

EYFS Skills & Progression (Nursery Trekkers)

CYCLE A

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who are our heroes? 		Why is our world wonderful? 		What Julia Donaldson books have you read? 	
Communication and Language	Enjoy listening to longer stories and can remember much of what happens Pay attention to more than one thing at time		Develop communication but may have problems with irregular tenses Develop pronunciation Understand a question or instruction that has 2 parts Use longer sentences of 4 to 6 words Understand why questions		Be able to express a point of view Start a conversation with an adult or friend Use talk to organise themselves and their play	
Continuous throughout year	Development of vocabulary happens on a daily basis therefore all children will progress throughout the Nursery year. Children are encouraged to participate during small adult-initiated sessions in addition to interactions during CP Sing a large repertoire of songs. Know many rhymes and be able to talk about familiar books and stories					
Personal, Social and Emotional Development	Select and use some activities and resources, with help when needed. Develop sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe setting of their setting. Show more confidence in social situations		Play with one or more other children, extending or elaborating ideas Find solutions to conflicts Increasingly follow rules, understanding why they are important		Remembering rules without an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts	
Continuous throughout year	NB : These statements have been split for extra focus but will be ongoing throughout the year and linked to topic skills SCARF LESSON					
Physical Development	Develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternative feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Begin to show a preference for a dominant hand.		Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm Use one handed tools to make snips in paper Match developing physical skills to task and activities in the setting Use comfortable grip when holding pens and pencils.		Choose right resources to carry out plan Be increasingly independent getting dressed and undressed Collaborate with others to manage large items. Be independent meeting their own needs	
Continuous throughout year	NB : These statements have been split for extra focus but will be ongoing throughout the year and linked to topic skills Children will participate in 1 PE lesson each week with the school sports coach					
Literacy	Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text L to R and top to bottom Name the different parts of a book Page sequencing		Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: Recognise words with the same initial sound.		Write some or all of their name. Write some letters accurately. Use some of their print and letter knowledge in their early writing.	

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	Spot and suggest rhymes, count or clap syllables in a word.					
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Phonics	Pre Phonics The Learning Lady Simple Sounds General Sound Discrimination Rhyme and Rhythm Alliteration Oral Blending				Nursery RWI school phonics program Introduction to sound card pictures	
Maths Whiterose Maths	More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names	Begin to order number names I see 1, 2, 3 Join in with repeats Explore position and space	Show me 1, 2,3 Move and label 1, 2,3 Explore position and routes Explore patterns	Take and give 1, 2,3 Match, talk push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions Show me 5	Show me 5 My own pattern Stop at 1, 2, 3, 4,5 Match, sort, compare
Understanding the World	Begin to make sense of own life-story and family's history Show interest in different occupations Continue developing positive attitudes about differences between people Seasons-Autumn/Winter Include Discovery RE		Understand need to respect and care for living things Seasons-Winter & Spring Include Discovery RE Know there are different countries in the world and talk about the differences. Talk about differences between materials		Talk about different forces Seasons-Summer Include Discovery RE Plant seeds and care for living things Understand key features of life cycle	
Continuous throughout year	NB : These statements have been split for extra focus but will be ongoing throughout the year and linked to topic skills					
Expressive Art & Design	Take part in simple pretend play Explore materials freely deciding what they would like to make Show emotion in their work , happiness, sadness etc Explore colour and colour mixing Listen with increased attention to sounds Begin to develop complex stories using small world equipment like dolls and dolls houses Join different materials using glue and masking tape Remember and sing entire songs (link to Nativity) Respond to what they have heard, expressing thoughts and feelings Weekly singing sessions Rhyme of the week		Make imaginative and complex small world with blocks and construction kits Create lines to represent objects Sing melodic shape Draw with increasing complexity and detail Create own songs or improvise Weekly singing sessions Rhyme of the week		Use drawings to represent ideas and movement Play instruments with increasing control Produce accurate art work using drawings, colour mixing and more complex joins. Create music using instruments and singing Weekly singing sessions Rhyme of the week	
Continuous throughout year	NB : These statements have been split for extra focus but will be ongoing throughout the year and linked to topic skills					