



St Mary's
Catholic Primary School and Nursery

Nursery Knowledge and Skills Tracker

Autumn 1 Colours (Monkey and Me) (Pete the cat)	Autumn 2 Dark and Light & Christmas (Owl Babies) (Aargh Spider) (Jesus' Christmas Party)	Spring 1 Toys Chinese New Year (Kipper's Toy box) (Chinese New Year) (That's Love)	Spring 2 Traditional Tales Easter Come On Daisy The Three Little Pigs Easter (Also including events: Shrove Tuesday St David's Day World Book Day St Patrick's Day Mother's Day Easter)	Summer 1 Growth and Change Supertato Titch	Summer 2 Animals The Very Hungry Caterpillar The Three Billy Goats Gruff (including Transition to Reception preparations, End of Year events – Summer Show Leaver's Picnic/ Celebrations etc.)
People & Communities Knowledge		People & Communities Knowledge		People & Communities Knowledge	
22-36m - Has a sense of own immediate family and relations - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 30-50m - Shows interest in the lives of people who are familiar to them. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.		30-50m -Shows interest in the lives of people who are familiar to them. -Knows some of the things that make them unique and can talk about some of the similarities and differences.		30-50m -Shows interest in the lives of people who are familiar to them. -Knows some of the things that make them unique and can talk about some of the similarities and differences. - Recognises and describes special times or events for family and friends. 40-60m -Enjoys joining in with family customs and routines.	
People & Communities Skills		People & Communities Skills		People & Communities Skills	

<p>22-36m</p> <ul style="list-style-type: none"> - Beginning to have their own friends. - Learns that they have similarities and differences that connect them to and distinguish them from others. <p>30-50m</p> <ul style="list-style-type: none"> - Remembers and talks about significant events in their own experience. - recognises and describes special times or events for family or friends. 	<p>30-50m</p> <ul style="list-style-type: none"> -Remembers and talks about significant events in their own experience. -Knows some of the things that make them unique and can talk about some of the similarities and differences. 	<p>30-50m</p> <ul style="list-style-type: none"> -Remembers and talks about significant events in their own experience. -Knows some of the things that make them unique and can talk about some of the similarities and differences. - Recognises and describes special times or events for family and friends. <p>40-60m</p> <ul style="list-style-type: none"> -Enjoys joining in with family customs and routines.
The World Knowledge	The World Knowledge	The World Knowledge
<p>22-36m</p> <ul style="list-style-type: none"> - Enjoys playing with small-world models such as a farm, a garage or a train track. <p>30-50m</p> <ul style="list-style-type: none"> - Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<p>30-50m</p> <ul style="list-style-type: none"> -Talks about why things happen and how things work. 	<p>30-50m</p> <ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. -Show care and concern for living things and the environment. <p>40-60m</p> <ul style="list-style-type: none"> -Looks closely at similarities, differences, patterns and change.
The World Skills	The World Skills	The World Skills
<p>22-36m</p> <ul style="list-style-type: none"> - Notices detailed features of objects in their environment. <p>30-50m</p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p>30-50m</p> <ul style="list-style-type: none"> -Talks about why things happen and how things work. 	<p>30-50m</p> <ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. -Talks about why things happen and how things work. -Show care and concern for living things and the environment. <p>40-60m</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change.
Technology Knowledge	Technology Knowledge	Technology Knowledge
<p>22-36m</p> <ul style="list-style-type: none"> - Seeks to acquire basic skills in turning on and operating some ICT equipment. <p>30-50m</p> <ul style="list-style-type: none"> - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. - Shows an interest in technological toys with knobs or pulleys, or 	<p>30-50 m</p> <ul style="list-style-type: none"> -Shows an interest in technological toys with knobs, pulleys or real objects. - Knows how to operate simple equipment, e.g. turns on CD player or whiteboard (when asked by adult). 	<p>30-50 m</p> <ul style="list-style-type: none"> -Shows an interest in technological toys with knobs, pulleys or real objects. - Knows how to operate simple equipment, e.g. turns on CD player or whiteboard (when asked by adult). -knows that information can be retrieved from computers.

real objects. - Know that information can be retrieved from computers.		40-60m -completes a simple program on a computer.
Technology Skills	Technology Skills	Technology Skills
22-36m - Operates mechanical toys, e.g. turns the knob on a wind-up car or pulls back a friction car. 30-50m - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	30-50m -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.	30-50m -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images. 40-60m -Interacts with age-appropriate software.
Exploring & Using Media & Materials Knowledge	Exploring & Using Media & Materials Knowledge	Exploring & Using Media & Materials Knowledge
22-36m - Joins in singing favourite songs. - Shows an interest in the way musical instruments sound. 30-50m - Sings a few familiar songs. - Imitates movement in response to music. - Explores and learns how sounds can be changed. - Realises tools can be used for a purpose.	30-50m -Explores and learns how sounds can be changed. -Explores colour and how colours can be changed. -Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. -Realises tools can be used for a purpose. -Begins to be interested in and describe the texture of things.	30-50m -Explores and learns how sounds can be changed. -Explores colour and how colours can be changed. -Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. -Realises tools can be used for a purpose. - Begins to be interested in and describe the texture of things. 40-60m -Begins to build a repertoire of songs and dances. -Explores what happens when they mix colours.
Exploring & Using Media & Materials Skills	Exploring & Using Media & Materials Skills	Exploring & Using Media & Materials Skills
22-36m - Creates sounds by banging, shaking, tapping or blowing. - Experiments with blocks, colours and marks. 30-50m - Enjoys joining in with dancing and ring games. - Beginning to move rhythmically. - Taps out simple repeated rhythms. - Explores colour and how colours can be changed. - Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. - Use various construction materials - Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance.	-Enjoys joining in with dancing and ring games. -Sings a few familiar songs. -Beginning to move rhythmically. -Imitates movement in response to music. -Taps out simple repeated rhythms. -Use various construction materials	-Enjoys joining in with dancing and ring games. -Sings a few familiar songs. - Beginning to move rhythmically. -Imitates movement in response to music. -Taps out simple repeated rhythms. - use various construction materials -Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. -Joins construction pieces together to build and balance. 40-60m -Constructs with purpose in mind, using a variety of resources.
Being Imaginative Knowledge	Being Imaginative Knowledge	Being Imaginative Knowledge
22-36m - Beginning to make-believe by pretending. 30-50m	30-50m -Notices what adults do, imitating what is observed and doing it spontaneously when the adult is not there.	30-50m -Notices what adults do, imitating what is observed and doing it spontaneously when the adult is not there.

<ul style="list-style-type: none"> - Developing preferences for forms of expression. - sings to self and makes up simple songs. - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. - uses available resources to create props to support role play. 	<ul style="list-style-type: none"> -Engages in imaginative role play based on own first-hand experiences. -Sings to self and makes up simple songs. 	<ul style="list-style-type: none"> -Engages in imaginative role play based on own first-hand experiences. - Sings to self and makes up simple songs. <p>40-60m</p> <ul style="list-style-type: none"> -creates simple representations of events, people and objects.
Being Imaginative Skills	Being Imaginative Skills	Being Imaginative Skills
<p>22-36m</p> <ul style="list-style-type: none"> - Beginning to use representation to communicate, e.g. drawing a line and saying "That's Me". <p>30-50m</p> <ul style="list-style-type: none"> - Use movement to express feelings. - Creates movement in response to music. - Makes up rhythms. - Engages in imaginative role play based on own first –hand experiences. - Builds stories around toys, e.g. farm animals needing rescue from an armchair "cliff". - Captures experiences and responses with a range of media, such as dance and paint and other materials or words. 	<p>30-50m</p> <ul style="list-style-type: none"> -Develop preferences for forms of expression -Use movement to express feelings. -Creates movement in response to music. -Makes up rhythms. -Engages in imaginative role play based on own first –hand experiences. - Builds stories around toys, e.g. farm animals needing rescue from an armchair "cliff". - Captures experiences and responses with a range of media, such as dance and paint and other materials or words. - Sings to self and makes up simple songs 	<p>30-50m</p> <ul style="list-style-type: none"> -Develop preferences for forms of expression - Use movement to express feelings. - Creates movement in response to music. - Makes up rhythms. - Engages in imaginative role play based on own first –hand experiences. - Builds stories around toys, e.g. farm animals needing rescue from an armchair "cliff". - Captures experiences and responses with a range of media, such as dance and paint and other materials or words. - Sings to self and makes up simple songs -Uses available resources to create props to support role-play. -Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60m</p> <ul style="list-style-type: none"> -Plays alongside other children who are engaged in the same theme.
PD Knowledge	PD Knowledge	PD Knowledge
<p>22-36m</p> <ul style="list-style-type: none"> - Turns pages in a book, sometimes several at once. - Shows control in holding and using jugs to pour, hammers, books and mark-making tools. - Imitates drawing simple shapes such as circles and lines. <p>30-50m</p> <ul style="list-style-type: none"> - Can stand momentarily on one foot when shown. - Draws lines and circles using gross motor movements. - Can copy some letters, e.g. letters from their name. 	<p>30-50m</p> <ul style="list-style-type: none"> - Can stand momentarily on one foot when shown. - Draws lines and circles using gross motor movements. - Can copy some letters, e.g. letters from their name. 	<p>30-50m</p> <ul style="list-style-type: none"> - Can stand momentarily on one foot when shown. - Draws lines and circles using gross motor movements. - Can copy some letters, e.g. letters from their name. <p>40-60m</p> <ul style="list-style-type: none"> -Uses simple tools to effect changes to materials. -Experiments with different ways of moving.
PD Skills	PD Skills	PD Skills
<p>22-36m</p> <ul style="list-style-type: none"> - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. - Can kick a large ball. - Beginning to use three fingers (tripod grip) to hold writing tools. 	<p>30-50m</p> <ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Walk downstairs two feet to each step while carrying a small object. 	<p>30-50m</p> <ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Walk downstairs two feet to each step while carrying a small object.

<ul style="list-style-type: none"> - Walks upstairs or downstairs holding onto a rail two feet to each step. - May be showing preference for dominant hand. <p>30-50m</p> <ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Walk downstairs two feet to each step while carrying a small object. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can catch a large ball. - Uses one-handed equipment, e.g. makes snips in paper with child scissors. - Holds pencil between thumb and first 2 fingers, no longer using whole hand grasp. - Holds pencil near the point between first 2 fingers and uses it with good control. 	<ul style="list-style-type: none"> - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can catch a large ball. - Uses one-handed equipment, e.g. makes snips in paper with child scissors. - Holds pencil between thumb and first 2 fingers, no longer using whole hand grasp. - Holds pencil near the point between first 2 fingers and uses it with good control. 	<ul style="list-style-type: none"> - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can catch a large ball. - Uses one-handed equipment, e.g. makes snips in paper with child scissors. - Holds pencil between thumb and first 2 fingers, no longer using whole hand grasp. - Holds pencil near the point between first 2 fingers and uses it with good control. <p>40-60m</p> <ul style="list-style-type: none"> -shows preference for a dominant hand.
H&SC Knowledge	H&SC Knowledge	H&SC Knowledge
<p>22-36m</p> <ul style="list-style-type: none"> - Clearly communicates their need for potty or toilet. - Beginning to recognise danger and seeks support of significant adults for help. - Beginning to be independent in self-care, but still often needs adult support. <p>30-50m</p> <ul style="list-style-type: none"> - Can tell adults when hungry or tired or when they want to rest or play. - Observes the effects of activity on their bodies. - Understands that equipment and tools need to be used safely. 	<p>30-50m</p> <ul style="list-style-type: none"> - Can tell adults when hungry or tired or when they want to rest or play. - Observes the effects of activity on their bodies. - Understands that equipment and tools need to be used safely. 	<p>30-50m</p> <ul style="list-style-type: none"> - Can tell adults when hungry or tired or when they want to rest or play. - Observes the effects of activity on their bodies. - Understands that equipment and tools need to be used safely. <p>40-60m</p> <ul style="list-style-type: none"> -practises some appropriate safety measures without direct supervision.
H&SC Skills	H&SC Skills	H&SC Skills
<p>22-36m</p> <ul style="list-style-type: none"> - Feeds self competently with spoon. - Drinks well without spilling. - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. <p>30-50m</p> <ul style="list-style-type: none"> - Gains more bowel and bladder control and can attend to their toileting needs most of the time themselves. - Can usually manage washing and drying hands. - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>30-50m</p> <ul style="list-style-type: none"> - Gains more bowel and bladder control and can attend to their toileting needs most of the time themselves. - Can usually manage washing and drying hands. - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>30-50m</p> <ul style="list-style-type: none"> - Gains more bowel and bladder control and can attend to their toileting needs most of the time themselves. - Can usually manage washing and drying hands. - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>40-60m</p> <ul style="list-style-type: none"> -usually clean and dry during the day.

END POINTS	END POINTS	END POINTS
<p>Children will be settled into Nursery and becoming more independent and establishing friendships within the group. Children will be able to express their likes and dislikes and able to choose what and where to pursue in their learning. Children will be more able to attend to their self-care needs such as toileting, feeding and dressing independently.</p>	<p>Children will be more aware of family/community customs and routines – Chinese New Year and Valentine’s Day, Shrove Tuesday (Pancake Day), St David’s Day, World Book Day, St Patrick’s Day, Sing-Up Day, Mother’s Day and Easter. Children will be independent in their approach to activities. Children will be creative in their use of materials and equipment and their choose of media – music, dance, mark making, dressing up etc.</p>	<p>Children will be independent in selecting and using resources during learning play and mostly independent in their self-care. Children will be able to engage in a focused task activity for a short time. Children will be more aware of the world around them. Children will be emotionally prepared for the transition to Reception and be confident in the knowledge that they can trust the adults that care for them to provide them with a safe, happy environment in which to learn.</p>