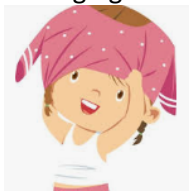
Kearsley West Nursery Long Term Overview and Progression of Skills

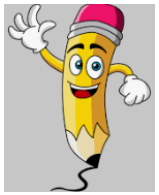
2026- 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Me, me, me!** What is so special about me? Wow week (final week)	**Celebrations** How do we Celebrate Special Occasions?	**Materials** What is it made of?	**Animals** Are all animals the same?	**Growing** How does our world change?	**At the Seaside** What can you sea?
Key Texts	Colour monster Owl babies/Autumn Goldilocks and the 3 bears Room on the Broom Rama & Sita story Supertato	Room on the Broom Supertato The Gingerbread man Dear Santa / Christmas Story	Non-fiction – Winter Sneezy Snowman CNY story The Three Little Pigs	Rhymes – Dingle Dangle Scarecrow Old McDonald had a Farm Noisy Farm Dear Zoo Noah's Ark RE Elmer	Jack & the Beanstalk The Very Hungry Caterpillar Chicken Licken	Ten Splishy Splashy Fish Under The Sea – Non Fiction Rainbow Fish
Key Nursery rhymes	Twinkle Twinkl Humpty Dumpty Baa Baa Black Sheep This Little Piggy 1,2,3,4,5 Round and Round the garden	Incy wincy Spider	Pat a cake Pat a cake	Little Bo Peep	Miss Polly had a dolly	Recap all
Phase 1 Phonics	Learning nursery rhymes	general sound discrimination (environmental, instrumental and body sounds)	Rhythm and rhyme	Alliteration	oral blending (if ready if not addressing gaps in aspects 1-6)	oral blending (if ready if not addressing gaps in aspects 1-6)
Celebrations, Events and Festivals	Dot Day Smile Day Teddy to School Day Diwali Egg day Balance bike session	Halloween/Bonfire Remembrance Sunday Christmas	Chinese New Year Children's Mental Health week National Storytelling Week World Croissant Day	Shrove Tuesday World Book Day World Frog Day World Maths Day Munchies for Mother's Day /Eid Easter	St George's Day Eid Outdoor Classroom Day World Bee Day World Bike Day	Donuts for Daddies Father's Day Transition World Mud Day World Chocolate Day World ocean day/ World sea turtle day

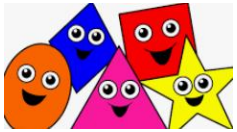
				Holi		
Wow Experiences	Dentist/hygiene visit - Different jobs coming to visit us : Police, fire ambulance. -Autumn forest walks Germ experiment Walking to the park WoW Week	Walk to Tesco- Indian food Firework experiment Walk to the post-box to post our letters to Santa Visit to the Church Hindu visitor (Diwali) Hairdresser visit	- freezing and melting experiments - winter forest walks - Chinese New Year parade (Chinese Visitor) WoW Week Magnets	- Farm trip - minibeasts lab winter forest walks dance/karate/gymnastic/ football coach teacher	- A full day in the outdoors classroom - Exotic food tasting Caterpillar/Butterfly experience	- rockpool experience - seeing real sea animals (fish, crabs, octopus) Sea food tasting - ice cream van Rainbow science experiment WoW Week Aspirations Day
Area of Learning	**Communication and Language skills**					
Listening and Attention 	I can concentrate for slightly longer periods. (3 minutes **6 minutes**) I can respond to my own name **and will change my activity when encouraged to by adults** • I can respond to very simple requests especially when shown first by an adult. I can understand 50 or more words I can listen and say what sounds I hear (environmental, animal, outdoor)	• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" • I can respond to two requests. • I can understand more **simple questions** (**who, what, where**) and instructions. E.g.'where is your shoe?' and 'show me your nose'.	I can identify characters and actions in my favourite books. • I can start to respond to **simple questions** (**who, what, where**) • I can listen to simple stories and understand what is happening with the help of pictures.	• I can understand between 200 and 500 words. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Enjoy listening to longer stories and can remember much of what happens. • Know many (5) rhymes, be able to talk about familiar books, and be able to tell a long story.	• I can listen to and follow directions. • I can remember and join in with rhymes and familiar stories. • I can follow instructions using **prepositions.** • I can respond to a string of requests one after another (not quickly). I can start to link simple sentences.	• I can ask and respond to '**why**' questions. • I can follow a story with props and pictures. • I can show interest in other conversations. • I can see some similarities and differences between people. ***CHECK POINT- Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?*** ***• Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? • Can the child answer simple 'why' questions?***
Speaking	• I can use 50 or more single words. • I can start to put	• I can begin to hold a conversation. • I can remember and	• I can ask questions • Use longer sentences of four to six words.	• Can start a conversation with an adult or a friend and	• I can explain in simple sentences what happened and what	• Use talk to organise themselves and their play: "Let's go on a bus... you sit

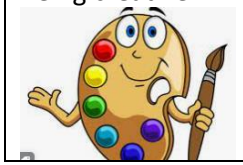
	short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'	use new words. My vocabulary increases rapidly. I can respond to questions using simple sentences. • I can play make-believe games • Sing a large (5) repertoire of songs.		continue it for many turns. • I can use vocabulary to express imaginary events in play.	might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can engage in imaginary role play sometimes building stories around toys and objects.	there... I'll be the driver • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Personal, Social and Emotional Development skills						
Self-regulation 	I can respond to the feelings and wishes of others. I can separate from my main carer with support and encouragement from a familiar adult I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.	I have a growing sense of will and determination I can begin to learn that some things are mine, some things are shared and some things belong to other people. • I can respond to a few appropriate boundaries, with encouragement and support. • I am aware that some actions can hurt or harm others.	• I can express my own feelings such as sad, happy, cross, scared, worried. • I can try to help or give comfort when others are distressed. • I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do	• Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling	I am aware of my own feelings, and know that some actions and words can hurt others' feelings. • I welcome and value praise for what I have done.	• I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. • I can usually adapt my behaviour to different events, social situations and changes in routine • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ***• Observation checkpoint: Around the age of 4, does the child play alongside others or do they always want to play alone? • Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)*** ***• Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can***

						the child generally negotiate solutions to conflicts in their play?
Managing Self 	I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. I can join in a range of activities that interest me.	I am aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.	• Select and use activities and resources, with help when needed I can be increasingly independent in meeting my own care needs e.g making healthy choices about food, drink and teeth.	• I can select and use activities and resources. • Develop their sense of responsibility and membership of a community	• I enjoy the responsibility of carrying out small tasks	• I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
Building Relationships 	I can play alongside others. I can seek comfort from familiar adults, when needed.	• I am interested in others' play and start to join in. • I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. • I may form a special friendship with another child.	• I am confident to talk to other children when playing together • I seek out others to share experiences • I can show affection and concern for people who are special to me.	• I can initiate play, offering cues to peers to join me. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • I can keep play going by responding to what others are saying or doing.	• I can initiate play, offering cues to peers to join me. • I will communicate freely about my own home and community. • Play with one other child, extending and elaborating play ideas.	• I am more outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help. • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
Physical Development skills						
Gross Motor Skills 	I can climb onto furniture. I can walk upstairs with my hand held. I can run but sometimes fall. I can squat to pick up toys. I can put my coat on by myself the way my teacher has shown me I can respond and move to rhythm and music. I can ride a 3 wheel	I can carry large toys. I can kick a ball. I can stand on one foot with support. I can use my feet to scoot along on a trike. I can negotiate space and objects. I can run safely on my whole foot I can walk upstairs or downstairs holding onto a rail, two feet on a step.	Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks I can use a five finger grasp and pincer grip.	Go up steps and stairs, or climb up apparatus, using alternate feet. stand on one leg and hold a pose for a game like musical statues. Squat and stand up I can stand momentarily on one foot when shown I can ride a balance bike and glide .	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. I can make connections between my movement and the marks I make.	I can catch a large ball. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Skip, jump and hop confidently I can ride a bike without stabilisers

	scooter	I can make simple models using construction toys. Use large-muscle movements to wave flags and streamers, paint and make marks. I can ride a 2 wheel scooter	I can ride a balance bike			
Fine Motor Skills 	I can use a fisted grasp or fist grip. I can hold scissors correctly	I can hold scirros and make snips I can pick up tiny objects using a fine pincer grasp. I can thread	I can use a palmer grasp and four-finger grip. Use one-handed tools and equipment, for example a knife and fork Show a preference for a dominant hand.	I can cut along a straight line	I can cut along different lines Use a comfortable grip with good control when holding pens and pencils.	I can cut with scissors confidently (around an object) I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. I can hold a pencil near the point between first two fingers and thumb and use it with good control.
Literacy skills						
Comprehension 	I can fill in missing words from well-known rhymes	I can fill in missing words from well-known rhymes.	I can show a preference for a book or a song or a rhyme. I can identify myself in a story and show enjoyment for stories about familiar people.	• Engage in extended conversations about stories, learning new vocabulary.	• I can hold a book, turn the pages and indicate an understanding of pictures and print. • I can tell a story to friends	• I can join in with the rhythm of well-known rhymes and songs. • I can talk about events and characters in books. • I can make suggestions about what might happen next in a story
World Reading 	I can repeat songs, rhymes, stories and repeat familiar phrases.	I can repeat songs, rhymes, stories and repeat familiar phrases. I can notice and repeat sounds.	I can identify signs and symbols in the environment and recall what they mean. • I can recognise my own name.	• Understand the five key concepts about print: - the names of the different parts of a book - page sequencing count or clap syllables in a word –	• I can join in with rhymes and stories. • Develop their phonological awareness, so that they can: - spot and suggest rhymes -	• I can identify rhymes • 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 recognise words with the

						same initial sound, such as money and mother
Writing 	I can make connections between my actions and the marks being made. I can hold mark making equipment using the palmer grip.	I can control the marks on the page. I can distinguish between the different marks I make I can trace the first letter of my name	I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest in my own marks and others marks. I can use pincers, tweezers and threading equipment with increasing control and confidence.	I can copy shapes, letter and pictures. I can tell an adult what I have drawn or painted. I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body	I can copy letters in my name I can write some letters correctly	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. I can grip using five fingers or preferably two fingers and thumb for control. <u>Grammar, Punctuation</u> I can start to write identifiable shapes and letters. <u>Spelling</u> I can identify sounds from my own name in other words. I can write some of my name
Mathematics skills						
Number and Numerical Patters 	I can recite some number names in sequence (not necessarily understand at this stage). • Fast recognition of up to 3 objects, without having to count them individually ('subitising').	• I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). • Recite numbers past 5. • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • I can bring one or two objects when an adult requests • Show 'finger numbers' up to 5.	I can show understanding of conservation (knowing the number is the same if moved around) • I can show an understanding of simple comparisons like 'more'. • 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 (5) tells you how many there are in total ('cardinal principle').	• I can say when two small groups have the same number of objects. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• I can use number names to 10 and sometimes count accurately. Calculation • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... Compare quantities using language: 'more than', 'fewer than'.	• I can represent numbers using marks, fingers or digits. Calculation • I can say when two small groups have the same number of objects. • I can identify numerals in the environment. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Shape, Space and Measure 	I can start to fit shapes into board puzzles or shape sorters. i can begin to build using simple blocks. I can fill and empty a container Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	• I can see some shapes in pictures and can start to make pictures using shapes. • Describe a familiar route. • I can sort objects using one simple criteria. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	• I can ask questions about the routine and what is happening next. • I can use small world play to experiment with size, shape, differences and similarities. • I can start to identify shapes in the environment.	• Understand position through words alone – for example, "The bag is under the table," –with no pointing. • Discuss routes and locations, using words like 'in front of' and 'behind'. • I can use comparative language like 'taller', 'shorter', 'the same'. <u>Geometry – position and direction</u> • I can start to make more meaningful pictures, patterns and arrangements with shapes	• I can talk about the routine of the day and use language like 'before' and 'after'. <u>Geometry – properties of shapes</u> • I can start to find appropriate shapes for certain tasks. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	• Make comparisons between objects relating to size, length, weight and capacity. <u>Geometry – properties of shapes</u> • I can ask questions about my observations of differences and similarities. • 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'.
Understanding the World skills						
Past and Present 					Begin to make sense of their own life and families history	I can talk about how people change (linked to PSHE Jigsaw)
People, Culture and Communities 	I can recognise my own immediate family and relations • I can start to show an interest in different occupations and ways of life.	I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. I can show interest in the lives of people who	• I can see my new friends have similarities and differences that connect them to, and distinguish them from, others. • Begin to make sense of their own life-story and family's history	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • I can start to show an interest in different occupations and ways of	• Continue to develop positive attitudes I can talk about and show interest in Eid	• I can recognise and describe special times or events for family or friends. • I can start to show an interest in different occupations and ways of life.

		are familiar to me. I can talk about and show interest in Christmas and Diwali	• Show interest in different occupations. I can talk and show interest about Chinese New Year	life. I can talk about and show interest in Easter.		
The Natural World 	I can play with small-world models such as a farm, a garage or a train track	I can play with small-world models such as a farm, a garage or a train track • Use all their senses in hands-on exploration of natural materials. • I can notice features of objects in the environment • Begin to understand the need to respect and care for the natural environment and all living things.	• Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary about the differences between people. Explore and talk about different forces they can feel. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice.	• Talk about the differences between materials and changes they notice. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal	I can ask questions about aspects of my familiar world such as the place where I live or the natural world. • I can talk about some of the things I have observed such as plants, animals, natural and found objects.	• I can start to develop an understanding of growth, decay and changes over time. • I can show care and concern for living things and the environment
Computing 	• I can show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	I can use the ipad to access the stories, games and rhymes in class using the QR codes •I have learnt how to keep myself safe online.	• I can operate some ICT or mechanical toys (bee bots)	• I can show an interest in technological toys such as IWB, iPads, toys	• I can show an interest in technological toys such as IWB, iPads, toys	• I can show an interest in technological toys such as IWB, iPads, toys
Expressive Arts and Design skills						
Being creative 	I can join in singing favourite songs. I can create sounds by banging, shaking, tapping or blowing I can begin to make-	I can join in singing favourite songs. Join different materials and explore different texture Explore colour and	I can show an interest in the way musical instruments sound. I can experiment with blocks, colours and marks	Draw with increasing complexity such as circle for face and details I can enjoy joining in with dancing and ring games.	I can begin to move rhythmically. I can imitate movement in response to music. I can tap out simple repeated rhythms.	I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects. I can show interest in and describe the texture of things.

	believe by pretending	colour mixing Take part in simple pretend play, using an object to represent something else even though they are not similar Listen with increased attention to sounds.	Create closed shapes with lines and begin to use these shapes to represent objects Explore different textures		I can explore and learn how sounds can be changed. I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.	I can use various construction materials. I can join construction pieces together to build and balance.
Being Imaginative and Expressive 	I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' I can begin to make-believe by pretending	I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me. I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.	Remember and sing entire songs. Respond to what they have heard, expressing their thoughts and feelings. I can develop preferences for forms of expression.	Show different emotions in their drawing and paintings Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	I can use movement to express feelings. I can create movement in response to music ***Begin*** to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	I can engage in imaginative role-play based on own first-hand experiences. I can build stories around toys, e.g. farm animals needing rescue from an chair 'cliff'. I can use available resources to create props to support role-play. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.