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| Literacy Word readingJoin in with songs and rhymes, copying sounds, rhythms, tunes and tempo.Say some of the words in songs and rhymes.Copy finger movements and other gestures or actions.Sing songs and say rhymes independently, for example, singing whilst playing.ComprehensionEnjoy sharing books with an adult.Pay attention when listening to stories and respond to the pictures or the words.Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.WritingAdd some marks to their drawings which they give meaning to for example “That says Mummy”. Make marks on their picture to stand for their name.**Physical Development**Develop manipulation and control when mark making.Manage buttons, zips and pour drinks.Explore different materials and tools safely. | Communication and Language Listening, Attention and UnderstandingEnjoy listening to longer stories and can remember much of what happens.Pay attention to more than one thing at a time, which may be difficult.SpeakingDevelop communication skills.Start a conversation with an adult or a friend and continue it for many turns. | Maths NumberSubsitiseRecite numbers past 5.Say one number for each item in order: 1,2,3,4,5.Show ‘finger numbers’ up to 5.Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.Numerical PatternsExperiments with their own symbols and marks as well as numerals.ShapeTalk about and explore 2D and 3D shapes, using informal and mathematical language.Select shapes appropriately for building or creating pictures.Understand position through words alone e.g under, over, on top of etc.  |
| Nursery 2025-2026 Nursery Autumn Term Progression Map Autumn Nursery RhymesChristmas |
| Physical DevelopmentGross Motor SkillsContinue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Go up steps and stairs, or climb up apparatus, using alternate feet.Skip, hop, stand on one leg and hold a pose for a game like musical statues.Use large-muscle movements to wave flags and streamers, paint and make marks.Fine Motor skillsUse one-handed tools and equipment, for example, making snips in paper with scissors.Health and Self-CareStart eating independently and learning how to use a knife and fork. | EADCreating with MaterialsExplore 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.Join different materials and explore different textures.Being Imaginative and ExpressiveTake part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. |
| Understanding the WorldPast and PresentSequence family members by size and name (baby, child, adult).People, Culture and CommunitiesShares likes and dislikes. Able to say who they are and who they live with.The Natural worldUse all their senses in hands-on exploration of natural materials.Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.Explore how things work. | PSED Self-RegulationShow more confidence in new social situations.Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.Managing SelfSelect and use activities and resources, with help when needed to help achieve a goal they have chosen, or one which has been suggested for them.Building RelationshipsBecome more outgoing with unfamiliar people, in the safe context of their setting. |