

## 2-3 Year Olds Nursery Skills Progression

Progression of Communication and Language				
Skill	Autumn	Spring	Summer	2-3 Goals
<b>Listening, Attention and Understanding</b>	To begin to sit on the carpet with other children To enjoy spending time sitting with their key person	To listen to simple stories To understand short sentences To take part in circle time To begin to listen to other children	To listen and respond to a simple instruction To listen to simple stories and understand what is happening To understand simple questions	*I can communicate my needs and wants using gestures and short sentences.
<b>Speaking</b>	To develop the confidence talk to their key person To start to develop conversation	To use language to share what they are thinking To talk to their peers during play	To be able to pronounce multisyllabic words To develop the confidence to talk in front of others	*I can communicate my needs and wants using gestures and short sentences.  *I can use around 300 words, including some descriptive language.
Progression of Personal, Social and Emotional Development				
Skill	Autumn	Spring	Summer	2-3 Goals
<b>Self-Regulation</b>	To find ways to comfort themselves To come into Nursery comfortably	To begin to talk about their feelings To recognise how other children are feeling	To regulate themselves sometimes with support To talk about their feelings in more elaborated ways	*I can express my emotions and begin to regulate them with help.
<b>Managing Self</b>	To put things on their peg independently To join in with the daily routines of Nursery To establish their sense of self	To be able to manage transitions To use the toilet with support To ask for help from a familiar adult To express preferences	To talk about likes and dislikes To use the toilet independently To watch other children and begin to join in	*I can express my emotions and begin to regulate them with help.  *I can begin to play alongside other children.
<b>Building Relationships</b>	To observe other children play To start to join in with other children's play	To begin to develop friendships with other children To begin to work with others	To take turns To begin to play alongside other children	*I can begin to play alongside other children.
Progression of Physical Development				
Skill	Autumn	Spring	Summer	2-3 Goals
<b>Gross Motor Skills</b>	To become aware of the space around them To engage in activities that require gross motor movements	To explore how they can fit into spaces To experience working as part of a team To spin and roll with support	To ride a scooter or tricycle To make gross motor movements independently To spin and roll independently	*I can climb confidently, catch a large ball and pedal a tricycle (gross motor skills).
<b>Fine Motor Skills</b>	To engage in fine motor skills activities To grasp tools	To do up a zip with support To feel confident to have a go at self-help tasks To pick up a pen purposefully	To do up a zip independently To develop manipulation and control To start eating independently	*I can use different tools to make marks and manipulate different materials.
Progression of Literacy				
Skill	Autumn	Spring	Summer	2-3 Goals

<b>Comprehension</b>	To enjoy sharing a book with an adult To turn the pages of a book	To listen to stories on the carpet To develop play around stories with the support of an adult To enjoy a more varied range of books	To have favourite books To develop play around stories independently To talk about a book To be able to choose a book	*I love looking at books and listening to stories.
<b>Word Reading</b>	To begin to notice print with support To pay attention to words on the page	To notice print independently	To notice the first letter of their name	*I love looking at books and listening to stories.
<b>Writing</b>	To mark-make with support To enjoy drawing freely	To mark-make independently	To make marks that are meaningful To try to make marks to represent their name	*I can make marks and assign some meanings.
<b>Progression of Mathematics</b>				
<b>Skill</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>2-3 Goals</b>
<b>Number</b>	To begin to understand cardinality To gather groups of objects	To notice numbers around them To know to begin with number when counting	To differentiate numbers and letters To recognise how a quantity changes	*I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
<b>Numerical Patterns</b>	To take part in number rhymes To show an interest in numbers	To count in everyday contexts with support To count to 3 To begin to use language to compare amounts	To count in everyday contexts To compare amounts To count to 5 To notice patterns	*I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
<b>Progression of Understanding the World</b>				
<b>Skill</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>2-3 Goals</b>
<b>Past and Present</b>		To talk about familiar people	To know that there are different times in the day e.g. lunch time	*I can notice differences between people.
<b>People, Culture and Communities</b>	To know that some people are special in their lives	To talk about their family To know who their family are To share what they have been doing at home	To know people are different To understand what each area of the room is used for To recognise similarities	*I can notice differences between people.
<b>The Natural World</b>	To explore different materials with support To begin talking about what they can see To repeat actions that have an effect	To talk about the weather, e.g. identifying if it is 'sunny' To explore different materials independently	To notice changes in the weather	*I can explore and show curiosity, appreciation and respect for living things.
<b>Progression of Expressive Arts and Design</b>				
<b>Skill</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>2-3 Goals</b>
<b>Creating with Materials</b>	To explore paint To make marks intentionally	To express my ideas through making marks To use paint to make marks	To use tape and glue to stick things together To stack objects	*I can use my imagination to consider what I could make/do with different materials.

	To explore different materials	To notice that things can be joined together	To recognise red, blue and yellow	
<b>Being Imaginative and Expressive</b>	To move and dance to music To play with 'small world' objects	To know 1 nursery rhyme To explore instruments To develop pretend play with support	To move and dance to music To know 2 nursery rhymes To know that instruments produce sounds To begin to develop pretend play	*I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.