

Little Stars, Nursery and Reception progression document

Our progression document sets out a carefully sequenced and ambitious approach to learning that underpins all areas of the curriculum. The development of oracy is embedded throughout everything we do, ensuring children have frequent, purposeful opportunities to listen, speak, explain and engage in meaningful dialogue. Through high-quality interactions and thoughtfully planned experiences, children build secure foundations for future academic success, particularly in communication, language and thinking. Alongside this, the curriculum supports the development of resilience, confidence and independence, enabling children to become motivated, self-assured learners who demonstrate curiosity and a lifelong love of learning.

Little Stars	Nursery	Reception
Children are able to join as a rising three on the Monday after their third birthday.	Nursery children are aged between three and four years of age.	Reception children are aged between four and five years of age.
Children can attend part time or full-time hours depending on funding and circumstances.	Children can attend part time or full-time hours depending on funding and circumstances.	Children attend full-time.
<p>Children are heavily supported when settling into Nursery and are introduced to rules and routines along with playing alongside others.</p> <p>There is a large focus on the three prime areas of the Early Years Foundation Stage (EYFS) curriculum – Communication and Language, Physical Development and Personal, Social and Emotional Development. In order to implement these skills, children will take part in very short</p>	<p>In Nursery, the focus continues to build upon the three prime areas of the Early Years Foundation Stage curriculum – Communication and Language, Physical Development and Personal, Social and Emotional Development. Continuous provision and topic work reflect Understanding the World and Expressive Arts and Design objectives.</p>	<p>In Reception, children continue to build upon the prime areas of learning but now with a large focus on specific areas.</p> <p>Children access a balance of whole class carpet sessions, targeted small group work, free flow and self-directed activities both inside and outside.</p> <p>Children take part in daily phonics sessions, and are taught Maths, RE and other curriculum areas across</p>



<p>adult-led sessions and then be given the chance to apply their learning in the continuous provision.</p> <p>Children are actively encouraged to use all of their senses and motor skills to explore the continuous provisions indoors and outdoors.</p> <p>The continuous provision within the environment is enhanced to support the current topic and learning, the children's interests, and meet the needs of the cohort.</p>	<p>A balance of teacher led, and child initiated learning is in place to allow children to learn new skills, then practice and deepen knowledge and understanding within continuous provision both inside and outside.</p> <p>After the Christmas break, children will begin to concentrate on the specific areas of learning, Literacy and Mathematics.</p> <p>The continuous provision within the environment is enhanced to support the current topic and learning, the children's interests, and meet the needs of the cohort.</p>	<p>the week. They have a weekly PE lesson, school library time and access to Forest School.</p> <p>The continuous provision within the environment is enhanced to support the current topic and learning, the children's interests and meet the needs of the cohort.</p> <p>Children also have the opportunity to apply their literacy and maths learning independently and alongside an adult when in provision.</p>
<p>Children begin to engage with the Characteristics of Effective Learning by exploring their environment with curiosity and interest. They learn through sensory experiences, repetition and play, showing willingness to 'have a go' with adult reassurance and support. Adults model positive attitudes to learning, helping children to focus for short periods, try new activities and begin to understand simple routines.</p>	<p>Children develop greater confidence and independence in their learning. They show increased motivation to explore, make choices and persist with activities, beginning to solve simple problems and learn from mistakes with adult guidance. Children start to talk about what they are doing and learning, reflecting emerging resilience and the ability to concentrate for longer periods.</p>	<p>Children demonstrate the Characteristics of Effective Learning more consistently and independently. They show curiosity, creativity and a willingness to challenge themselves, sustaining focus, thinking critically and adapting their ideas when things do not go as planned. Children reflect on their learning, talk about strategies they have used and show pride in their achievements, providing strong foundations for successful transition into Key Stage 1.</p>



<p>Children begin to recognise and express their own feelings and are supported to manage their immediate needs. Adults model and encourage talk about emotions, helping children to name feelings, understand how they and others may feel, and begin to use language to express emotions appropriately. Children learn to play alongside others, with adult support to share, take turns and respond to familiar routines.</p>	<p>Children develop an increasing awareness of their own feelings and those of others. Adults model and encourage talk about feelings, supporting children to name emotions, listen to others and begin to explain how they feel using simple language. Children are supported to manage their needs, follow simple boundaries, and begin to play and work cooperatively with peers, with adult guidance to support sharing and turn-taking.</p>	<p>Children show a secure understanding of their own feelings and those of others and are increasingly able to manage their own needs. In Reception, children talk confidently about their feelings, explain why they feel a certain way, and begin to consider how their actions may affect others. They work and play cooperatively with others, demonstrating effective turn-taking, sharing and collaboration.</p>
<p>Children are supported to develop, and become more independent, in their self-help skills. Children are encouraged and supported to put on their own coat, use the toilet independently, wash and dry their own hands and eat their dinner using a knife fork.</p>	<p>Children are supported to develop increasing independence in their self-help skills. They are encouraged to manage their own coats and clothing, use the toilet with confidence, wash and dry their hands independently, and eat their meals using appropriate cutlery, with adult support provided when needed.</p>	<p>Children are expected to demonstrate independence and responsibility in their self-help skills. They confidently manage dressing and undressing, use the toilet and maintain good hygiene independently, and eat their meals using cutlery appropriately, preparing them well for the routines and expectations of Key Stage 1.</p>
<p>Physically, children explore a range of moving - rolling, crawling, walking, climbing, running and jumping.</p>	<p>Physically, children continue to develop their movement skills including balancing, and ball skills. They have a PE slot in the school hall each week.</p>	<p>Physically, children continue to develop strength, balance and coordination in their gross motor skills. They have a PE slot in the school hall each week, and access to Forest school.</p>



<p>Children develop their fine motor skills in the environment using various materials, finger games, mark making, painting and dough.</p>	<p>Children become increasingly independent when using their fine motor skills and begin to use one-handed tools and pencils effectively and with purpose.</p>	<p>Children develop fine motor skills further, including the ability to use small tools, hold a pencil effectively and form letters correctly, enabling them to write their name, captions and short sentences.</p>
<p>Using talk, songs, stories and rhyme children begin to develop their communication and language skills, along with their listening and attention.</p> <p>Children are exposed to age-appropriate, simple, language rich books through short story times and in the reading area.</p>	<p>Children's language and communication skills are developed using new vocabulary and turn taking and conversational skills.</p> <p>Children focus on language and comprehension by developing a love of books along with developing foundations for word recognition including phonological awareness and concepts about print.</p>	<p>By the end of the Reception year children are able to listen and respond attentively, hold a conversation, ask and answer questions, use new vocabulary and express ideas and feelings.</p> <p>Children deepen their enjoyment of books and stories, developing strong language and comprehension skills. They build secure foundations for reading by increasing their phonological awareness, understanding how sounds link to letters, and using their growing knowledge of print conventions to read and understand simple texts.</p>



<p>Children will begin to develop phonological awareness through practical, hands on experiences either as short, small group adult led sessions or through activities in continuous provision,</p>	<p>Through a mix of adult led teaching and continuous provision activities Nursery develop phonological awareness skills, which ensure the children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. In Nursery phonics children are developing an awareness of sound through activities that develop focused listening and attention, including oral blending.</p>	<p>Children begin to learn their GPCs through the daily teaching of phonics from the very beginning of reception. Children follow the Read Write Inc phonics scheme. Children will develop their reading and writing skills.</p> <p>Children take home a reading book each week to practice skills that they've been taught during their phonics sessions.</p>
<p>Early mathematical learning is introduced through songs, number rhymes, and playful experiences. Children are exposed to early number ideas as they explore, play, and talk with adults, building familiarity with counting, patterns, and mathematical language in a fun and meaningful way.</p>	<p>We use the Master the Curriculum maths scheme in Nursery. It provides a clear, progressive sequence that builds strong early mathematical understanding for all children. It supports high-quality, play-based maths provision alongside focused adult input, enabling children to develop depth, fluency, and confidence with number and mathematical concepts.</p>	<p>We use the Master the Curriculum maths scheme in Reception. It provides a clear, progressive sequence that builds strong early mathematical understanding for all children. It supports high-quality, play-based maths provision alongside focused adult input, enabling children to develop depth, fluency, and confidence with number and mathematical concepts.</p>




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Light Shine**