

Ashton West End Primary Academy

Curriculum Progression



Nursery Skill progression 2026-2027						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What makes me, me? What happens in Autumn? All about me - Identifying simple facial features Weather and colour.	Let's celebrate! People in the communities Celebrations and differences	What happens in Winter? Who makes that noise? Change in seasons. Identifying different animals.	What is a life cycle? What happens in spring? <i>Exploring the world around me</i>	Where can a journey take me? Local links. Where do I live. Global community	Can you tell me a story? What happens in Summer? Traditional tales and familiar stories. Change in seasons.
Communication and Language Depending on cohort/individual children, some of these skills may be visited earlier in the year or delivered as an intervention for set groups Expectation for WellComm. Main skills for all staff to be aware of.	Listens to simple stories and understands what is happening with the help of pictures. Identifies familiar objects and properties when they are described. Understands and asks simple questions (3 key words). Puts together 2 or 3 words. Uses 3000 words including adjectives. Uses pronouns and positional language (not necessarily correctly.) WellComm 5	Pay attention to 1 thing at a time. Sing a repertoire of familiar songs. Initiate conversation with adults and peers. Respond appropriately to questions. 'Where is/ Who is' Uses pronoun 'I'	Joins in with familiar phrases from a favourite book. Retell parts from simple stories. Understand a question or instruction with 2 parts. 'Where' questions Uses plurals	Knows many rhymes. Able to discuss familiar stories and identify key events. Understand 'why' questions. Point to correct features 'What do you hear with?' ect. Starts using correct tense	Uses longer sentences of 4-6 words. Starting to use different tenses (these may be grammatically incorrect.) Use a wider range of vocabulary. Can use opposites Starts using comparative language	Use talk to organise themselves and their play. Be able to express a point of view and whether they agree or disagree. WellComm Green section 7/8

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<u>Personal, Social and Emotional Development</u>	Increasingly follow rules, understanding why they are important. Play in collaboration with other children. Identify their feelings and being to understand how others might be feeling. Begin to show 'effortful control'. Select and use resources with adult support. Notice similarities and differences between themselves and other	Talk about their feelings using emotion words, and what has made them feel that way. Develop friendships with their peers and familiar adults. Explore emotions through play and stories Shows an awareness of, and follows, rules.	Starts to develop skills for conflict resolution. Interact with new people in the context of their safe setting. Have an awareness of other people's feelings and respond appropriately.
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>			

<u>Physical Development</u> N.B These skills may be revisited throughout the year. Depending on cohort/individual children, some of these skills may be visited earlier in the year or delivered as an intervention for set groups.	Walk, run, jump, and climb. Begin to use stairs independently. Is aware when they need the toilet. Dance; different movements and balancing Develop manipulation and control of fine motor objects. Use a comfortable grip when holding pencils. Uses the toilet independently or with help. Fine motor whole class – squiggle while you wiggle focus - Bilateral movements - Crossing the midpoint	Using appropriate movement for an activity, such as crawl, run or walk. Choose the right resources to carry out an action. Show a preference for a dominant hand. Starting to put on coat independently. Begin to have an understanding of risk management. Collaborate with others to move larger or heavier items. Becoming increasingly independent in managing self-care, e.g. brushing teeth, using the toilet, washing hands. Fine motor whole class – squiggle whilst you wiggle with tools/dough disco - Mark making - Large formation movements From RWI Handwriting - practising the pre-writing shapes : 	Use and remember patterns of movement. Independently get snack. Start to use a knife and fork. Use climbing apparatus safely and independently. Start taking part in some group activities, in teams. Throwing and catching Using one handed tools such as scissors Fine motor whole class – dough disco and finger gym Where appropriate- learn to write first name.
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<u>Literacy</u> <i>RWI progress expectations</i>	Enjoy sharing books with an adult. Seek out favourite books and shar them with others. Make marks in different media Notices print in the environment. Show awareness of mark making in the environment.	Begins to add give meaning to marks. Develop play around stories using prompts. Repeat words and phrases from familiar stories	Engage in conversation using story language. Attempts to draw pictures in play. Begins to sequence key events of a familiar story.	Develop an understanding of rhymes in books and through songs. Clap out syllables. Start to learn initial sounds in words. Start blending sounds to make words. <i>Introduce RWI pictures.</i>	Recognise and write some letters in their name. Begin to understand the 5 key concepts of print. - Meaning - Different purposes - Read L-R and T-B - Names for different parts of the book - Book handling Use knowledge of print to create early writing, such as shopping lists/ labels. <i>Group A/B</i> <i>Introduce RWI letter sounds, including rhymes for formation – air writing</i>	Write for a purpose. <i>Begin to write letters using RWI rhymes.</i> <i>Identify some set 1 sounds.</i> <i>Blend set 1 sounds to create words.</i> <i>Group B/C</i>
<u>Mathematics</u>	<i>Take part in number rhymes, using fingers with support.</i> Explore colour Sort by colour and shape Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Used informal language and analogies to describe shape. Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern Explore number in the environment.	Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for example, "The bag is under the table," with no pointing Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat.	Explore the composition of numbers 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') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Solve real-world mathematical problems with numbers up to 5 May enjoy counting verbally as high as they can go.

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<u>Understanding the World</u>	Use cause and effect resources. Explore natural materials outside. Explore and respond to natural changes in the environment. Discuss significant members of their family – begin to make sense of own life story .	Comment on a wide variety of celebrations. Recall own experiences. Understand celebrations happen all around the world. Talk about what they see using varied vocabulary. Show interest in different occupations	Understand that living things start off as babies. Explore different animals not seen in Ashton. Respect and care for the environment and living things. Understand the effect of changing seasons om the natural world around them.	Use their senses to explore natural materials. Discuss different materials and identify some properties. Understand that a living thing changes over time (life cycle) Planting a seed	Can name some human and physical features. Can identify features on simple maps and understand the purpose of a map. Talk about what they can see in familiar environments and comment on the differences. Explore and talk about different forces that they feel	Gain knowledge of past and present through stories; compare and contrast characters. Use storytelling language. Understand the effect of changing seasons on the natural world around them
<u>Expressive Arts and Design</u>	Shows awareness of sounds and music. Creates models and pictures using a variety of media. Manipulates different tools. Takes part in imaginative play. Joins in with songs and rhymes Explores paint using different parts of the body Identifies simple features of their face. Explores sound making equipment and instruments.	Manipulates different media to create for a purpose Notices patterns and colours. Takes part in simple pretend play. Developing detailed features of a face.	Can copy different noises and voices made by an adult. Uses suitable sound making equipment to recreate a familiar song. Can express ideas through media. Makes models for a purpose.			