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| Literacy Word readingDevelop their phonological awareness to:* Spot rhymes in familiar stories and poems.
* Count or clap syllables in a word.
* Recognise words with the same initial sound.

ComprehensionEngage in extended conversations about stories, learning new vocabulary.Repeat new vocabulary in a context of a story.Repeat words and phrases from familiar stories.Sequence a familiar story, using pictures or props to support.WritingWrite some or all of their name.Use some of their print and letter knowledge in early writing such as a pretend shopping list.Begin to write initial sounds as captions for drawings.**Physical Development**Show preference for dominant hand.Use scissors confidently. Use a comfortable grip with good control when holding pens and pencils.Physical DevelopmentGross Motor SkillsChoose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.Fine Motor skillsShow preference for a dominant handIncreasing control, grip and pressure of writing and mark making implements.Health and Self-CareBe increasingly independent in meeting their own care needs - Brushing teeth, using the toilet, washing and drying their hands thoroughly.Make healthy choices about food, drink, activity and tooth brushing | Communication and Language Listening, Attention and UnderstandingSing a large repertoire of songs.Know many rhymes, be able to talk about familiar books, and be able to tell a long story.Follow one and two step instructions confidently.Speaking Use a wider range of vocabulary.Use longer sentences of four or six words.Use talk to organise themselves and their play: For example “Let’s go on a bus… you sit there… I’ll be the driver”. | Maths NumberDevelop the key skills of counting objects including saying the numbers in order and matching one number name to each item.Estimate and guess how many there might be before counting.Numerical PatternsUse vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.Become familiar with some two- digit numbers and start to notice patterns within them.Distribute items evenly from a group.ShapeTalk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.Extend and create ABAB patterns – stick, leaf, stick, leaf.Notice and correct an error in a repeating pattern.Begin to describe a sequence of events, real or fictional, using words such a ‘first’, ‘then’.EADCreating with Materials Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.Being Imaginative and ExpressiveSing the pitch of a tone sung by another person (‘pitch match’) 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.Explore the sounds of different instruments and improvise their own beats, tunes and melodies. |
|  Nursery Summer Term Progression Map 2025 Easter to Pentecost  First Half Term – Traditional Tales Continues Mini Beasts – Life Cycles Second Half Term – Days out/Holidays Season of Summer     |
| Understanding the WorldPast and PresentComments on recent pictures of experiences in their own life. “This was me at the farm…”People, Culture and CommunitiesKnow that there are different countries in the world and talk about the difference they have experienced or seen in photos.The Natural worldExplore and talk about different forces they can feel.Talk about the difference between materials and changes they notice. | PSEDSelf-RegulationDevelop appropriate ways to be assertive.Talk with others to solve conflicts.Managing SelfRemember rules without needing an adult to remind them.Building RelationshipsDevelop their sense of responsibility and membership of a community. |