



**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
						
<b>Theme</b>	All About Me	Time to Celebrate	Animals	In the Garden	Terrific Tales	The Seaside
<b>Big Question</b>	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? What would you find in a rock pool?
<b>Enrichment &amp; Experiences</b>	Visit the school allotment	Bonfire Night  Children in Need (Charity)  Diwali/Birthday/ Wedding/Christmas role play Diwali food tasting Christmas party/entertainer	Year of the... Lunar New Year  Vets role play	Litter Picking around school.  Recycling Focus  Mother's Day Growing sunflowers Garden Centre/potting shed role play	Local Author to speak about becoming a writer  Father's Day	EYFS Seaside Experience Day (Transition to F2).  Summer Fayre
<b>Key Literacy Text</b>	Discuss Family Photos  Who is in my family?  The Great Big Book of Families	Bonfire Night The Best Diwali Ever Scarecrows Wedding It's my birthday We are going to a birthday party	Dear Zoo  Jacob O'Reilly wants a pet  Noah's Ark	Titch Percy the Park Keeper stories Oliver's Vegetables Jasper's Beanstalk Sam Plants a Sunflower The Tiny Seed Rosie's Walk	The Three Little Pigs  Goldilocks and the Three Bears  Three Billy Goats Gruff	Look What I Found at the Seaside  Tip Tap Went the Crab Splash! Anna Hibiscus 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 and 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 Sibling Health Hygiene Dentist Doctor Care Grow Baby Adult Child	Celebration Diwali Wedding Birthday Diva Lamp Bouquet Christmas Baby Jesus Party Bonfire Night Decorations	Vet Healthy Safe Grow Large Small Reptile Nocturnal Pet X-Ray Care	Grow Plant Flower Water Dig Garden Recycle Litter Care Journey In/On/Under/Next To	Beginning Middle End Character Villain Good Bad Weak Strong Build Heavy Light Feelings	Holiday Country Travel Beach Rockpool Creature Weather Sandcastle Moat Heavy Light Full Empty
Communication and Language	I can sing a large repertoire of songs. I know many rhymes, be able to talk about familiar books.	I enjoy listening to longer stories and can remember much of what happens.  I can use lots of new words that link to my topic	I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  I can pay attention to more than one thing at a time, which can be difficult.	I can start a conversation with an adult or friend and continue it for many turns  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.”	I can develop my communication but I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’,  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’	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  I can answer simple why questions

# 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	Five Little Speckled Frogs	Ring-o-ring-o-roses	The big ship sails
	Wind the Bobbin Up	5 Little Ducks	Down in the Jungle	I can sing a rainbow	One, two buckle my shoe	A sailor went to sea
	I've got a body	5 Current Buns	Old Macdonald	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

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

# **Nursery- Progression of Knowledge and Skills**

	<p>I can remember rules without needing an adult to remind me.</p> <p>I am able to develop my sense of responsibility and membership in a community.</p>	<p>have chosen, or one which is suggested to them.</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.</p> <p>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.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Gross Motor Skills</b>  <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.  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.  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.  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.  I am able to use and remember sequences and patterns of movements which are related to music and rhythm.
<b>Fine Motor Skills</b>  <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.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading</b>	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  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><li>I can have conversations about</li></ul>	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.  I am able to say lots of words that rhyme with a word like 'cat'

# Nursery- Progression of Knowledge and Skills

					<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>	<p>I am able to Orally segment and Blend CVC words</p>
<p><b>Mark Making and Pre-Writing</b></p>	<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...'

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<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
<b>Shapes, Space, Measure</b>	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

# **Nursery- Progression of Knowledge and Skills**

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

	<b>Autum 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Expressive Arts Art and Design Focus</b>	I can draw with some details, such as representing a face with a circle, mouth, eyes and a nose:  Painting Self-portraits  Drawing family pictures	I can use drawing to represent ideas like movement or loud noises:  Firework pictures Splatter painting  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.  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: collage – pictures of our garden  I am able to explore colour and colour-mixing:  Mini- Beast Art Work, Butterflies, hand print spiders, finger print caterpillars –	I can make simple models.  I can develop my own ideas and then decide which materials to use to express them.  I am able to join different materials and explore different textures:  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.  I can draw with increasing complexity and detail: sand pictures

# Nursery- Progression of Knowledge and Skills

			Animal pictures – adding details such as number of legs, tail, ears etc.	mixing the colours to get the desired effect.		Seaside scenes  <b>Skill: Holding a paint brush correctly.</b>
<b>Being Imaginative</b>  <b>Music and Role Play</b>	I can take part in simple pretend play: home corner role play area	I can remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').  I can use instruments to express my feelings.  I can sing the melodic shape (e.g. up and down, down and up) of familiar songs: Christmas Singing performance	I can take part in pretend play.  I can pretend to be different characters in my pretend play: Vets/pet shop role play area	I am confident at dancing and moving my body to music  I can build imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	I am able to listen with increased attention to sounds and respond to what I have heard expressing my thoughts and feelings.  I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	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.  I can play instruments with increasing control to express my feelings and ideas.

# 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.

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

# **Nursery- Progression of Knowledge and Skills**

			<p>what do the 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: 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. -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>
--	--	--	--	---	--	--