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| Literacy  Word reading  Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  Understand the five key concepts about print:   * Print has meaning * Print can have different purposes * We read English text from left to right and from top to bottom * The names of the different parts of a book * Page sequencing   Comprehension  Ask questions about the book. Make comments and shares their own ideas.  Develop play around favourite stories using props.  Writing  Have lots of opportunities to motivate children to write.  Help children to form their letters correctly, firstly through physical skills and then developed through fine motor skills.  **Physical Development**  Use one handed tools such as scissors.  Use a comfortable grip with good control when holding pens and pencils. | Communication and Language  Listening, Attention and Understanding  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”.  Speaking  Use a wider range of vocabulary.  Use longer sentences of four or six words.  Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver”. | | Maths  Number  Develop fast recognition of up to 3 objects, without having to count them individually.  Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.  Know that the last number reached when counting a small set of objects, tells you how many there are in total (‘cardinal principle’).  Numerical Patterns  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language ‘more than’, ‘fewer than’.  Shape  Make comparisons between objects relating to size, length, weight and capacity.  Combine shapes to make new ones.  Talk 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 |
| Nursery Spring Term 2025 Progression Map  Spring  Traditional Tales  Easter | |
| Physical Development  Gross Motor Skills  Start taking part in some group activities which they make up for themselves or in teams.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.  Fine Motor skills  Use a comfortable grip with good control when holding pens and pencils.  Health and Self-Care  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | EAD  Creating with Materials  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Being Imaginative and Expressive  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Play instruments with increasing control to express their feelings and ideas. |
| Understanding the World  Past and Present  Begin to make sense of their own life story and family’s history.  People, Culture and Communities  Continue developing positive attitudes about the difference between people.  Show an interest in difference occupations.  The Natural world  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all the living things. | PSED  Self-Regulation  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Understanding gradually how others might feel.  Managing Self  Increasingly follow rules, understanding why they are important.  Building Relationships  Play with one or more other children, extending and elaborating play ideas. |