

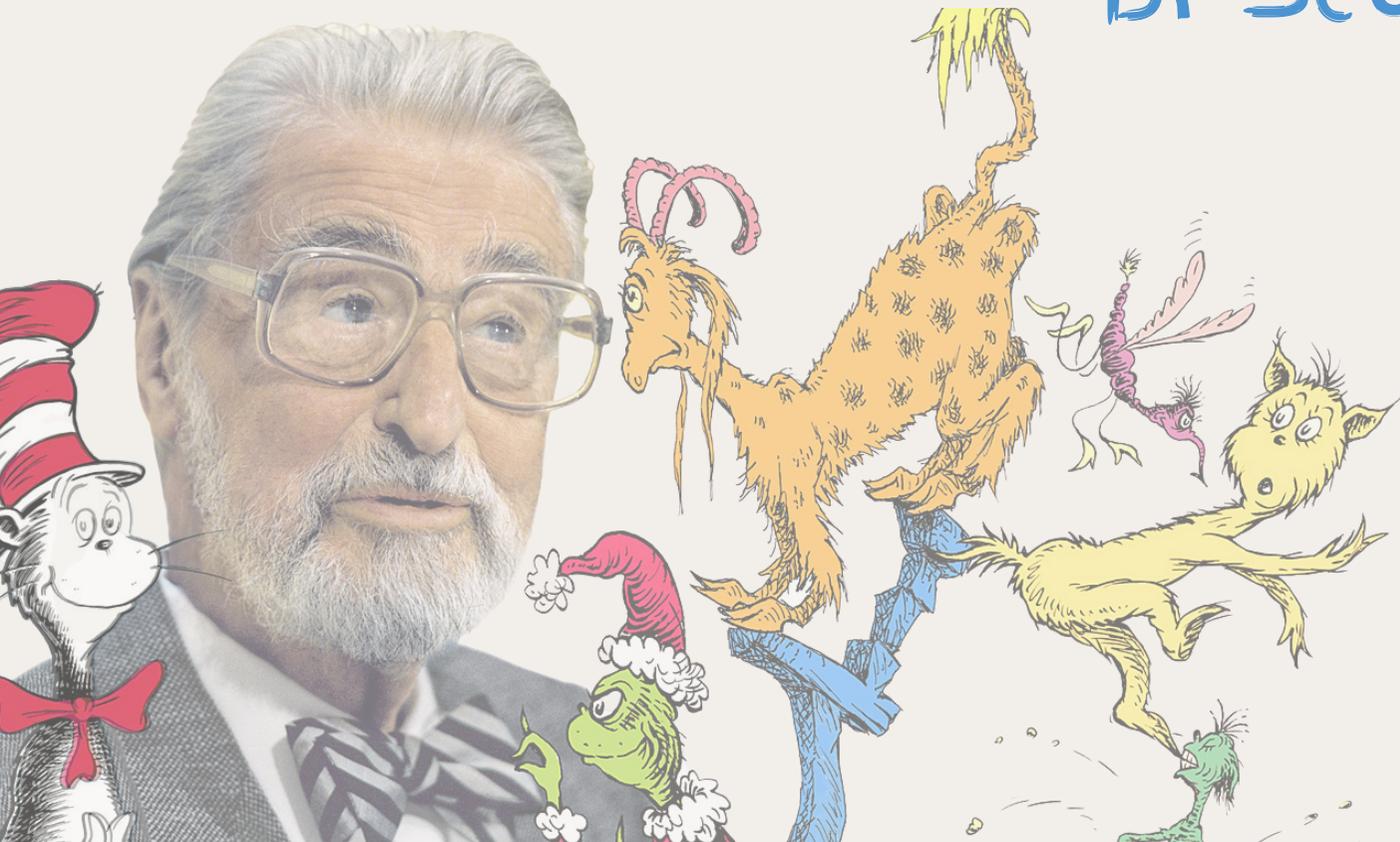
GAT Early Years Skills Progression



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"The more that you read, the
more things you will know.
The more that you learn, the
more places you'll go."

Dr Seuss



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	Skills	Nursery Progression			Reception Progression			Links to KS1 Curriculum
Personal Development	Sense of Self	Show likes and preferences	Able to choose what they prefer from a range of activities or resources	Begin to understand that their choices can be different or the same as their peers	Begin to be able to explain why they like or dislike something	Know that their preferences should be respected by others	See themselves as a valuable individual	Links directly to KS1 PSHE curriculum. Cross curricular links: Spoken Language Listen and respond appropriately to adults and their peers
	Self-care (Links to Physical Development)	Use gestures, gaze and talk to achieve a goal i.e. a drink	Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource	Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings	Completes most self-care tasks with minimal adult support	Can complete new activities without needing adult support	Manage own basic hygiene and personal needs Understand the importance of healthy choices	Ask relevant questions to extend their understanding and knowledge Use relevant articulate and justify answers, arguments and opinions
	Independence	Shows an awareness of how to complete tasks	Rejects help which can lead to tantrums, refusals and frustration	Will select and use activities and resources and accepts or asks for help if needed.	Will attempt activities including something new without needing the support or encouragement of an adult	Achieve own goal rather than one suggested	Has own ideas with an understanding or ability of how it can be achieved	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, consider and evaluate different viewpoints, attending to and building on the contributions of others
	Self-Confidence	Knows that they are in a safe and secure environment	Is willing to try new things	Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors	Build and develop their own ideas, testing and considering other possibilities	Begins to extend themselves beyond their usual play	Show resilience and perseverance in the face of challenge	

	Skills	Nursery Progression			Reception Progression			Links to KS1 Curriculum
Social Development	Making Friendships	Shows an interest in other children and/or their play	Engages with others through gestures, gaze and talk	Plays alongside other children	Plays with one or more children in shared play but may dip in and out	Plays with one or more children, extending and elaborating play ideas	Understands who their friends are and what they need to do to sustain that friendship	<p>Science Asking simple questions and recognising that they can be answered in different ways</p> <p>Art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
	Relationships with Adults	Manage transitions from parent to key person	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available	Has a positive relationship with key worker but can play and engage without needing direct support	Adjusts to new adults in a new setting, possibly choosing one or two they prefer	Becomes more confident when engaging with other adults in the setting	Can engage with all/most adults in the setting appropriately including visitors	
	Conflict and Resolution	Know that they have an opinion and ideas	Understands not everyone will always agree	Use an adult to support conflict and to find a mutual resolution	Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution	Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult	Be able to talk through conflicts independently and begin to create resolutions independently	
	Rules and Routines	Understands boundaries	Begins to follow rules and routines but uses other children or adults for prompts	Begins to predict routines	Increasingly follows rules and routines without needing a reminder	Will follow rules and routines consistently and is able to support/encourage other children if needed, e.g. making space in a line	Understands the purpose of rules and routines and therefore does not need an adult to follow them	

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Emotional Development	Transitions	Is supported by key worker at transition times	Follows visual, verbal and auditory cues at transition points, including what other children are doing	Begins to predict transition points	Can accept changes to transitions without becoming upset or confused	Understands why changes have been made e.g. lining up at a different door, going to a different room in the school	Embraces change as much as consistency e.g. understands it is a 'special' event	
	Empathy	Begin to show an awareness of other children's feelings for e.g. when happy/sad/angry	Understand that there are different ways to respond to experiences, activities and resources	Notice and ask questions about differences, such as: skin colour, gender, special needs etc	Begin to support a friend if they are upset or need help	Begin to understand how others might be feeling and why	Begin to consider and value other points of view particularly when they are different to their own	
	Understand Emotions	Feel safe to express a range of emotions	Begin to link emotions with pictures/emojis by looking at key features for e.g. smile, tears	Begin to use limited emotional language about themselves e.g. I'm sad/happy/angry	Increase their range of emotional vocabulary linked to relevant examples	Talk about their feelings in more elaborated ways i.e. I'm sad because...	Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way	
	Self-regulation	Find ways to calm themselves, through being calmed and comforted by their key person	Begin to self-soothe without the need of a key worker e.g. soft toy, special place, playing	Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch	Begin to talk about examples of own or others' appropriate behaviour	Begin to understand how to make appropriate choices and why	Identify and moderate their own responses socially and emotionally. Show ability to follow instructions involving several ideas or actions	

Skills	Nursery Progression				Reception Progression			Links to KS1 Curriculum		
Listening, Attention and Understanding	Listening	Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen')	Listen to simple stories and understand what is happening, with the help of pictures	Easily locates sound sources and can talk about sounds heard	Enjoy listening to longer stories and can remember much of what happened	Understand how to listen carefully and why listening is important	Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound	Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions	Listen and respond appropriately to adults and peers. Gain, maintain and monitor the interest of the listener(s).
	Attention	Can find it difficult to pay attention to more than one thing at a time				Engages in story times	Make comments about what they have heard	Hold conversation when engaged in back-and-forth exchanges with teacher and peers	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
	Understanding Questions & Instructions	Understands 'why' questions	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"		Ask questions to clarify understanding			Ask relevant questions to extend understanding and knowledge		

Skills		Nursery Progression			Reception Progression				Links to KS1 Curriculum
Speaking	Rhymes and Songs	Join in with nursery rhymes.	Sings a large repertoire of songs	Knows many rhymes	Listen carefully to rhymes and songs, paying attention to how they sound		Learn rhymes, poems and songs		Learn to appreciate rhymes and poems, and to recite some by heart
	Express Self	Start and continue a conversation with an adult or friend with many turns	Use longer sentences of 4-6 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	Use talk to organise play: "Let's go on a bus... you sit there... I'll be the driver"	Articulate ideas and thoughts in well-formed sentences	Connect one idea or action to another using a range of connectives	Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen Develop social phrases	Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary. Express ideas and feelings about experiences using full sentences.
	Vocabulary	Use a wide range of vocabulary			Learn new vocabulary	Use new vocabulary throughout the day	Use new vocabulary in different contexts	Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Use relevant strategies to develop vocabulary

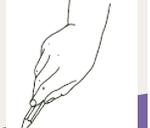
Skills		Nursery Progression	Reception Progression	Links to KS1 Curriculum
	Describe Events		Describe events in some detail	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
	Tense	Develop communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran', 'swimmed' for 'swam'	Begin to include use of past, present and future tenses correctly and make use of conjunctions, with modelling and support from teacher	Speak audibly and fluently with an increasing command of Standard English

Skills		Nursery Progression				Reception Progression			Links to KS1 Curriculum	
Gross Motor Skills	Balancing	Balances statically on two feet	Balances whilst moving axially e.g. standing and bending to touch toes	Balances statically on two points e.g. one foot and one hand	Balances statically on an object e.g. balance beam	Balances statically on one foot (one leg stand)	Balances when landing after jumping	Balances dynamically e.g. whilst walking along a balance beam	Balances dynamically on one foot at a time whilst moving forward e.g. lifting/moving /lowering other leg	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
	Hopping and skipping (A child must have established one leg stand before attempting hopping with no support)	Child, supported by partner or chair, stands on dominant (preferred) leg and bends other behind as in 'one leg stand'. He/she then raises dominant leg on to toes and down again	Holding onto chair and attempt hop on preferred leg (lifting toes off the floor and landing safely)	Hop on preferred leg with no support and land safely	Hop forwards over a line with preferred leg and land safely	Once established on dominant leg practise on non-dominant leg	Alternate legs when hopping on the spot and land safely	Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance NB: This can only be developed once child can hop on either leg	Perform dances using simple movement patterns	

Skills	Nursery Progression			Reception Progression			Links to KS1 Curriculum
Jumping	<p>Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, "Swing up, swing down"</p>	<p>Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.g. two-three gym mats (may need to hold hands initially)</p>	<p>Stand and jump forward landing safely</p>	<p>Jump backwards and sideways with feet together landing safely</p>	<p>Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</p>	<p>Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
Strength	<p>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</p>			<p>Drag and pull large and/or heavy items safely and independently. Encourage children to drag items safely (bend your hips and knees to squat down to your load and keep it close to your body)</p>	<p>Carry large and/or heavy items safely and independently. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</p>		<p>Perform dances using simple movement patterns</p>

Skills	Nursery Progression		Reception Progression		Links to KS1 Curriculum
	Walk up and down stairs or steps holding onto the hand rail and moving one foot at a time on to the next step until both feet are on	Walk up and down stairs and steps using one foot per step holding onto the hand rail	Walk up and down stairs or steps independently (no use of hand rail)		
	Moving arms vertically – waving flags, streamers, painting and making marks	Hanging from climbing equipment e.g. monkey bars or rope	Pulling own weight e.g. along a bench, with progression to an inclined bench	Climb up a rope and/or hand walking along an overhead ladder. OR Use a traverse wall to climb horizontally	
Dancing	Explore, discover and create own movements. Movements might include: wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, starting, stopping and falling	Increasingly able to copy sequences and patterns of taught movements which are related to music and rhythm	Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and ‘performing’		
Throwing and Aiming (Targets should be large initially as it is the successful action that is important. Progression is through making the targets smaller e.g. from throwing into a large hoop to knocking over a skittle. Again, we follow the principle of big to small. Altering distance and direction develops aim and ‘weight of throw’).	Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through		Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm	Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm	

Skills	Nursery Progression		Reception Progression		Links to KS1 Curriculum
<p>Catching</p> <p>(Some children have difficulties with an object thrown in their direction and can have quite severe adverse reactions. In the early stages it should be taught slowly and sympathetically. Very immature catches are those where the child has a static standing posture, outstretched arms and catches into the body).</p>	<p>Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands</p>		<p>Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body</p>	<p>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</p>	
<p>Kicking and Passing</p> <p>(The dominant foot is usually the 'preferred' foot to kick with but not always. Kicking a ball coming towards the child is easier than kicking a stationary one. Use arms out to the side for balance. The child's head should be over the ball and the ball looked at throughout. The non-kicking foot is by the side of the ball. The kicking leg is bent and swings through as it straightens and strikes. The kicking leg follows through in the direction of the target).</p>	<p>Kicking the ball from the knee. Stands near ball with knee bent. Pushes ball forward with foot. Straightens leg forward after kick</p>	<p>Kicking the ball with minimal follow through. Stands near ball with knee bent. Straightens knee before touching the ball. Kicks with minimal arm-leg opposition. Continues to move kicking leg forward after the kick</p>	<p>Walking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Places support foot near ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick</p>	<p>Walking forward, stopping and kicking the ball to a target</p>	
<p>Batting</p>	<p>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</p>	<p>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</p>	<p>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Dribble the ball up & back around a cone (like playing hockey)</p>	<p>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</p>	

Skills	Nursery Progression					Reception Progression			Links to KS1 Curriculum
Pencil grasp	 Scissor Grasp	 Inferior Pincer Grasp	 Pincer Grasp	 Fine Pincer Grasp	 Palmer Grasp	 Digital Grasp	 Modified Tripod Grasp	 Dynamic Tripod Grasp	
Moulding skills	The discovery stage: Piled and stacked shape and clumps. Very little detail. Lots of squishing, pinching and poking pounding and hitting of playdough pieces with hands and tools			The shape and form stage: Simple, recognisable forms. More detail such as mouth and eyes. Beginning of "rolling" coiled, snake-like forms. Beginning to make balls. Rolling out and cutting out of forms from cookie cutters and "pretending"			Schematic stage: Standing forms and objects. Attention to the details. Making balls and three dimensional shapes. Designs that have patterns and repetitions. Using basic forms to create people and things in vertical position		Sit correctly at a table, holding a pencil comfortably and correctly
Scissors skills	Use two hands to open and close scissors	Holds scissors with thumb and four fingers	Chops scrap paper into smaller pieces	Makes snips into the edges of paper	Cuts fairly straight lines across paper	Holds scissors using thumb and one finger	Cuts angles	Cuts curves and circles	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
Cutlery skills	Eat independently using a spoon			Begin to hold item with fork and cut soft food with knife. May need 'hand over hand' support. Some tearing of tougher foods with knife and fork		Coordinate two hands together and be able to carry out different actions with either hand independently on both soft and tough foods (holding item with fork and cutting with knife)			Form capital letters
									Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways and to practise these)

Skills		Nursery Progression				Reception Progression				Links to KS1 Curriculum
Fine Motor Skills	Pencil grasp									
	Handwriting Skills	Show a preference for a dominant hand				Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips				

NB: Managing-self progression in PSED skills progression and drawing progression in EAD skills progression

Skills	Nursery Progression					Reception Progression				Links to KS1 Curriculum	
Writing	Transcription -Spelling										<p>Spell:</p> <ol style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>Name the letters of the alphabet:</p> <ol style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy"</p>	<p>Make marks on their picture to stand for their name</p> <p>Mock handwriting and mock letters</p>	<p>Write letter strings</p>	<p>Write some or all of their name. This might be copied, and some letters may be written the wrong way round</p>	<p>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 'c' for carrot</p>	<p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p>	<p>Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Spells Phase 2 tricky words correctly</p> <p>Say a sentence, write and read it back to check it makes sense</p>	<p>Write short sentences using known letter-sound correspondences</p> <p>Spells Phase 2 and Phase 3 tricky words correctly</p>		
Writing	Transcription -Handwriting										<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</p>
	<p>Scribbles made of lines</p>	<p>Imitate and copy patterns such as dots, straight lines, curved lines, swirls, 'castle tops' and cross shapes</p>	<p>Show a preference for a dominant hand</p>	<p>Begin to form some or all of the letters in their name correctly</p>	<p>Learn how to write the letters during handwriting sessions. Letter writing reinforced by the vocabulary of movement.</p> <p>Skywrite letters first. Children then introduced to smaller, more controlled writing e.g. use of whiteboards during handwriting sessions</p>	<p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p>	<p>Begin to form lower-case and capital letters correctly</p>	<p>Write recognisable letters, most of which are correctly formed</p>			
		 <p>Scissor Grasp</p>	 <p>Inferior Pincer Grasp</p>	 <p>Pincer Grasp</p>	 <p>Fine Pincer Grasp</p>	 <p>Palmer Grasp</p>	 <p>Digital Grasp</p>	 <p>Modified Tripod Grasp</p>	 <p>Dynamic Tripod Grasp</p>		

Skills	Nursery Progression			Reception Progression					Links to KS1 Curriculum
<p>Punctuation and Grammar</p>				<p>Introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc.</p> <p>Understand when we need to use capital letters and full stops.</p> <p>Introduction to 'Every-day Toolkit'.</p>		<p>Begin to use capital letters, finger spaces and full stops when writing sentences.</p> <p>Re-read what they have written to check that it makes sense.</p>			<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ol style="list-style-type: none"> 1. leaving spaces between words 2. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
	<p>Text Structure – T4W Link and Link to Reception Long Term Plan</p>	<p>Repeat words and phrases from familiar stories</p>	<p>Begin to take part in whole class retelling of text map</p>	<p>Begin to understand beginning, middle and end</p>	<p>All children take part in whole class retelling of text map</p>	<p>Retell simple 5-part story:</p> <ol style="list-style-type: none"> 1. Once upon a time... 2. First/Then /Next 3. But 4. So/Finally 5. Happily, ever after <p>NB: This will be revisited throughout the year</p>	<p>Recount writing – Learn and retell simple recounts</p> <p>Children to learn that recounts:</p> <ul style="list-style-type: none"> -Retell experiences in sequence -Use the past tense -Use time connectives <p>NB: This will be revisited throughout the year</p>	<p>Instruction Writing – Learn and retell simple instructions</p> <p>Children to learn that instructions use:</p> <ul style="list-style-type: none"> -A title -Time connectives. -Short, clear direct sentences -Imperative (bossy) language <p>NB: This will be revisited throughout the year</p>	<p>Factual writing – Learn and retell simple information texts</p> <p>Children to learn that information texts include:</p> <ul style="list-style-type: none"> -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions
<p>Throughout the year children to write: Names Labels Captions Lists Diagrams Messages Linked to topics/themes</p>									

Skills	Nursery Progression	Reception Progression			Links to KS1 Curriculum	
<p>Sentence Structure – T4W Link and Link to Reception Long Term Plan</p>	<p>Through whole class retelling of text map children begin to use repetition for rhythm e.g. He walked and he walked, and he walked</p>	<p>Know what a sentence is and where we would find them</p>	<p>Know what repetition in description is</p> <p>Use repetition in description during whole class retelling of text map</p> <p>Begin to use repetition of description when writing</p>	<p>Know what a connective is</p> <p>Use simple connectives during whole class retelling of text map</p> <p>Begin to use connectives when writing</p>	<p>Know what a compound sentence is</p> <p>Use compound sentences during whole class retelling of text map</p> <p>Begin to use compound sentences when writing</p> <p>Use openers 'luckily' and 'unfortunately' during whole class retelling of text map</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ol style="list-style-type: none"> joining words and joining clauses using "and" <p>See Pie Corbett's Talk for Writing teaching guide for progression in writing year by year -</p> <p>https://www.talk4writing.com/wp-content/uploads/2015/09/Progression-Updated-2015.pdf</p>
<p>Word/Language Structure – T4W Link and Link to Reception Long Term Plan</p>	<p>Begin to understand prepositions</p>	<p>Know what an adjective is.</p> <p>Use adjectives during whole class retelling of text map.</p> <p>Begin to use adjectives when writing.</p> <p>Use and understand prepositions: up, down, in, into, out, to and onto</p>	<p>Know what imperative verbs are</p> <p>Use imperative language during whole class retelling of text map</p> <p>Begin to use imperative language when writing</p>	<p>Know what a simile is</p> <p>Use similes during whole class retelling of text map</p> <p>Begin to use similes when writing</p> <p>Know what an adverb is.</p> <p>Use adverbs during whole class retelling of text map</p>	<p>See Pie Corbett's Talk for Writing teaching guide for progression in writing year by year -</p> <p>https://www.talk4writing.com/wp-content/uploads/2015/09/Progression-Updated-2015.pdf</p>	
		<p>Use and write these determiners in sentences: the, a, my, your, an, this, that, his, her, their some and all</p>				

Skills	Nursery Progression					Reception Progression					
Reading	Language comprehension	Enjoy sharing books with an adult	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone	Say some of the words in songs and rhymes	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	Repeat words and phrases from familiar stories	Develop play around favourite stories using props	Ask questions about the book	Engage in extended conversations about stories, learning new vocabulary	Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
		Enjoy songs and rhymes, tuning in and paying attention			Sing songs and say rhymes independently, for example, singing whilst playing			Makes comments and share their own ideas	Anticipate (where appropriate) key events in stories		Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
Links to KS1 Curriculum											
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> 1.listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 2.being encouraged to link what they read or hear to their own experiences 3.becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 4.recognising and joining in with predictable phrases 5.learning to appreciate rhymes and poems, and to recite some by heart 6.discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ol style="list-style-type: none"> 1.drawing on what they already know or on background information and vocabulary provided by the teacher 2.checking that the text makes sense to them as they read and correcting inaccurate reading 3.discussing the significance of the title and events 4.making inferences on the basis of what is being said and done 5.predicting what might happen on the basis of what has been read so far <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>											

Skills	Nursery Progression				Reception Progression								
Word Reading	Notice some print, such as the first letter of their name, a bus or a familiar logo	Count or clap syllables in a word	Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories	Recognise words with the same initial sound, such as money and mother	Read individual letters by saying the sounds for them	Blend sounds into words	Begin to read short words made up of known letter-sound correspondences	Read a few common exception words matched to the school's phonic programme.	Read some letter groups that each represent one sound and say sounds for them.	Read words consistent with phonic knowledge by sound-blending.	Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Links to KS1 Curriculum

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions and understand that the apostrophe represents the omitted letter(s)

Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Re-read these books to build up their fluency and confidence in word reading

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Number	Subitise	Perceptual subitising – recognise values	Subitise objects up to 3	Know that the quantity is the same however it is arranged	Group objects and know amounts in groups without counting	Subitise objects up to 5	Conceptual subitising – recognising smaller amounts within larger ones (Parts/whole)	Identify and represent numbers using objects and pictorial representations
	Composition	Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total		Can talk about the different numbers within a number e.g. There are 5 spots and I can see 4 and a 1	Know numbers can be partitioned into different pairs of numbers	Know that a number can be partitioned into more than 2 numbers (Parts/whole)	Number bonds: Know which pairs make a given number	Identify and represent numbers using objects and pictorial representations Read and write numbers to 20 in numerals and words
	Addition and Subtraction	Solve real world maths problems with numbers up to 5		Know that a group of things changes in quantities when something is added or taken away	Begin to recall number bonds to 5	Use some addition and subtraction mathematical vocabulary	Recall some number bonds to 5 and 10	Represent and use number bonds and related facts within 20. Represent and use number bonds Solve one-step number problems involving addition, subtraction, division and multiplication
				Double numbers with concrete objects		Begin to recall some double facts		
Numerical patterns	Counting	Say number words in sequence (initially 5, then 10 and then extending to larger numbers)	Count using 1:1 correspondence	Know that the last number tells you how many are in the set	Count objects, actions and sounds. Count beyond 10	Links numeral with cardinal number value	Verbally count beyond 20	Count to and across 100 Count, read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals

Skills	Nursery Progression			Reception Progression			Links to KS1 Curriculum	
Comparison	Compare collections and begin to talk about which group has more	Identify groups with the same number of things	Use vocabulary more, less, fewer and same to compare quantities	Use concrete objects to find one more/one less than a given number	Knows one more than/one less than a given number		Given a number, identify one more or less. Solve one-step number problems	
Composition	Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total	Can talk about the different numbers within a number e.g. There are 5 spots and I can see 4 and a 1		Know numbers can be partitioned into different pairs of numbers	Know that a number can be partitioned into more than 2 numbers (Parts/whole)	Number bonds: Know which pairs make a given number	Identify and represent numbers using objects and pictorial representations Read and write numbers to 20 in numerals and words.	
Pattern in Numbers	Explore numbers with concrete objects - grouping and sharing	Understand fair and unfair when objects are shared between them	Understand equal parts and whole of shapes	Use vocabulary of sharing and halving	Share fairly through practical activities, splitting objects into two equal groups	Be aware that the original quantity remains unchanged but it has been shared or halved equally	Begin to solve problems involving sharing and halving	Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity
	Sequence numbers to 5			Sequence numbers up to 10			Read and write numbers from 1 to 20 in numerals and words	
				Understand odds and even numbers and begin to see the pattern				
				Begin to count in 2s, 5s and 10s			Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum		
Not represented as ELG	Measure	Recognising attributes e.g. "That stick is long, adults are tall"	With teacher support compares some types of measures e.g. can find something shorter than the teacher	Show an awareness of comparison in estimating and predicting	Compare some types of measures	Recognise the relationship between the size and number of units	Begin to use non-standards units of measure	To compare length, weight, time and capacity	Compare, describe and solve practical problems for: length, mass/weight, capacity	
	Pattern (Link to patterns in numbers)	Talk about and identify the patterns around them	Copy and continue an ABAB pattern	Create own ABAB patterns	Notice and correct an error in an ABAB pattern	Identify the unit of repeat	Continue an ABC pattern that ends mid unit	Continue and create more complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns	Record patterns by symbolising the unit structure	Describe position, direction and movement, including whole, half, quarter and three-quarter turns Explore and identify patterns in the number system
	Shape	Develop spatial awareness: experiencing different viewpoints	Develop spatial vocabulary to describe position and direction e.g. In, on, under, up, down	Explores shapes (2D and 3D) and the attributes of shapes through play	Begin to show awareness of the properties of shapes, identifying similarities. Use informal and mathematical language to describe them	Combine shapes to create new ones – select, rotate and manipulate shapes	Describe the properties of 2D and 3D shapes	Develop an awareness of the relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes	Use spatial reasoning skills to create and solve problems	Recognise and name common 2D and 3D shapes

Skills		Nursery Progression		Reception Progression		Links to KS1 Curriculum
Past and Present	History	Able to say who they are and who they live with	Can briefly talk about some of their family members	Can talk about past and upcoming events with their immediate family	Name and describe people who are familiar to them and talk about members of immediate family in more detail	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality</p>
		Show an interest in different occupations	Talks about a wider range of occupations	Able to discuss different occupations of family members		
		Comment on fictional characters in stories		Compare and contrast characters from stories, including figures from the past	Understand the past through settings, characters and events encountered in books read in class and storytelling	
				Comment on images of familiar situations in the past	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	

Skills		Nursery Progression		Reception Progression	
Unique to School				All about me – ‘Peepo’ text, ‘All kinds of people’ text, ‘All about families’ text Space - Tim Peake focus – ‘Good Night Space Man’ text, Neil Armstrong – ‘Moon landing’ People who help us topic – arrange visitors – non-fiction texts linked to books Transport – ‘Rosie Revere Engineer’ text, ‘Amelia Earhart (Little People, Big Dreams)’ text, ‘A journey through transportation’ ‘I am...’ (ordinary people change the world) books – consider for topics	
People and Communities	R.E.	Comments on recent pictures of experiences in their own life e.g. “This was me at the farm”	Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali”	Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)
		Knows that there are special places of worship		Can name different religious venues – Church, Mosque, Temple and Gurdwara	Knows why religious venues are special and who goes there
		Begin to know that there are differences between what people believe	Develop positive attitudes about differences between people	Can articulate some religious celebrations and being to explain what might happen during these celebrations	
Links to KS1 Curriculum					
Begin to name the different beliefs and practices of Christianity and at least one other religion To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity Show how different people celebrate aspects of religion Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion Begin to talk about and find meanings behind different beliefs and practices Begin to suggest meanings of some religious and moral stories Either ask or respond to questions about what individuals and faith communities do Express their own ideas creatively					

Skills		Nursery Progression		Reception Progression			
The Natural World	Geography	Know what a map is used for	Identify features on a simple map (trees, house, river, mountain)	Use maps to locate objects in 'real life'	Draw information from simple maps		
		Know that we live in Northampton which is in England	Knows that there are other countries in the world	Knows that they live in the UK and can name as least 1 other country	Can name the some of the countries that make up the UK and at least 2 other countries		
		Knows the type of house they live in (bungalow, flat, house etc.).	Can explain the features of other homes		Knows that different countries have different homes	Can identify similarities and differences between homes in our country	Can identify similarities and differences between homes in other countries
		Can explain what daily life is like in our country		Explains how life may be different for other children		Make comparisons between life for children in different countries	
		Talk about what they see in their environment (school/home)	Talk about local environments		Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world	

Links to KS1 Curriculum

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Skills		Nursery Progression			Reception Progression			
The Natural World	Science	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary			Explore the natural world around them, describing what they see, hear and feel whilst outside			
		Explore collections of materials	Explore collections of materials, identifying with similar and/or different properties		Talks about differences between materials and changes they notice	Explores the natural world around them, making observations and drawing pictures of animals and plants		
		Explore how things work	Explore and talk about forces (push and pull)			Explores non-contact forces (gravity and magnetism)		
		Understands that the weather changes and that in different countries you have different weather	Can identify what you need to wear for each season and why			Understand the effect of changing seasons on the natural world around, discussing when and how things grow		
		Understand the difference between plants and animals	Plants seeds and cares for growing plants with support	Show an awareness of the life cycle of a butterfly	Can say what plants need to survive	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things	

Links to KS1 Curriculum

Asking simple questions and recognising that they can be answered in different ways. | Observing closely, using simple equipment. | Performing simple tests. | Identifying and classifying |
 Using their observations and ideas to suggest answers to questions. | Gathering and recording data to help in answering questions |
 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | Identify and describe the basic structure of a variety of common flowering plants, including trees |
 Distinguish between an object and the material from which it is made | Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock |
 Describe the simple physical properties of a variety of everyday materials | Compare and group together a variety of everyday materials on the basis of their simple physical properties |
 Observe changes across the 4 seasons. | Observe and describe weather associated with the seasons and how day length varies

Knowledge to be taught

New life – plants and growth, including how we care for them.
 Animals and their young – where different animals live and how we care for them.
 Floating and sinking, sorting by material, magnetism.

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Creating with Materials	Painting	Use pre-made paints	Can name primary colours. Mix primary colours to appropriate consistency	Able to mix primary colours to make secondary colours	Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	
		Use pre-made paints	Can hold a paintbrush in the palm of their hand to create marks		Beginning to use thin brushes to add detail to paintings	Can hold a paintbrush using a tripod grip Paintings show greater attention to detail		Can independently select additional tools (stampers, rollers etc.) to improve their painting
		Print with large blocks and larger sponges	Print using a range of materials		Create patterns or meaningful pictures when printing			
	Drawing	Makes marks. Draws circles and lines	Draws faces with features and gives meaning to marks	Draws potato people (no neck or body)	Draws people with increasing detail (bodies with limbs and additional features)			
Children can draw things that they observe		Children can draw simple things from memory		Children begin to draw self-portraits, landscapes and buildings/cityscapes				

Skills		Nursery Progression			Reception Progression		Links to KS1 Curriculum	
Creating with Materials	Collage/ Junk Modelling	Use glue sticks to join items with support	Use glue spatulas to join items with support	Use glue sticks and glue spatulas to join independently	Join items with masking tape with support	Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc	<p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, in their products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	
		Explore different materials freely, in order 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	Make informed choices of which material is best to use when junk modelling		
		Create a model with one texture				Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc		
	Sculpture	Builds towers by stacking objects.	Builds walls to create enclosed spaces. Use glue sticks to join items with support	Build simple models using a variety of resources	Build models which replicate those in real life using a variety of resources			
		Explores clay using fingers.	Makes marks in clay	Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)	Makes a model using clay			
	Design					Draw designs before making models		<p>Begin to add labels to designs</p> <p>Share their creations, explaining the process they have used</p>

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Being imaginative and Expressive	Music	Enjoys listening to music	Responds to music	Talk about how music makes them feel	Listen attentively, move to and talk about music, expressing their feelings and responses		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	
		Explore a range of sound-makers and instruments and play them in different ways			Play instruments with increasing control to express their feelings and ideas	Plays instruments in time to music		
	Moves to music	Copies basic actions	Learns short routines, beginning to match pace	Learn longer routines, beginning to match pace				
	Beginning to watch dance and art performances			Shares likes and dislikes about dances/performances				
	Singing and Dancing	Remember and sing nursery rhymes	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	Sing the pitch of a tone sung by another person ('pitch match')	Sing in a group or on their own, increasingly matching the pitch and following the melody	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	

Skills	Nursery Progression		Reception Progression		Links to KS1 Curriculum	
Being imaginative and Expressive	Role-Play	Play with familiar small world equipment like animal sets, dolls, doll houses etc	Use own experiences to develop storylines e.g. make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	Use experiences and learnt stories to develop storylines in their pretend play	Invent, adapt and recount narratives and stories with peers and their teacher	Participate in discussions, presentations, performances, roleplay/ improvisations and debates. Listen and respond appropriately to adults and their peers
				Take part in simple pretend play, using an object to represent something else even though they are not similar	Make use of props and materials when role playing characters in narratives and stories	
	Independence	Work independently to develop basic skills	Work with a friend, copying ideas and developing skills together		Create collaboratively sharing ideas, resources and skills	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria



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