

# Curriculum Skills Grid

Nursery 2 – 3 year olds

Prime Areas of Learning	Skills	Specific Areas of Learning	Skills
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Leave my main carer happily</li> <li>• Play alongside my peers</li> <li>• Have an impulse to explore</li> <li>• Self-soothe to regulate my emotions</li> <li>• Be aware of and follow rules</li> <li>• Develop my own preferences</li> <li>• To be able to use the toilet independently and complete other self-care routines with support</li> <li>• To choose the resource I need for my chosen activity</li> <li>• Develop confidence in their ability and share their ideas</li> </ul>	<b>Maths</b>	<ul style="list-style-type: none"> <li>• Count to 5</li> <li>• Represent numbers to 3</li> <li>• Subitise to 3</li> <li>• Complete inset puzzles</li> <li>• Complete shape sorters</li> <li>• Awareness of simple maths language such as big, small, long, short</li> <li>• Begin to compare sizes</li> <li>• Build with a range of resources</li> <li>• Develop an awareness of patterns</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Have a vocabulary of 300 words</li> <li>• Begin to put 3 words together to form short sentences</li> <li>• Follow a key instruction with 3-4 words</li> <li>• Understand key questions</li> <li>• Speech sounds are pronounced clearly</li> <li>• Make my meaning clear to others through speech or gestures</li> <li>• Interested in stories, poems and nursery rhymes</li> <li>• Begin to listen to others and respond appropriately</li> <li>• Develop an understanding of the use of objects</li> <li>• Observe and comment on activities and actions</li> <li>• Maintain my attention for increasing lengths of time</li> <li>• To begin to use past, present and future forms when talking about events that have happened or are going to happen.</li> </ul>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Build a repertoire of songs and rhymes</li> <li>• Start to develop my phonics knowledge by tuning into environmental sounds</li> <li>• Start to develop my phonics knowledge through exploring musical instruments</li> <li>• Begin to have favourite stories and remember my favourite part</li> <li>• Recognise familiar signs, places or logos</li> <li>• Give meanings to the marks I make</li> </ul>
		<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Pretend one object represents another during my play</li> <li>• Engage in familiar role play using the resources correctly</li> <li>• Name the primary colours</li> <li>• Move and dance in response to music</li> <li>• Explore musical instruments, beginning to play them appropriately</li> <li>• Explore paint and other media using tools including the body</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Climb confidently, demonstrating a sense of danger</li> <li>• Pedal a trike and control the direction I go</li> <li>• Catch a large ball</li> <li>• Begin to negotiate the space around me</li> <li>• Walking and/or running using the whole of my foot</li> <li>• Hold mark-making tools with increasing control</li> <li>• Take my coat off and hang it on my peg</li> <li>• Take my coat off my peg and put my coat on</li> <li>• Drink from an open top cup</li> </ul>	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of my family members</li> <li>• Develop an understanding of a sense of self</li> <li>• Notice a difference between people</li> <li>• Enjoy exploring the environment</li> <li>• Name a range of animals and insects</li> <li>• Begin to independently use interactive technology toys</li> <li>• Know some days of the week</li> <li>• Recognise different weather</li> </ul>

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