

The Abbey Primary School Nursery 2024-25

Main projects	Let's Explore (World)	Marvellous Machines (World)	Long Ago (World)	Ready Steady Grow (World)	Animal Safari (World)	On the Beach (World)
Other projects	Build It up (World)	Puppets and Pop Ups (Exp A&D)	Stories and Rhymes (World)	Signs of Spring (World)	Creep Crawl and Wriggle (World)	Moving On (PSED) Move It (PD)
WOW	Walk around the school – meet the adults who work there.	Toast and Popcorn making Police and Firefighter visit	Class Museum Visit to school library	Visit to Rookery farm	Minibeast safari	School beach day Trains at Delapre

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<p>Read Write Inc texts/ Shared Reading texts</p> <p>All subject to change according to children's needs, interests and previous experiences.</p>	<p>Dot P H Reynolds You Choose P Goodhart Bumble Bear N Shireen Mr Grumpy's Outing J Burningham In Every House on every street J Hitchman We're Going on a Bear Hunt Michael Rosen Where's my teddy Jez Alborough Owl babies Martin Waddell</p> <p>Language RICH Environment- use of familiar print (logo books), names.</p> <p>Reading areas- access to books.</p> <p>Phase 1 phonics – tuning into sounds</p> <p>Well loved stories: Lost and found Oliver Jeffers Not now, Bernard David McKee Stick Man Julia Donaldson Meg and Mog Helen Nicoil</p> <p>Songs and rhymes: Five little speckled frogs</p>	<p>Nobot the Robot with no bottom P. Linnett Leaf man L Elhert Harry and the robots Ian Whybrow</p> <p>Language RICH Environment- use of familiar print (logo books), names.</p> <p>Reading areas- access to books.</p> <p>Phase 1 phonics – tuning into sounds</p> <p>Well loved stories: Lost and found Oliver Jeffers Not now, Bernard David McKee Stick Man Julia Donaldson Meg and Mog Helen Nicoil</p> <p>Songs and rhymes: Five little speckled frogs</p>	<p>Peepo- J&A Allberg The Smartest Giant in Town J Donaldson Each peach pear plum J&A Ahlberg</p> <p>Phase 1 phonics - Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting</p> <p>The Tiger who came to tea Judith Kerr Mog the forgetful cat Judith Kerr Classic Nursery Rhymes Chris Riddell Whizz, Pop Granny, Stop! Tracey Corderoy</p> <p>Well loved stories:</p>	<p>Rosies Walk P Hutchins Jack and the Beanstalk traditional tale Oliver Vegetables A Bartlett Olivers Milkshake A Bartlett</p> <p>Phase 1 phonics - Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting</p> <p>Handa's surprise Eileen Browne Jasper's Beanstalk Nick Butterworth and Mick Inkpen</p> <p>Traditional tales: Little Red Hen traditional tale The enormous turnip Well loved stories: Spinderella</p>	<p>Little Red and the very Hungry Lion A.T Smith Snail Trail R Brown Doing the animal Bop Jan Ormerod I am a tiger Carl Newson</p> <p>RWI Set 1 Speed Sounds Phase 1 phonics - Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting</p> <p>Well loved stories: Dear Zoo Rod Campbell Odd dog out Rob Biddulph The cat in the hat Dr Seuss There's a monster in your book Tom Fletcher Monkey puzzle J Donaldson</p>	<p>Clem and Crab F Lumbers One Year with Kipper M Inkpen Animal poems - Various The See saw Tom Percival Hooray for fish Lucy Cousins One is a snail 10 is a crab</p> <p>RWI Set 1 Speed Sounds Phase 1 phonics - Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting</p> <p>Tip tap went the crab Tim Hopgood Commotion in the ocean Giles Andreae Tiddler – The story telling fish Julia Donaldson Bright Stanley</p>
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	<p>Where the Wild Things Are Matice Sednack Five minutes peace Jill Murphy Funny Bones Janet and Allan Ahlberg Guess how much I love you Sam McBratney Peace at Last Jill Murphy The Gruffalo Julia Donaldson</p> <p>Songs and rhymes: Five little ducks Wheels on the bus Twinkle twinkle little stars</p> <p>Traditional tale: Rapunzel</p>	<p>Humpty dumpty If you're happy and you know it Jack and jill</p> <p>Traditional tales: Cinderella</p>	<p>There was an old lady who swallowed a fly Pam Adams Gorilla Anthony Brown</p> <p>Songs and rhymes: One, two, three, four, five Little Bo Peep I'm a little teapot Hickery dickery dock</p> <p>Traditional tales: The Elves and the shoemaker Hansel and Gretel</p>	<p>Julia Donaldson Oi frog Kez Grey</p> <p>Songs and rhymes: Old Macdonald Little Bo Peep Rain rain go away Round and round the garden Dingle dangle scarecrow</p>	<p>Songs and rhymes: Incey Wincey spider Row row your boat The grand old duke of york</p> <p>Traditional tales: The hare and the tortoise Beauty and the beast</p>	<p>Matt Buckingham</p> <p>Songs and rhymes: One two buckle my shoe Little miss muffet Polly put the kettle on Wind the bobbin up</p> <p>Traditional tale: Snow white</p>
<p>Class reading for pleasure texts</p> <p>All subject to change according to</p>	<p>Not now Bernard - D Mckee The Gruffalo J Donaldson You Choose P Goodhart</p>	<p>Fairy tales – a range according to the children’s prior knowledge and interest You Choose – fairy tales P Goodhart</p>	<p>Whatever next J Murphy You choose – Space P Goodhart Can’t you sleep little bear M Waddell</p>	<p>Bog Baby J Willis Oscar and the Frog G Waring The Very Hungry Caterpillar E Carle How to grow a Dinosaur – C Hart</p>	<p>Non-Fiction books based on animals The tiny seed E Carle Monkey Puzzle- J Donaldson Cave Baby J Donaldson</p>	<p>Can you catch a Mermaid - J Ray Dinosaurs love underpants C Freedman Dinosaur pirates P Dale</p>

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<p>children’s needs, interests and previous experiences.</p>	<p>Rosie’s Hat J Donaldson</p>		<p>Sleeping beauty traditional tale</p>	<p>Marvin Wanted more Joseph Theobald Farmer Duck Martin Waddell What the ladybird heard Julia Donaldson</p>	<p>Doing the animal Bop Jan Ormerod Dear Zoo Rod Cambell Not that pet Smriti Halls</p>	<p>The night pirates P Harris The singing mermaid J Donaldson The pirates next door Johnny Duddell</p>
<p>Reading knowledge</p>	<p>To know how to handle books carefully and appropriately.</p> <p>to know that information can be found in the form of print.</p> <p>To know that print carries meaning and is read from left to right and top to bottom.</p> <p>to answer questions about the story characters and events.</p> <p>To know how to discuss simple</p>	<p>To know how to handle books carefully and appropriately.</p> <p>to know that information can be found in the form of print.</p> <p>To know that print carries meaning and is read from left to right and top to bottom.</p> <p>to answer questions about the story characters and events.</p> <p>To know how to discuss simple thoughts and</p>	<p>To know words from the texts being read to them.</p> <p>To know how to identify rhyming words, alliteration and letter sounds.</p> <p>To Know that print is read from left to right and top to bottom.</p> <p>To know the features of a book. Author Illustrator Front page Title page Pages</p>	<p>To know words from the texts being read to them.</p> <p>To know how to identify rhyming words, alliteration and letter sounds.</p> <p>To Know that print is read from left to right and top to bottom.</p> <p>To know the features of a book. Author Illustrator Front page Title page Pages Back cover Spine</p>	<p>To recognise words with the same initial sound</p> <p>To know how to blend and segment sounds together.</p> <p>To know how to ask for a favourite book to be read to them.</p> <p>To know how to answer questions about the feelings of characters in the story.</p> <p>To know how to give their own opinions about an event in a story.</p>	<p>To recognise words with the same initial sound</p> <p>To know how to identify letter sounds and say the sound for the grapheme.</p> <p>To know how to blend and segment sounds together.</p> <p>To know how to ask for a favourite book to be read to them.</p> <p>To know how to answer questions about the feelings of characters in the story.</p> <p>To know how to give their own opinions</p>

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	<p>thoughts and feelings related to the story.</p> <p>To know how to join in with rhyming and alliteration activities.</p>	<p>feelings related to the story.</p> <p>To know how to join in with rhyming and alliteration activities.</p>	<p>Back cover Spine</p> <p>To know how to answer questions which show an understanding of the main events and characters in a book.</p>	<p>To know how to answer questions which show an understanding of the main events and characters in a book.</p>		<p>about an event in a story.</p>
<p>Writing texts</p> <p>All subject to change according to children's needs, interests and previous experiences.</p>	<p>Scribble club - Dot – Mark Making/ name writing P H Reynolds</p> <p>Scribble club – We're Going on a Bear Hunt M Rosen</p> <p>Scribble Club – The Three Little Pigs</p> <p>Scribble Club – Goldilocks and the Three Bears</p>	<p>Scribble Club- Little Red Riding Hood.</p> <p>Scribble Club - Room on the Broom J Donaldson</p> <p>Scribble club - Tin Chris Judge</p> <p>Scribble club – Would you rather... John Burningham</p> <p>Scribble club – What's in the witch's kitchen Nick Sheratt</p>	<p>Scribble Club – The Tiger Who Came To Tea J Kerr</p> <p>Scribble club Perfectly Norman - T Percival</p> <p>Scribble club- The Gingerbread man</p>	<p>Drawing club - Jack and the Jelly Beanstalk R Mortimer</p> <p>Drawing club – The very hungry caterpillar Eric Carle</p> <p>Drawing club – Supertato Sue Hendra</p>	<p>Drawing club – The Smartest giant in town J Donaldson</p> <p>Drawing club – The Storm Whale Benji Davies</p>	<p>Drawing Club – Oi Get off our Train J Burningham</p> <p>Drawing club – Rainbow fish Marcus Pfister</p> <p>Drawing club – Barry the fish with fingers Sue Hendra</p>

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<p>English genres</p>	<p>Narrative- Story – Act out a story with an adult.</p> <p>Joining in with songs and rhymes – adding actions.</p>	<p>Non-fiction Instructions- How to make a smoothie (Verbally talk through steps with an adult)</p> <p>Non Fiction- verbally recount fire/police visit</p>	<p>Narrative – helicopter stories children’s own ideas – perform to peers</p> <p>Narrative-retell a familiar story.</p>	<p>Narrative – Traditional tale with a twist – for an adult of their choice to read.</p> <p>Non fiction- Instructions- how to grow a bean plant.</p>	<p>Narrative – Mark making/labelling animals</p> <p>Non-fiction – recall animal facts orally with an adult.</p>	<p>Narrative – Mark making - Fish descriptive words</p> <p>Non-fiction – write facts about shells, crabs and fish (Mark making)</p>
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Personal, Social and Emotional Development Progression in Nursery			
	Autumn Term	Spring Term	Summer Term
Self-Regulation	<p>To know how to calm myself and be calmed by others.</p> <p>To know how to express myself e.g. smile, cry.</p> <p>To know how to engage with others, including to reach my own goals</p> <p>To know how to cope when my parent leaves me</p> <p>To know how to grow in independence, but know this can lead me to become frustrated.</p>	<p>To know how to talk about my emotions and manage them.</p> <p>To know how others might be feeling through facial expressions and body language.</p> <p>To know how to develop my control and to begin to turn take and impulses to push or hurt others.</p>	<p>To know how to increasingly follow rules, understanding why they are important. .</p> <p>To be able to follow rules and not always need an adult to remind them of a rule.</p> <p>To know how to have an appropriate way of being assertive.</p> <p>To know how to talk to others to resolve conflicts.</p> <p>To talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried' . .</p> <p>To understand how others might be feeling</p>
Managing Self	<p>To know how to say what I want e.g. asking for a toy.</p> <p>To know how to talk about my emotions e.g. what has made me happy or sad.</p> <p>To know how to express my needs e.g. Saying I am hungry.</p>	<p>To know how to make simple decisions for myself</p> <p>To know how to become more responsible</p> <p>To understand the need to look after myself e.g. keeping safe, going to the toilet</p> <p>To know how to follow the rules of my setting with reminders.</p>	<p>To be able to select and use activities and resources, with help when needed. . to achieve a goal they have chosen, or one which is suggested to them.</p> <p>To develop a sense of responsibility and membership of a community.</p> <p>To know how to increasingly follow rules, understanding why they are important.</p> <p>To know how to follow rules without always needing an adult to remind them of a rule.</p>

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Building Relationships	<p>To know how to play on my own and with others.</p> <p>To know how to create attachments in school to peers and adults.</p> <p>To know how to build friendships with others.</p>	<p>To know how to become more outgoing with unfamiliar people within my setting.</p> <p>To know how to talk to new people.</p> <p>To know how to build friendships with other children.</p> <p>To know how to ask questions about people – including their differences between me and them.</p>	<p>To know how to become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To know how to be more confident in new social situations.</p> <p>To know how to play with one or more other children, extending and elaborating play ideas.</p> <p>To know how to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>
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Communication and Language Progression in Nursery			
	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<p>To be able to listen and answer questions about a story which has been read to them.</p> <p>To know how to predict what might happen next in a story.</p> <p>To know how to speak within a small group, following the theme of the topic of discussion.</p> <p>To be able to understand simple stories which are read to them.</p> <p>To understand and respond correctly to a yes or no question.</p> <p>To understand and respond correctly to a “who” question.</p> <p>To understand the pronouns “he” and “she” and use them correctly.</p> <p>To Understand “how” and “why” questions.</p>	<p>To be able to listen to an adult reading a longer story within a group.</p> <p>To know how to listen to others talking and responding with appropriate comments, taking turns in the conversation.</p> <p>To know how to sit and listen during activities or carpet time phonic activities, responding to questions with relevant answers.</p> <p>To join in and sing many different rhymes and songs.</p> <p>To be able to Identify a range of emotions and feelings.</p> <p>To know about periods of time and the vocabulary used to describe this [e.g. days of the week or seasons of the year.]</p> <p>To know how to create a narrative in their play and to show that they have listened and understood what has been said.</p> <p>To be able to listen to others and understand that they may have different views and opinions.</p>	<p>To be able to listen attentively, understand what is being said.</p> <p>To be able to respond to instructions and being able to respond. and ask appropriate questions to further their understanding and knowledge.</p> <p>To be able to use 2 channelled attention, listening and doing something for a short period of time.</p> <p>To listen to longer stories and can remember much of what happens.</p> <p>To understand a question or instruction that has two parts, [such as “Get your coat and wait at the door”.]</p> <p>To understand ‘why’ questions, [like: “Why do you think the caterpillar got so fat?”]</p> <p>To know many rhymes.</p> <p>To be able to talk about familiar books, and be able to tell a long story.</p> <p>To be able to listen in a range of different situations, within their play or in larger groups.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking</p>	<p>To know how to speak by linking 4 or 5 words together.</p> <p>To know how to use expressive language and simple sentences to describe what is happening.</p> <p>To know how to use talk to play co-operatively with their friends.</p> <p>To know how to re-tell a story and answer questions about a story which has been read to them.</p> <p>To know how to take turns in conversations with adult support. [Ask questions using “where,” “who,” “when” and “what.”]</p> <p>To know how to talk to another adult or child while they are busy with their own play.</p> <p>To know how to hold a simple conversation with another child or adult, following the same theme.</p> <p>To be able maintain eye contact with others when talking.</p> <p>To know how to take turns in conversations, without an adult supporting them.</p> <p>To know how to Initiate a conversation with others.</p>	<p>To be able to use sentences with up to 6 words.</p> <p>To be able to talk about things that have happened or to share ideas.</p> <p>To be able to describe events and link sentences.</p> <p>[Use the words “and” and “because” to link sentences.]</p> <p>To be able to find the odd one out from a group and explain why.</p> <p>To know how to use different tenses.[past present future]</p> <p>Taught to use new vocabulary connected with their play or current area of interest or learning.</p> <p>Taught to use language to recreate roles in their play.</p> <p>To know how to say their views or opinions to others, sometimes using words to disagree or argue with what others have said.</p> <p>To know how to answer questions about a story and retell simple events from the book.</p>	<p>To be able to communicate effectively and make themselves understood.</p> <p>To know how to use the taught vocabulary in context.</p> <p>To know how to ask appropriate questions to further their understanding and knowledge.</p> <p>To know how to use their extended vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To know how to use language to imagine and recreate roles and experiences in play with other children and adults.</p> <p>To be able to use talk to organise, sequence and clarify their thinking and ideas.</p> <p>To be able to sing a large repertoire of songs.</p> <p>To know how to talk in the correct tense [but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’]</p> <p>To know how to use longer sentences of four to six words.</p> <p>To 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.</p> <p>Use talk to organise themselves and their play: [“Let’s go on a bus... you sit there... I’ll be the driver.”]</p> <p>To be taught how to start a conversation with an adult or a friend and continue it for many turns.</p>
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			<p>To use language to describe what they have been doing or learning, sequencing their thoughts and experiences.</p> <p>To be able to use talk to explain, clarify and reason. Use well-formed sentences which are mostly grammatically correct.</p>
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Literacy Progression in Nursery			
	Autumn Term	Spring Term	Summer Term
Word Reading	<ul style="list-style-type: none"> To identify animal noises To identify environmental noises To identify instrumental noises To recognise familiar logos 	<ul style="list-style-type: none"> To copy a pattern on an instrument To use their body to make different noises To copy a pattern using their bodies To join in with rhyming sentences To being to complete a rhyming sentence 	<ul style="list-style-type: none"> To distinguish between different sounds To distinguish between different initial sounds To follow a rhyming string To develops an awareness of alliteration To gain an awareness of RWI picture cards and Set 1 sounds
Comprehension	<ul style="list-style-type: none"> To listen to stories To enjoy looking at books To listen to a range of books To know how to hold a book correctly To talk about what they can see in the pictures To join in with actions rhymes 	<ul style="list-style-type: none"> To begin to notice the difference between pictures and print To begin to role-play from stories they have listened to To begin to talk about what happened in the story To turn the pages one page at a time To begin to join in with repeated refrains 	<ul style="list-style-type: none"> To identify book cover and title To join in with repeated refrains To begin to discuss the characters and setting in the story To sing rhymes from memory To know the difference between picture and print
Writing	<ul style="list-style-type: none"> To practise drawing lines, dots and circles To know how to make marks which sometimes are in the shape of recognisable letters. To know how to control the different muscles in their hand so that they can control mark making objects. To know how to use their developing hand—eye coordination to make a mark in the intended place. 	<ul style="list-style-type: none"> To be able to distinguish the difference between writing / print and drawings / illustrations. To make marks with a purpose in mind To be able to copy letter shapes To understand that writing is different to drawing. To develop drawing a person with limbs To develop pencil grip (4 finger and thumb grip) 	<ul style="list-style-type: none"> To be able to comfortably hold a pencil and use the correct movements to form letters. To be able to write a collection of random letters or shapes and be able to read this to an adult. To know how to hear the initial sound in a word and attempt to write this correctly. To know how to write their own name with some accuracy.

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Mathematics Progression in Nursery			
	Autumn Term	Spring Term	Summer Term
Mathematics	<p>To notice and describe similarities and differences.</p> <p>To match sort and group objects.</p> <p>To make comparisons between objects relating to size.</p> <p>To compare quantities- more, less, fewer, the same</p> <p>To know similarities and differences in shapes.</p> <p>To know how to use shapes for a particular purpose.</p> <p>To recite finger and number rhymes</p> <p>To recite number names in order to 3 (forwards sequence)</p> <p>To know and recognise up to 3 objects and the numbers– subtitising</p> <p>To listen to and copy a repeated pattern using sounds or actions.</p> <p>To complete inset/matching puzzles.</p>	<p>To begin to describe using positional language.</p> <p>To say one number for one object/action in order: 1, 2, 3, 4, 5.</p> <p>To recite past 5 numbers.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>To notice and talk about repeating patterns.</p> <p>To create their own AB pattern.</p> <p>To link numerals and amounts.</p> <p>To experiment with symbols, marks and numerals</p> <p>To talk about shapes using informal and mathematical language- straight, flat, round, flat, corners.</p> <p>To make comparisons between objects relating to size, length, weight and capacity.</p>	<p>To compare and sort by size, shape or colour.</p> <p>To begin to use language more than or fewer to compare groups.</p> <p>To begin to describe a sequence of events using words such as ‘first’, ‘then’.</p> <p>To understand position through words alone and no accompanying actions.</p> <p>To recite past 5 numbers.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>To link numerals and amounts- match the correct numeral to the amount of object to 5.</p> <p>To explore the composition of numbers to 10.</p> <p>To solve real life mathematical problems with numbers to 5.</p> <p>To talk about shapes using informal and mathematical language- straight, flat, round, flat, corners.</p> <p>To extend and create AB patterns.</p> <p>To notice and correct an error in a repeating pattern.</p>

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Understanding the World Progression in Nursery			
	Autumn Term	Spring Term	Summer Term
Past and Present	To know how to take an interest in and begin to record their own life story and family history in simple terms. E.g. Talk about siblings and other family members who don't live in their home.	To know special events in their own past, e.g. holidays, relatives that live abroad etc.	To know and understand that things have happened a long time ago (and through stories to help them further develop their understanding)
People, Culture and Communities	To know how to keep healthy and why it's important. To know how to operate electronic equipment To talk about cause and effect, when baking, using simple tools, hammers etc	To know how to use devices to record their voices and play the recording back to others, e.g. talking tins, talking clipboards. To know that people in the local community have different jobs to do. To be able to talk about where they live and about their local community. To know that children in Nursery will like different things, may speak different languages, wear different clothes, eat different food or celebrate events different to their own	To know of different towns and places and countries beyond Northampton. To know how to talk about events in their own lives and past experiences. To know that people and places have differences and similarities . To know how to complete a simple program on a computer / interactive whiteboard.
The Natural World	To know that we need to care for the environment and living things.	To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things.	To know about the different weathers. Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice

Expressive Arts and Design Progression in Nursey			
	Autumn Term	Spring Term	Summer Term
Creating with Materials	<p>To know how to use tools and to learn how these can add patterns and different texture to their pieces of work.</p> <p>To know how to use different materials such as glue and sticky tape appropriately.</p> <p>To know how to model the playdough with a purpose in mind.</p>	<p>To create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>To explore colour and colour-mixing.</p> <p>To make imaginative and complex ‘small worlds’ with blocks and construction kits.</p>	<p>To know how to create a model of their choice adding a finishing touch, such as paint or glitter to their model once it has dried.</p> <p>To know how to create a model or collage using a variety of different materials, joining them together appropriately.</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>To paint independently using their imagination.</p>
Being Imaginative and Expressive	<p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>To know how to role play in a group responding.</p> <p>To discuss a familiar piece of music expressing their likes or dislikes.</p> <p>To know that you can change the sound an instrument makes by controlling the way it is played, e.g. quiet and loud, fast and slow</p>	<p>To copy and create simple rhythms and beats.</p> <p>To know how to play a particular character within their play.</p> <p>To know how to move with coordination and create their own dance moves in response to different pieces of music.</p>

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Physical Development Progression in Nursery			
	Autumn Term	Spring Term	Summer Term
Gross Motor Skills	<p>To be able to balance on a range of low level equipment with some adult support.</p> <p>To know how to move at different speeds, negotiating space and not bumping into anything or anyone.</p> <p>To be able to follow a simple obstacle course combining different movements.</p> <p>To throw a ball or bean bag towards a target.</p> <p>To be able to catch a scarf or slow moving object.</p>	<p>To know how to kick a ball towards a target.</p> <p>To know how to balance on one leg.</p> <p>To know how to travel through and over climbing equipment and tunnels.</p> <p>To know how to climb ladders with confidence.</p> <p>To know how to negotiate different pathways, speeds and gradients without falling.</p> <p>Know how to catch a bean bag and large ball</p> <p>To know how to Jump off an object correctly.</p> <p>To be able to travel through, over, under, round equipment.</p> <p>To be able to climb ladders and use the climbing frame with confidence.</p> <p>To use balls in a variety of ways.</p>	<p>To be able to perform a dance with 2 or 3 movements, which will include being able to hop, jump, skip.</p> <p>To be able to ride either a tricycle or balance bike with competence and confidence</p> <p>To able to catch a small ball and use a bat and ball confidently and successfully. •</p> <p>To be able to use small apparatus confidently and efficiently</p> <p>To practice and remember different dances and link different dance moves together.</p> <p>To be able to hop on one foot.</p> <p>To pedal a tricycle and balance on a balance bike.</p> <p>To catch a small ball.</p> <p>To know how to use a bat and ball, sometimes hitting the ball with the bat.</p> <p>To know how to throw a large ball through a hoop.</p> <p>To know how to have increasing control over an object</p>
Fine Motor Skills	<p>To know how to control the different muscles in their hand so that they can control mark making objects such as chunky pens and paintbrushes using a static tripod grip moving to a triangulation grip.</p> <p>To know how to use their developing hand eye coordination to make a mark in an intended place.</p>	<p>To be able to hold a pen or pencil using a triangulation grip in their dominant hand.</p> <p>To be able to thread different materials on strings.</p> <p>To be able to hold scissors correctly and ‘snip’ paper.</p> <p>To know how to cut a straight line using scissors. To know how to begin to form letters from their name.</p>	<p>To be able to write their own name.</p> <p>To be able to use scissors accurately and with control to cut a variety of different lines and simple objects.</p> <p>To have good control when using small objects, using tools and manipulating malleable materials.</p> <p>To form some letters correctly by moving their pencil using the correct movements and formation.</p>

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	<p>To know how to use glue sticks and glue spreaders. To know how to hold scissors, sometimes using both hands and randomly 'snip' paper.</p>		<p>To move the scissors forward when they are cutting and cut a straight line, a wavy line and a simple shape. Know how to manipulate clay to make a desired outcome, showing good control and using it safely. To manipulate clothes fastenings, e.g. zip up coats, fasten buttons etc.</p>
<p>Health and Self-Care</p>	<p>To be able to use the toilet and wash their hands independently. To know how to attempt to use different zips and other fastenings. To be able to put on some items of clothing including shoes/ wellies. Be aware of different types of exercise and take part in these with more control To recognise some foods which are healthy and others which may not be as healthy to eat. Use basic toys and nursery equipment safely. Knows calm and quiet spaces in nursery where they can rest if they are tired.</p>	<p>To be able to attempt to put on their own clothing, with support if needed. To be aware of the importance of keeping their teeth clean, drinking water and eating healthy food. To know how to use a range of different tools and equipment safely and for the correct purpose To understand that parts of our daily routine help us to stay healthy e.g. brushing teeth, washing hands, eating healthy food. To have an understanding of the effects exercise has on the body, e.g. heart beating faster.</p>	<p>To be able to wash their hands independently and explain why. To be able to use scissors, hole punches etc carefully and safely and will know where to return them. To know how to negotiate spaces and objects safely. To dress for outdoor play independently. To know the different things they can do to stay healthy and give reasons why they are important, e.g. washing hands to get rid of germs etc. Knows how to transports tools around the nursery setting safely and knows where they belong. To know how to keep themselves safe in the nursery environment and manage risks with little support from an adult.</p>