

Discovery MAT – 2-3 Year Olds Nursery Skills Progression Map

Progression of Communication and Language

Skill	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	2-3 Goals
Listening, Attention and Understanding	<ul style="list-style-type: none"> • To begin to sit on the carpet with other children • To enjoy spending time sitting with their key person 	<ul style="list-style-type: none"> • To listen to simple stories • To understand short sentences • To take part in circle time • To begin to listen to other children 	<ul style="list-style-type: none"> • To listen and respond to a simple instruction • To listen to simple stories and understand what is happening • To understand simple questions 	<ul style="list-style-type: none"> • I can communicate my needs and wants using gestures and short sentences.
Speaking	<ul style="list-style-type: none"> • To develop the confidence to talk to their key person • To start to develop conversation 	<ul style="list-style-type: none"> • To use language to share what they are thinking • To talk to their peers during play 	<ul style="list-style-type: none"> • To be able to pronounce multisyllabic words • To develop the confidence to talk in front of others 	<ul style="list-style-type: none"> • 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	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	2-3 Goals
Self-Regulation	<ul style="list-style-type: none"> • To find ways to comfort themselves • To come into Nursery comfortably 	<ul style="list-style-type: none"> • To begin to talk about their feelings • To recognise how other children are feeling 	<ul style="list-style-type: none"> • To regulate themselves sometimes with support • To talk about their feelings in more elaborated ways 	<ul style="list-style-type: none"> • I can express my emotions and begin to regulate them with help.
Managing Self	<ul style="list-style-type: none"> • To put things on their peg independently • To join in with the daily routines of Nursery To establish their sense of self 	<ul style="list-style-type: none"> • To be able to manage transitions • To use the toilet with support • To ask for help from a familiar adult • To express preferences 	<ul style="list-style-type: none"> • To talk about likes and dislikes • To use the toilet independently • To watch other children and begin to join in 	<ul style="list-style-type: none"> • I can express my emotions and begin to regulate them with help. *I can begin to play alongside other children.
Building Relationships	<ul style="list-style-type: none"> • To observe other children play • To start to join in with other children's play 	<ul style="list-style-type: none"> • To begin to develop friendships with other children • To begin to work with others 	<ul style="list-style-type: none"> • To take turns • To begin to play alongside other children 	<ul style="list-style-type: none"> • I can begin to play alongside other children.

Progression of Physical Development

Skill	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	2-3 Goals
Gross Motor Skills	<ul style="list-style-type: none"> • To become aware of the space around them • To engage in activities that require gross motor movements 	<ul style="list-style-type: none"> • To explore how they can fit into spaces • To experience working as part of a team • To spin and roll with support 	<ul style="list-style-type: none"> • To ride a scooter or tricycle • To make gross motor movements independently • To spin and roll independently 	<ul style="list-style-type: none"> • I can climb confidently, catch a large ball and pedal a tricycle (gross motor skills).
Fine Motor Skills	<ul style="list-style-type: none"> • To engage in fine motor skills activities • To grasp tools 	<ul style="list-style-type: none"> • To do up a zip with support • To feel confident to have a go at self-help tasks • To pick up a pen purposefully 	<ul style="list-style-type: none"> • To do up a zip independently • To develop manipulation and control • To start eating independently 	<ul style="list-style-type: none"> • I can use different tools to make marks and manipulate different materials.

Progression of Literacy				
Skill	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	0-3 Goals
Comprehension	<ul style="list-style-type: none"> To enjoy sharing a book with an adult To turn the pages of a book 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To have favourite books To develop play around stories independently To talk about a book To be able to choose a book 	<ul style="list-style-type: none"> I love looking at books
Word Reading	<ul style="list-style-type: none"> To begin to notice print with support To pay attention to words on the page 	<ul style="list-style-type: none"> To notice print independently 	<ul style="list-style-type: none"> To notice the first letter of their name 	<ul style="list-style-type: none"> I love looking at books and listening to stories.
Writing	<ul style="list-style-type: none"> To mark-make with support To enjoy drawing freely 	<ul style="list-style-type: none"> To mark-make independently 	<ul style="list-style-type: none"> To make marks that are meaningful To try to make marks to represent their name 	<ul style="list-style-type: none"> I can make marks and assign some meanings.
Progression of Mathematics				
Skill	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	2-3 Goals
Number	<ul style="list-style-type: none"> To begin to understand cardinality To gather groups of objects 	<ul style="list-style-type: none"> To notice numbers around them To know to begin with number when counting 	<ul style="list-style-type: none"> To differentiate numbers and letters To recognise how a quantity changes 	<ul style="list-style-type: none"> I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence
Numerical Patterns	<ul style="list-style-type: none"> To take part in number rhymes To show an interest in numbers 	<ul style="list-style-type: none"> To count in everyday contexts with support To count to 3 To begin to use language to compare amounts 	<ul style="list-style-type: none"> To count in everyday contexts To compare amounts To count to 5 To notice patterns 	<ul style="list-style-type: none"> I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
Progression of Understanding the World				
Skill	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	2-3 Goals
Past and Present		<ul style="list-style-type: none"> To talk about familiar people 	<ul style="list-style-type: none"> To know that there are different times in the day e.g. lunch time 	<ul style="list-style-type: none"> I can notice differences between people.
People, Culture and Communities	<ul style="list-style-type: none"> To know that some people are special in their lives 	<ul style="list-style-type: none"> To talk about their family To know who their family are To share what they have been doing at home 	<ul style="list-style-type: none"> To know people are different To understand what each area of the room is used for To recognise similarities 	<ul style="list-style-type: none"> I can notice differences between people.
The Natural World	<ul style="list-style-type: none"> To explore different materials with support To begin talking about what they can see To repeat actions that have an effect 	<ul style="list-style-type: none"> To talk about the weather, e.g. identifying if it is 'sunny' To explore different materials independently 	<ul style="list-style-type: none"> To notice changes in the weather 	<ul style="list-style-type: none"> I can explore and show curiosity, appreciation and respect for living things.

Progression of Expressive Arts and Design

Skill	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6	2-3 Goals
Creating with Materials	<ul style="list-style-type: none"> • To explore paint • To make marks intentionally • To explore different materials 	<ul style="list-style-type: none"> • To express my ideas through making marks • To use paint to make marks • To notice that things can be joined together 	<ul style="list-style-type: none"> • To use tape and glue to stick things together • To stack objects • To recognise red, blue and yellow 	<ul style="list-style-type: none"> • I can use my imagination to consider what I could make/do with different materials.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • To move and dance to music • To play with 'small world' objects 	<ul style="list-style-type: none"> • To know 1 nursery rhyme • To explore instruments • To develop pretend play with support 	<ul style="list-style-type: none"> • To move and dance to music • To know 2 nursery rhymes • To know that instruments produce sounds • To begin to develop pretend play 	<ul style="list-style-type: none"> • I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.