



Nursery Skills Development Progression (Birth to 3 Years Old)

Our curriculum for two-year-olds focuses on the three **Prime Areas** of the EYFS: Personal, Social and Emotional Development, Communication and Language, and Physical Development.

At this stage, we **prioritise** these areas as they form the foundations for all future learning however understand the importance of the developing skills of the specific areas.

Ages	0-1	0-1	0-2	1-3	2-3	2-3	By the end of Nursery most Pre-Reception children should:
PSED							
Self-Regulation	Find ways to calm themselves, through being calmed and comforted by their key person.	Find ways of managing transitions, for example from their parent to their key person	Thrive as they develop self-assurance.	Feel confident when taken out around the local neighborhood and enjoy exploring new places with their key person.	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Be increasingly able to talk about and manage their emotions	Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in social situations Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive. Understand gradually how others might be feeling. Select and use activities and resources, with help when needed.
Managing Self	Establish their sense of self.	Express preferences and decisions. They also try new things and start establishing their autonomy.	Gesture towards their cup to say they want a drink.	Feel strong enough to express a range of emotions.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Learn to use the toilet with help, and then independently.	This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.



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Building Relationships	Engage with others through gestures, gaze and talk.	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Develop friendships with other children.	Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations	Make healthy choices about food, drink, activity and toothbrushing Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider- Man in the game, and suggesting other ideas. Talk with others to solve conflicts.
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Communication and Language

Listening, Attention and Understanding	Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.	Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.	Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words. Understand single words in context - 'cup', 'milk', 'daddy'.	Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to simple stories and understand what is happening, with the help of the pictures.	Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Understand and act on longer sentences like 'make teddy jump' or 'find your coat'	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
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Speaking	Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adults speech and lip movements	Enjoy singing, music and toys that make sounds. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).	Babble, using sounds like 'baba', 'mamama', Use intonation, pitch and changing volume when 'talking'.	Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Make themselves understood, and can become frustrated when they cannot	Start to develop conversation, often jumping from topic to topic. Start to say how they are feeling, using words as well as actions.	Use the speech sounds p, b, m, w. Pronounce: l/r/w/y/s/sh/c h/dz/j - f/th and multi-syllabic words such as 'banana' and 'computer'	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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Physical Development

Gross Motor Skills	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support.	Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking.	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls.	Begin to walk independently - choosing appropriate props to support at first. Walk, run, jump and climb - and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings).	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Use large and motor skills to do things independently.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
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Fine Motor Skills	Reach out for objects as co-ordination develops.	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	Build independently with a range of appropriate resources.	Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
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Literacy

Comprehension	Looks at the book as they are read to by an adult.	Touches pages of books as they are read to by an adult.	Enjoy sharing books with an adult.	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Develop play around favourite stories using props. Ask questions about the book. Makes comments and shares their own ideas.	Enjoy songs and rhymes, tuning in and paying attention.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary.
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Word Reading	Looks at the book as they are read to by an adult.	Points to objects when an adult says the word for example 'ball'.	Sing songs and say rhymes independently, for example, singing whilst playing.	Pay attention and respond to the pictures or the words.	Repeat words and phrases from familiar stories	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
Writing	Looks at the book as they are read to by an adult.	Looks at the book as they are read to by an adult.	Copy finger movements and other gestures.	Enjoy drawing freely.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.
Maths							
Number	Listen to number rhymes and books about number.	Continue to listen to number rhymes and books about number.	Take part in finger rhymes with numbers.	React to changes of amount in a group of up to three items.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').



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Numerical Patterns	Combine objects like stacking blocks and cups.	Put objects inside others and take them out again.	Build with a range of resources. Climb and squeeze themselves into different types of spaces.	Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Notice patterns and arrange things in patterns.	Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
Shape, Spatial Awareness, Spatial Reasoning and Measure <i>(We include it in our curriculum because it builds early mathematical understanding and helps children make sense of the world through space, shape and measure.)</i>	Explores objects using senses Begins to move body in space	Explores how objects and bodies move Experiences differences in size and quantity	Notices simple shapes and patterns Explores positioning and movement	Explores fitting, stacking and transporting Notices big/small and full/empty	Begins to sort and match shapes Uses positional language e.g up, down	Solves simple spatial problems through play Compares size, quantity and capacity	Recognise and name common 2D shapes confidently Create and continue simple patterns Use shapes to represent ideas and objects in play Use a wider range of positional language Describe routes, positions and movements during play Navigate spaces confidently and safely Follow and give simple positional instructions Plan and build more complex structures Solve spatial problems independently during play Predict how objects will fit, balance or move Use reasoning when constructing, arranging or transporting objects Compare length, height, weight and capacity using comparative language Use language such as taller, shorter, heavier and longer Begin to sequence familiar events and routines Explore measuring through practical play experiences

Understanding the World

Past and Present	Recognises key people in their own lives.	Develops a sense of belonging to their family and their key carer.	Has a sense of own immediate family and relations and pets.	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.	Is interested in photographs of themselves and other familiar people and objects.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	Begin to make sense of their own life-story and family's history.
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People, Culture and Communities	Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with.	Develops a sense of belonging to their family and their key worker.	Has a sense of own immediate family and relations and pets.	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.	Make connections between the features of their family and other families.	Notice differences between people.	Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
The Natural World	Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Closely observes what animals, people and vehicles do. Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves.	Repeat actions that have an effect.	Explore materials with different properties.	Explore natural materials, indoors and outside	Explore and respond to different natural phenomena in their setting and on trips.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.



Expressive Arts and Design

Creating with Materials	Enjoy sensory activities.	Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.	Notices and becomes interested in the transformative effect of their action on materials and resources.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Start to make marks intentionally. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make simple models which express their ideas.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. · Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour- mixing.
Being Imaginative and Expressive	Explore their voices and enjoy making sounds. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Show attention to sounds and music.	Make rhythmical and repetitive sounds. Join in with songs and rhymes, making some sounds	Explore a range of sound-makers and instruments and play them in different ways.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Express ideas and feeling through making marks, and sometimes give a meaning to the marks they make.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone	Use their imagination as they consider what they can do with different materials.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. · Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.