

Pre-School Progression of Skills Long Term Plan

	Autumn Term	Spring Term	Summer Term
PSED	<p>To talk about myself.</p> <p>To say what they like.</p> <p>To say what they dislike.</p> <p>To be aware of different feelings – happy and sad.</p> <p>To learn a class rule about being kind.</p> <p>To talk about a class charter.</p> <p>To look after the toys in Pre-school.</p> <p>To put toys away after using them.</p> <p>To talk about what they can do.</p> <p>To develop an awareness of being proud.</p> <p>To know who is in my family at home.</p> <p>To talk about their special place at home.</p> <p>To name a friend at Pre-school.</p> <p>To bring my water bottle into school by myself.</p> <p>To find my photograph and sign in.</p> <p>To separate from my parent/carer.</p> <p>To go to an adult in Pre-school.</p> <p>To use the toilet with support.</p> <p>To recognise my own coat on the trolley.</p> <p>To find and put my own wellies on.</p> <p>To become familiar with my new environment.</p> <p>To select a toy/activity to play with, with encouragement.</p> <p>To choose an area to play in independently.</p> <p>To choose a toy/activity to play with independently.</p>	<p>To recognise what they find difficult.</p> <p>To ask an adult for help.</p> <p>To understand what a goal is.</p> <p>To talk to others about what they can do.</p> <p>To learn that people have different jobs.</p> <p>To learn about the people in school who help us.</p> <p>To develop an awareness of exercise and what it means.</p> <p>To begin to recognise healthy foods and try them.</p> <p>To develop an awareness of why we need to sleep.</p> <p>To be able to toilet myself with reminders.</p> <p>To be able to wash their hands independently.</p> <p>To begin to be aware of strangers.</p> <p>To play alongside others in the same area.</p> <p>To join others when playing.</p> <p>To know my tidy up area.</p> <p>To engage in other areas of the classroom.</p>	<p>To talk about my family.</p> <p>To name other family members.</p> <p>To talk about my friend and what we do together.</p> <p>To learn to wait my turn with support.</p> <p>To learn to take turns with support.</p> <p>To be aware of different – angry and calm.</p> <p>To point to the different parts of my body and know what I can do with them.</p> <p>To name a healthy food.</p> <p>To talk about how I have changed and grown.</p> <p>To talk about my new teachers.</p> <p>To explore my new classroom.</p> <p>To be able to toilet myself independently.</p> <p>To seek friends out.</p> <p>To ask children to join in with my play.</p> <p>To speak to adults confidently.</p> <p>To speak to other members of the staff.</p>
Communication and Language	<p><b>Listening, Attention and Understanding</b></p> <p>To listen to a short story.</p> <p>To listen to a nursery rhyme.</p> <p>To try and join in with part of a nursery rhyme.</p> <p>To listen to simple songs.</p> <p>To show an adult that they are listening on a 1 to 1 basis.</p> <p>To demonstrate how to listen in small groups.</p> <p>To listen to and follow a simple instruction.</p> <p>To answer a simple question about a picture.</p> <p>To be able respond to their name when called.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>To retell a nursery rhyme.</p> <p>To listen in a large group.</p> <p>To answer a simple question about a nursery rhyme or familiar story.</p> <p><b>Speaking</b></p> <p>To talk in longer sentences -4 words.</p> <p>To respond to child when spoken to.</p> <p>To talk alongside others.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>To listen to a longer story and remember what happens.</p> <p>To listen to and follow a 2 part instruction.</p> <p>To understand a why question.</p> <p>To listen and respond in a large group.</p> <p>To begin to join in with repeated refrains.</p> <p>To be able to sing a range of songs.</p> <p>To know many rhymes.</p> <p><b>Speaking</b></p>

	<p><b>Speaking</b>          To greet an adult.          To acknowledge an adult when they are being spoken to.          To make a gesture in response to a question asked.          To respond to an adult when spoken to or asked a question using simple sentences.          To acknowledge when a child is speaking to them.          To begin to name objects in their play.          To learn new vocabulary.          To talk to others in small groups with support.          To talk about a picture in a book.</p>	<p>To name objects in their play.          To learn new vocabulary.          To communicate using irregular tenses and plurals.          To tell a simple story.          To use some story language – Once upon a time.</p>	<p>To talk in longer sentences -6 words.          To talk in joined up sentences.          To start a conversation with both an adult and friend.          To name and describe objects in their play.          To learn and use new vocabulary.          To be able to express their point of view.          To engage in conversations about stories heard.          To communicate clearly using some future and past tenses.          To tell a longer/more detailed story.          To engage with others and share ideas during play.</p>
<p><b>Physical Development</b></p>	<p><b>Gross Motor Skills</b>          To pedal a trike.          To push themselves along on a scooter.          To show an awareness of their surroundings when moving.          To avoid an obstacle.          To move in different ways walking, crawling and running.          To bend down and squat.          To balance on one leg.          To pull themselves onto equipment.          To jump off a bench.          To catch a large ball from an adult.          To develop large movements with their arms – circles, crossing the midline, side to side, zigzag and extend their full arm.          To put my coat on with support.          To put on a tabard.</p> <p><b>Fine Motor Skills</b>          To begin to use a palm grip when using mark making tools.          To use snippers to make snips in paper.          To use large tweezers to transfer large equipment.          To use a hammer to tap a large object.          To use big scoops in sand and water.          To use big spoon and ladles to transfer water.          To use sticks, fingers and large paint brushes to make marks in different materials.</p>	<p><b>Gross Motor Skills</b>          To begin to copy a sequence of movements.          To begin to respond and move to music.          To roll a ball to one another.          To throw a ball to an adult.          To begin to throw and catch a ball with a partner.          To develop large movements using ribbon sticks and hoops.          To climb, jump and land safely.          To use gardening equipment safely – rakes and yard brushes.          To paint with large paintbrushes.          To push a wheelbarrow.          To be able to put my own coat on independently.          To put on a sleeved apron.</p> <p><b>Fine Motor Skills</b>          To hold a plastic knife and apply pressure to make a cut.          To spread ingredients using a knife.          To begin to use a tripod grip when using mark making tools.          To write some letter shapes from their name.          To pour water using watering cans.          To use tablespoons to transfer materials.          To use large pipettes to transfer water.          To begin use to a water spray.          To apply pressure using a pincher grip.          To begin to roll playdough into balls.          To thread large pasta.          To thread beads vertically.</p>	<p><b>Gross Motor Skills</b>          To move in different ways – slither, roll, hopping, skipping, jumping.          To balance using small apparatus.          To push themselves along using a balance bike.          To copy a sequence of movements.          To begin to work as a team in sports and building activities.          To transport large equipment when constructing.          To be able to put on my coat and fasten it up.          To put on dressing up clothes.</p> <p><b>Fine Motor Skills</b>          To use a tripod grip when using mark making tools.          To use a dominant hand.          To write letters from their name.          To use large tweezers to transfer small equipment.          To use a hammer to tap a smaller object.          To use tongs.          To place small pegs in a small pegboard.          To begin to use funnels when pouring.          To use a knife to cut playdough.          To thread cereal horizontally and vertically.</p>

	<p>To begin to hold and make snips with scissors.          To squeeze and squash playdough to change its shape.          To begin to roll playdough into sausage shapes.          To thread large beads.          To place large pegs in a large pegboard.</p>		
<b>Literacy</b>	<p><b>Reading</b>          To recognise that print has meaning.          To point to the print in a book.          To begin to recognise their name.          To turn the pages of a book and talk about the pictures.          To point to and talk about the front cover of a book.          To identify and tune into environmental sounds.          To name sounds heard inside and outside the classroom.          Listen to and identify instrumental sounds.          Remember and repeat rhythms.</p> <p><b>Writing</b>          To be able to mark make and identify their marks.          To begin to represent their name.</p>	<p><b>Word Reading</b>          To recognise their name.          To begin to recognise familiar labels within the environment.          To know that letters are used to make up words.          To name the front cover and back cover of a book.          To locate and point to the title of a book.          To turn the pages in sequence when telling a simple story.          To use the voice to make sounds.          To begin to identify rhyming words.          To copy and clap out syllables in a word.          To hear the initial sound of a word.          To begin to recognise words with the same initial sound.</p> <p><b>Writing</b>          To begin to attempt to write familiar letters.          To ascribe meaning to their marks.          To talk about their marks confidently.</p>	<p><b>Word Reading</b>          To begin to orally blend words.          To understand words that are ‘sound talked’.          To recognise words with the same initial sound.          To begin to segment words.          To understand that we read English text from left to right and from top to bottom.          To count and clap out syllables in words.          To continue a rhyming string.</p> <p><b>Writing</b>          To write some of their name.          To write their name.          To write some letters accurately.          To begin to use their letter knowledge in their writing.</p>
<b>Mathematics</b>	<p><b>Number</b>          To count and recite numbers in order.          To join in with number rhymes.          To count to 3.          To understand the concept of more – can you get more?          To subitise 1 and 2.          To show me 1/2 fingers.          To use a 1/2 frame.</p> <p><b>Shape, Space and Measure</b>          To match an object.          To match an object (colour).          To match an object (size).          To use the positional language under, on top, in.          To understand the concept of heavy when looking at weight.</p>	<p><b>Number</b>          To count and recite numbers in order to 5.          To join in with number rhymes to 5.          To count to 5.          To understand the concept of less – can you make it less?          To begin to subitise 3.          To show me 1/2/3 fingers.          To notice numerals in the environment.          To use a 3 frame.</p> <p><b>Shape, Space and Measure</b>          To match an object (shape).          To find and notice triangles.          To use the positional language behind and next to.          To sequence events – now, next and then.          To begin to join in with music patterns.          To understand the concept of tall when looking at height.          To extend a two part repeating pattern.</p>	<p><b>Number</b>          To count and recite numbers in order beyond 5.          To join in with number rhymes to 10.          To count objects to 5 showing one to one correspondence.          To show me 1/2/3/4/5 fingers.          To compare amounts and use the language more than and fewer than.          To understand 1 more and get 1 more.          To subitise 3.          To recognise some numerals in the environment.          To match a numeral to the correct amount to 5.          To make marks to represent numerals.          To solve a problem using numbers to 5 (have the 3 pigs got enough chairs?)          To use a 5 frame.          To know that the last number reached when counting tells you the number of objects in total.</p>

	<p>To understand the concept of more and size when looking at capacity.          To begin to sequence events – now and next.          To understand the concept of long when looking at length.          To begin to notice patterns around them.          To begin to copy a repeating pattern.          To find and notice circles.</p>		<p><b>Shape, Space and Measure</b>          To use the positional language in between.          To begin to talk about 3D shapes when building.          To select the appropriate 3D shapes for their model.          To talk about 2D shapes in pictures and models.          To begin to talk about a simple route.          To create a two part repeating pattern.          To notice and correct a mistake in a repeating pattern.          To sequence events using first, then..</p>
<p><b>Understanding The World</b>           (Including, Science, History, Geography, &amp; RE Links)</p>	<p><b>Past and Present</b>          To recognise and talk about themselves.          To begin to make sense of their own life-story using photographs.</p> <p><b>People, Culture and Communities</b>          To talk about their family – who lives with them.          To enjoy looking at photographs of themselves and other familiar people.          To notice differences between people within their family.          To show an interest in stories about people – Captain Tom.          To talk about the festivals that they celebrate – Halloween, Bonfire Night and Christmas.</p> <p><b>The Natural World</b>          To begin to name animals within stories.          To explore how torches work.          To talk about Autumnal objects and the changing seasons.          To explore pumpkins and talk about what they see.          To name some of the objects seen in Autumn.          To begin to recognise and talk about some features of Winter.</p>	<p><b>Past and Present</b>          To talk about how they have changed from being a baby.          To talk about their life cycle.</p> <p><b>People, Culture and Communities</b>          To begin to realise that animals live in different parts of the world.          To learn that people around us have different jobs.          To learn about the different people in school who help us.          To talk about Mother’s Day.          To talk about Easter.</p> <p><b>The Natural World</b>          To name animals within the stories and talk about them.          To explore and talk about the different forces that they can feel.          To name different habitats – cave, pond, river.          To name the animals that they would find in a pond.          To talk about the life cycle of a duck.          To name a baby duck.          To plant beans and watch them grow.          To begin to talk about the changes in growth.          To begin to discuss the parts of the plant.          To begin to recognise and talk about some features of Spring.          To use and explore a light box and see how it works.          To explore ice and talk about what they see.          To explore water beads and talk about what they see.</p>	<p><b>Past and Present</b>          To talk about the houses in our street – old and new.</p> <p><b>People, Culture and Communities</b>          To talk about the features of their home.          To talk about different types of homes.          To look at homes around the world.          To show an interest in stories about people –David Attenborough.</p> <p><b>The Natural World</b>          To learn about different animals and their homes.          To explore different smells and talk about them.          To feel and explore different textures.          To feel and explore different materials.          To sort and name materials.          To explore how magnets work.          To explore bath bombs in water and talk about what they see.</p>
<p><b>Technology</b></p>	<p>To switch on a torch.          To press parts of a book at make a noise.          To operate toys by pulling levers.          To press the button on the iPad to take a picture.</p>	<p>To operate a two-button remote controlled car by pushing buttons.          To select a colour on the remote control for the light box.</p>	<p>To operate a wind up toy.          To follow a simple game on the iPad.          To select a game from the home screen on the iPad.</p>

	<p>To operate pull back toys.</p>	<p>To explore low technology devices – water wheels, jumping frog and squeeze toys.          To begin to learn about different technologies found in the home.          To learn about the different technologies found in school.</p>	<p>To select different settings on the remote control for the light box.</p>
<p><b>Expressive Arts Links</b>          (Including Art, DT, Music, Drama Links)</p>	<p><b>Creating with Materials</b>          To explore with paint and make marks.          To make marks with pens, chalk, pencils and crayons.          To make marks in different textures.          To form enclosures.          To explore and arrange different materials and talk about what they have made.          To paint shapes to represent a picture.          To draw shapes to represent a picture.          To explore and name the colours that they use.          To flick paint to create their own Jackson Pollack.          To begin to make 3D stickmen in the playdough.          To stack blocks to create simple models and structures.          To explore 2D and 3D structures.          To link track together to create an enclosure in the small world.</p> <p><b>Being Imaginative and Expressive</b>          To engage in familiar pretend play.          To recreate familiar play using small world and construction materials.          To respond emotionally and physically to music.          To move and dance to music.          To explore their voice.          To enjoy songs and rhymes.          To begin to explore different sound makers. To create sound effects and movements, e.g., the sound of a car.          To use words to identify and name sounds.</p>	<p><b>Creating with Materials</b>          To begin to paint a picture with some features and shape.          To begin to draw a picture with some features and shape.          To experiment with chalk to draw a picture.          To explore combining two colours and talk about what they see.          To begin to attach 2D and 3D materials together and talk about them.          To join paper/card together using glue.          To attach different construction kits to make different shapes and structures that they can talk about.          To make enclosures when the using the various construction kits.</p> <p><b>Being Imaginative and Expressive</b>          To begin to take on a role in pretend play.          To begin to develop a simple story using the equipment within the small world.          To begin to use familiar story characters to react part of the story.          To make rhythmical and repetitive sounds.          To enjoy taking part in action songs.          To move, sing and listen whilst playing instruments.          To listen with increased attention to sounds.          To partake in songs and rhymes.          To explore different sound makers and match the sounds.</p>	<p><b>Creating with Materials</b>          To paint a picture with increasing detail.          To draw a picture with increasing detail.          To show a range of emotions within their drawings and paintings.          To draw with increasing complexity and detail.          To create closed shapes with continuous lines.          To combine two colours and name what they have made.          To freely explore different materials and textures thinking about how they may use them.          To make simple models and talk about them using a range of equipment.          To experiment join materials using masking tape.          To make imaginative and complex buildings and models with the construction kits that they can talk about.</p> <p><b>Being Imaginative and Expressive</b>          To take on a role in pretend play using some social phrases and objects to represent their play.          To begin to develop a more complex story using the equipment within the small world.          To begin to use familiar story characters to react a story.          To sing an entire song.          To ‘pitch match’.          To sing a melodic shape of a familiar song.          To play a range of instruments with increasing control, expressing their ideas and feelings/emotions.          To create their own song based on a familiar song.          To use words to describe sounds and music.</p>