



2-3Years: Autumn 1 Skills Progression

Communication & Language	Personal, Social & emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts & Design
<p><u>Listening, Attention & Understanding</u> Children listen to and enjoy simple stories 1:1 and in small groups.</p> <p>Children understand & follow routine events e.g snack time.</p> <p><u>Speaking</u> Children use speech sounds: p, b, t, d, m, n, w</p> <p>Children put 2-3 words together to make short sentences.</p> <p>Children's speech is mostly understood by familiar adults.</p>	<p><u>Building Relationships</u> Children form attachments with their key person.</p> <p>Children separate confidently from their main carer when arriving at nursery.</p> <p><u>Managing Self</u> Children know their own name.</p> <p><u>Self Regulation</u> Children can feel & express a range of intense emotions e.g. excitement, anger, frustration.</p>	<p><u>Gross Motor</u> Children explore fitting themselves into different spaces: tunnel, den etc.</p> <p>Children move in response to music, dancing, tapping or clapping along to music or songs.</p> <p>Children confidently use a push along trike</p> <p><u>Fine Motor</u> Children eat independently using a spoon and fork.</p> <p>Children turn pages in a book, sometimes several at once.</p> <p>Children hold a pen and crayon to make marks.</p>	<p>Children enjoy songs and rhymes 1:1 and in small groups.</p> <p>Children copy actions to some songs</p> <p>Children make marks with chalks and water pots/brushes etc on the ground.</p>	<p>Children take part in finger rhymes with counting: 5 little ducks, 5 speckled frogs.</p> <p>Children anticipate the routine time of the day e.g. snack, lunch or hometime.</p>	<p>Children can identify and share their family using the 'our families' class book.</p> <p>Children enjoy playing with small world toys: farm, trains, cars.</p> <p>Children notice the changing season: e.g. interest in exploring autumn leaves in the garden</p>	<p>Children join in singing songs.</p> <p>Children will know this half terms core rhymes.</p> <p>Children create sounds using their bodies: clapping, stomping, singing, tapping.</p>



2-3Years: Autumn 2 Skills Progression

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<p><u>Listening, Attention & Understanding</u> Children recognise & respond to familiar sounds e.g. tidy up music.</p> <p>Children have favorites from this terms core texts: Goldilocks & the 3 bears/ 10 in the bed/ Dear zoo</p> <p>Children can understand & follow a one step instruction.</p> <p><u>Speaking</u> Children begin to ask simple questions.</p>	<p><u>Building Relationships</u> Children show curiosity and interest in others' play.</p> <p>Children engage in short shared experiences: daily circle times.</p> <p><u>Managing Self</u> Children have their own ideas and preferences, can make choices about toys, activities and food.</p> <p><u>Self Regulation</u> Children know how and where to seek comfort e.g. familiar adult or comfort object.</p>	<p><u>Gross Motor</u> Children squat with steadiness when playing or exploring, raising to their feet with ease.</p> <p>Children build independently with duplo and large blocks.</p> <p>Children confidently climb on the indoor gym.</p> <p><u>Fine Motor</u> Children hold an open top cup and drink from it confidently.</p> <p>Children hold a pencil to make marks</p> <p>Children use a paintbrush with increasing control.</p>	<p>Children say some of the words from songs, rhymes and familiar stories.</p> <p>Children join in with songs and rhymes, copying the rhythm and tempo.</p>	<p>Children attempt to count, saying some numbers in sequence,</p> <p>Children recognise when one object is bigger and another is smaller e.g. a big bear and a little bear, a big car and a small car.</p> <p>Children anticipate repeated actions or sounds in songs and books.</p>	<p>Children Imitate every day actions and events during role play</p> <p>Children are aware of the Catholic celebration of Christmas: recognises key characters of the nativity story.</p> <p>Children notice by pointing or talking about things in the natural world: seeing a snail, the rain or feeling the wind.</p> <p>Children can point to their facial features e.g. head, eyes, nose, mouth.</p>	<p>Children create sounds using instruments.</p> <p>Children will know this half terms core rhymes.</p> <p>Children use open ended resources to bring their own ideas to life.</p> <p>Children confidently use touch to explore tactile/messy play</p> <p>Children explore new scents e.g. through scented playdough.</p>



2-3Years: Spring 1 Skills Progression

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<p><u>Listening, Attention & Understanding</u> Children join in with familiar parts of stories and songs.</p> <p>Children understand simple 'what' questions</p> <p><u>Speaking</u> Children use language to share their feelings</p>	<p><u>Building Relationships</u> Children show kindness to others.</p> <p><u>Managing Self</u> Children assert their likes, dislikes & preferences through actions or words.</p> <p><u>Self Regulation</u> Children will talk about & experiment with facial expressions.</p> <p>Children recognise their actions may upset or harm others and begin to be able to stop themselves from doing something they shouldn't.</p>	<p><u>Gross Motor</u> Children sit comfortably on a chair with both feet on the ground</p> <p>Children confidently run outside, showing increasing control with direction and stopping.</p> <p>Children show an interest in putting on their coat independently</p> <p>Children can kick a large ball</p> <p><u>Fine Motor</u> Children use playdough tools independently to roll, shape and cut.</p> <p>Children manipulate and insert puzzle pieces.</p>	<p>Children enjoy free mark making.</p> <p>Children can choose a favorite book.</p> <p>Children make marks on vertical surfaces such as the easel.</p>	<p>Children complete inset puzzles with confidence.</p> <p>Children explore how things look from different view points e.g: laying on the floor playing with cars, standing on indoor gym to look down.</p> <p>Children build simple constructions: towers with duplo.</p> <p>Children rote counts to 3</p>	<p>Children know that we need to wear our coats because it's cold in winter.</p> <p>Children show curiosity about the natural process of ice changing to water - observing this outside.</p> <p>Children enjoys joining in with school community celebrations for Easter.</p>	<p>Children explore how sounds can be created using a variety of objects e.g. two wooden blocks, tapping a stick on the metal fence.</p> <p>Children will know this half terms core rhymes.</p>



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<p><u>Listening, Attention & Understanding</u> Children can sing some favorite nursery rhymes.</p> <p>Children understand simple 'who' questions</p> <p>Children have favorites from this terms core texts</p> <p><u>Speaking</u> Children can use pronouns (me, him, she) – these may not always be correct.</p> <p>Children can hold a conversation jumping from topic to topic</p>	<p><u>Building Relationships</u> Children enjoy sharing their achievements.</p> <p>Children develop empathy: Knows when someone is sad and will try to help or get an adult</p> <p><u>Managing Self</u> Children understand that actions have consequences.</p> <p><u>Self Regulation</u> Children develop collective co-operation as their understanding of boundaries & community grows e.g we all help to tidy, we all listen to each other etc.</p>	<p><u>Gross Motor</u> Children use alternate feet when using stairs.</p> <p>Children confidently pour their own water or milk from a small jug.</p> <p>Children hold their arms out to catch a ball.</p> <p><u>Fine Motor</u> Children use musical instruments with increasing control to make quiet/loud sounds.</p> <p>Children put on aprons, hats, bags and glasses from the dressing up box.</p>	<p>Children sing songs and favorite nursery rhymes independently.</p> <p>Children independently explore books, flicking through the pages and looking at the pictures.</p>	<p>Children recognise and use the language of 'lots' and 'more' when exploring quantity.</p> <p>Children show interest in what will happen next using the visual timetable.</p> <p>Children can talk about and anticipate future events, and may often refer to the future as 'tomorrow' or 'later'.</p>	<p>Children can identify what makes them the same or different to others, celebrating their uniqueness.</p> <p>Children notice by pointing or talking about things in the natural world: seeing a butterfly, bird, flowers.</p>	<p>Children explore how to play instruments quiet/loud, fast/slow.</p> <p>Children will know this half terms core rhymes.</p> <p>Children begin to describe how music or sound make them feel e.g. happy music/ scary music.</p> <p>Children explore what environmental sounds they can hear in spring: birds, bees, lawnmowers.</p>



2-3Years: Summer 1 Skills Progression

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<p><u>Listening, Attention & Understanding</u> Children can listen and respond to an adult in a back & forth conversation.</p> <p>Children understand simple 'where' questions</p> <p>Children understand & follow simple 2 step instructions</p> <p><u>Speaking</u> Children can use 4-5 word sentences.</p>	<p><u>Building Relationships</u> Children can take turns with support.</p> <p>Children can join in simple play ideas with others.</p> <p><u>Managing Self</u> Children manage some of their own self-care needs e.g toileting and washing their hands.</p> <p><u>Self Regulation</u> Children begin to show 'effortful control' e.g. waiting their turn in a line or not grabbing a toy they want.</p>	<p><u>Gross Motor</u> Children show increasing independence in putting on their own shoes - might not always be correct.</p> <p>Children begin to understand and choose ways of moving appropriate for the space: walking indoors, running outside</p> <p><u>Fine Motor</u> Children independently wash and dry their hands.</p> <p>Children show preference for a dominant hand.</p> <p>Children build more complex structures with construction: e.g a car from duplo or a house from wooden blocks</p>	<p>Children notice print in the environment that is important to them: the first letter of their name or the numeral for their age.</p> <p>Children make marks in sand and other sensory materials with their fingers or tools</p>	<p>Children can give 1 and 2 objects from a group when asked.</p> <p>Children understand and follow simple position language in play e.g stand on top/behind/under.</p>	<p>Children know that a sun hat keeps us safe in the sun.</p> <p>Children show curiosity and intrigue about growing: planing</p> <p>Children show curiosity and makes comments about natural materials: sand and shells</p>	<p>Children notice the change when colour mixing</p> <p>Children will know this half terms core rhymes.</p> <p>Children show curiosity and willingness to taste new foods at snack times.</p> <p>Children will explore creating art work in the style of Wassily Kandinski.</p>



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<p><u>Listening, Attention & Understanding</u> Children can shift attention from one task to another if you get their attention.</p> <p>Children understand action words by following simple instructions.</p> <p>Children have favorites from this terms core texts</p> <p><u>Speaking</u> Children's speech is mostly understood by unfamiliar adults.</p> <p>Children can mostly use speech sounds: k, g, h, f, s & all vowels.</p> <p>Children ask 'why' questions</p>	<p><u>Building Relationships</u> Children explore a new environment with increasing confidence (transition).</p> <p>Children seek out friendships with others based on shared interests.</p> <p><u>Managing Self</u> Children show an interest & awareness of their own identity e.g. express their likes, dislikes and key facts about themselves.</p> <p><u>Self Regulation</u> Children talk about their feelings in more elaborate ways e.g. "I'm sad because..." or "I like it when..."</p>	<p><u>Gross Motor</u> Children jump using both feet.</p> <p>Children put on their own aprons for water or messy play.</p> <p>Children catch a large ball with increasing accuracy, bringing their arms to their chest to trap it.</p> <p>Children can throw a ball into a hoop with some accuracy.</p> <p><u>Fine Motor</u> Children hold mark making tools with thumb and all fingers</p> <p>Children use small craft material such as pompoms & sequins to collage.</p> <p>Children attempt to manipulate fastening such as buttons and zips on their own clothing or when dressing dolls in the home corner.</p>	<p>Children ascribe meaning to the marks they make.</p>	<p>Children recognise some numerals</p> <p>Children rote counts to 5</p> <p>Children recognise when one object is heavy and another is light.</p> <p>Children can talk about the past and future in simple terms e.g recall a past event as 'yesterday'</p>	<p>Children begin to have their own friends.</p> <p>Children can link personal experiences to small world games e.g. visiting the farm, going on a train.</p>	<p>Children explore with more complex constructions, using materials to enclose spaces or create shapes.</p> <p>Children will know this half terms core rhymes.</p>

