



## Area of Learning: Communication & Language

Listening, Attention & Understanding Speaking

Year Group: N2

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

Autumn 1

- Know many rhymes, be able to talk about familiar books,
- Responds to questions and instructions
- Asks for help if needed
- Speaks in 3 or 4 words: mummy gonna work, I swam in sea (In English)
- Talks with other children

Spring 2

- Enjoys listening to longer stories and can remember some of what happens
- Can understand a question or instruction that has two parts such as get your coat and wait at the door
- Uses longer sentences of four or more words e.g., I like big cars
- Use this talk to organise their play and their friends: e.g., let's go on a bus you sit there I'll be the driver

Summer 3

- Responds comfortably and initiates communication through language
- Understands why questions like: why do you think the Caterpillar got so fat?
- Uses a wider range of vocabulary including verbs and story language
- Develops communication but may have problems with irregular tenses such as 'runned' for ran and 'swimmed' for swim
- Tries to use longer words such as hippopotamus or pterodactyl



## Area of Learning: **Personal, Social & Emotional**

Self-Regulation \* Managing Self \* Building Relationships

Year Group: **N2**

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none"><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Increasingly follow rules, understanding why they are important</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Understand gradually how others might be feeling.</li><li>• Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</li><li>• Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly.</li></ul>
Spring 2	<ul style="list-style-type: none"><li>• Selects and users activities and resources with little help when needed</li><li>• Shows more confidence in new social situations</li><li>• Does not always need an adult to remind them of the rules</li><li>• Uses the toilet independently and manage their own resources for example their own coats and shoes</li></ul>
Summer 3	<ul style="list-style-type: none"><li>• Becomes more outgoing with unfamiliar people in the safe context of their setting</li><li>• Develops new ways of being assertive</li><li>• Talks with others to solve conflicts</li></ul>



## Area of Learning: **Physical Dev**

Gross Motor Skills \* Fine Motor Skills

Year Group: **N2**

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

Autumn 1

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- use large muscle movements to wave flags and streamers, paint and make marks
- Skip, hop, stand on one leg and hold a pose for a game like musical statue
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on

Spring 2

- Go up steps and stairs or climb up apparatus using alternate feet
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl walk or run across the plank depending on its length or width
- Use a comfortable grip and show some control when holding pens and pencils
- Shows a preference for a dominant hand
- Shows dexterity when managing their needs for example working their own zip

Summer 3

- Collaborate with others to manage large items such as moving a long plank safely
- 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 related to music and rhythm
- Choose the right resources to carry out their own activity e.g., choosing a spade to enlarge a small hole they dug with a trowel
- Learning how to use a knife and fork



## Area of Learning: **Literacy**

Comprehension \* Word Reading \* Writing

Year Group: **N2**

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none"><li>• Know how to handle books, to turn the pages one at a time and show where the text is.</li><li>• Children fill in missing words from a rhyme or story: <i>"Run, run, as fast as you can, you can't catch me I'm the gingerbread —."</i></li><li>• Mark make and give a meaning to what they have drawn</li></ul>
Spring 2	<ul style="list-style-type: none"><li>• Understand the concept that print has meaning and has different purposes</li><li>• Understands page sequencing in a book</li><li>• Engages in extended conversations about stories learning new vocabulary</li><li>• Uses some of their print and letter knowledge in their early writing for example writing a pretend shopping lists</li><li>• Start to write some of their name and recognise this in print</li></ul>
Summer 3	<ul style="list-style-type: none"><li>• Understands the concept that we read English text from left to right and from top to bottom</li><li>• Can develop their follow logical awareness so that they can spot and suggest rhymes, count or clap syllables in a word, or identify the same initial sound in words such as mother and money</li><li>• Can write some letters accurately</li></ul>



## Area of Learning: **Maths**

Number \* Numerical Patterns

Year Group: **N2**

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

### Autumn 1

- Recites numbers up to and possibly past five
- Can show finger numbers up to five
- Experiments with their own symbols and marks as well as numbers
- Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides or corners or straight
- Understands position through words alone without pointing for example, the bag is under the table
- Makes comparisons between objects relating to size
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc
- Begin to describe a sequence of fictional events using words such as first and then

### Spring 2

- Fast recognition of up to three objects, without having to count them individually (subitizing)
- Say one number for each item in order: 12345
- Knows the last number reached when counting a small set of objects tells you how many there are in total [cardinal principle]
- Talks about and identifies the patterns around them. For example, stripes on clothes designs on rugs. Uses informal language like pointy spotty blobby etc
- Extends and creates abab patterns-stick leaf stick leaf

Summer 3

- Links numerals and amounts: for example, showing the right number of objects to match the numeral up to 5
- Solves real world mathematical problems with numbers up to five. For example, all your friends are at this table, how many cups do we need?
- Compares quantity's using language: more than, fewer than
- Can describe a familiar route
- Discuss is routes and locations using words like in front of and behind
- Makes comparisons between objects relating to length weight and capacity
- Combine shapes to make new ones- an arch, a bigger triangle etc
- Notices and corrects errors in repeating patterns



## Area of Learning: **Understanding The World**

Past & Present \* People, Culture and Communities \* The Natural World

Year Group: **N2**

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none"><li>• Talk about what they see</li><li>• Explore collections of materials with similar and different properties</li><li>• Spends time looking at photos of themselves &amp; family/friends</li><li>• Show interest in different occupations.</li><li>• Explore how things work – e.g., winding up toys/taking apart</li></ul>
Spring 2	<ul style="list-style-type: none"><li>• Uses a wide vocabulary to talk about what they see new line begin to make a sense of their own life story and family's history</li><li>• Begin to understand the need to respect and care for the natural environment and all living things</li><li>• Talk about the differences between materials and changes they notice</li><li>• Plant seeds and care for growing plants</li></ul>
Summer 3	<ul style="list-style-type: none"><li>• Knows that there are different countries in the world and can talk about the differences they have experienced or seen in photos</li><li>• Continue to develop positive attitudes about the differences between people</li><li>• Explore and talk about the different forces they can feel. For example, magnets pushing, tyres rolling down the hill</li><li>• Understand the key features of the life cycle of a plant and the life cycle of an animal</li></ul>



## Area of Learning: **Expressive Arts and Design**

Creating with Materials \* Being Imaginative & Expressive

Year Group: **N2**

## Skills progression

This is not to be used as a ticklist. It is a 'best fit' approach.  
Is the child working in and around this level?

Autumn 1	<ul style="list-style-type: none"><li>• Takes part in pretend play – e.g., pours corks into pans for food</li><li>• Uses small world to tell own stories</li><li>• Explore different art materials – paint, collage</li><li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li><li>• Remember and sing entire songs.</li></ul>
Spring 2	<ul style="list-style-type: none"><li>• Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings or a park</li><li>• Join different materials together and explore different textures</li><li>• Draw with increasing complexity in detail, such as representing a face with a circle and including eyes</li><li>• Explore colours and colour mixing</li><li>• Listen with increased attention to sounds and respond to what they have heard</li><li>• Create their own songs or improvise a song around one they know</li><li>• Explore a range of instruments, adjusting sounds- such as fast slow loud quiet</li></ul>
Summer 3	<ul style="list-style-type: none"><li>• Begin to develop complex stories using small world or role play</li><li>• Take part in pretend play, using an object to represent something else even though they are not similar</li><li>• Develop their own ideas and then decide which materials to use to express them</li><li>• Use drawing to represent ideas like movement or loud noises</li><li>• Show different emotions in their drawings and paintings, like happiness sadness fear etc</li><li>• Respond to what they've heard expressing their thoughts and feelings new line sing the pitch of atone sung by another person [pitch match]</li><li>• Sing the melodic shape of family songs (moving melody, such as up and down, down up )</li><li>• Play instruments with increasing control to express their feelings and ideas</li></ul>



