



Nursery Curriculum Progression Map

|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
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| <p><b>Literacy</b><br/>As readers and writers, we will learn...</p> | <ul style="list-style-type: none"> <li>Recognise names (for self-register, coat pegs etc.)</li> <li>Use large muscle co-ordination making soapy patterns using the brooms.</li> <li>Enjoy drawing/mark making freely.</li> <li>Begin to give meaning to the marks made.</li> <li>Create straight lines.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Identify outdoor/indoor sounds.</li> <li>Copy movements (such as Cosmic Yoga).</li> <li>Rhyming story books.</li> <li>Own name initial sound.</li> <li>Copy sounds.</li> </ul> | <ul style="list-style-type: none"> <li>Handle books carefully, turning pages one at a time.</li> <li>See that names begin with capital letters.</li> <li>Make marks on their picture to stand for their name.</li> <li>Listen to a familiar story.</li> <li>Make marks in different media.</li> <li>Create circular marks.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Make different sounds.</li> <li>Remember and copy a rhythm.</li> <li>Controlling movements (Musical statues)</li> <li>Actions to nursery rhymes</li> <li>Beginning sound songs</li> </ul> | <ul style="list-style-type: none"> <li>Use own illustrations or props to retell a story.</li> <li>Use mark making in play.</li> <li>Engage in story talk or small world play, learning new vocabulary.</li> <li>Recognise different parts of a book (front cover, title, etc)</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Listening walks</li> <li>Identify the instrument</li> <li>Body percussion</li> <li>Rhyming words</li> <li>I spy (initial sound game).</li> </ul> | <ul style="list-style-type: none"> <li>Know that letters combine for words.</li> <li>Identify some familiar letters (e.g.. those in their name).</li> <li>Engage in writing 'messages' for others.</li> <li>Use some of their print and letter knowledge in their early writing (e.g. shopping lists for mummy).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>What's in the egg? Different sounds.</li> <li>Rhyming soup.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise familiar signs, labels and own name.</li> <li>Hears and says initial sounds in words.</li> <li>Write some or all of their name.</li> <li>Learning to form letters correctly.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Sound lotto games.</li> <li>Copy instrument sounds.</li> <li>Move to different music.</li> <li>Odd one out rhyming.</li> <li>Initial sound sort.</li> <li>Robot talk.</li> </ul> | <ul style="list-style-type: none"> <li>Show an understanding and engagement to stories and text.</li> <li>Enjoy writing for different purposes.</li> <li>Show an interest in books and text.</li> <li>Know the language of direction related to their letter formation; up, down, round.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Play instruments to describe an action.</li> <li>Rhyming stories</li> <li>Alphabet song (ABC British Council)#Sounding out CVC objects.</li> <li>Cross the river.</li> </ul> |
| <p><b>Maths</b><br/>As mathematicians we will learn ...</p>         | <ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers.</li> <li>Organise and group objects.</li> <li>Playing with 3D shapes (e.g construction)</li> <li>0-3 counting and recognition.</li> <li>Simple puzzles.</li> <li>Explore the idea of a calendar.</li> </ul>   | <ul style="list-style-type: none"> <li>Ordering/sequencing activities.</li> <li>Counting 0-5</li> <li>To develop fast recognition of up to 3 object without having to count them (subitising).</li> <li>Show finger numbers to 5.</li> </ul> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>Months of the year.</li> <li>Wheels on the bus.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognising up to 5 using the language more/fewer.</li> <li>Comparing quantities.</li> <li>Action games and songs</li> <li>Positional language.</li> <li>Notice patterns and start to arrange patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>Counting up to 5 objects using 1:1 correspondence.</li> <li>Recite 0-10</li> <li>Name common shapes.</li> <li>Size, weight and capacity language.</li> </ul> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>Once I caught a fish ...</li> </ul>  | <ul style="list-style-type: none"> <li>1:1 counting to 10</li> <li>Recognise numbers that are significant (e.g. house number and age).</li> <li>Comparing measure (e.g. taller/heavier).</li> <li>Subitise numbers to 6 (e.g. dots on a dice).</li> </ul>   | <ul style="list-style-type: none"> <li>Ordering 0-10</li> <li>One more</li> <li>One fewer/less</li> <li>Subtracting</li> <li>Creating patterns</li> <li>Ordering 3 measure.</li> <li>Describe a familiar route (e.g. the route to school)</li> </ul>   |

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|   | <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>Days of the week song.</li> <li>Shape Songs</li> </ul>  | <ul style="list-style-type: none"> <li>5 Current buns.</li> </ul>  | <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>5 Little ducks.</li> </ul>   |  | <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>5 little monkeys swinging in a tree</li> </ul>   |  |
| <p><b>Communication and Language</b><br/>As communicators we will learn ...</p> | <ul style="list-style-type: none"> <li>Listen to others.</li> <li>Link 4 words in speech.</li> <li>Recognise first name when heard.</li> <li>Respond to talk.</li> <li>Join in with rhymes or songs.</li> <li>Understand simple instructions.</li> <li>Ask questions.</li> <li>Recognise new friends and adults.</li> <li>Express ideas and feelings verbally.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to stories or rhymes.</li> <li>Pay attention to conversation that interests.</li> <li>Link actions to words to communicate.</li> <li>Ask for favourite stories or rhymes.</li> <li>Respond to questions with two given choices.</li> <li>Show an understanding simple concepts, such as time (now, later) and position (over there).</li> <li>Retell events from an experience.</li> <li>Use pronouns in speech (me, he, she)</li> <li>Understand simple instruction (eg. Get your coat).</li> </ul> | <ul style="list-style-type: none"> <li>Listen and attend to a dialogue in a small group.</li> <li>Shift attention to explore a self-chosen line of enquiry.</li> <li>Demonstrate understanding in response.</li> <li>Describe an action.</li> <li>Tell own short story.</li> <li>Express ideas and feelings verbally.</li> <li>Contribute to group discussions.</li> <li>Use preposition in speech ( in, on, under)</li> </ul> | <ul style="list-style-type: none"> <li>Anticipate key events and phrases in rhymes and stories.</li> <li>Follow instruction without visual clues.</li> <li>Answer simple questions.</li> <li>Listen to stories in small groups.</li> <li>Describe how they carried out an activity or made a model.</li> <li>Make plans and describe them to others.</li> <li>Recount an event from a story.</li> <li>Express ideas and feelings verbally.</li> <li>Use sentences joined with conjunctions; and, because.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to the opinion of others when in a small group.</li> <li>Understand simple 'who', 'what' and 'where' questions.</li> <li>Use past, present and future tenses appropriately in speech.</li> <li>Retell simple stories.</li> <li>Understand 'how' and 'why' questions.</li> <li>Ask questions about events that have happened or are about to happen in the future.</li> <li>Use talk to organise themselves in play (e.g. "I'll be the driver").</li> </ul> | <ul style="list-style-type: none"> <li>Maintain attention when listening to others.</li> <li>Use talk correctly to clear express themselves.</li> <li>Responds to instructions with two or more parts (e.g. 'Get your sun hat and wait by the door.')</li> <li>Effectively share ideas and thinking with others.</li> <li>Confidently use conjunctions (and, because) to add details to speech.</li> <li>Recite a rhyme on their own.</li> </ul> |
| <p><b>Physical development:</b><br/>As movers we will learn ...</p>             | <ul style="list-style-type: none"> <li>Attempt to communicate toilet needs.</li> <li>Hold and manipulate simple tool.</li> <li>Use one-handed tools (example: use scissors to make snips in paper).</li> <li>Move with control up and steps (the climbing frame steps of the slide).</li> </ul>   | <ul style="list-style-type: none"> <li>Climb using hands and feet.</li> <li>Using equipment which requires waving, making marks and pushing.</li> <li>Show independence in self-care and manages with support.</li> <li>Demonstrate increasing hand-eye co-ordination.</li> <li>Develop skills with balls and rings.</li> <li>Display variation in mark making with increasing control.</li> </ul>   | <ul style="list-style-type: none"> <li>Climb up steps or apparatus using alternating feet.</li> <li>Use resources that require twisting, turning and rotating.</li> <li>Manage own clothing (Jumpers and coats).</li> <li>Demonstrate increased hand-eye co-ordination.</li> <li>Show control in gross motor activities.</li> </ul>  | <ul style="list-style-type: none"> <li>Use cross-lateral movement to move forward and negotiate space.</li> <li>Able to turn pages of a book.</li> <li>Aware of their safety and manager risk with support.</li> <li>Move with control in a variety of ways (e.g. hopping, skipping, balancing on one leg.)</li> </ul>   | <ul style="list-style-type: none"> <li>Move with confidence in a range of ways.</li> <li>Negotiate space.</li> <li>Is dry and clean during the day.</li> <li>Use one handed equipment with control, cutting along a line.</li> <li>Manages own basic hygiene</li> <li>Use resources usefully.</li> <li>Develop control and manipulate</li> </ul>   | <ul style="list-style-type: none"> <li>Adjust speed and direction.</li> <li>Show precision with fine motor activities (e.g. hammering in pins).</li> <li>Show and awareness of the effects of different foods on the body.</li> <li>Feed self with utensils.</li> <li>Build a structure with manipulatives.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>○ Climb along apparatus with increased balance.</li> <li>○ Use a fist or pincer grip to manipulate tools.</li> <li>○ Attempts fine motor activities with control.</li> <li>○ Drink from a cup.</li> <li>○ Begin to manage own coat and fastenings (zip, buttons etc.) independently.</li> <li>○ With support, learn to use the Nursery toilet and then begin to develop increased independence.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Use a comfortable grip when holding mark making equipment.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Demonstrate increased strength in fine motor activities.</li> <li>○ Use one handed tools with increased control (using scissors).</li> <li>○ Using walls and fences as easels for large mark making, working up and down as well as side to side.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Demonstrate increased hand-eye- co-ordination.</li> <li>○ Demonstrate increasing strength in fine motor activities.</li> <li>○ Manipulate resources with control.</li> <li>○ Working in teams and taking part in group activities.</li> </ul>  | <ul style="list-style-type: none"> <li>resources and other objects with care and precision.</li> <li>○ Respond to the vocab of movement – gallop, slither, roll.</li> <li>○ Make decisions about whether to crawl, walk or run across a plank or balancing equipment.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Demonstrate precision with movements.</li> <li>○ Demonstrate increased hand-eye co-ordination.</li> <li>○ Respond to the vocabulary of instruction (follow, lead, copy etc..)</li> </ul>   |
| <p><b><u>Personal, social and emotional development</u></b><br/>As people, we will learn ...</p> | <ul style="list-style-type: none"> <li>○ Separate from parent/carer with support and encouragement.</li> <li>○ Settle after reassurance from adult.</li> <li>○ Follow expectation and routines.</li> <li>○ Join others children in play activities.</li> <li>○ Show an awareness of familiar situations.</li> <li>○ Participate in co-operative play.</li> <li>○ Participate in small group activities.</li> <li>○ Name and talk about feelings.</li> <li>○ Show affection and concern for others.</li> </ul> | <ul style="list-style-type: none"> <li>○ Express own preferences and interests.</li> <li>○ Explore a new activity with adult support.</li> <li>○ Approach familiar adult for support.</li> <li>○ Communicate own needs.</li> <li>○ Attempt new activity with support.</li> <li>○ Participate in co-operative play.</li> <li>○ Make increasingly independent decisions.</li> <li>○ Engage in co-operative play.</li> <li>○ Begin to take turns and share</li> </ul> | <ul style="list-style-type: none"> <li>○ Show an awareness of the feelings of others.</li> <li>○ Tolerate delay when needs are not met immediately.</li> <li>○ Accept that wishes cannot always be met.</li> <li>○ Willingly approach others to play.</li> <li>○ Display increasing concern for others.</li> <li>○ Demonstrate initiative in activities.</li> <li>○ Approach takes with inventiveness.</li> <li>○ Participate in group activities.</li> <li>○ Respect others and their belongings.</li> </ul> | <ul style="list-style-type: none"> <li>○ Initiate interaction with other children.</li> <li>○ Participate in group activities.</li> <li>○ Demonstrate initiative in activities.</li> <li>○ Adapt behaviour to changes in familiar routine.</li> <li>○ Suggest ideas to friends in group activities.</li> <li>○ Show pride in accomplishments.</li> <li>○ Demonstrate initiative in activities.</li> <li>○ Choose from several activities.</li> <li>○ Show increasing skill in co-operative play.</li> <li>○ Demonstrate curiosity.</li> </ul> | <ul style="list-style-type: none"> <li>○ Select and use own resources.</li> <li>○ Ask for help when needed.</li> <li>○ Confidence to interact with others. Demonstrate a good relationship with peers and familiar adults.</li> <li>○ Take turns and share.</li> <li>○ Accept the needs of others.</li> <li>○ Aware of consequences of their own actions.</li> <li>○ Play independently or in a small group.</li> <li>○ Take risks (e.g. try new activities).</li> <li>○ Begin to take turn and share.</li> </ul> | <ul style="list-style-type: none"> <li>○ Make independent decisions.</li> <li>○ Willing to try something new.</li> <li>○ Work within a group.</li> <li>○ Follow expectations of the setting.</li> <li>○ Attempt to complete a task before asking for adult assistance.</li> <li>○ Participate in group decision making.</li> <li>○ Seek help from and negotiate with peers.</li> <li>○ Demonstrate perseverance and an interest in learning.</li> <li>○ Display concern for others.</li> <li>○ Prepare for the move to school.</li> </ul> |

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| <p><b>Understanding the World</b><br/>As explorers, we will learn ...</p>   | <ul style="list-style-type: none"> <li>○ Identify significant people in their life.</li> <li>○ Respond to images showing familiar people, places or events.</li> <li>○ Engage in symbolic representation.</li> <li>○ Recognise and name a range of primary colours.</li> <li>○ Sequence events.</li> <li>○ Learn about similarities and differences.</li> </ul> | <ul style="list-style-type: none"> <li>○ Share things they know about.</li> <li>○ Use and respond to technological resources in play.</li> <li>○ Observe and compare simple objects or images.</li> <li>○ Engage in small world play.</li> <li>○ Demonstrate auditory discrimination.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Talk about or respond to events in personal history.</li> <li>○ Use technology to share experiences.</li> <li>○ Show care and concern for living things and the environment.</li> <li>○ Solve simple problems.</li> <li>○ Experiment, compare and make predictions with materials</li> <li>○ Compare different seasons</li> <li>○ Sequence events</li> <li>○ Display curiosity.</li> </ul>                                     | <ul style="list-style-type: none"> <li>○ Explore why things happen and how things work in the 'natural' and 'made' world.</li> <li>○ Use technologies, with support, to find out more about the world.</li> <li>○ Demonstrate visual discrimination.</li> <li>○ Observe and compare objects.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Look closely at similarities, differences and patterns.</li> <li>○ Notice change in own environment and that of others.</li> <li>○ Demonstrate scientific method.</li> <li>○ Solve simple problems and make simple inferences.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Talk about similarities and differences between themselves and others.</li> <li>○ Observe the consequences of their actions.</li> <li>○ Demonstrate scientific method.</li> </ul>   |
| <p><b>Expressive Arts and Design</b><br/>As creators, we will learn ...</p> | <ul style="list-style-type: none"> <li>○ Explore music and rhythm.</li> <li>○ Explore paint as a creative media.</li> <li>○ Begin to pretend and imitate in play.</li> <li>○ Explore a variety of creative materials.</li> <li>○ Take pleasure in creating something.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Respond to a wide range of media and materials.</li> <li>○ Show an understanding of creating different effects with manipulatives.</li> <li>○ Play alongside or with others children.</li> <li>○ Explore new ideas.</li> <li>○ Experiment with using a variety of creative material.</li> <li>○ Pretend and imitate in dramatic play.</li> <li>○ Participate in action rhymes and songs.</li> </ul> | <ul style="list-style-type: none"> <li>○ Use different media, music or material to support the expression of own ideas.</li> <li>○ Create new 'worlds', stories or scenarios.</li> <li>○ Experiment with and gain skill in using a variety of creative materials.</li> <li>○ Compare different sights and experiences.</li> <li>○ Mix colours to create new colours.</li> <li>○ Move in different ways to music.</li> <li>○ Take on a role in dramatic play.</li> </ul> | <ul style="list-style-type: none"> <li>○ Construct with a purpose in mind using a variety of resources to create a model, dance or composition.</li> <li>○ Use resource or material in a different or unusual way.</li> <li>○ Move in different or unusual ways to music.</li> <li>○ Mix colours to create new colours.</li> <li>○ Show self-awareness of space, self and of others.</li> </ul> | <ul style="list-style-type: none"> <li>○ Use simple tools and techniques competently.</li> <li>○ Create something new.</li> <li>○ Play co-operatively as part of a group.</li> <li>○ Act out a narrative.</li> <li>○ Experiment with and gain skill in using a variety of creative materials.</li> <li>○ Move in expressive ways to music.</li> <li>○ Show self-awareness of space, self and others.</li> </ul> | <ul style="list-style-type: none"> <li>○ Select own resources.</li> <li>○ Adapt work to create something new.</li> <li>○ Introduce a storyline or narrative into play.</li> <li>○ Participate in music, dance and art activities.</li> <li>○ Experiment with and gain skills in using a variety of creative art materials.</li> <li>○ Take on increasingly complex roles in dramatic play activities.</li> </ul> |
| <p><b>Oracy:</b></p>  | <p>Tommy Thumb,<br/>Dingle Dangle Scarecrow,<br/>Incy Wincy Spider</p>  | <p>Christmas songs</p>   | <p>Teddy bear, Teddy bear ...</p>   | <p>Humpty Dumpty<br/>Old MacDonald<br/>Little Peter Rabbit</p>  | <p>Recite rhymes without support (Row the Boat)</p>   | <p>Contribute to show and tell discussions.</p>  |
| <p><b>Calendar:</b></p>   | <p>Harvest</p>  | <p>Remembrance</p>   | <p>Chinese New Year</p>   | <p>Mother's Day</p>   | <p>St George's Day</p>  | <p>Farther's Day</p>   |

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|  | National Black History<br>Month<br>Diwali | Bonfire night<br>Christmas | Shrove Tuesday | Easter | 30 days of wild | Transition to Reception |
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