

## Nursery Skills Progression and Curriculum Overview

### CHARACTERISTICS OF EFFECTIVE LEARNING

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Playing and Exploring</b>	I can investigate and experience things and I am willing to “have a go”.		
<b>Active Learning</b>	I can concentrate and keep on trying if something seems too difficult. I can feel proud of myself when I have achieved a goal.		
<b>Creating and Thinking Critically</b>	I can think of ideas and develop them. I can make links between ideas I can think of ways to do things.		

*These characteristics will be encouraged and developed over the year and across all areas of the curriculum.*

### CURRICULUM OVERVIEW

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Focus topic	All About Me	Celebrations/ Seasons	In the Jungle	In the Farm	People Who Help Us	At the Seaside/ Pirates
Books to Develop Learning	The Meenies are Coming to School Red Rockets Rainbow Jelly Spots birthday Surprise A Dark Cold Night Going on a Bear Hunt/Going on a Pumpkin Hunt Owl Babies The Very Busy Spider The Gingerbread Man Christmas Story		Walking through the Jungle The Very Hungry Caterpillar Farmer Duck Dear Zoo Handa’s Surprise Mrs Wishy Washy Rosies Walk How to Make a Scarecrow		Firefighters I am a Dentist Clive is a Nurse Nurse Tess Shark in the Park Mrs Pirate The Pirates are Coming Rainbow Fish	

<b>Communication and Language</b>	I can use talk to organise myself and my play	I understand why questions (e.g. Why do you think the caterpillar got so fat?)	I enjoy listening to longer stories and can remember much of what happens
	I am beginning to pay attention to more than one thing at a time	I understand a question or instruction that has two parts	I can sing a large repertoire of songs
	I can talk about familiar books	I can use a wider range of vocabulary	I know many rhymes
	I can use sentences of four to six words	I can start and continue a conversation with an adult	I can tell a long story
	I am developing my communication skills but may have problems with tenses	I can express a point of view	I can use words to disagree
<b>Literacy</b>	I know print has meaning	I can spot and suggest rhymes	I engage in extended conversations about stories, learning new vocabulary
	I know print can have different purposes	I can use some of the print and letter knowledge in my early writing, e.g. writing a pretend shopping list	I can write some or all of their name
	I know we read English from left to right and from top to bottom	I know the names of the different parts of a book	I can write some letters accurately
	I understand page sequencing	I can count or clap syllables in a word	I can recognise words with the same initial sound
<b>Maths</b>	I can say my numbers past 5	I can link objects to numerals up to 5	I can experiment with my own symbols and marks as well as numerals
	I can say one number for each item in order, 1,2,3,4,5	I can show "finger numbers" up to 5	I can recognise how many are in a group of up to 3 objects (subitising) quickly
	I know that the last number reached when counting a small set of objects tell you how many there are in total (cardinal principle)	I can solve real world mathematical problems with numbers up to 5	I can compare quantities using language "more than" and "fewer than"
	I can make comparisons between objects relating to size	I can talk about and explore 2D and 3D shapes using informal and mathematical language "sides", "corners" "straight", "flat" and "round"	I can describe a familiar route
	I can make comparisons between objects relating to length	I can select shapes appropriately e.g. a triangular prism for a roof	I can discuss routes and locations using words like "in front of" and "behind"
	I can talk about and identify patterns	I can combine shapes to make new ones	I can describe a sequence of events using words such as "first" and "then" with help

	I can notice and correct an error in a repeating pattern	I can create and extend ABAB patterns	I can make comparisons between objects relating to weight
		I can talk about and understand position without pointing	I can make comparisons between objects relating to capacity
<b>Personal, Social and Emotional Development</b>	I can select and use activities and resources with help when needed	I can feel more outgoing with unfamiliar people, in the safe context of my setting	I can play with one or more other children, extending and elaborating play ideas
	I am developing my sense of responsibility and membership of a community	I can show more confidence in new social situations	I can talk with others to solve conflicts
	I can talk about my feeling using words like “happy” or “angry”	I can increasingly follow rules and understand why they are important	I can help to find solutions to conflicts and rivalries
	I can start to understand how others might be feeling.	I can develop appropriate ways of being assertive	
<b>Physical Development</b>	I can get better at balancing, riding and ball skills	I can match my developing physical skills to tasks and activities (e.g. decide whether to walk, crawl or run across a plank)	I can collaborate with others to manage large items.
	I can go up steps using alternate feet	I can choose the right resources to carry out an activity (e.g. spade for digging)	I can start to take part in some group activities I have made up for myself or in teams
	I can skip, hop, stand on one leg and hold a pose.	I can use and remember sequences and patterns of movements which are related to music and rhythm	I can use a comfortable grip with good control when using pens and pencils.
	I can use large-muscle movements to wave flats and streams, paint and make marks	I can get dressed and undressed with only a little support.	I can start to eat independently and I am learning to use a knife and fork
	I can use one handed tools and equipment (e.g. making snips with scissors)	I can meet my care needs with only a little support.	I can make healthy choices about food, drink, activity and toothbrushing
	I can show a preference for a dominant hand		
<b>Expressive Art and Design</b>	I can take part in simple pretend play using and object to represent something else	I can start to develop complex stories using small world equipment	I can make imaginative and complex small worlds with blocks and construction kits

	I can explore different materials freely, in order to develop my ideas about how to use them and what to make	I can think of my own ideas and then decide which materials to use to express them	I can use drawing to represent ideas like movement or loud noises
	I can explore colour and colour mixing	I can create closed shapes with continuous line and begin to use these shapes to represent objects	I can show different emotions in my drawings and paintings, like happiness, sadness
	I can join different materials and explore different <i>textures</i>	I can draw with increasing complexity and detail	I can sing the melodic shape (moving melody such as up and down, down and up) of familiar songs
	I can listen with increased attention to sounds	I can respond to what I have heard, expressing my thoughts and feelings	I can create my own songs or improvise a song around one they know
	I can remember and sing entire songs	I can sing the pitch of a tone sung by another person (pitch match)	I can play instruments with increasing control to express my feeling and ideas.
<b>Understanding the World</b>	I can begin to make sense of their own life – story and family’s history	I can plant seeds and care for growing plants <i>Grow plants</i>	I can show interest in different occupations
	I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos	I can I can begin to understand the key features of the life cycle of a plant and an animal <i>Learn about the life cycles of animals. Compare adult animals to their babies Observe how baby animals change over time</i>	I can explore and talk about different forces that I can feel <i>Feel forces Explore how objects/materials are affected by forces Identify electrical devices Use battery powered devices</i>
	I can use all my senses in hands on exploration of natural materials <i>Learn about the life cycles of humans Learn about how to take care of themselves Learn about their senses Listen to sounds Make sounds</i>	I can begin to understand the need to respect and care for the natural environment and all living things <i>Explore the surrounding natural environment Explore natural objects from the surrounding environment</i>	I can talk about the differences between materials and changes that I notice (cooking/melting/floating and sinking) <i>Explore a range of materials Shape and join materials (See also Expressive Art and Design) Combine and mix ingredients Change materials by heating and cooling, including cooking.</i>
	I can explore how things work <i>Explore light sources Shine light on or through different materials</i>	I can continue to develop positive attitudes about the differences between people	I can explore collections of materials with similar and/or different properties  I can talk about what they see using a wide vocabulary

\*Statements are arranged according to proposed term of teaching to ensure complete curriculum coverage. However, many skills are ongoing throughout the year. The teacher will also adapt the plans to suit the individual needs of the children.

\*Statements in purple are from [planassessment.com](http://planassessment.com)

\*Books highlighted – studied in more depth