

St Joseph's and St Gregory's Catholic Primary School Nursery Overview
2023-2024

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	Listening attention and understanding	<p><i>Listens and responds to a simple instruction</i></p> <p><i>Understands simple questions about 'who', 'what' and 'where' (but not always 'why')</i></p> <p><i>Generally focuses on an activity of his/her own choice and finds it difficult to be directed by an adult</i></p>	<p><i>Is able to understand and act on longer sentences like 'make teddy jump' or 'find your coat'</i></p> <p><i>Identifies familiar objects and properties for practitioners when they are described, e.g. 'Katie's coat', 'blue car', 'shiny apple'</i></p> <p><i>Listens to simple stories and understands what is happening, with the help of the pictures</i></p>	<p>Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p>	<p>Can pay attention to more than one thing at a time, even when it is difficult</p>	<p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>
	Speaking	<p><i>Is developing pretend play; 'putting the baby to sleep' or 'driving the car to the shops'</i></p> <p>Uses longer sentences of four to six words</p>	<p><i>Is able to pronounce multi-syllabic words, such as 'banana' and 'computer'</i></p> <p>Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p><i>Is starting to develop conversation, often jumping from topic to topic</i></p> <p>Sings a large repertoire of songs</p>	<p>Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Can start a conversation with an adult or a friend and continue it for many turns</p>	<p>Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions</p>	<p><i>Uses the speech sounds p, b, m, w, l, r, w, y, f, th, s, sh, ch, dz, j</i></p> <p>Uses a wider range of vocabulary</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story</p>

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Personal, Social and Emotional Development	Self-Regulation	<p>Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p><i>Is increasingly able to talk about and manage his/her emotions</i></p> <p>Does not always need an adult to remind them of a rule.</p> <p>Talks with others to solve conflicts</p>	<p><i>Is beginning to show 'effortful control', e.g. waiting for a turn and resisting the strong impulse to grab what he/she wants or push his/her way to the front</i></p> <p><i>Safely explores emotions beyond his/her normal range through play and stories</i></p> <p>Increasingly follows rules and understands why they are important</p>	<p><i>Is talking about his/her feelings in more elaborated ways; "I'm sad because..." or "I love it when ..."</i></p> <p>Is developing appropriate ways of being assertive.</p>	<p>Is developing their sense of responsibility and membership of a community.</p> <p>Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Selects and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>
	Managing Self	<p><i>Is learning to use the toilet with help, and developing independence</i></p>	<p><i>Is learning to use the toilet with help, and developing independence</i></p>	<p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</p> <p>Is showing more confidence in new social situations</p>	<p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</p> <p>Is able to make healthy choices about food, drink, activity and tooth brushing</p>	<p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</p>	<p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</p>
	Building Relationships	<p><i>Is finding ways of managing transitions, e.g. from his/her parent to his/her key person</i></p> <p><i>Plays with increasing confidence on his/her own and with other children, because he/she knows his/her key person is nearby and available</i></p>	<p><i>Is developing friendships with other children</i></p> <p>Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting</p>	<p><i>Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion</i></p>	<p>Is beginning to understand how others might be feeling</p>	<p><u>Plays with one or more other children</u></p>	<p>Plays with one or more other children, extending and elaborating play ideas</p>

St Joseph's and St Gregory's Catholic Primary School Nursery Overview
2023-2024

Physical Development	Gross Motor Skills	<p><i>Walks, runs, jumps and climbs, and is starting to use the stairs independently</i></p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks</p>	<p><i>Sits on a push-along wheeled toy, uses a scooter or rides a tricycle</i></p> <p><i>Spins, rolls and independently uses ropes and swings; e.g. tyre swings</i></p> <p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Goes up steps and stairs, or climbs up apparatus, using alternate feet</p>	<p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel</p>	<p>Skips, hops, stands on one leg and can hold a pose for a game like musical statues</p>	<p>Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams</p>	<p><i>Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks</i></p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>
	Fine Motor Skills	<p><i>Explores different materials and tools</i></p>	<p><i>Builds independently with a range of appropriate resources</i></p> <p><i>Is enjoying starting to kick, throw and catch balls</i></p>	<p><i>Is developing manipulation and control</i></p> <p>Shows a preference for a dominant hand</p>	<p>Uses one-handed tools and equipment, e.g. making snips in paper with scissors</p>	<p><i>Is starting to eat independently and learning how to use a knife and fork</i></p> <p>Uses a comfortable grip with good control when holding pens and pencils</p>	<p><i>Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks</i></p> <p>Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</p>

St Joseph's and St Gregory's Catholic Primary School Nursery Overview
2023-2024

Literacy	Comprehension	<p><i>Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo</i></p> <p><i>Copies finger movements and other gestures</i></p>	<p><i>Sings songs and says rhymes independently, e.g. singing whilst playing</i></p>	<p><u>Can answer simple questions about a familiar story</u></p>	<p><u>Can retell a familiar story in their own words</u></p>	<p>Engages in extended conversations about stories, learning new vocabulary</p>	<p><u>Can tell their own stories, with a beginning, middle and end</u></p>
	Word Reading	<p><i>Enjoys sharing books with an adult</i></p> <p><i>Pays attention and responds to the pictures or the words in books</i></p> <p>Understands that print has meaning</p> <p>Understands that we read English text from left to right and from top to bottom</p>	<p><i>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone</i></p> <p><i>Notices some print, such as the first letter of his/her name, a bus or door number, or a familiar logo</i></p> <p>Understands page sequencing</p> <p>Understands that print can have different purposes</p>	<p><i>Repeats words and phrases from familiar stories</i></p> <p>Understands the names of the different parts of a book</p>	<p><i>Asks questions about a book. He/She makes comments and shares his/her own ideas</i></p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p>	<p><i>Develops play around his/her favourite stories using props</i></p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p>	<p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p>
	Writing	<p><u>Makes marks in different ways e.g. with chalk, felt tip, paint</u></p>	<p><i>Enjoys drawing freely</i></p>	<p><u>Beginning to show control when drawing. Can use circles and lines to make a picture</u></p>	<p><i>Adds some marks to his/her drawings, which he/she gives meaning to, e.g. "That says mummy"</i></p>	<p><i>Makes marks on his/her pictures to stand for his/her name</i></p>	<p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page;</p> <p><u>writes 'm' for mummy</u></p> <p><u>Writes some letters accurately</u></p> <p><u>Writes some letters in their name</u></p>

St Joseph's and St Gregory's Catholic Primary School Nursery Overview
2023-2024

Mathematics	Number	<p><i>Counts in everyday contexts, sometimes skipping numbers; '1-2-3-5.'</i></p> <p><i>Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</i></p>	<p><i>Compares amounts, saying 'lots', 'more' or 'same'</i></p> <p><i>Takes part in finger rhymes with numbers</i></p> <p>Recites numbers past 5</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p>Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p>	<p>Can show 'finger numbers' up to 5</p>	<p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p>	<p>Is experimenting with his/her own symbols and marks as well as numerals</p> <p>Is able to solve real world mathematical problems with numbers up to 5</p>
	Numerical Patterns	<p><i>Completes inset puzzles</i></p> <p><i>Notices patterns and arranges things in patterns</i></p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</p>	<p><i>Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</i></p> <p>Can make comparisons between objects relating to size, length, weight and capacity</p> <p>Selects shapes appropriately; flat surfaces for building, a</p>	<p>Understands position through words alone, e.g. "The bag is under the table," - with no pointing</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc</p>	<p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p>	<p>Can describe a familiar route</p> <p>Notices and corrects an error in a repeating pattern</p>

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2023-2024

			triangular prism for a roof etc				
Understanding the World	Past and Present	<u>Shows an understanding of 'now' and 'not now'</u>	<u>Understands the difference between things that have already happened, and things that are yet to happen</u>	<u>Understands what birthdays are and that they represent a passage of time</u>	<u>Is aware of different generations within a family, e.g. baby, mummy, grandma</u>	<u>Understands that people start as babies, become children, adults and eventually elderly</u>	Is beginning to make sense of his/her own life-story and his/her family's history
	People, Cultural and Communities	<u>Understands that different people have different likes and dislikes</u>	<i>Notices differences between people</i> <i>Makes connections between the features of his/her family and other families</i>	Is continuing to develop positive attitudes about the differences between people	Shows interest in different occupations	Explores how things work	Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos
	The Natural World	<i>Explores and responds to different natural phenomena in his/her setting and on trips</i> <i>Explores natural materials, indoors and outside</i> <i>Explores materials with different properties</i>	Explores collections of materials with similar and/or different properties	Explores and talks about different forces he/she can feel Talks about the differences between materials and changes he/she notices	Is beginning to understand the need to respect and care for the natural environment and all living things	Plants seeds and cares for growing plants Understands the key features of the life cycle of a plant and an animal	Talks about what he/she sees, using a wide vocabulary

St Joseph's and St Gregory's Catholic Primary School Nursery Overview
2023-2024

		Uses all his/her senses in hands-on exploration of natural materials					
Expressive Arts and Designs	Creating With Materials	<p><i>Is starting to make marks intentionally</i></p> <p><i>Explores different materials, using all his/her senses to investigate them. He/She manipulates and plays with different materials</i></p> <p><i>Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks he/she makes</i></p> <p>Can join different materials and explore different textures</p>	<p><i>Uses his/her imagination as he/she considers what he/she can do with different materials</i></p> <p><i>Makes simple models which express his/her ideas</i></p> <p>Explores different materials freely, in order to develop his/her ideas about how to use them and what to make</p>	<p>Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</p> <p>Explores colour and colour-mixing</p>	<p>Is developing his/her own ideas and is then able to decide which materials to use to express them</p>	<p>Is drawing with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Uses drawing to represent ideas like movement or loud noises</p>
	Being Imaginative and Expressive	<p><i>Is starting to develop pretend play, pretending that one object represents another, e.g. a child holds a wooden block to her ear and pretends it's a phone</i></p> <p>Takes part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p><i>Enjoys and takes part in action songs such as 'Twinkle, Twinkle Little Star'</i></p> <p>Is able to remember and sing entire songs</p>	<p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p>	<p>Plays instruments with increasing control to express his/her feelings and ideas</p> <p>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>Is able to create his/her own songs, or improvise a song around one he/she knows</p>	<p>Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc</p>

St Joseph's and St Gregory's Catholic Primary School Nursery Overview
2023-2024

		<p>Listens with increased attention to sounds</p> <p>Can sing the pitch of a tone sung by another person ('pitch match')</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>					
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Development matters - Pre 3 objective

Development matters - Nursery objective

SJSG objective