



## **Nursery, Reception and Year 1 progression**

This document outlines the progression of key knowledge and skills gained at the end of Nursery, Reception and Year 1.

### **HAPPY CHATTERS**

#### ***Nursery Happy Chatters***

talk to friends while playing, taking turns  
start a conversation with an adult  
ask questions, who, what, when and how?  
say sentences of at least 4 – 6 words  
tell a simple past event in the right order  
follow instructions while sitting and listening for short group times  
new vocabulary learned used in context during play and exploration

#### ***Reception Happy Chatters***

talk with friends and adults  
ask questions and make comments  
listen well  
say a variety of words in full sentences, using past, present and future tenses  
new vocabulary learned used in context during play and exploration

#### ***Year 1 Happy Chatters***

listen and respond appropriately to adults and friends  
ask relevant questions  
articulate and justify answers, arguments and opinions  
participate in role play – using new vocabulary learned  
give well structured narratives for different purposes, including expressing feelings

## **BRILLIANT BOOKWORMS**

### ***Nursery Brilliant Bookworms***

enjoy looking at a variety of books  
hold a book the right way round and turn the pages  
join in with repeated sentences with familiar books  
show an interest and talk about illustrations  
talk about parts of a familiar story using props  
be interested in print in our environment

### ***Reception Brilliant Bookworms***

enjoy reading and sharing a variety of books  
talk about the illustrations  
understand and retell favourite stories and rhymes and talk about key events  
use simple non-fiction books to retrieve facts, beginning to understand that the book does not need to be read from the beginning  
identify special friends  
use Fred talk

### ***Year 1 Brilliant Bookworms***

enjoy reading a variety of books  
retell a variety of favourite books  
use non-fiction books to retrieve facts  
identify special friends  
use Fred talk

## **CREATIVE CREATURES**

### ***Nursery Creative Creatures***

explore using tools and materials

develop imaginations to think about then create different things

exploring different joining techniques

experiment with colour

explore different ways to make marks

### ***Reception Creative Creatures***

explore using tools, materials and techniques

share our creations, explaining what we have done

experiment with colour, design, texture, form and function

### ***Year 1 Creative Creatures***

design, make and evaluate things we make choosing the best tools, equipment and materials

draw, paint and sculpture

develop techniques including colour, pattern, texture, line, shape, form and space

## **WOW WRITERS**

### ***Nursery Wow Writers***

make controlled marks left to right, up and down, clockwise, anticlockwise and cross over diagonally

write some or all of my name

write some letters accurately

talk about marks and drawings made

### ***Reception Wow Writers***

write recognisable letters

write green words and some red words

write simple phrases and sentences

begin to write for a purpose

read the word, write the word, hold a sentence

begin to use capital letters to start a sentence and use full stop at the end

### ***Year 1 Wow Writers***

write lower case and capital letters

spell and write common exception words

spell and write days of the week

write for different purposes

read the word, write the word, hold a sentence

use capital letters to start a sentence and use full stop at the end

## **FANTASTIC FRIENDS**

### ***Nursery Fantastic Friends***

wait our **turn** in a **small group**  
remember and follow **Caterpillar Class rules**  
**accept** that not everyone can be Spiderman or Elsa and suggest other ideas for play supported by an adult for help, when needed  
**play by myself and with friends who have the same interests**

### ***Reception Fantastic Friends***

wait our **turn** in **whole class group** times  
remember and follow **Butterfly Class rules**  
play **co-operatively and resolve conflicts**  
show understanding that everyone's **likes and dislikes might be the same or different**

### ***Year 1 Fantastic Friends***

follow **Hedgehog Class Rules** and **School Promise** (polite, caring, honest, **teamwork**, **manners**)  
**know how kind and unkind behaviours can affect others**  
**understand our responsibilities**  
**know how people grow and change**  
**know how people and animals need to be looked after and cared for**

## **ENERGETIC EDMONDSLEY**

### ***Edmondsley's Energetic Caterpillars***

move in and around spaces

energetically crawl, run, jump and climb co-ordinating body parts

kick, grasp and release to throw a big ball

develop strength by moving planks, crates, wheelbarrows, blocks, tubs

### ***Edmondsley's Energetic Butterflies***

move in and around spaces safely

energetically run, jump, climb, dance, hop, skip, kick large balls, catch small balls

show strength, balance and co-ordination

### ***Edmondsley's Energetic Hedgehogs***

be competent and confident to run, jump, throw, catch, balance and show co-ordination

participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns

## **MAGNIFICANT MATHEMATICIANS**

### ***Nursery Magnificent Mathematicians***

know and take part in number songs

subitise up to 3

count up to 10 objects

solve practical problems with numbers up to 5

begin to recognise numerals up to 10

make a range of my own mathematical marks

### ***Reception Magnificent Mathematicians***

subitise up to 5

count objects, actions and sounds beyond 20

know how to make different numbers to 10

explore patterns with numbers up to 10 (odds and evens)

make a range of my own mathematical marks, communicating what they mean

### ***Year 1 Magnificent Mathematicians***

count to and across 100, forwards and backwards

know number bonds to 10

count in multiples of 2's, 5's and 10's

read and write numbers from 1 to 20

write mathematical statements + - =

## **EDMONDSLEY EXPLORERS**

### ***Nursery Edmondsley Explorers***

notice seasonal changes around weather

describe lifecycle of a butterfly

make marks/prints of animals (Eg. butterfly)

### ***Reception Edmondsley Explorers***

notice seasonal changes around weather, animals and plants

observe, drawing pictures of animals and plants

know some similarities and differences about the world we live in

know about changes of seasons and how things change with temperature

describe the lifecycle of a butterfly and a frog

### ***Year 1 Edmondsley Explorers***

ask simple questions

identify and classify

observe closely, using observations and ideas to suggest answers to questions

gather and record data to answer questions

perform simple tests



## **MELLIFLUOUS MUSICIANS**

### ***Nursery Mellifluous Musicians***

Know a variety of rhymes and songs

Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo)

Add sound effects to stories with body percussion and voices led by an adult

Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm. (Development Matters)

Clap or tap to the pulse of songs or music (Development Matters)

### ***Reception Mellifluous Musicians***

Sing a range of well-known nursery rhymes and songs. (ELG)

Explore and engage in music making and dance performing solo or in groups. (Development Matters)

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)

### ***Year 1 Mellifluous Musicians***

Begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

begin to experiment with, create, select and combine sounds using the interrelated dimensions of music

## **PLACE SPOTTERS**

### ***Nursery Place Spotters***

Be able to talk about their immediate world and places near them that they have visited. Comments or asks questions about aspects of their familiar world such as the place where they live. (Birthto5Matters)

How they travel to school and other personal journeys/routes.

Know there are different countries in the world and talk about the difference they have experienced or seen in photos (Development Matters) or books.

### ***Reception Place Spotters***

Be able to describe features of the local environment eg the forest area and river  
Be able to name places- Edmondsley, Sacriston, Durham, Chester le Street, Newcastle, London, England

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Early Learning Goal)

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Early Learning Goal)

### ***Year 1 Place Spotters***

Use simple fieldwork ... the geography of our school and its grounds.

Developing knowledge about locality through first hand observation.

Use locational and directional language to describe the routes on a map.

Understand similarities and differences through studying the human and physical geography of a small area of the UK

Name and locate the 4 countries in the UK

Name and locate the surrounding seas of the UK.

## **PAST AND PRESENT PEEPERS**

### ***Nursery Past and Present Peepers***

Beginning to be able to talk about themselves and their families in relation to time.  
For example, yesterday, today, tomorrow.

### ***Reception Past and Present Peepers***

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)

Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)

### ***Year 1 Past and Present Peepers***

Know about changes in living memory

Know about the lives of significant individuals in the past

Know about significant historical events and places