



Long Term Progression Planner

Nursery-FS1

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTEXT FOR LEARNING <u>Topics and Themes (Teacher Directed)</u>	Settling, rules and routines Making new friends and building relationships PSED	Autumn Bonfire Night Diwali Christmas Learning about our community PSED/UW/C and L	Chinese New Year Winter Exploring shape and space UW/Maths/PD/EAD	Easter Spring Investigating changes PSED/C and L/UW	Nature and the outdoors Listening to stories for pleasure Joining in with familiar stories C and L/Lit R	Summer Creativity Week Variety of mark making Mark making for different purposes Using tools with control Holding mark making tools with a tripod grip Assign meaning to marks PD/ Lit W
<u>Ideas for Extended Provision linked to adult led topics and themes</u>	Teaching rules through stories Babies/Clinics Family books Ourselves	Explore others' lives, jobs and people who work in the community Similarities and differences Celebrations and festivals	Chinese restaurant Winter animals Exploring changes	Easter egg hunt Mother's Day cards Easter cards Care and concern for living things	Mini-beasts Gardening Outdoor woodland activities Variety of fairy tales and traditional stories	Travel agents Light/dark resources Teddy bears picnic Water days Seaside toys
Topics to explore child initiated learning	How can I make a new friend?	What can I celebrate?	How can I make patterns?	What changes can I see?	Can I tell you a story?	Can I be a writer?
<u>The grown-ups can come to Nursery too!</u>	Nursery Parents Information Meeting	Christmas Show Nursery Developing Self Help Skills Workshop	Nursery Supporting Communication and Language Workshop	Spring songs and Easter egg hunt Ecology Centre visit	Nursery Supporting Early Mark Making Skills Workshop	Exhibition Evening Sports Day Nursery Graduation Transition meeting for parents
<u>School Ready</u>	Baseline Settling Notes Phase 1 phonics - Learning to listen	Colour of the week Phase 1 phonics – Learning to listen	Sound of the week Phase 1 phonics – Learning to listen	Sound of the week Phase 1 phonics – to be able to discriminate sounds Rhyme and Alliteration	Sound of the week Phase 2 phonics – hear and say initial sounds in words Rhyme and Alliteration	Sound of the week Phase 2 Phonics – Hear and say initial sounds in words and match them to the letter Rhyme and Alliteration

LEARNING PROGRESSION

<u>PSED</u> (Personal, Social and Emotional Development)	-Make and communicate choices and express their needs through actions or words -Explore new activities With adult support	-Play in familiar areas of the classroom, selecting activities through their interests	-Be inquisitive and approach new activities	-Join in with new areas of learning or activities across the setting with adult support	-Confidently use all areas of continuous provision	-Be confident to make choices in the environment and explain why choices were made
	-Will approach familiar adults when upset, excited, or wants to play	-Seek to comfort another child who is upset -Accept adult reasoning when a request is turned down	-Seek to comfort another child by asking for adult help, using verbal or non-verbal communication -Wait their turn when seeking help	- Show empathy towards other people, animals or objects through their actions or words.	-Express needs to another adult or child in the setting	-Be able to use words or actions to ask for help -Show empathy towards others
	-Watch other children at play before joining in	-Initiate an interaction to indicate when they want to join in play through actions or words, with adult reassurance	-Initiate an interaction to indicate when they want to join in play through actions or words	-Engage in turn taking in play or conversation.	-Initiate play with others	-Be able to approach one or more children to initiate or join in with play
	-Separates from carer with support and reassurance					-Leave carer confidently
	-Accepts boundaries which seek to keep them and others safe and follow the flow of the session	-Remember to keep safe by walking in the nursery - Remember to have one toy at a time and to put away the toy when finished	-Follow simple instructions using verbal or non-verbal clues -Look after the equipment, hang up aprons, pick up toys from the floor etc.	-Listen to and follow instructions regarding rules and routines -Talk about the 5 Nursery rules and what happens if they are broken	-Understand that good choices are rewarded and poor choices have negative consequences (such as time out on the 'listening chair')	-Follow the Nursery rules and be aware of consequences of behaviour
<u>C and L</u> (Communication, Language and Literacy) <u>Listening</u>	-Listens to stories, songs and rhymes and indicate favourites by actions or words - Can shift attention when conversation interests them by looking, listening or moving towards an	-Show by their body language and responses that they are listening to the views of a child or adult -Change focus and attention in order to begin work on their line	-Look, listen and respond in a discussion with 3 or more children	-Show by their actions and/or words that they know what is coming next in familiar rhymes and stories	-Tell other children or adults about something they have seen/heard in the setting or at home or the child may share a short story they have created	-Listen to and joins in with stories with words

<p><u>Understanding</u></p>	<p>adult or child who are talking</p> <p>-The child can indicate a preference when given a choice between two objects or pictures or words</p> <p>-Actions demonstrate understanding of simple concepts. Concepts might include full/empty, fast/slow, big/little, wet/dry.</p>	<p>of enquiry and interest.</p> <p>-Comments on actions or daily events as they are happening. This will include commenting what they are doing within the setting or how they are meeting a need they have at that time. Adults may give verbal support</p>	<p>-Comments, questions, play or representations will show understanding of an event or experience they have been part of</p> <p>-Comment on actions or daily events as they are happening. This will include commenting what they are doing within the setting or how they are meeting a need they have at that time.</p>	<p>-Show the sequence in actions, pictures or words of an experience they have had or representation they have created</p>	<p>-Carry out instructions that have been given verbally</p> <p>-Respond to questions, giving information about their likes and interests.</p>	<p>-Answer who, what and where questions</p> <p>-Answer questions about themselves</p>
<p><u>Speaking</u></p>	<p>-Links actions and words to communicate immediate needs and wants.</p> <p>-Know adjectives to describe what an object is like (including size, shape or colour) and verbs to describe what an object does (scissors cut, spades dig) but may not always use vocabulary correctly.</p>	<p>-Verbally ask other children or adults to pass or obtain resources they want to use</p> <p>-Use the correct vocabulary to describe colour, and size</p>	<p>-Tell others which activity they would like to be involved in</p> <p>-Use the correct vocabulary to describe shape</p>	<p>-Use words to communicate needs and wants</p> <p>-Use correct vocabulary to describe what an object does</p>	<p>-Talk to others about their intentions and plans</p> <p>-Words demonstrate understanding of simple concepts. Concepts might include full/empty, fast/slow, big/little, wet/dry.</p>	<p>-Ask a question</p> <p>-Talk to others clearly about their intentions</p>
<p><u>PD (Physical Development)</u></p>	<p>-Climb using hands and feet</p> <p>-Able to use equipment that requires pushing and pulling.</p> <p>-Use a pincer grip to pick up small objects</p>	<p>-Walk up steps using alternating feet, one foot to each step</p> <p>-Able to use resources that require twisting, turning and rotating</p> <p>-Use a range of tools and equipment such as tweezers, threading, and rolling pins with control</p>	<p>-Use cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle</p> <p>-Able to turn the pages in a book</p> <p>-Use mark making equipment with a low grasp or tripod grip</p>	<p>-Moves with confidence in a range of ways</p> <p>-Able to use one handed equipment</p> <p>-Use a variety of mark making tools to record ideas with some control</p>	<p>-Experiment with different ways of moving</p> <p>-Negotiates space successfully when playing, adjusting speed/direction.</p> <p>-Begin to use a low tripod grip for all mark making tools</p>	<p>-Move safely between objects and other people</p> <p>-Use a range of tools within the setting</p> <p>-Use a low, secure tripod grip</p>

	-Indicate when they need to go to the toilet, wash hands, put on coat, wellington boots and is willing to 'have a go' with adult support.	-Attempts to dress self independently	-Is aware of own safety and manages risk with support	-Is dry and clean during the day -Manages own basic hygiene		-Be able to use words or actions to ask for fruit, milk or to go to the toilet- to get needs met -Use the toilet independently -Put on own coat
<u>Literacy</u> (Reading and writing)	-Listen attentively to a familiar story published or created in the provision (The child must show by their responses that they are listening in a small group or 1:1 with an adult)	-Uses their own illustrations or props to retell a story (The child will choose resources from the environment to act as a prop for retelling or they may create representations of characters and scenes to support the story)	-Engages in story talk when in the role play or in small world (When acting out events or scenarios the child will engage in play or talk about characters, settings or storylines)	-Plays with rhyming words, sounds and alliteration -Use props and/or books to play with the language of rhyme, tongue twisters and poetry	-Hears and says some letters from their own name (The child shows by their response that they have heard and recognise letters from their name and are able to articulate letter sounds from this)	-Recognise print in the environment and apply meaning
	-Recognise and match picture labels and silhouettes to objects in the environment. (The child is able to make links between objects and pictures, symbols or photographs)	-Discriminate between sounds -Actively join in with a range of phase 1 phonic games	-Discriminate between sounds -Actively join in with a range of phase 1 phonic games	-Discriminate between sounds -Actively join in with a range of phase 1 phonic games	-Hear and say initial sounds in words	- Hear and say initial sounds in words and match them to the letter
	-Makes marks in different media. (The child makes marks using finger paint, shaving foam, dough or clay. Marks can be made with fingers or tools) -Uses pincer grip in play to hold small objects, cards and when eating food. (The child uses thumb and forefinger to grip objects, cards or finger food.)	-Mark making shows variation in shape and form (The child's mark making in multisensory play will show enclosures, vertical and horizontal lines)	-Recognises and writes some letters from their own name. (The child will use some letters from their name in their independent writing)	-Engage in emergent writing in their play using circles, lines and marks to represent letters, words or numbers -Use top to bottom movements to make marks	-Engage in emergent writing in their play using circles, lines and marks to represent letters, words or numbers -Use anti-clockwise movements to make marks	-Mark make for a range of purposes (have fun with paper) and apply meaning -Write the letters of their name using to top to bottom and anti-clockwise movements -Use groups of letters or a variety of letter shapes to show meaning

<p><u>(Mathematics)</u></p>	<p>-Uses number names in play</p> <p>-Show by actions, role play, mark making or words that they are aware of numbers in the environment e.g. door numbers, bus numbers, birthday cards etc.</p>	<p>-Makes comparisons between different quantities demonstrating an understanding of 'more', 'less', 'the same'</p> <p>(The child will show by their actions that they are able to compare quantities by weight or amount, e.g. vegetables in the home corner, different sizes of containers with sand or water in. The child will indicate 'more' or 'less' or 'the same'.)</p> <p>-Make sets of numbers and subitise to 1</p>	<p>-Count alongside actions in games, rhymes and songs (The child will indicate verbally or by action that they are counting alongside the actions in games rhymes and songs demonstrating one-to-one correspondence.)</p> <p>-Make sets of numbers and subitise to 2</p>	<p>-Count in order from 0-5 (They may count using actions, natural resources, role-play, rhymes or songs.)</p> <p>-Uses graphic representation to record number explorations in pictures and mark making. (The child uses tallies, pictures or marks as they are engaged in a mathematical game, role play or investigation.)</p> <p>-Make sets of numbers and Subitise to 3</p>	<p>-Count in order from 0-10 (They may count using actions, natural resources, role-play, rhymes or songs.)</p> <p>-Make sets of numbers and Subitise to 4</p>	<p>-Count to 10 by rote</p> <p>-Recognise (not read) numbers of personal significance (more than 4 numbers)</p> <p>-Make sets to 4</p> <p>-Make marks to record mathematical ideas</p> <p>-Compare amounts knowing which set has more or less</p>
	<p>-Engage in lining up, placing, arranging and repositioning materials. (The child engages in placing and arranging activity during their play with natural resources or objects.)</p> <p>-Understand that there is an order and sequence to familiar events. (The child will show awareness through actions or conversation when looking at photographs, visual timetables or stories.)</p>	<p>-Shows through placement of their own bodies or objects that they understand the concepts of 'under,' 'on,' or 'in'</p> <p>-Recognise and talk about circles</p>	<p>-Use vocabulary to talk about what patterns they are seeing, for example size, shape and detail of repetitions</p> <p>-Compare big/small</p> <p>-Recognise and talk about squares</p>	<p>-Exchanges objects which may be real or imaginary; this could be 'shopping' role play, a card game or number rhymes</p> <p>-Compare heavy/light</p> <p>-Recognise and talk about triangles</p>	<p>-Use the properties of shape to express ideas, design and build (The child selects shapes to use in their construction showing an awareness of how their properties make them fit for purpose.)</p> <p>-Compare tall/short</p> <p>-Recognise and talk about rectangles</p>	<p>-Use shapes in play purposefully</p> <p>-Name 4 shapes</p> <p>-Compare size, shape, weight, height etc. in play</p>
<p><u>UW</u> <u>(Understanding the World)</u></p>	<p>Using any form of expression...</p> <p>-Share an event that they have been part of like getting ready for Nursery</p>	<p>Using any form of expression...</p> <p>-Share about a special time in their lives</p>	<p>Using any form of expression...</p> <p>-Show an awareness that people eat different food and dress according to their culture</p>	<p>Using any form of expression...</p> <p>-Show an understand that people have different roles at work</p>	<p>Using any form of expression...</p> <p>-Understand that some people have roles that help them</p>	<p>-Be able to talk about themselves and home life</p>

	-Be able to distinguish between and express what they know about 3 or more places where they go regularly	-Talk about 1 way to celebrate that is the same as a friend	-Notice changes to the Nursery garden	-Take an interest in plants, insects or animals and treat them with care	-Use different media to recall and represent what they see, hear or feel as they are investigating the 'how' and 'why'	-Be able to talk about things that are the same and different.
	-Use open ended resources or real objects to create props for their play such as telephones, laptops or calculators	-Take photographs, videos or voice recordings, with support and show them to others. (The child will show an understanding of the technology they have used to capture their experiences)	-Take photographs, videos or voice recordings, without support and show them to others. (The child will show an understanding of the technology they have used to capture their experiences)	-Seek and use information from the internet, television and DVD's. (The adult may support with accessing technology and reading information.)	- Seek and use information from the internet, television and DVD's. (The adult may support with accessing technology and reading information.)	-Use a simple electronic device, touch screen or mouse
<u>EAD</u> <u>(Expressive Arts and Design)</u>	-Engage in sensory exploration and show by their response that they can effect change	-Use media and materials to represent and express an idea they are wanting to share with others (They may select a scarf for a dance movement, boxes for their models or a musical instrument to create a sound.)	-Use a variety of materials to construct for a purpose	-Explore a variety of media to create representations	-Explore a range of tools to make effects to materials	-Use tools and techniques to enhance and add detail to their representations
	- Plays alongside other children who are exploring new ideas (The child engages in parallel 'pretend' play in role play, small world or when outdoors.)	-Creates or builds new 'worlds', stories or scenarios. (The child will use their imagination to create something new. For example; arranging a scene, small world enactments, or introducing variations to stories and rhymes.)	-Place, change or manipulate a material or resource to fulfil a purpose.	-Listen to other's ideas to build on play	-Suggest ideas for play	-Join in with dance, songs, actions and music -Explore a variety of media -Work and play imaginatively