**Nursery Progression of Skills & Curriculum Overview - The Ellis CE Primary School**

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|  | | **Autumn 1** | | | | **Autumn 2** | | | | | **Spring 1** | | | | | **Spring 2** | | | | | **Summer 1** | | | | | | **Summer 2** | | |
| **Area of Learning** | | **Year 1** | | **Me and My Family!** | | **Year 1** | | | **Seasons** | | **Year 1** | | | **Food** | | **Year 1** | | | **Growing** | | **Year 1** | | | **Mini-Beasts** | | | **Year 1** | **Traditional Tales** | |
| **Year 2** | | **Rhyme Time** | | **Year 2** | | | **Light & Dark** | | **Year 2** | | | **Toys** | | **Year 2** | | | **Homes** | | **Year 2** | | | **Where We Live!** | | | **Year 2** | **Journeys** | |
| **Themes** | | Me & My Family  Learn about themselves & family similarities & differences  Independence & self-help skills  Keeping healthy – include dental hygiene | | | Rhyme Time  Familiar rhymes  Nursery  Rhyming stories  Number rhymes | Seasons  The Four Seasons – Focus on  Autumn/Winter  Seasonal celebrations including other cultures: Bonfire Night, Remembrance Day, Diwali, Christmas | | | | Light & Dark  Colours  Night and day  Nocturnal animals | Food  New Year Chinese New Year  Origins of food Fruit & vegetables  Our favourite foods, Food from other countries/ cultures  Meal time routines and using cutlery | | | | Toys  Favourite toys  Toys from the past  Toys that move | Growing  Growing plants & flowers  Rainbow Garden  Vegetable Patch  Cress Heads | | | | Homes  Caring for plants and animals  Field to fork – how do we grow vegetables? Life-cycle of a plant | Mini-beasts  Identifying insects  Habitats Life-cycles  Caring for the environment  and living things | | | | Where We Live!  Local attractions  Local maps  Local landmarks | | Traditional Tales  Story language  Refrains  Narrative structure – beginning, middle, end | | Journeys  Holidays  Other countries and their cultures  World maps/globes |
| **Possible**  **Enrichment Activities** | | Walk around our Local Area  Visitor (person who helps us)  family members | | | Participate in Nursery Rhyme week | Trip to the Forest School Area | | | | Road Safety | Ice Experiments  *Chinese New Year Parade*  Making food for EYFs party | | | | Artefacts from past toys present and past | Pancake Day Fairtrade  Easter International Women’s Day  *World Book Day*  *Easter Bonnet Parade* | | | | Our homes  Different types of homes  Similarities and differences Materials  Homes around the world  Local walk Artefacts | Mini-beast hunt  Mini-beast workshop | | | | Elsecar Park | | Visit – Sundown Park  Story-Telling Week  *World Music Day* | | Seaside trip Cleethorpes |
| Harvest Festival – EYFS Coffee Morning | | | | *Christmas Coffee Morning Concert, Christmas Jumper, Day Christmas Party* | | | | |
| **Communication and Language**    Communication and Language is developed throughout the year through high quality interactions, daily whole class discussions, group discussions, circle times, stories, singing, talk time activities, share a story booster activities, speech and language interventions, WellComm activities and boosters, Elklan activities, library, poetry basket poems and Helicopter Stories | | **Start to use words and simple sentences to communicate (CG)**  **Begin to understand and act on simple instructions (CG)** | | | | **Sit and listen for a short period of time e.g. storytime (CG)**  **Begin to take turns to talk (CG)** | | | | | **Use a wider range of vocabulary. (CG)**  **Begin to understand a basic question and answer appropriately**  **(what/ when) (CG)** | | | | | **Begin to use extended sentence using connective such as ‘and’ and ‘because’ (CG)**  **Listen to longer stories and can answer questions about them (CG)** | | | | | **Take turn in a simple conversation, waiting until it is their turn to talk (CG)**  **To listen to a question linked to a particular theme and respond appropriately (CG)** | | | | | **Begin to use clear sentences when talking to others (CG)**  **To begin to understand ‘how’ and ‘why’ questions and answer appropriately (CG)** | | | |
| **By the end of Nursery, children who are at a typical level of development will be able to:**  **Listening & attention-** focus their attention, listening to others in 1-1 or small groups when conversations interest them. They can listen to familiar stories with increasing attention & recall.  **Understanding-** respond to simple instructions with more information & detail (2 steps). They begin to understand questions linked to who, what and where and is beginning to understand why and how questions.  **Speaking-** begin to use more complex sentences when talking about things that are of interest to them. They use talk to explain what is happening and what might happen next. They are able to use language to recall past experiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**    Children develop their personal, social and emotional skills throughout the year through quality interactions with staff, circle time activities, | | **To separate confidently from their adult (CG)**  **Start to show some independence with clothes (CG)**  **Become more aware of their environment and activities which interest them (CG)** | | | | **Begin to show some independence with toileting and basic hygiene (CG)**  **Begin to follow basic rules and routines with some help (CG)**  **Begin to share toys and activities with others with some adult support (CG)** | | | | | **Begin to listen to what is said and respond to others (CG)**  **Begin to take turns with others with some support (CG)** | | | | | **To select and use activities independently and appropriately (CG)**  **Develop friendships and play with a range of children(CG)** | | | | | **Become more independent in their self-care (CG)**  **Begin to follow rules without support (CG)**  **Begin to show a range of emotions such as happy, exited or sad (CG)** | | | | | **Begin to talk to others about their feelings (CG)**  **Begin to talk to others to solve a problem or resolve a conflict (CG)**  **Start to make healthy choices in regards to eating and exercise (CG)** | | | |
| **By the end of Nursery, children who are at a typical level of development will be able to:**  **Self-regulation** – select and use activities and resources very little help and enjoy the responsibility of carrying out a small task. They are more outgoing towards other unfamiliar and in new social situations. They talk with increasing confidence towards other children whilst playing, and will communicate freely about their own homes and communities. They are pleased to welcome and value praise for what they have done and show increasing confidence in asking adults for help.  **Managing-self** – show an awareness of their own feelings and know that some actions and words can hurt others. They are beginning to accept the needs of other children and take turns sharing. They can usually tolerate delay and are beginning to understand that their wishes cannot always be met. They are beginning to adapt their behaviour to different events, social situations and changes in their own routines.  **Building relationships** – demonstrate friendly behaviour, initiate conversations and are forming good relationships with peers and familiar adults. They play in small groups building up role-play activities with others. They are beginning to initiate play, keeping play going by what others are saying or doing. They are starting to offer cues for peers to join in their play. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Development    Children improve their gross and fine motor skills through PE sessions ( indoors), access to the outdoor balancing & climbing equipment (field) by engaging in classroom based activities such as threading, cutting, weaving, playdough, large mark making, construction, drawing, have a go writing sessions, Dough Disco & Funky Fingers activities | | **Begin to run and stop (CG)**  **Begin to use scooters and trikes (CG)**  **Begin to climb steps, and balance with some support (CG)**  **Access activities which involves using pincer grip/ nippy fingers such as beads, bricks, mark-making equipment etc (CG)** | | | | **Begin to develop their gross motor skills and can move in different ways (CG)**  **Begin to use more control when picking up and using small equipment such as beads, bricks, mark-making equipment etc (CG)** | | | | | **Begin to develop manipulation and control when using large equipment (CG)**  **Begin to develop manipulation and control when using smaller equipment (CG)** | | | | | **Show more confidence and control when using balancing and climbing equipment (CG)**  **Begin to move in different ways- walking, jumping, hopping, crawling etc (CG)**  **Use their fine motor skills to pick up small items and use with developing control (CG)** | | | | | **Begin to move in different ways according to stimulus e.g. tempo of music (CG)**  **Begin to show more control when holding one-handed equipment (CG)** | | | | | **Show a preference for a dominant hand.**  **Use their large body movements with control to move in a variety of ways (CG)**  **Begin to refine their fine motor skills and pincer grip, using good control (CG)** | | | |
| **PD**  **By the end of Nursery, children who are at a typical level of development in their gross motor skills will be able to:**  Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. They are beginning to show control when throwing and catching a large ball.    **By the end of Nursery, children who are at a typical level of development in their fine motor skills will be able to:**  Begin to use a pincer grasp to pick up small objects. They are beginning to manipulate large connecting construction pieces to make a simple model. Use one handed tools and equipment for example making snips in paper with scissors. They use a comfortable pencil grip with good control when holding pens and pencils and show a preference for a dominant hand. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Literacy** | | **Reading**  **Show an interest in stories CG)**  **Look at a picture book independently, holding it the correct way up (CG)**  **Join in with some repeated phrases e.g. run , run as fast as you can etc (CG)**  **Join in with action rhymes (CG)**  **Writing**  **Begin to develop strength in their fingers through activities such as funky fingers and dough disco (CG)**  **Begin to develop manipulation and control when using smaller equipment (CG)**  **Phonics**  **Begin to listen to sounds within the environment (CG)**  **Begin to say what they hear (CG)** | | | | ***Reading***  ***Adds missing phrases from a rhyme (CG)***  ***Shares a book with a friend or small group (CG)***  ***Writing***  ***Begin to show more control when holding one-handed equipment(CG)***  ***Begin to refine their fine motor skills and pincer grip, using good control (CG)***  ***Phonics***  ***Begin to identify an environmental sound (CG)***  ***Begin to identify a sound linked to a musical instrument (CG)***  ***Begin to copy a series of sounds e.g. clapping, instrument etc (CG)*** | | | | | **Reading**  **Begin to say what is happening in a story by using picture clues (CG)**  **Begin to show some acknowledgement of print in the environment (CG)**  **Writing**  **Enjoys mark-making and drawing freely (CG)**  **Make lines, circle and other marks (CG)**  **Distinguish between the different marks they make (CG)**  **Phonics**  **Show an interest in rhyming stories (CG)**  **Begin to join in when clapping syllables in a word (CG)** | | | | | **Reading**  **Begin to recognise logos and their own written name (CG)**  **Begin to remember some of a story and retell with some sequencing (CG)**  **Writing**  **Sometimes gives meaning to their drawings (CG)**  **Begin to imitate writing using stick shapes and symbols (CG)**  **Use some letter like shapes when attempting to write their name (CG)**  **Phonics**  **Clap syllables in a word )CG)**  **Begin to join in and say rhyming words(CG)** | | | | | **Reading**  **Make comments about a book or story (CG)**  **Begin to answer simple questions relating to a story (CG)**  **Writing**  **Begin to copy then independently write their own name (CG)**  **Mark-make using some familiar letters (CG)**  **Phonics**  **Begin to understand when 2 words rhyme (CG)**  **Begin to recognise and say the first sound in their name CG)** | | | | | **Reading**  **Begin to retell a familiar story (CG)**  **Begin to show an awareness of the structure of a story (CG)**  **Anticipate what might happen in a story CG)**  **Writing**  **Begin to develop a comfortable and appropriate pencil grip (CG)**  **Write their own name independently (CG)**  **Form some letters correctly (CG)**  **Phonics**  **Begin to sort items into groups with the same initial sound (CG)**  **Begin to say the initial sound of an item or word (CG)**  **Begin to identify a rhyming pair CG)** | | | |
| **Reading:** I understand five important things about print:  • *print has meaning;*  • *print can have different purposes;*  • *we read English text from left to right and from*  *top to bottom;*  • *the names of the different parts of a book;*  • *we read pages in story books one at a time.*    **Writing:** *I can write some or all of my name using some recognisable letters. (refer to DSAT objectives when available)* | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Possible Book Focus | |  | | | | |  | | | | |  | | | | |  | | | | |  | | |  | | | | |
| **Mathematics** | | **Count**  **Begin to join in with finger rhymes and counting songs (CG)**  **Begin to join in counting everyday objects with adult support (CG)**  **Recite number names in the correct order through songs, chants and rhymes (CG)**  **Shape, size, pattern**  **Talk about 2-dimentional shapes , sometimes using correct name (CG)**  **Begin to understand some positional language (CG)**  **Begin to use some positional language (CG)** | | | | **Count**  **Begin to use 1-1 correspondence when counting a small number of objects with support (CG)**  **Start to count a small amount of objects in a regular arrangement (CG)**  **Start to show numbers on fingers with support (CG)**  **Shape, size, pattern**  **Make comparisons between 2 different sizes (CG)**  **Make comparisons between 2 different weights (CG)**  **Make comparisons between 2 different amounts (capacity) (CG)** | | | | | **Count**  **Notice when an amount changes (CG)**  **Link numbers and amount up to 5 with support (CG)**  **Fast recognition of amounts of up to 3 objects (subitising) (CG)**  **Shape, size, pattern**  **Select an appropriate shape (CG)**  **Combine shapes to make a new shape (CG)** | | | | | **Count**  **Independently count 5 objects**  **pointing to each object as they count ( 1-1) correspondence) (CG)**  **Count past 5 (CG)**  **Know that the last number counted is the total amount (CG)**  **Shape, size, pattern**  **Talk about different patterns (CG)**  **Recreate a pattern (CG)** | | | | | **Count**  **Show fingers up to 5 (CG)**  **Independently link number and amount up to 5 (CG)**  **Experiment with making marks to represent a number (CG)**  **Shape, size, pattern**  **Continue a pattern (CG)**  **Notice mistakes in patterns (CG)** | | | | | **Count**  **Begin to solve a number problem up to 5 (CG)**  **Compare quantities up to 5 using term ‘more’ or ‘less’ (CG)**  **Compare and match amounts (CG)**  **Shape, size, pattern**  **Describe a sequence of events (CG)**  **Talk about some 3-dimentional shapes using correct name (CG)** | | | |
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| **Maths***:*  *can say one number for each item in order: 1,2,3,4,5.*  *know that the last number I reach when counting a small set of objects tells me how many there are in total*  *show ‘finger numbers’ up to 5.*  *match the correct numeral (number symbol) to the right amount, up to 5.* | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Understanding the World** | | ***History***  **Begin to talk about themselves (CG)**  ***Geography***  ***Begin to explore their immediate environment (CG)***  ***Science***  **Explore different materials and talk about how they look and feel (CG)**  ***RE***  **Begin to listen to stories (CG)**  **ICT**  **begin to show an interest in ICT (CG)** | | | | ***History***  **Begin to say who is in their family (CG)**  ***Geography***  ***Begin to talk about places they have visited (CG)***  ***Science***  ***Begin to use different senses when investigating objects (CG)***  ***RE***  **Begin to say what they see in a story (CG)**  **ICT**  **begin to show an interest in ICT (CG)** | | | | | ***History***  **Begin to talk about different life events ( e.g. birthdays, holidays etc) (CG)**  ***Geography***  **Begin to notice differences in different outdoor places (CG)**  ***Science***  ***Explore how different forces feel (CG)***  ***RE***  **Begin to answer a simple question linked to a theme (CG)**  **ICT**  **begin to show some basic skills when using technology (CG)** | | | | | ***History***  **Begin to listen when others talk about themselves and their families (CG)**  ***Geography***  **Begin to describe a familiar route ( e.g. route to hall/ playground/ home etc) (CG)**  ***Science***  ***Talk about how materials change when mixed or merged (CG)***  ***Notice obvious similarities and differences in objects (CG)***  ***RE***  **Begin to use language linked to their own feelings such as happy and sad (CG)**  **Begin to talk about how someone might feel (CG)**  **ICT**  **Begin to show some basic skills when using technology (CG)** | | | | | ***History***  **Begin to recognise the sequence of time relating to ‘age’ – baby- toddler- child- teenager- adult etc (CG)**  ***Geography***  **Know there are different places and countries around the world (CG)**  ***Science***  ***Plant seeds and care for plants ( CG)***  ***Know what a plant needs to survive and flourish (CG)***  ***RE***  **Continue to develop positive attitudes about other people (CG)**  **Begin to make sense of their own life-story and family’s history (CG)**  **ICT**  **Begin to use ICT to support learning with adult support (CG)** | | | | | ***History***  **Begin to recognise similarities and differences between themselves, their family members and those of their friends (CG)**  ***Geography***  **Talk about how some places and countries similar or different from their own (CG)**  ***Science***  ***Begin to talk about and understand the life cycle of a plant (CG)***  ***Begin to talk about and understand the life cycle of an animal (CG)***  ***RE***  **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (CG)**  **ICT**  **Begin to use ICT to support learning with adult support (CG)** | | | |
| **By the end of Nursery, children who are at a typical level of development in their understanding the world will be able to:**  **Past and present-**begin to make sense of their own life story and family history and remember and talk about events in their own life experiences.  **People, culture & communities**- enjoy joining in with family customs and routines. Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends and family. They show some awareness that there are different countries in the world.  **The natural world-** begin to talk about the natural world around them. They are beginning to understand the need to respect and care for the natural environment and all living things. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expressive Arts and Design | | ***Music***  **Begin to join in with songs and rhymes (CG)**  **Begin to show an interest in different musical instruments and how they sound (CG)**  ***Art***  **Begin to explore different materials (CG)**  **Start to use their own ideas when making and creating (CG)**  ***DT***  **Begin to select and use resources with support to achieve a plan (CG)**  **begin to use 1 handed tools and equipment (DT)**  **Pretend play**  **Start to take part pretend play (CG)** | | | | **Music**  **Begin to play an instrument loud and quiet when asked (CG)**  **Art**  **Begin to join different materials together (CG)**  **Begin to explore different textures (CG)**  **DT**  **Begin to show an interest in how things work (CG)**  **Begin to use blocks to make a model (CG)**  **Pretend play**  **Pretend that one object represents another (CG)** | | | | | **Music**  **Begin to identify a simple instrument by its sound (CG)**  **Art**  **Begin to develop more control using one handed tools and small equipment (CG)**  **DT**  **Begin to use simple ‘click’ construction kits to make a model (DT)**  **Pretend play**  **Start to develop their pretend play using some role play language (CG)** | | | | | **Music**  **Begin to talk about how different sounds are similar and different (CG)**  **Art**  **Begin to create a closed shape with a continuous line and use these shapes to represent objects (CG)**  **begin to use a comfortable grip with some control (CG)**  **DT**  **Begin to explore and use different materials independently (DT)**  **Pretend play**  **Start to involve others in their play (CG)** | | | | | ***Music***  **Begin to remember and sing an entire song (CG)**  **Begin to make up their own song or rhyme or change the lyrics of a familiar song or rhyme (CG)**  **Art**  **Begin to draw with more detail (CG)**  **Use their drawing to represent an idea, movement or sound (CG)**  **DT**  **Begin to develop their own ideas on what they want to make (DT)**  ***Pretend play***  **Start to involve others in their play (CG)** | | | | | **Music**  **Begin to play a musical instrument correctly (CG)**  **Begin to ‘pitch match’-sing the pitch of a tone sung by another person (CG)**  **Art**  **Begin to show emotions in their drawings and paintings (CG)**  **Begin to mix colours when painting (CG)**  **DT**  **Begin to select the correct materials for their project (DT)**  **Pretend play**  **Develop a storyline in their pretend play (CG)** | | | |
| **By the end of Nursery, children who are at a typical level of development in their creative development will be able to:**  **Creating with materials**- Beginning to explore colours and how colours can be changed. They can build using simple construction materials. They are beginning to use lines to enclose a space and begin to use drawings to represent actions and objects.  **Being imaginative**- sing familiar songs and rhymes. Explore how sounds and movements can be changes. Enjoys moving to music. play alongside others who are engaged in the same theme. They can use available resources to support their play and engage in imaginative scenarios based on their own ideas or experiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | |