









Beardall Fields Primary &  
Nursery School

Curiosity, Kindness, Courage

# **Nursery – Knowledge and Skills Curriculum 2025 -2026**

# Nursery– Progression of Knowledge and Skills

| Nursery                  | Autum 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--------------------------|---|---|---|--|--|--|
|                          |        |    |  |   |         |                                 |
| Theme                    | All About Me  | Time to Celebrate   | Animals   | In the Garden  | Terrific Tales   | The Seaside  |
| Big Question             | Who is in my family?  | How do we celebrate?  | How do we look after animals?   | What does a plant need for it to grow?   | What do all Stories have?  | What is a rock pool?<br>What would you find in a rock pool?  |
| Enrichment & Experiences | Visit the school allotment  | Bonfire Night<br><br>Children in Need (Charity)<br><br>Diwali/Birthday/ Wedding/Christmas role play<br>Diwali food tasting<br>Christmas party/entertainer | Year of the... Lunar New Year<br><br>Vets role play                                 | Litter Picking around school.<br><br>Recycling Focus<br><br>Mother's Day<br>Growing sunflowers<br>Garden Centre/potting shed role play         | Local Author to speak about becoming a writer<br><br>Father's Day                          | EYFS Seaside Experience Day (Transition to F2).<br><br>Summer Fayre  |
| Key Literacy Text        | Discuss Family Photos<br><br>Who is in my family?<br><br>The Great Big Book of Families | Bonfire Night<br>The Best Diwali Ever<br>Scarecrows Wedding<br>It's my birthday<br>We are going to a birthday party                                       | Dear Zoo<br><br>Jacob O'Reilly wants a pet<br><br>Noah's Ark                        | Titch<br>Percy the Park Keeper stories<br>Oliver's Vegetables<br>Jasper's Beanstalk<br>Sam Plants a Sunflower<br>The Tiny Seed<br>Rosie's Walk | The Three Little Pigs<br><br>Goldilocks and the Three Bears<br><br>Three Billy Goats Gruff | Look What I Found at the Seaside<br>Tip Tap Went the Crab<br>Splash! Anna Hibiscus<br>The Boy Who Sailed the World |

# Nursery– Progression of Knowledge and Skills

|                             |  |  |  |
|-----------------------------|--|--|--|
| <b>Parental Involvement</b> | Make a healthy meal together                       | Learn to zip up coat                                   | Continue to practise using cutlery independently |
|                             | Practice putting coats, gloves, hats independently | Learning to use Cutlery to cut food an feed themselves | Dress themselves independently                   |
|                             | Learn to pack and zip up their bag                 | Practice writing their own name                        | Retell a story to a grown up at home             |
|                             | Transition Visits                                  | Easter Bonnets   | Stay and Play                                    |
|                             | Family Photo                                       | Me and My Pet photos                                   | Holiday photos                                   |
|                             | Getting to know me activities                      | Grow a seed at home                                    |  |
|                             | Remembrance day                                    |  |  |
|                             | Diwali Celebrations                                |  |  |
|                             | Christmas Performance                              |  |  |

## Communication and Language

### 3 – 4 Year Olds Communication and Language:

- ☐ Enjoy listening to longer stories and can remember much of what happens.
- ☐ Pay attention to more than one thing at a time, which can be difficult.
- ☐ Use a wider range of vocabulary.
- ☐ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- ☐ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- ☐ Sing a large repertoire of songs.
- ☐ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- ☐ Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- ☐ Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- ☐ Use longer sentences of four to six words.
- ☐ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- ☐ Start a conversation with an adult or a friend and continue it for many turns.
- ☐ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

# Nursery– Progression of Knowledge and Skills

|                            | Autum 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|----------------------------|--|--|--|--|---|---|
| Theme                      | All About Me   | Time to Celebrate  | Animals  | In the Garden  | Terrific Tales  | The Seaside   |
| Key Vocabulary             | Family<br>Sibling<br>Health<br>Hygiene<br>Dentist<br>Doctor<br>Care<br>Grow<br>Baby<br>Adult<br>Child    | Celebration<br>Diwali<br>Wedding<br>Birthday<br>Diva Lamp<br>Bouquet<br>Christmas<br>Baby Jesus<br>Party<br>Bonfire Night<br>Decorations   | Vet<br>Healthy<br>Safe<br>Grow<br>Large<br>Small<br>Reptile<br>Nocturnal<br>Pet<br>X-Ray<br>Care   | Grow<br>Plant<br>Flower<br>Water<br>Dig<br>Garden<br>Recycle<br>Litter<br>Care<br>Journey<br>In/On/Under/Next To   | Beginning<br>Middle<br>End<br>Character<br>Villain<br>Good<br>Bad<br>Weak<br>Strong<br>Build<br>Heavy<br>Light<br>Feelings  | Holiday<br>Country<br>Travel<br>Beach<br>Rockpool<br>Creature<br>Weather<br>Sandcastle<br>Moat<br>Heavy<br>Light<br>Full<br>Empty                                     |
| Communication and Language | <p>I can sing a large repertoire of songs. I know many rhymes, be able to talk about familiar books.</p> | <p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I can use lots of new words that link to my topic</p> | <p>I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>I can pay attention to more than one thing at a time, which can be difficult.</p> | <p>I can start a conversation with an adult or friend and continue it for many turns</p> <p>I am able to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> | <p>I can develop my communication but I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’,</p> <p>I can use longer sentences of four to six words. I am able to develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> | <p>I can express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions</p> <p>I can answer simple why questions</p> |

# Nursery– Progression of Knowledge and Skills


| Key Nursery Rhymes and Songs | Action rhymes                 | Counting Songs                  | Animal Songs                   | Garden/ Weather Songs                                 | Traditional Songs       | Seaside songs          |
|------------------------------|-------------------------------|---------------------------------|--------------------------------|---|-------------------------|------------------------|
|                              | The Grand Old Duke of York    | 5 Little Men in a Flying Saucer | The animals went in two by two | There's a worm at the bottom of the garden            | Little Miss Muffet      | Row, row, row the boat |
|                              | Head Shoulders Knees and Toes | 5 Little Monkeys                | Baa Baa Black Sheep            |   | Ring-o-ring-o-roses     | The big ship sails     |
|                              | Wind the Bobbin Up            | 5 Little Ducks                  | Down in the Jungle             | Five Little Speckled Frogs                            | One, two buckle my shoe | A sailor went to sea   |
|                              | I've got a body               | 5 Current Buns                  | Old Macdonald                  | I can sing a rainbow<br><br>It's raining it's pouring | Polly put the kettle on |                        |

## Personal, Social and Emotional Development (PSED)

### 3 – 4 Year Olds Personal, Social and Emotional Development:

- ☐ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- ☐ Develop their sense of responsibility and membership of a community.
- ☐ Become more outgoing with unfamiliar people, in the safe context of their setting.
- ☐ Show more confidence in new social situations.
- ☐ Play with one or more other children, extending and elaborating play ideas.
- ☐ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- ☐ Increasingly follow rules, understanding why they are important.
- ☐ Remember rules without needing an adult to remind them.
- ☐ Develop appropriate ways of being assertive.
- ☐ Talk with others to solve conflicts.
- ☐ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- ☐ Understand gradually how others might be feeling.
- ☐ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- ☐ Make healthy choices about food, drink, activity and toothbrushing.

# Nursery– Progression of Knowledge and Skills

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--|--|--|--|--|---|---|
| SCARF Theme  | <p><b>Me and My Relationships</b></p> <p>I can understand that I am unique</p> <p>I can describe different feelings and use this skill to manage relationships</p> <p>I can understand that some families are different from theirs, but these families also love and care for one another</p> | <p><b>Valuing Difference</b></p> <p>I can recognise that there are differences and similarities between themselves</p> <p>I am able to celebrate my friends and include them</p> <p>I can understand that people have different cultures and religions</p> | <p><b>Keeping Safe</b></p> <p>I can explain what I should do if I feel unsafe</p> <p>I can recognise potential dangers and how to stay safe, inside and outside</p> <p>I can talk about the importance of keeping safe around medicines and unknown products</p> | <p><b>Rights and Respect</b></p> <p>I am able to learn about taking some responsibility for my own health, including good oral health</p> <p>I can describe ways in which they can help others and why they would do so</p> <p>I can take care of their home, their learning environment and the natural environment</p> | <p><b>Being my Best</b></p> <p>I can talk about healthy choices and activities, Including sleep, exercise, healthy food, oral health and water</p> <p>I am able to develop resilience and persistence in their learning</p> <p>I can work cooperatively with others when faced with a challenge</p> | <p><b>Growing and changing</b></p> <p>I can talk about change in the environment</p> <p>I can describe the changes in babies, young animals and plants as they grow</p> <p>I am able to broaden my expectations beyond potential stereotypes of what girls and boys like, do or look like</p> |
| PSED   | I can follow rules and understand why they are important.  | I can select and use activities and resources, with help when needed. This helps them to achieve a goal they   | I am becoming more outgoing with unfamiliar people, in the safe context of their setting.  | I am increasingly independent in meeting their own care needs, e.g. brushing teeth,  | I can develop appropriate ways of being assertive. Talk with others to solve conflicts.   | I can find solutions to conflicts and rivalries. For example, accepting that not  |

# Nursery– Progression of Knowledge and Skills

|  |  |  |  |   |   |   |
|--|--|--|--|---|---|---|
|  | <p>I can remember rules without needing an adult to remind me.</p> | <p>have chosen, or one which is suggested to them.</p> <p>I am able to develop my sense of responsibility and membership in a community.</p> | <p>I can show more confidence in new social situations.</p> <p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> | <p>using the toilet, washing</p> <p>I can begin to understand how others might be feeling</p> | <p>I can play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling</p> | <p>everyone can be Spider-Man in the game, and suggesting other ideas</p> |
|--|--|--|--|---|---|---|

# Nursery– Progression of Knowledge and Skills

## Physical Development

### 3 – 4 Year Olds Physical Development:

- ☐ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- ☐ Go up steps and stairs, or climb up apparatus, using alternate feet.
- ☐ Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- ☐ Use large-muscle movements to wave flags and streamers, paint and make marks.
- ☐ Start taking part in some group activities which they make up for themselves, or in teams.
- ☐ Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- ☐ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- ☐ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- ☐ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- ☐ Use one-handed tools and equipment, for example, making snips in paper with scissors.
- ☐ Use a comfortable grip with good control when holding pens and pencils.
- ☐ Show a preference for a dominant hand.
- ☐ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|--|---|--|---|---|--|
| <b>Gross Motor Skills</b><br><br><b>Squiggle Whilst You Wiggle</b> | I can use large-muscle movements to wave flags and streamers, paint and make marks     | I can continue to develop my movements by balancing and riding on scooters, trikes and using ball skills.<br><br>I am becoming increasingly independent and I am starting to get dressed and undressed. | I am able to use and remember sequences and patterns of movements which are related to music and rhythm.<br><br>I can start taking part in some group activities which they make up for themselves, or in teams. | I can walk up steps and stairs, or climb up apparatus, using alternate feet.<br><br>I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks | I can skip, hop, stand on one leg and hold a pose for a game like musical statues.<br><br>I am able to use and remember sequences and patterns of movements which are related to music and rhythm. |
| <b>Fine Motor Skills</b><br><b>Dough Disco</b>                     | I enjoy using playdough resources and I am beginning to squeeze and manipulate things. | I can use a comfortable grip with good control when holding chunky resources.   | I am becoming more confident with independent skills like zipping something up or putting on clothes.  | I can use one-handed tools and equipment, for example, making snips in paper with scissors  | I can show a preference for a dominant hand.  | I can use a comfortable grip with good control when holding pens and pencils.  |



# Nursery– Progression of Knowledge and Skills

## Literacy

### 3 – 4 Year Olds Literacy:

- Understand the five key concepts about print:
  - print has meaning
  - the names of the different parts of a book
  - print can have different purposes
  - page sequencing
  - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

|         | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---------|--|--|---|--|---|---|
| Reading | I can begin to recognise my own name using my name card with photos and name cards on my peg | I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. | I can recognise words that have the same initial sound. | I can clap out syllables in a word<br><br>To develop their phonological awareness, so that they can: - spot and suggest rhymes | To begin to understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> </ul> I can have conversations about | I have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word.<br><br>I am able to say lots of words that rhyme with a word like 'cat' |

# Nursery– Progression of Knowledge and Skills

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|                                    |  |   |  |  | <p>stories and learn new vocabulary</p> <p>I can hear and say the first sound in a word when I hear the word said aloud</p> <p>I can begin to orally blend words c-a-t = cat</p> <p>I can recognise words with the same initial sound orally</p>                           | I am able to Orally segment and Blend CVC words  |
| <b>Mark Making and Pre-Writing</b> | <p>I can make marks on my picture to stand for my name (recognise important prints to me)</p> <p>I can explore mark making</p> | <p>I enjoy drawing freely.</p> <p>I can add some marks to my drawings, which I give meaning to. For example: “That says mummy.”</p> <p>I can make marks on my picture to stand for my name.</p> | <p>I can begin to add marks to drawings linked with a meaning.</p> | <p>I can add some marks to my drawings, which I can give meaning to. For example: “That says cow”</p> <p>I am able to 'map' out a familiar story with drawing and pictures. E.g. drawing simple fruit in Hungry Caterpillar story.</p> | <p>I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'a' for apple.</p> <p>I can orally tell you what my marks mean</p> <p>I am beginning to write some letter sounds</p> | <p>I can write some or all of my name</p> <p>I can write some letters accurately</p> <p>I can use some of my letter sound knowledge in my early writing.</p> |

# Nursery– Progression of Knowledge and Skills

## Maths

– 4 Year Olds Mathematics:

- ☐ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- ☐ Recite numbers past 5.
- ☐ Say one number for each item in order: 1,2,3,4,5.
- ☐ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- ☐ Show 'finger numbers' up to 5.
- ☐ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- ☐ Experiment with their own symbols and marks as well as numerals.
- ☐ Solve real world mathematical problems with numbers up to 5.
- ☐ Compare quantities using language: 'more than', 'fewer than'.
- ☐ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- ☐ Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- ☐ Describe a familiar route.
- ☐ Discuss routes and locations, using words like 'in front of' and 'behind'.
- ☐ Make comparisons between objects relating to size, length, weight and capacity.
- ☐ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- ☐ Combine shapes to make new ones – an arch, a bigger triangle etc.
- ☐ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- ☐ Extend and create ABAB patterns – stick, leaf, stick, leaf.
- ☐ Notice and correct an error in a repeating pattern.
- ☐ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

|                               | Autumn 1  | Autumn 2                                  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|-------------------------------|---|---|---|--|--|--|
| <b>Number</b>                 | I can recognise up to 3 objects without counting. | I can recognise simple 2d shapes          | I can begin to recognise numerals 0-5                   | I can use words to describe spatial awareness                                  | I can count to solve problems that are important to me, for example sharing with a friends | I can use the language of more/ fewer                          |
|                               | I can count up to 5 confidently                   | I can combine shapes to create models     | I can confidently count objects to 5                    | I can begin to use vocabulary such as In, on, under, down, besides and between | I can subitise with confidence   | I can make comparisons between heavy and light, Full and empty |
| <b>Shapes, Space, Measure</b> | I can sing number song daily (1-5)                | I can use shapes for a particular purpose | I can order numeral cards 1-5.                          | I can begin to use positional language to describe where items are             | I can Introduce some ABAB pattern games.   | I can make comparisons between objects                         |
|                               | I can say one number for each                     |   | I can sing familiar songs and number rhymes (1-5 focus) |  |  |  |

# Nursery– Progression of Knowledge and Skills

|                                   |   |   |  |  |  |   |
|-----------------------------------|---|---|--|--|--|---|
| <p><b>Number<br/>Patterns</b></p> | <p>item in order:<br/>1,2,3,4,5.</p> <p>I can match the<br/>right number to a<br/>group of things from<br/>1 to 5</p> | <p>I can look for<br/>shapes in the<br/>environment</p> <p>I can sing shape<br/>and number songs<br/>daily.</p> <p>I can represent<br/>numbers on fingers<br/>'show me 2'</p> | <p>5 Little Ducks<br/>5 Little Men in<br/>Flying Saucer<br/>5 Little Monkeys etc</p> | <p>I can talk about a<br/>journey or a simple<br/>route.</p> | <p>I can compare two<br/>groups and say<br/>when they have the<br/>same amount</p> | <p>I can recognise and<br/>name common 2d and<br/>some 3d shapes</p> <p>I can copy a ABAB<br/>pattern using bears,<br/>counters, cubes etc.</p> |
|-----------------------------------|---|---|--|--|--|---|

# Nursery– Progression of Knowledge and Skills

## Expressive Arts and Design

### 3-4 Year Olds Expressive Arts and Design

- ☐ Take part in simple pretend play, using an object to represent something else even though they are not similar.
- ☐ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- ☐ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- ☐ Explore different materials freely, to develop their ideas about how to use them and what to make.
- ☐ Develop their own ideas and then decide which materials to use to express them.
- ☐ Join different materials and explore different textures.
- ☐ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- ☐ Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- ☐ Use drawing to represent ideas like movement or loud noises.
- ☐ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- ☐ Explore colour and colour-mixing.
- ☐ Listen with increased attention to sounds.
- ☐ Respond to what they have heard, expressing their thoughts and feelings.
- ☐ Remember and sing entire songs.
- ☐ Sing the pitch of a tone sung by another person (‘pitch match’).
- ☐ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- ☐ Create their own songs or improvise a song around one they know.
- ☐ Play instruments with increasing control to express their feelings and ideas

|   | Autum 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---|--|--|---|--|--|--|
| <b>Expressive Arts</b><br><br><b>Art and Design</b><br><br><b>Focus</b> | I can draw with some details, such as representing a face with a circle, mouth, eyes and a nose:<br><br>Painting Self-portraits<br><br>Drawing family pictures | I can use drawing to represent ideas like movement or loud noises:<br>Firework pictures<br>Splatter painting<br><br>I can explore different materials freely, and develop my ideas about how to use them and what to make. | I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br><br>I can draw with increasing complexity and detail, such as representing a face with a circle and including details. | I am beginning to join different materials and explore different textures:<br>collage – pictures of our garden<br><br>I am able to explore colour and colour-mixing:<br><br>Mini- Beast Art Work, Butterflies, hand print spiders, finger print caterpillars – | I can make simple models.<br><br>I can develop my own ideas and then decide which materials to use to express them.<br><br>I am able to join different materials and explore different textures:<br><br>Building bridges for 3 Billy Goats Gruff | I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. I can create closed shapes with continuous lines to represent other objects ie a pig pen.<br><br>I can draw with increasing complexity and detail:<br>sand pictures |

# Nursery– Progression of Knowledge and Skills

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|--|---|---|--|---|---|---|
|  |   |   | Animal pictures – adding details such as number of legs, tail, ears etc.   | mixing the colours to get the desired effect.   |   | Seaside scenes<br><br><b>Skill: Holding a paint brush correctly.</b>  |
| <b>Being Imaginative</b><br><br><b>Music and Role Play</b> | <p>I can take part in simple pretend play: home corner role play area</p> | <p>I can remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can use instruments to express my feelings.</p> <p>I can sing the melodic shape (e.g. up and down, down and up) of familiar songs:<br/>Christmas Singing performance</p> | <p>I can take part in pretend play.</p> <p>I can pretend to be different characters in my pretend play: Vets/pet shop role play area</p> | <p>I am confident at dancing and moving my body to music</p> <p>I can build imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> | <p>I am able to listen with increased attention to sounds and respond to what I have heard expressing my thoughts and feelings.</p> <p>I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> | <p>I can create my own songs or improvise a song around one I know. I can use my imagination by using an object to represent something else even though they are not similar.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> |

# Nursery– Progression of Knowledge and Skills

## Understanding the World

### 3 – 4 Year Olds Understanding the World:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|--|--|--|---|--|---|---|
| <b>Past Present</b><br><br><b>People, Culture, Community</b><br><br><b>Natural World</b> | <p>I can talk about my family and people who are important to me.</p> <p>I am beginning to develop knowledge about my own life and family history.</p> | <p>I am developing positive attitudes about the differences between people.</p> <p>I can talk about different celebrations and why they are celebrated:<br/>Remembrance<br/>Diwali<br/>Bonfire Night<br/>Christmas</p> | <p>I use my senses to explore natural materials.</p> <p>I can explore collections of materials with similar or different properties</p> <p>I can talk about what I see, using a wide vocabulary</p> <p>I can show care for our world and living things.</p> <p>Find out about different animals – where do they live,</p> | <p>I have an understanding of life cycles of a plant or an animal:</p> <p>I am aware of how to respect and care for the environment and living things:<br/>Minibeasts – what can we find in the garden?</p> <p>I can plant seeds and care for growing plants</p> | <p>I am able to explore how things work.</p> <p>I can identify similarities and differences in a range of materials and changes I notice.<br/>– relate to construction of 3 pigs houses and bridges – what could we use to make them and why?<br/>Which is stronger/heavier/lighter</p> | <p>I like to know about different occupations (jobs/careers week.)</p> <p>I can explore how different materials sink and float.</p> <p>I am aware that there are different countries in the world.</p> <p>I can share my experiences of different places I have been to.</p> <p>-Talk about holidays they have been on (photos)</p> |

# Nursery– Progression of Knowledge and Skills

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|  |  |  | <p>what do they look like?</p> <p>I can talk about my favourite animals</p> <p>I can find out about different animals and compare similarities and differences.</p> | <p>I can begin to take care of the school environment:<br/>Tidy up and put rubbish away in the correct bins – talk about recycling and why it is important.</p> | <p>I can explore and talk about different forces I feel ie push, pull.<br/>-relate to bridges for the 3 Billy Goats Gruff</p> <p>I can begin to understand the seasons and changes which happen.</p> | <p>Reflect on this year in Nursery.</p> <p>Transition into Reception</p> |
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