

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

Area of Learning	Autumn	Spring	Summer
Communication and Language	<i>Listening and Attention:</i> I enjoy listening to stories in small groups. With support and modelling, I can sit on the carpet and listen for short periods of time. With support I can stop and listen when the chimes are rang - copying the hand signals and listen to the instruction given. <i>Understanding:</i> With support I can follow simple 1 step instructions such as "Go and get your coat". With some support I can answer questions about books which are familiar to me or activities that I have done. <i>Speaking:</i> I communicate using simple sentences and can be understood by adults who know me well. I am beginning to join in with one to one conversations with an adult. I can join in with short conversations initiated by adults. I show an interest in songs and poems and sometimes choose to join in at singing time. I enjoy taking part in the Christmas concert and know the words to familiar songs. With support I am beginning to use new vocabulary in the correct contexts. I sometimes use story language I have learnt from books which are familiar to me in my play.	<i>Listening and Attention:</i> I enjoy listening to stories and can remember some of what happens in the story. I can sit on the carpet and join in with whole class sessions for longer periods of time. <i>Understanding:</i> I can independently follow 1 step instructions such as "Go and get your coat." I can answer simple re-call questions about books which are familiar to me. <i>Speaking:</i> I speak clearly in sentences using 4 or more words. I can participate in longer conversations with my friends and familiar adults. I enjoy taking part in singing time and know the words to nursery rhymes that are familiar to me. I am learning to recite some of our poetry basket poems. I am beginning to use more language to organise and instruct my play. I sometimes use newly introduced topic related vocabulary whilst playing in the role play area.	<i>Nursery Goals</i> <i>Listening and Attention:</i> I can sit appropriately and listen to a short story. <i>Understanding:</i> I can confidently follow 1 step instructions e.g., "Go and get your coat" I can answer simple 'Why?' questions linked to our story time sessions. <i>Speaking:</i> I speak clearly in sentences using 4-6 words or more. I can initiate a conversation with a friend or an adult and continue it for several turns. I can use some new vocabulary through the day that I have learnt from shared books and from our topics.

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Personal, Social and Emotional Development	Self-Regulation With support I am beginning to vocalise how I am feeling. I notice when others are crying and show some concern by asking adults why they are sad. I am learning to manage my feelings when things don't work out the way I had planned but I sometimes still find this challenging. With support I am able to separate from my main carer at drop off times.	Self-Regulation I can express how I am feeling using words such as 'happy', 'sad' or 'scared'. With support I am beginning to understand how my friends might be feeling when they are hurt or upset and sometimes offer to help look after them or bring them something. With the support of an adult I can manage my feelings when things don't work out the way I have planned. I am learning to take turns but I sometimes still find this difficult. I am beginning to seek comfort from my teachers when I am worried or upset. I am becoming more confident and less reliant on adults at drop off times.	Nursery Goals Self-Regulation I am becoming more aware of my own feelings and can talk about feelings using words such as happy, sad, scared, angry or worried.
	Managing Self I am learning the class rules but may need the support of an adult to follow them consistently. I know that I can move onto the rainbow or gold star for following the class rules and for being kind to my friends. I am learning the nursery routines with the help of my teachers. I know where my peg is and can hang up my coat. With some support I can manage my own personal hygiene and am usually dry throughout the day. I know that I should brush my teeth twice a day. I enjoy physical activity and am beginning to try a variety of fruits at snack time. With support I am beginning to be able to put on my own shoes and socks.	Managing Self With support and encouragement, I can say when I do or don't like something. I understand there are rules in the classroom to follow and I enjoy moving onto the rainbow by helping others and being a kind friend. I sometimes have the confidence to try new things. I am beginning to feel confident, to stand up at the front of the class and show my friends and teachers, what I brought in for my Special Week or explain photos that my Parents have sent in. I am becoming more independent with my nursery routines. I sometimes still need an adult to remind me of my jobs at transition times. I can manage my own personal hygiene such as toileting, handwashing, etc. most of the time. I know that brushing my teeth is important and that some foods can harm my body if I eat them too often. I enjoy independently choosing a piece of fruit from the snack table. I am able to put on my own shoes and socks.	Managing Self I can say what I like and do not like. I understand there are rules in the classroom to follow and expectations for behaviour at Hurst Park Nursery. I am confident, to stand up at the front of the class and show my friends and teachers, what I brought in for my Special Week. I can independently organise myself in the morning e.g. coat on peg, water bottle on the trolley, wash hands, put photo on the 5 frame (self-registration) and do Travel Tracker. I can manage my own personal hygiene e.g., toileting, handwashing, etc. I can put my coat on independently.

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

	Building Relationships I enjoy playing alongside others who have similar interests to me. I can name some children in my class. I am beginning to be more confident towards unfamiliar people and in new social situations.	Building Relationships I enjoy playing alongside others who have similar interests to me and sometimes initiate conversations and ask to join their play. I am more interested in others play and I am beginning to form friendships with others. I know we work together to keep the class rules and earn compliments in our jar. I know the names of most of the children in my class. Staying Safe Week I understand how to cross the road safely. I take part in activities that teach me about being safe on my IPad and other IT equipment. I participate in activities that teach me about other safety issues including how to call the emergency services. I participate in activities that teach me about other safety issues including sitting around a real fire at Forest School. I understand that my body belongs to me and that some parts of my body are private.	Building Relationships I am interested in others play and often choose to play collaboratively with my peers. I have formed some friendships within my nursery group.
Physical Development	Gross Motor: I can climb stairs and steps independently but not always using alternate feet. I can use small bikes and push myself along using my feet. I attempt using the trim-tail but often with the help of an adult. With the help of an adult I am learning to move in a variety of ways e.g. hopping on one foot, running, skipping, jumping etc. I am beginning to explore different movements in PE lessons.	Gross Motor: I am beginning to use alternate feet when climbing stairs, steps or apparatus. I enjoy exploring and using the bikes and scooters in the outdoor area. I am beginning to be able to use pedals to move the bikes and no longer push with my feet. I am learning to move in a variety of ways e.g. hopping on one foot, running, skipping, jumping etc. I may still need support with some of these skills I am acquiring. With the support of an adult I can manage and transport large items such as building with the Community Bricks and crates.	Nursery Goals Gross Motor: I can use pedal bikes and large scooters independently in the outdoor learning area. I can confidently move in a variety of ways e.g. hopping on one foot, running, skipping, jumping etc. I can climb over, under and through obstacles. I can climb trees at Forest School.

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

	Fine Motor: I can mark-make using pencils, crayons, felt tips etc. I may still use both my left and right hand. With the support of an adult I am learning to use a range of one-handed tools. I am beginning to manipulate malleable materials, by rolling, squeezing, patting and pinching them.	I enjoy exploring the trim-trail sometimes with the support of an adult. I am beginning to show increasing control when I throw and catch objects. Fine Motor: I am beginning to show a preference for a dominant hand and show an interest in mark-making activities. My pencil grip is still developing as I begin to gain more control. With support I can use scissors to make snips in paper. With the support of an adult I am learning to use tools safely at Forest School. I am gaining more control and the muscles in my hands and fingers are becoming stronger. With adult support, I can sew with a needle.	Fine Motor: I show a preference for a dominant hand and I am beginning to develop a more comfortable pencil grip. I can draw a simple picture of a person. I am beginning to use cutlery and other one handed equipment independently. I am beginning to show some control when mark making and drawing e.g. colouring inside the lines. I can use tools safely and independently at Forest School I show more control when using scissors.
Literacy (See the Pre-Phonemic Stage assessment document for progression in early mark-making)	Comprehension: I can name some of my favourite stories/Nursery rhymes/ poems. I sometimes use story language I have learnt from books which are familiar to me in my play. Helicopter stories - I am beginning to tell my own stories and with support and encouragement act them out with my peers. Word Reading: I can recognise the initial letter sound in my name. I can listen to and differentiate between different sounds in the environment e.g. bird song, police siren, animal sounds etc. I show an interest in books and sometimes choose to look at books independently during Discovery Time.	Comprehension: I enjoy story time and I am beginning to join in with repeated refrains. With the support of visual prompts, I can retell some key events in stories that I have listened to. Helicopter stories - I can tell a story with a beginning and ending and can act it out with increasing confidence with my peers. Word Reading: With a little support I can recognise my name. I can hear some individual sounds in words and with support I can blend them together to make a word. With support, I can identify words which have the same initial sound. I am beginning to recognise rhyming patterns in books that I am listening to. I can look at books independently, turning the pages carefully.	Nursery Goals Comprehension: I join in with familiar rhymes, poems and songs and some patterned stories. I can retell the key events in stories that are familiar to me. I can correctly sequence up to 3 pictures from a story that I have read. Helicopter stories - I can tell a story with more structure and am confident to act them out with my peers. Word Reading: I can recognise my name. I am able to orally blend some CVC words using 'Fred Talk'. I can recognise and group words which have the same initial sound. I know that we read English text from left to right and from top to bottom. I am beginning to read some single-letter set 1 sounds.

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

	Writing I can attempt to write some letters/letter shapes in my name. I enjoy a variety of mark-making activities. I enjoy joining in with Write Dance and with some support, I am able to copy some of the gross motor movements and then attempt to make the same movements onto my paper, with crayons.	I enjoy taking part in Peggy's mystery code and repeating the poem that describes the sound. Writing I can write some of the letters in my name independently. I am beginning to copy the letters in my name from my name card. I enjoy writing messages in the Message Centre and use emergent writing in my play.	Writing I can/attempt to write my name. I can copy some letter shapes. I enjoy mark-making in my play.
Maths	Number I am beginning to describe what I notice. I am beginning to be able to sort and classify objects by their properties. I can recognise up to 3 objects, without having to count them individually ('subitising'). I can say one number for each item in order: 1,2,3, I can show 'finger numbers' up to 3. I recognise numbers in dot patterns 1-3 I can interpret a part-whole model with numbers 1-3 I am beginning to see amounts and spaces on a 5 frame and identify when a 5 frame is full. Measure, shape and spatial thinking I can talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. I use informal language like 'pointy', 'spotty', 'blobs', etc	Number I can recite numbers past 5. I am beginning to recognise up to 4 objects, without having to count them individually ('subitising'). I recognise numbers in dot patterns 1-4 I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can notice what is the same and what is different when looking at different groups of objects or pictures. I can compare quantities using language: 'more than', 'fewer than'. I am beginning to see amounts and spaces on a 5 frame and identify when a 5 frame is full. I am beginning to make a finished 5 frame and with support, show what 1-4 looks like on a 5 frame and indicate how many spaces are left. Measure, shape and spatial thinking . I can create ABAB patterns – stick, leaf, stick, leaf. I notice and correct an error in a repeating pattern. I select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc.	Number Nursery Goals I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I experiment with my own symbols and marks as well as numerals. I can use a 5 frame and say whether it is 'full' or 'empty' and notice when there are spaces. I can see dot patterns in amounts. 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 solve real world mathematical problems with numbers up to 5. Measure, shape and spatial thinking I understand position through words alone – for example, "The bag is under the table," – with no pointing. I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can measure things using my body to compare the height e.g. my sunflower is as tall as my finger. I can talk about and explore the properties of 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

		I am able to sort and classify objects relating to their properties. I make comparisons between objects relating to size, length, weight and capacity. I notice and correct an error in a repeating pattern. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
Understanding the World (Topics to be added and adapted according to the children's interests)	Past and Present Through our 'All about me topics' I am beginning to make sense of my own life-story and family's history. I am beginning to learn our days of the week and weather song. I am beginning to understand the use of our class calendar, so I can see what is happening this week/month. People Culture and Communities: I can talk about how Halloween, Bonfire Night, Remembrance Day, Diwali and Christmas are observed and celebrated. Through books that we read and conversations in class I am developing positive attitudes about the differences between people. The Natural World I can use all my senses in hands-on exploration of natural materials at Forest School. I am beginning to talk about what I notice in the natural environment.	Past and Present I can use the class calendar to say 'how many sleeps until...' I am beginning to talk about events that happened 'before' and 'yesterday' 'a long time ago' as well as 'tomorrow', 'next week' etc. I enjoy seeing where my birthday is on the Birthday calendar. People Culture and Communities: I can talk about how the Lunar New Year, Shrove Tuesday, Easter, Eid and Mother's Day are observed and celebrated. I enjoy learning about 'People Who Help Us' and show interest in different occupations. I explore how things work. The Natural World I explore collections of materials with similar and/or different properties. I talk about what I see, using a wide vocabulary. I talk about the differences between materials and changes I notice. With support I am able to look after the birds at Forest School, by filling up the bird feeders and making pinecone feeders. I enjoy planting bulbs for the Spring	<u>Nursery Goals</u> Past and Present I can sing our days of the week song. I use our class calendar to say which month of the year my birthday is in. People Culture and Communities: I can talk about how Eid and Father's day are observed and celebrated. I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos. The Natural World I can plant seeds and care for the growing plants at Forest School. I understand the key features of the life cycle of a plant and an animal. I am beginning to understand the need to respect and care for the natural environment and all living things. I can explore and talk about different forces I can feel. I can observe and talk about changes in the seasons.

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

	I am beginning to observe what happens to deciduous trees throughout the four seasons. I am beginning to learn some simple facts about owls.	I am beginning to observe and talk about changes in the seasons and natural world. I am beginning to learn some simple facts about space. I understand what maps are used for. I can follow a simple map. I can gain information from a simple map.	
Expressive Arts and Design	<u>Creating with Materials</u> I explore different materials freely, to develop my ideas about how to use them and what to make. With support, I am learning new art techniques. I am beginning to enjoy exploring different textures. I am beginning to identify the different sounds produced by a guitar, sleigh bells, a tambourine and wood block. <u>Being Imaginative and Expressive</u> I take part in simple pretend play, using an object to represent something else even though they are not similar.	<u>Creating with Materials</u> I join different materials and explore different textures. I can create patterns and designs, using loose parts I use drawing to represent ideas like movement or loud noises. I beginning to draw/paint simple people/animals. I enjoy creating models with malleable materials e.g. play dough and clay. I am able to create my own map, using mark making resources or construction. <u>Being Imaginative and Expressive</u> I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	<u>Nursery Goals</u> <u>Creating with Materials</u> I am developing my own ideas and then decide which materials to use to express them. I draw with increasing complexity and detail, such as representing a face with a circle and including details. <u>Being Imaginative and Expressive</u> I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Expressive Arts and Design <i>Focus activities</i>	Adult-led tasks: Sewing/ threading, making Diva lamps with clay, making playdough, Write Dance programme, loose part pictures, designing cards, exploring continuous provision		
Forest School	With support, I am able to listen to the rules and boundaries, which are shown to me at the beginning of the session and adhere to these. With support, I am beginning to understand why and how to look after our environment and the creatures and plants within it.	I am able to listen to the rules and boundaries, which are shown to me at the beginning of the session and adhere to these. I enjoy helping to maintain and develop Forest School by planting seeds, raking up leaves, making bird feeders etc.	<u>Nursery Goals</u> I am able to explain and practise the rules and boundaries whilst at Forest school. I am aware of the importance of looking after my environment and the creatures and plants within it and am able to name a few plants and creatures. I am happy to play outside.

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	With help, I am able to get ready for Forest School. With support, I am able to take a few risks. With support, I can produce pictures/art using natural resources.	I am becoming increasingly more independent when getting ready for Forest School. I am beginning to take more risks and gaining in confidence.	I am able to put my boots, trousers and coat on by myself. I am able to take my own risks and learn from the outcome.
Forest School <i>Focus activities</i>	Adult-led tasks: Making bird feeders, planting - bulbs, wildflower seeds, sun flowers, raking leaves, open fire cooking – popcorn, pancakes, Using a bow saw to cut own wood slice, filling up the bird feeders and water dishes, watering the plants, art work using natural resources.		
Cooking	Make bird feeders, pizza, Popcorn and pancakes on an open fire at Forest School, Chocolate nests, Chop and cook potatoes that we have grown.	<u>Nursery Goals</u> I can: ● Listen to instructions, ● Use a photo recipe book/card ● Use a variety of tools safely and with increasing control – knives, grater etc. ● Beginning to understand where food comes from and that food can be home made and not just bought from shops. ● Have an awareness of working safely, e.g. not touching a hot oven, being careful with sharp knives, washing hands before and after preparing food etc. ● Talk about the differences between materials and changes they notice.	
Finger Gym/Dough disco	With support and encouragement, I can join in with some of the Finger gym activities.	I am gaining more control and the muscles in my hands are becoming stronger.	<u>Nursery Goals</u> I am gaining in dexterity and can manipulate malleable materials and use one-handed tools with increasing strength and control.
Write Dance	With some support, I am able to copy some of the gross motor movements and then attempt to make the same movements onto my paper, with crayons.	I now have more control and I can join in with most of the gross motor movements. I can make some recognisable patterns on my paper.	<u>Nursery Goals</u> I am able to join in with all the movements and I am beginning to make pre-writing letter shapes.
Gardening	Plant bulbs and wild flowers ready for the Spring	Plant more wild flowers, Sunflowers, potatoes, carrots and peas.	Harvest potatoes, carrots and peas. <u>Nursery Goals</u> I know what plants need to help them grow. I am beginning to understand where food comes from and that food can be grown and not just bought from shops. I am happy to get my hands dirty when planting or harvesting our vegetables.

Hurst Park Primary School

Nursery Progression Map of Key Skills and Knowledge

				I am able to pull carrots out of the ground.
				I am willing to try things I have grown.