p>	<p style="text-align: center;"><b>Summer One</b></p>	<p style="text-align: center;"><b>Summer Two</b></p>
<p><i>Literacy skills are taught throughout the Nursery Year, through high quality interactions, circle times, stories, group discussion, language intervention groups, and Nativity and Easter performances</i></p>	<p>To begin to draw pictures.</p> <p>To hold a book and show some interest in the pictures, words and the story.</p> <p>Begin to join in in refrains.</p> <p>To learn how to turn pages and treat books with respect.</p> <p>To choose a book that they want to share or hear read.</p> <p>To begin to develop phonological awareness.</p> <p>To begin to join in with Nursery Rhymes and books.</p>	<p>To be able to recognise their name.</p> <p>To know that text has meaning.</p> <p>To recognise logos in a familiar environment.</p> <p>To build an understanding that text is read from left to right.</p> <p>To talk about pictures in books.</p> <p>To begin to match sounds to mnemonics.</p> <p>To count or clap syllables.</p>	<p>To use learnt vocabulary from stories.</p> <p>To know a range of Nursery Rhymes.</p> <p>To begin to imitate writing in play.</p> <p>To talk about different parts of a story.</p> <p>To know what the title of a book is.</p> <p>To talk about the pictures and illustrations in a book.</p> <p>To act out a story that they know.</p>	<p>To confidently join in with repeated refrains in stories and rhymes.</p> <p>To be able to act out some stories using props and small world toys using vocabulary learnt from focus texts.</p> <p>To recognise initial sounds in words.</p> <p>To begin to talk about characters and settings.</p>	<p>To attempt to accurately write letters in their name.</p> <p>To recognise and say some letter sounds.</p> <p>To confidently recognise their name.</p> <p>To talk about and retell familiar stories.</p> <p>To begin to engage in extended conversations about stories.</p>	<p>To be able to orally blend cvc words.</p> <p>Confidently retell a story following a story map.</p> <p>To understand what an author/illustrator does.</p> <p>To know 5 concepts of print, meaning, purpose, left to right, top to bottom- parts of a book.</p> <p>To use knowledge of print and letters more readily in early writing.</p>


	<p>To learn new vocabulary.</p> <p>To begin to use simple story maps.</p> <p>To begin to explore drawing freely.</p> <p>To mark-making with different pencils, pens, crayons, brushes and chinks.</p>	<p>To share books with others and point to things in the book.</p> <p>To begin to oral blend.</p> <p>To handle books carefully and turn the pages correctly.</p> <p>To write some meaningful marks.</p>	<p>To write first letter of their name.</p>	<p>To describe orally the basic details of a character in a story.</p>	<p>To talk about how a story could be changed, innovate and modelled by teacher.</p>	<p>To identify rhyme and alliteration.</p>
<p><b>End Points</b></p>	<p><b>HEAR and SAY initial sounds in words.</b></p> <p><b>Orally blend some cvc words.</b></p> <p><b>READ and RECOGNISE some graphemes/phonemes</b></p> <p><b>READ and WRITE their own name</b></p> <p><b>TALK about stories using appropriate vocabulary.</b></p> <p><b>USE print in early writing.</b></p>					

## Nursery Skills Progression Maths

<p style="text-align: center;"><b>St Paul's C of E Primary</b></p> 	<p style="text-align: center;"><b>Autumn One</b></p>	<p style="text-align: center;"><b>Autumn Two</b></p>	<p style="text-align: center;"><b>Spring One</b></p>	<p style="text-align: center;"><b>Spring Two</b></p>	<p style="text-align: center;"><b>Summer One</b></p>	<p style="text-align: center;"><b>Summer Two</b></p>
<p><i>Maths is taught throughout the year, through teacher led inputs, planned focus activities and continuous provision.</i></p>	<p>Make comparisons between objects relating to size.</p> <p>Complete inset puzzles.</p> <p>Compare sizes using gestures and language and language 'bigger/little/small/'</p> <p>Talk about and explore 2D shapes using informal and mathematical language, size, corner and flat.</p>	<p>Develop fast recognition of up to three objects without having to count them individually (subitizing).</p> <p>Say one number for each item in order, 1, 2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show finger numbers up to 5.</p> <p>Extend and create ABAB patterns.</p>	<p>Develop fast recognition of up to three objects without having to count them individually (subitizing).</p> <p>Show finger numbers up to 5.</p> <p>Say one number for each item in order, 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principal).</p> <p>Link numerals and amount for example, showing</p>	<p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principal).</p> <p>Link numerals and amounts for example showing the right number of objects to match the numeral up to five.</p>	<p>Begin to describe a sequence of events using words such as first and then.</p> <p>Understand position through words alone, for example, the bag is under the table, with no pointing.</p> <p>Compare quantities using language more than, fewer than.</p> <p>Talk about and explore 2D and 3D</p>	<p>Explore the composition of numbers to ten.</p> <p>Recite numbers past five.</p> <p>Know that the last number reached when counting a small group of objects tells you how many there are in total (cardinal principle).</p> <p>Link numerals and amounts, for example, showing the right number of objects to match the numeral up to five.</p>


		<p>Notice and correct an error in a repeating pattern.</p>	<p>the right number of objects to match the numeral up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, squares, triangles) using informal and mathematical language, such as size, corners, straight, flat and round.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>shapes for example, circles, rectangles, triangles, cuboids, using informal and mathematical language, such as side, corner, straight, flat and round.</p>	<p>Solve real world mathematical problems with numbers up to five.</p>
<p><b>End Points</b></p>	<p>To say one number for each item in order, 1, 2,3,4,5.</p> <p>To show finger numbers up to 5.</p> <p>To know that the last number reached when counting a small group of objects tells you how many there are in total (cardinal principle).</p> <p>To be able to subitize a group of objects up to three.</p> <p>To show the correct number of objects to match the numeral up to 5.</p> <p>To compare quantities using language more than, fewer than.</p> <p>To understand position through words alone</p> <p>To name and talk about 2D shapes using informal and mathematical language.</p>					

**Nursery Skills Progression Understanding the World**

<p align="center"><b>St Paul's CE Primary</b></p> 	<p align="center"><b>Autumn One</b></p>	<p align="center"><b>Autumn Two</b></p>	<p align="center"><b>Spring One</b></p>	<p align="center"><b>Spring Two</b></p>	<p align="center"><b>Summer One</b></p>	<p align="center"><b>Summer Two</b></p>
<p><i>Understanding the World is taught throughout the year, through teacher led inputs, planned focus activities and continuous provision.</i></p>	<p>To begin to make sense of their own life story and families history.</p> <p>To know what type of home they live in.</p> <p>To name facial features and some parts of the body</p> <p>To develop positive attitudes about the differences between people.</p> <p>To talk about the differences between materials and changes they notice when baking biscuits.</p>	<p>To show interest in different occupations and know how some people help us in our school and local communities.</p> <p>To explore different forces of pushing and pulling.</p> <p>To develop an understanding of the season of Autumn, using their senses to explore features of Autumn.</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To know the names of some British woodland and countryside animals</p> <p>To develop an understanding of the season of Winter, using their senses to explore features of Winter.</p> <p>Talk about the weather and what they see, hear and feel when they are outside in the</p>	<p>To plant seeds and care for growing plants</p> <p>To understand the key features of the life cycle of a plant and an animal</p> <p>To develop an understanding of the season of Spring, using their senses to explore features of Spring.</p> <p>To be able to talk about what they see using a widening vocabulary.</p> <p>To begin to understand the differences between homes</p>	<p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To know the names of some animals from other countries.</p> <p>To develop an understanding of the season of Summer, using their senses to explore features of Summer.</p>	<p>Show interest in different occupations</p> <p>To know what happens on a farm and what food is produced.</p> <p>To know some differences between machinery used on farms today and long past.</p>

			natural environment.	now and homes in the past.		
<b>End Points</b>	<ul style="list-style-type: none"> <li>• To talk about family, identify family relationships, recognise differences between self now and as a baby.</li> <li>• To talk and show interest in the lives of others.</li> <li>• To have positive attitudes about the differences between people.</li> <li>• To understand that people come from different countries.</li> <li>• To notice things in the natural world and ask questions about them.</li> <li>• To talk about how things work.</li> <li>• To show care and concern for living things and the environment.</li> </ul>					

## Nursery Skills Progression Expressive Arts and Design

<p style="text-align: center;"><b>St Paul's C of E Primary</b></p> 	<p style="text-align: center;"><b>Autumn One</b></p>	<p style="text-align: center;"><b>Autumn Two</b></p>	<p style="text-align: center;"><b>Spring One</b></p>	<p style="text-align: center;"><b>Spring Two</b></p>	<p style="text-align: center;"><b>Summer One</b></p>	<p style="text-align: center;"><b>Summer Two</b></p>
<p><i>Expressive Arts and Design is taught throughout the year, through teacher led inputs, planned focus activities and continuous provision. We take some ideas from the Access Art scheme as well as linking ideas to our topics to make learning purposeful.</i></p>	<p>To invent and imagine stories that might happen in the home through role play and small world.</p> <p>To explore sounds using different instruments.</p> <p>To explore different mark making opportunities.</p> <p>To learn the names of the primary colours.</p> <p>To experiment with different brushes to see what happens.</p> <p>To try to paint a self-portrait using a mirror and poster paints.</p>	<p>To respond to sound with different body movements.</p> <p>Playing a steady beat and explore loud and quiet sounds on percussion instruments.</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To join construction pieces together to build and balance.</p> <p>To know an increasing range of simple songs and nursery rhymes.</p> <p>To explore colour and colour mixing.</p>	<p>To re-enact parts of a story and imagine themselves as characters.</p> <p>To describe the texture of things.</p> <p>To develop their own ideas and then decide which materials to use to express them.</p> <p>To begin to develop stories using small world props.</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>To be able to mould and manipulate</p>	<p>To perform songs and actions confidently.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To use available resources to create props to support role-play.</p> <p>To draw and paint from their imagination and observation.</p> <p>To add details to their drawings.</p> <p>To explore freely the concept of junk modelling to make resources and props for their play.</p>	<p>To encourage children to experiment with different ways of playing instruments.</p> <p>To understand that different instruments make different sounds.</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To learn to play long and short beats on musical instruments to create simple rhythms.</p> <p>To be able to choose an appropriate way to join different materials together to achieve a planned effect.</p>	<p>To show different emotions in their drawings- happiness, sadness, fear etc.</p> <p>To use instruments and knowledge of songs and rhymes to create their own songs.</p> <p>To be able to manipulate different materials to achieve a planned effect.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play.</p> <p>Play steady beats and simple rhythms following a simple graphic score.</p>

	<p>To use glue to stick things to their pictures.</p> <p>To know how a biscuit is made, baking and designing a <i>Gingerbread Man</i>, choosing from a range of decorations.</p> <p>To learn and sing a range of Nursery Rhymes and Action Songs.</p> <p>To know and join in with dancing and ring games.</p>	<p>To play alongside others who are engaged in the same theme.</p> <p>To explore using wax crayons to make rubbings of different textures.</p>	<p>playdoh and other materials such as 'model magic' to achieve a planned effect.</p> <p>To move freely and expressively to a piece of music.</p> <p>To use instruments to add sound effects to music.</p>	<p>To confidently add sound effects on musical instruments to a story.</p>		
<p><b>End Points</b></p>	<p><b>ENGAGE</b> in imaginative play  <b>CREATE</b> their own songs, story or dance  <b>EXPLORE</b> and <b>CREATE</b> using different materials</p>					