

**Nursery Progression of Skills Over View 2022-2023**

Area of Learning	Autumn 1 <b>Home Sweet Home</b>	Autumn 2 <b>Once Upon a Time</b>	Spring 1 <b>In a While Crocodile!</b>	Spring 2 <b>Ahoy There!</b>	Summer 1 <b>Walking with Dinosaurs</b>	Summer 2 <b>Lost and Found</b>
<b>Core Stories</b>	<b>Peace at last by Jill Murphy</b> <ul style="list-style-type: none"> <li>Goldilocks and the three bears by Lauren Child</li> <li>Whatever next by Jill Murphy</li> <li>Home by Carson Ellis</li> <li>Lullabyhullabaloo by Mick Inkpen</li> </ul>	<b>The Three Little Pigs by Mara Alperin</b> <ul style="list-style-type: none"> <li>The three ninja pigs by Corey Rosen Schwartz</li> <li>The three little pigs from revolting rhymes by Roald Dahl</li> <li>The three little wolves and the big bad pig by Eugene Trivizas</li> <li>There's a pig up my nose by John Dougherty</li> <li>Little Red Riding Hood by Mara Alperin</li> </ul>	<b>Let's all creep through crocodile creek by Jonny Lambert</b> <ul style="list-style-type: none"> <li>Find me a tiger by Lynley Dodd</li> <li>All aboard for the Bobo road by Stephen Davies</li> <li>The Gruffalo by Julia Donaldson</li> <li>Alfie's feet by Shirley Hughes</li> <li>The Selfish crocodile by Faustin Charles</li> </ul>	<b>The Pirates are coming! By John Condon</b> <ul style="list-style-type: none"> <li>The Pirates next door by Jonny Duddle</li> <li>Ten little pirates by Mike Brownlow</li> <li>How I became a pirate by Melinda Lang</li> <li>Commotion in the ocean by Giles Andreae</li> </ul>	<b>Gigantasaurus by Jonny Duddle</b> <ul style="list-style-type: none"> <li>Dinosaur Roar by Paul and Henrietta Stickland</li> <li>Katie and the dinosaurs by James Mayhew</li> <li>The big book of dinosaurs by Usborne</li> <li>Volcanoes by Usborne</li> </ul>	<b>The See Saw by Tom Percival</b> <ul style="list-style-type: none"> <li>That rabbit belongs to Emily Brown by Cressida Cowell</li> <li>The Teddy robber by Ian Beck</li> <li>Where's my teddy by Jez Alborough</li> <li>Under the same sky by Britta Teckentrup.</li> </ul>
<b>Core Rhymes</b>	Twinkle Twinkle Humpty Dumpty Miss Polly Incy Wincy Spider 12345	Twinkle Twinkle Humpty Dumpty Miss Polly Incy Wincy Spider 12345	Twinkle Twinkle Humpty Dumpty Miss Polly Incy Wincy Spider 12345	Twinkle Twinkle Humpty Dumpty Miss Polly Incy Wincy Spider 12345	Twinkle Twinkle Humpty Dumpty Miss Polly Incy Wincy Spider 12345	Twinkle Twinkle Humpty Dumpty Miss Polly Incy Wincy Spider 12345
<b>Enrichment Activities</b>	Christmas song time with families		Search and Rescue visit Community visitor Cuddlies to go home – tooth brushing focus		Family art session Cuddlies to go home – story focus	
<b>SMSC</b>	<p><b>Spiritual (links to KW, EAD and CoEL)</b></p> <ul style="list-style-type: none"> <li>Being reflective about their own beliefs, religious or otherwise.</li> <li>Being interested in and showing respect for different people's faiths, feelings and values.</li> <li>Showing a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>Using their imagination and creativity in their learning</li> <li>Being willing to reflect on their experiences.</li> </ul> <p><b>Moral (links to PSED)</b></p> <ul style="list-style-type: none"> <li>Being able to recognise the difference between right and wrong and begin apply this understanding in their own lives. Following Golden Rules and why it is important in Nursery.</li> <li>Understanding of the consequences of their behaviour and actions. That being unkind can make a friend sad, that sharing can make play more enjoyable.</li> <li>Being interested in investigating and offering views about issues that arise eg a broken toy or an accident.</li> <li>Being able to listen to and understand the viewpoints of others on these issues.</li> </ul> <p><b>Social (links to PSED and KW)</b></p> <ul style="list-style-type: none"> <li>Using a range of social skills in different contexts, for example working and socialising with a variety of other pupils</li> <li>Showing a willingness to participate in a variety of groups, including cooperating well with others and being able to resolve conflicts effectively</li> <li>Showing an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>Beginning to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul> <p><b>Cultural (links to EAD and KW)</b></p> <ul style="list-style-type: none"> <li>Understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others through stories, images, videos and play</li> <li>Showing an understanding and appreciation of the range of different cultures within school and further afield that reflect life in modern Britain.</li> <li>Understanding that we work together to decide on some outcomes.</li> <li>Being willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> <li>Being interested in exploring, understanding and showing respect for different faiths and cultural diversity</li> <li>Understanding, accepting, respecting and celebrating diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>					
<b>British Values</b> British values are embedded across the school. They are actively promoted through spiritual, moral, social and	<p><b>Democracy</b> – choosing what to play with and with whom as part of child initiated learning time. In our play taking turns, sharing, collaborating and <b>making decisions</b> together</p> <p><b>Rule of Law</b> – Following Miss Beanie's golden Rules. Learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences.</p>					

**Nursery Progression of Skills Over View 2022-2023**

<p><b>cultural education.</b> and form a part of our distinctive Christian character.</p>	<p><b>Mutual respect</b> – Through the Jigsaw programme and the Golden rules, we will recognise and appreciate the qualities which make a good friend. We will share a range of shared stories to support this. Explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p> <p><b>Individual Liberty</b> – We will build self-confidence and self-awareness. Explore the language of feelings and responsibility; reflect on differences and understand that we are all free to have different opinions, through a range of stories.</p>					
<p><b>Communication and Language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<ul style="list-style-type: none"> <li>Know many rhymes,</li> <li>Use a wider range of vocabulary.</li> <li>Can start a conversation with an adult or a friend</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories</li> <li>Use longer sentences of four to six words.</li> <li>Know many rhymes</li> <li>Use a wider range of vocabulary</li> <li>Can start a conversation with an adult or a friend</li> </ul>	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>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.</li> </ul>
<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, Word Aware Sessions, speech and language interventions,</p> <p>Authentic and beautiful resources and artefacts throughout the setting to stimulate play and conversation.</p>						
<p><b>Personal, Social and Emotional Development</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Begin to understand how others might be feeling.</li> <li>Help to find solutions to conflicts and rivalries. For</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Begin to understand how others might be feeling.</li> <li>Help to find solutions to conflicts and rivalries. For</li> </ul>	<ul style="list-style-type: none"> <li>Do not always need an adult to remind them of a rule.</li> <li>Talk with others to solve conflicts.</li> <li>Develop appropriate ways of being assertive.</li> <li>Develop their sense of responsibility and membership of a community</li> </ul>	<ul style="list-style-type: none"> <li>Do not always need an adult to remind them of a rule.</li> <li>Talk with others to solve conflicts.</li> <li>Develop appropriate ways of being assertive.</li> <li>Develop their sense of responsibility and membership of a community</li> </ul> <p>Jigsaw – Changing Me</p>

**Nursery Progression of Skills Over View 2022-2023**

<p>relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p>Jigsaw – Being Me in My World</p>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul> <p>Jigsaw –Celebrating Difference</p>	<p>example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Jigsaw – Dreams and Goals</p>	<p>example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Jigsaw – Healthy Me</p>	<p>Jigsaw - Relationships</p>	
<p>Children develop their personal, social and emotional skills throughout the year through Jigsaw sessions, circle times, social stories, "The Colour Monster" is used throughout the year to help children recognise and talk about their emotions.</p> <p>Children and adults work together to create a community which cares for each other and our space.</p>						
<p><b>Physical Development</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and</p>	<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>
<p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, large and small construction, drawing, writing, use of wheeled toys and the climbing frame.</p> <p>Children will take part in weekly forest adventure sessions.</p> <p>Children have access to snack which they are taught to use independently.</p> <p>Children help to set the tables at meal times.</p>						

**Nursery Progression of Skills Over View 2022-2023**

<p>crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
<p><b>Literacy</b> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<ul style="list-style-type: none"> <li>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>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>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; write 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:           <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:           <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:           <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>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; write 'm' for mummy.</li> <li>Write some letters accurately.</li> </ul>
<p>Children will have weekly Read Write Inc sessions.</p> <p>Daily planned stories will take place.</p> <p>Children have access to calm and cozy spaces to share and enjoy quality stories.</p> <p>A variety of opportunities for modelled/shared writing will be available during child initiated play.</p>						
<p><b>Mathematics</b> Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery</p>	<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>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.</li> <li>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'.</li> </ul>	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>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.</li> <li>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'.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> </ul>	<ul style="list-style-type: none"> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Show 'finger numbers' up to 5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>	<ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>

**Nursery Progression of Skills Over View 2022-2023**

<p>of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>			<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>	
<p>A variety of opportunities for number, shape, size and patterning will be available during child initiated play.</p> <p>Word Aware Concepts will be taught weekly.</p> <p>Mathematical Language is developed throughout the year through high quality interactions.</p>						
<p><b>Understanding the World</b> involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Show interest in different occupations.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore collections of materials with similar and/or different properties</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Explore how things work.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Explore and talk about different forces they can feel.</li> </ul> <p><b>RE:</b></p> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>
<p>Children will experience daily Prayer.</p> <p>Children will take part in weekly forest adventure sessions.</p> <p>A variety of opportunities for Understanding the World will be available during child initiated play.</p> <p>Authentic and beautiful resources and artefacts throughout the setting to stimulate their senses and curiosity.</p>						

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<p><b>Expressive Arts and Design</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>Music:</b></p> <p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> </ul> <p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> </ul> <p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul> <p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Explore colour and colour-mixing</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul> <p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>
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## Nursery Progression of Skills Over View 2022-2023

Children will experience a wide variety of music during Child Initiated time.

A variety of opportunities for Creativity will be available during child initiated play.

Authentic and beautiful resources and artefacts throughout the setting to stimulate their creativity and discussion.