



Nursery, Reception and Year 1 progression

This document outlines the progression of key knowledge and skills gained by the end of Nursery, Reception and Year 1. It also outlines our expectations of what a 3 year old should be able to do, on entry to Nursery, in the Prime Areas (2 Year Olds).

HAPPY CHATTERS

2 Year Old Happy Chatters

Provides a verbal commentary during play

Usually intelligible to familiar carers

Asks questions – Who? What?

Uses 200 or more recognisable words but speech shows numerous immaturities of sentence structure

Uses 'I' 'me' and 'You'

Understands action words "Which one is eating?"

Recites a few nursery rhymes

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

2 Year Old Fantastic Friends

Requires verbal prompts in order to switch attention to looking and listening if engrossed in play.

Provides a running commentary during play – to self or others.

Watches other children play with interest, occasionally joining in for a few minutes. More sustained role play.

Emotionally still very dependent on adult and requires reassurance in unfamiliar situation.

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

2 Year Old Energetic Bumblebees

Pushes and pulls large toys around but may have difficulty in steering around obstacles.

Walks upstairs confidently and downstairs holding a rail, two feet to a step

Runs around

Jumps with 2 feet together

Throws and kicks a large ball

Builds a tower of seven plus cubes

Holds pencil in preferred hand with tripod grasp

Imitates horizontal line and circle and usually T and V

Mostly uses preferred hand

Turns pages of a book singly

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