

Park View Primary School Nursery – Progression of Skills linked to our EYFS Aims



All children develop at their own unique pace. This framework is intended as a guide timeline for teaching, planning and exposure to skills - it is not a rigid checklist or a one-size-fits-all expectation. It also serves to show potential next steps to support teaching and learning in the moment. This model allows for children joining Nursery at different points in the year (September, January or April intakes).

Listening, Attention & Understanding - Progression Framework

► Development skill

✔ Park View Curriculum Aim

	 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
LISTENING	► Responds to own name when called ✔ Show focussed listening ► Stills briefly when an adult speaks directly ✔ Show focussed listening ✔ Understand how to listen carefully and why listening is important		► Listens and responds during one-to-one interactions ✔ Listen and attend to the contributions of others ✔ Participate and turn take in group and one-to-one discussions ► Beginning to listen in a very small group (2-3 children) ✔ Participate and turn take in group and one-to-one discussions	► Listens to others in a small group with adult support ✔ Listen and attend to the contributions of others ✔ Participate and turn take in group and one-to-one discussions		► Listens attentively in small groups without adult prompting ✔ Show focussed listening ✔ Listen and attend to the contributions of others ✔ Understand how to listen carefully and why listening is important ► Beginning to listen and respond in a larger group setting ✔ Participate and turn take in group and one-to-one discussions ✔ Respect others' ideas
ATTENTION		► Shows awareness adults are talking by pausing or looking ✔ Listen and attend to the contributions of others ► Focuses on an activity with an adult for a short time ✔ Show focussed listening ✔ Understand how to listen carefully and why listening is important	► Notices sounds in the environment and comments ✔ Show focussed listening	► Pays attention to key words in sentences ✔ Show focussed listening ✔ Understand a range of sentence structures	► Maintains attention in a small group activity ✔ Show focussed listening ✔ Understand how to listen carefully and why listening is important	► Beginning to attend to more than one thing at a time ✔ Show focussed listening ✔ Maintain the appropriate level of focus as required
INSTRUCTIONS	► Follows a simple one-step instruction ✔ Respond appropriately to questions and instructions	► Follows simple instructions with one key word ✔ Respond appropriately to questions and instructions	► Responds to two-word instructions reliably ✔ Respond appropriately to questions and instructions ✔ Understand a range of sentence structures	► Follows two-part instructions with support ✔ Respond appropriately to questions and instructions ✔ Understand a range of sentence structures	► Follows instructions with two key words reliably ✔ Respond appropriately to questions and instructions ✔ Understand a range of sentence structures	
STORIES/COMPREHENSION	► Listens to a short familiar song or rhyme ✔ Engage in story and shared times ✔ Listen to and talk about stories, songs and events ► Points to a named picture in a book ✔ Understand basic concepts and prepositions	► Listens to and enjoys a familiar short story ✔ Engage in story and shared times ✔ Listen to and talk about stories, songs and events	► Attends to a short story with pictures ✔ Engage in story and shared times ✔ Listen to and talk about stories, songs and events	► Enjoys familiar stories; joins in with repeated refrains ✔ Engage in story and shared times ✔ Listen to and talk about stories, songs and events	► Listens to a longer story and can recall some events ✔ Engage in story and shared times ✔ Listen to and talk about stories, songs and events ► Notices when something doesn't make sense in a story ✔ Understand the language of others for interactions	► Can recall the main events of a familiar story ✔ Listen to and talk about stories, songs and events
QUESTIONS		► Responds to simple questions (e.g. 'Where's teddy?') ✔ Respond appropriately to questions and instructions ✔ Understand basic concepts and prepositions		► Responds to simple 'what' and 'where' questions ✔ Respond appropriately to questions and instructions ✔ Understand and respond to the questions how, what, where, when, why	► Understands simple 'why' and 'how' questions ✔ Understand and respond to the questions how, what, where, when, why ✔ Understand a range of sentence structures	► Responds to open questions with reasoning ✔ Respond appropriately to questions and instructions ✔ Understand and respond to the questions how, what, where, when, why

Speaking - Progression Framework

► Development skill ✓ Park View Curriculum Aim

	 2-3 years (approx)	»»	»»	 3-4 years (approx)	»»	»»
WORD AND SENTENCE LEVEL	► Uses single words to communicate needs ✓ Make themselves understood	► Puts two words together (e.g. 'more milk') ✓ Make themselves understood ✓ Join together thoughts and ideas	► Uses three-word phrases (e.g. 'me want biscuit') ✓ Make themselves understood ✓ Join together thoughts and ideas ► Beginning to use 'and' to link two ideas ✓ Join together thoughts and ideas	► Uses sentences of 4-6 words regularly ✓ Make themselves understood ✓ Join together thoughts and ideas ► Uses 'because' to give simple explanations ✓ Join together thoughts and ideas	► Links ideas using 'and', 'but', 'because' and 'so' ✓ Join together thoughts and ideas	► Uses increasingly complex sentences in conversation ✓ Join together thoughts and ideas ✓ Make themselves understood ► Begins to use past and future tense (some errors expected) ✓ Be tooled with a varied and useful vocabulary
VOCABULARY BUILDING AND USING	► Imitates words and short phrases heard from adults ✓ Make themselves understood ► Names familiar objects and people ✓ Make themselves understood ► Uses 'more', 'no', 'gone' and other functional words ✓ Make themselves understood ✓ Communicate socially using key social phrases	► Uses 50+ recognisable words; vocabulary growing rapidly ✓ Be tooled with a varied and useful vocabulary ► Imitates phrases heard in conversation and songs ✓ Engage in story and shared times ✓ Listen to and talk about stories, songs and events	► Begins to use simple verbs in context ✓ Be tooled with a varied and useful vocabulary		► Uses vocabulary focused on things that matter to them ✓ Be tooled with a varied and useful vocabulary	► Vocabulary broadening through books and wider experiences ✓ Be tooled with a varied and useful vocabulary ✓ Listen to and talk about stories, songs and events
QUESTIONS		► Begins to use simple questions (e.g. 'What dat?') ✓ Use the questions how, what, where, when, why to extend interactions		► Asks 'why' questions and is curious about answers ✓ Use the questions how, what, where, when, why to extend interactions		
FUNCTIONAL AND SOCIAL LANGUAGE	► Points and vocalises to draw adult attention ✓ Make themselves understood	► Refers to self by name; beginning to use 'me' and 'mine' ✓ Make themselves understood	► Talks about what they are doing as they play ✓ Make themselves understood ► Strangers can understand most of what the child says ✓ Make themselves understood	► Talks about recent events with adult support ✓ Listen to and talk about stories, songs and events ► Uses language during role play and imaginative play ✓ Engage in story and shared times ✓ Make themselves understood	► Describes what is happening in pictures and in play ✓ Make themselves understood ► Recounts a familiar story with prompting ✓ Engage in story and shared times ✓ Listen to and talk about stories, songs and events ► Uses language to negotiate roles in play ✓ Participate and turn take in group and one-to-one discussions ✓ Communicate socially using key social phrases	► Talks about feelings using a growing vocabulary ✓ Be tooled with a varied and useful vocabulary ► Engages in back-and-forth conversations with peers ✓ Participate and turn take in group and one-to-one discussions ✓ Communicate socially using key social phrases

Gross Motor Skills – Progression Framework

► Development skill ✓ Park View Curriculum Aim

	 2-3 years (approx)	»»	»»	 3-4 years (approx)	»»	»»
CORE AND BALANCE, COORDINATION, COMBINING MOVEMENTS, SPATIAL AWARENESS	► Squats to pick up objects and stands back up ✓ Have good core strength ✓ Have appropriate levels of strength in their body		► Beginning to show awareness of space around them ✓ Be aware of the space themselves and others are using	► Negotiates space, aware of others around them ✓ Be aware of the space themselves and others are using	► Shows increasing stamina in energetic play ✓ Enjoy physical activity ✓ Have appropriate levels of strength in their body	► Shows balance when moving and briefly on one foot ✓ Have good stability and balance ► Coordinates movements in climbing, jumping and running ✓ Develop good co-ordination to aid agility and control of equipment and tools ► Engages in energetic play - chasing, dancing, rolling ✓ Enjoy using their body freely ✓ Enjoy physical activity ► Beginning to follow simple movement instructions ✓ Understand directions to use gross motor skills
WALKING	► Walks with increasing steadiness on flat surfaces ✓ Enjoy using their body freely ✓ Enjoy physical activity		► Walks and runs confidently over varied terrain ✓ Enjoy using their body freely ✓ Enjoy physical activity ✓ Have good stability and balance			
RUNNING	► Runs but may still stumble on uneven ground ✓ Enjoy physical activity ✓ Enjoy using their body freely	► Runs with greater control; beginning to change direction ✓ Develop good co-ordination to aid agility and control of equipment and tools ✓ Enjoy physical activity	► Walks and runs confidently over varied terrain ✓ Enjoy using their body freely ✓ Enjoy physical activity ✓ Have good stability and balance	► Runs safely on whole foot with increased speed ✓ Enjoy physical activity ✓ Enjoy using their body freely		
JUMPING, HOPPING AND LANDING		► Jumps from a low step with two feet together ✓ Have good stability and balance ✓ Have appropriate levels of strength in their body	► Attempts simple jumping and landing without falling ✓ Have good stability and balance ✓ Have good core strength	► Jumps with two feet and lands with some control ✓ Have good stability and balance ✓ Have good core strength	► Jumps off apparatus and lands safely ✓ Have good stability and balance ✓ Have appropriate levels of strength in their body ► Hops on one foot briefly ✓ Have good stability and balance ✓ Have good core strength	
CLIMBING	► Climbs onto low furniture with support ✓ Enjoy using their body freely ✓ Have appropriate levels of strength in their body	► Climbs low-level frames with growing confidence ✓ Have good core strength ✓ Have appropriate levels of strength in their body ✓ Enjoy using their body freely		► Climbs with confidence on a range of equipment ✓ Have appropriate levels of strength in their body ✓ Have good core strength ✓ Enjoy using their body freely		

THROWING /CATCHING KICKING	▸ Attempts to kick a large stationary ball ✔ Enjoy using their body freely ✔ Develop good co-ordination to aid agility and control of equipment and tools	▸ Kicks a ball with intent and some direction ✔ Develop good co-ordination to aid agility and control of equipment and tools	▸ Throws a large ball with both hands with intent ✔ Develop good co-ordination to aid agility and control of equipment and tools		▸ Throws and catches a large ball with some success ✔ Develop good co-ordination to aid agility and control of equipment and tools	
EQUIPMENT VEHICLES		▸ Rides a sit-on toy and propels with feet ✔ Develop good co-ordination to aid agility and control of equipment and tools ✔ Enjoy physical activity	▸ Pushes and pulls wheeled toys and large objects ✔ Have appropriate levels of strength in their body ✔ Have good core strength	▸ Pedals a tricycle and begins to steer ✔ Develop good co-ordination to aid agility and control of equipment and tools	▸ Uses a balance bike or begins to balance on two wheels ✔ Have good stability and balance ✔ Develop good co-ordination to aid agility and control of equipment and tools	▸ Uses equipment (bats, hoops, balls) with growing skill ✔ Develop good co-ordination to aid agility and control of equipment and tools ✔ Understand directions to use gross motor skills

Prime Area: Physical Development

Fine Motor Skills – Progression Framework

▸ Development skill ✔ Park View Curriculum Aim

	 2-3 (approx)	»»	»»	 3-4 years (approx)	»»	»»
MARK MAKING	▸ Shows interest in mark-making tools and materials ✔ Use a range of tools competently, safely and confidently	▸ Scribbles and makes circular marks with intent ✔ Independently form all pre-writing shapes in small scale	▸ Makes deliberate marks - lines and dots with intent ✔ Independently form all pre-writing shapes in small scale	▸ Draws simple shapes - circles, lines and crosses ✔ Independently form all pre-writing shapes in small scale	▸ Begins to copy or attempt letters from their own name ✔ Independently form all pre-writing shapes in small scale ▸ Draws a simple person - head and some features ✔ Independently form all pre-writing shapes in small scale ✔ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy	▸ Draws recognisable pictures and begins to add details ✔ Independently form all pre-writing shapes in small scale
TOOLS		▸ Uses a spoon or fork to feed themselves ✔ Use a range of tools competently, safely and confidently		▸ Uses one-handed tools with growing confidence ✔ Use a range of tools competently, safely and confidently		▸ Uses tweezers, paintbrushes and fine tools with care ✔ Use a range of tools competently, safely and confidently
PENCIL GRIP	▸ Makes marks with crayons using a whole-hand grip ✔ Independently form all pre-writing shapes in small scale		▸ Begins to hold a mark-making tool with some finger control ✔ Develop a comfortable grip for writing	▸ Holds a pencil near the point with increasing control ✔ Develop a comfortable grip for writing	▸ Uses a dynamic tripod grip or similar effective grip ✔ Develop a comfortable grip for writing	▸ Holds a pencil comfortably close to the point ✔ Develop a comfortable grip for writing
HAND DOMINANCE		▸ Beginning to use both hands together purposefully ✔ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy		▸ Shows a beginning preference for one hand ✔ Develop a comfortable grip for writing		▸ Shows a clear dominant hand in most activities ✔ Develop a comfortable grip for writing

CUTTING SKILLS			▸ Snips paper with scissors (one hand steadied by adult) ✓ Use a range of tools competently, safely and confidently ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy		▸ Makes snips across paper with scissors independently ✓ Use a range of tools competently, safely and confidently ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy	▸ Cuts along a simple straight or curved line ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy ✓ Use a range of tools competently, safely and confidently
APPLICATION IN PLAY	▸ Picks up small objects using a pincer grip ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy ▸ Stacks 4-6 bricks with increasing accuracy ✓ as above ▸ Turns pages in a book (sometimes several at once) ✓ as above	▸ Threads large beads with support ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy ▸ Pulls apart and pushes together large construction pieces ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy	▸ Completes simple inset puzzles of 4-6 pieces ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy ▸ Manipulates malleable materials (dough, clay) with hands ✓ Use a range of tools competently, safely and confidently	▸ Threads smaller beads; completes inset puzzles independently ✓ Have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy	▸ Handles dough and clay with clear intention ✓ Use a range of tools competently, safely and confidently	

Prime Area: Personal, Social & Emotional Development

Self-Regulation – Progression Framework

▸ Development skill ✓ Park View Curriculum Aim

	 2-3 years (approx)	»»	»»	 3-4 years (approx)	»»	»»
EXPRESSING EMOTIONS	▸ Shows a range of emotions - happiness, frustration, fear ✓ Understand different emotions in themselves and others ✓ Be able to communicate own emotions ▸ May have frequent emotional outbursts (developmentally typical) ✓ Understand different emotions in themselves and others	▸ Beginning to express feelings using simple words ✓ Be able to communicate own emotions ✓ Understand different emotions in themselves and others	▸ Uses words or gestures to express feelings with support ✓ Be able to communicate own emotions	▸ Talks about own feelings with adult support ✓ Be able to communicate own emotions ✓ Understand different emotions in themselves and others ▸ Recognises and names basic emotions in self and others ✓ Understand different emotions in themselves and others		▸ Demonstrates growing emotional vocabulary ✓ Be able to communicate own emotions ✓ Understand different emotions in themselves and others

MANAGING EMOTIONS/REGULATION	▸ Notices when they are hungry, tired or uncomfortable ✔ Understand different emotions in themselves and others		▸ Beginning to manage frustration without always needing adult help ✔ Have strategies to moderate emotions	▸ Beginning to manage some feelings independently ✔ Have strategies to moderate emotions	▸ Manages feelings in familiar, well-structured situations ✔ Have strategies to moderate emotions ▸ Beginning to find simple strategies to calm themselves ✔ Have strategies to moderate emotions	▸ Increasingly manages own feelings without adult prompting ✔ Have strategies to moderate emotions ▸ Navigates conflicts with peers using words, sometimes independently ✔ Have strategies to moderate emotions ✔ Have an awareness of the impact they are having on others and how they can have a positive impact ▸ Recognises own feelings and begins to manage them proactively ✔ Understand different emotions in themselves and others ✔ Have strategies to moderate emotions
CO-REGULATION	▸ Seeks comfort from familiar adults when upset ✔ Understand different emotions in themselves and others	▸ Responds to adult reassurance when distressed ✔ Have strategies to moderate emotions	▸ Seeks adult help to resolve conflicts rather than acting out ✔ Have strategies to moderate emotions ✔ Have an awareness of the impact they are having on others and how they can have a positive impact			
RECOGNISING OTHERS' EMOTIONS		▸ Shows awareness that others can be upset or happy ✔ Understand different emotions in themselves and others ✔ Have an awareness of the impact they are having on others and how they can have a positive impact	▸ Shows awareness of others' feelings in familiar situations ✔ Understand different emotions in themselves and others ✔ Have an awareness of the impact they are having on others and how they can have a positive impact	▸ Recognises and names basic emotions in self and others ✔ Understand different emotions in themselves and others	▸ Shows empathy - notices when others are sad or upset ✔ Understand different emotions in themselves and others ✔ Have an awareness of the impact they are having on others and how they can have a positive impact	
WAITING	▸ Can tolerate a very brief wait with adult support ✔ Have tolerance and patience	▸ Manages short delays with distraction support ✔ Have tolerance and patience ✔ Have strategies to moderate emotions			▸ Waits briefly for a turn with reduced adult prompting ✔ Have tolerance and patience	
RULES		▸ Begins to understand simple rules (e.g. 'gentle hands') ✔ Have an awareness of the impact they are having on others and how they can have a positive impact	▸ Follows a small number of familiar rules most of the time ✔ Have an awareness of the impact they are having on others and how they can have a positive impact	▸ Understands that actions have consequences ✔ Have an awareness of the impact they are having on others and how they can have a positive impact ▸ Follows rules and routines with reminders ✔ Maintain the appropriate level of focus as required	▸ Understands why rules are important for the group ✔ Have an awareness of the impact they are having on others and how they can have a positive impact	▸ Understands and follows group rules consistently ✔ Have an awareness of the impact they are having on others and how they can have a positive impact ✔ Maintain the appropriate level of focus as required

Managing Self – Progression Framework

► Development skill ✓ Park View Curriculum Aim

	 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
DRESSING		► Attempts to put on or take off simple items of clothing ✓ Be able to manage their own basic needs ✓ Have independence ► Beginning to manage own coat (attempts zip or buttons) ✓ Be able to manage their own basic needs ✓ Have independence	► Dresses/undresses with some independence (shoes, coat) ✓ Be able to manage their own basic needs ✓ Have independence	► Dresses and undresses with support for fastenings ✓ Be able to manage their own basic needs	► Manages most fastenings independently (velcro, large buttons) ✓ Have independence ✓ Be able to manage their own basic needs	► Dresses and undresses with increasing independence ✓ Have independence ✓ Be able to manage their own basic needs
TOILETING/ HANDWASHING	► Begins to pull down own trousers with support ✓ Be able to manage their own basic needs ► Indicates toilet needs (accidents still expected) ✓ Be able to manage their own basic needs	► Manages toilet needs with adult support and reminders ✓ Be able to manage their own basic needs ► Washes hands with adult prompting and physical support ✓ Be able to manage their own basic needs	► Uses the toilet independently most of the time ✓ Be able to manage their own basic needs ✓ Have independence ► Washes and dries hands with minimal reminders ✓ Be able to manage their own basic needs	► Uses the toilet independently and manages basic hygiene ✓ Be able to manage their own basic needs ✓ Have independence		
CONFIDENCE		► Shows pride when completing a task independently ✓ Have confidence and self-esteem ✓ Know that mistakes are ok	► Shows growing confidence in new and familiar situations ✓ Have confidence and self-esteem ✓ Adopt a sense of belonging	► Tries new activities when encouraged by a familiar adult ✓ Have confidence and self-esteem ✓ Have resilience and perseverance	► Beginning to speak with confidence in a familiar group ✓ Have confidence and self-esteem	► Speaks confidently in a familiar group without adult prompting ✓ Have confidence and self-esteem ► Shows growing resilience - tries again when something is hard ✓ Have resilience and perseverance ✓ Know that mistakes are ok
EATING	► Beginning to use a spoon to eat with increasing independence ✓ Be able to manage their own basic needs ✓ Have independence		► Feeds self competently using a spoon and fork ✓ Be able to manage their own basic needs	► Beginning to talk about food choices and healthy lifestyle ✓ Be able to manage their own basic needs		
MAKING CHOICES	► Shows a growing sense of own identity and preferences ✓ Have confidence and self-esteem ✓ Adopt a sense of belonging ► Explores freely but returns to key adult for reassurance ✓ Have independence ✓ Adopt a sense of belonging				► Makes simple choices about activities and resources ✓ Be able to select and choose their own play ✓ Have independence	

BELONGINGS				▸ Recognises own belongings and takes some responsibility ✓ Have independence ✓ Understand the rules and structure of the day	▸ Takes care of personal belongings with reminders ✓ Understand the rules and structure of the day	▸ Takes responsibility for own belongings in the setting ✓ Have independence ✓ Understand the rules and structure of the day
HEALTH					▸ Knows why exercise and rest are important ✓ Be able to manage their own basic needs	▸ Understands basic healthy lifestyle choices ✓ Be able to manage their own basic needs

Prime Area: Personal, Social & Emotional Development

Building Relationships – Progression Framework

▸ Development skill ✓ Park View Curriculum Aim

	 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
ADULTS	▸ Forms a strong attachment to one or two key adults ✓ Adopt a sense of belonging ▸ Shows affection to familiar adults and peers ✓ Make themselves understood ▸ May become distressed when separated from a key adult ✓ Understand a range of feelings, what causes them and what can be done to help					
PEERS	▸ Plays alone but alongside other children (parallel play) ✓ Have the skills to collaborate ▸ Notices other children and watches their play with interest ✓ Understand a range of feelings, what causes them and what can be done to help	▸ Begins to show interest in joining other children's play ✓ Have the skills to collaborate ▸ Shares brief moments of play with one other child ✓ Have the skills to collaborate ▸ Imitates the actions of peers in play ✓ Have the skills to collaborate	▸ Shows preferences for certain friends or playmates ✓ Have the skills to collaborate ▸ Attempts to join in with group play ✓ Have the skills to collaborate ▸ Seeks interaction with adults and familiar children ✓ Make themselves understood ✓ Listen and attend to the contributions of others	▸ Initiates play with peers and invites others to join ✓ Have the skills to collaborate ✓ Make themselves understood ▸ Plays cooperatively for short periods with familiar children ✓ Have the skills to collaborate ▸ Forms early friendships with preferred peers ✓ Have the skills to collaborate	▸ Sustains cooperative play with peers for longer periods ✓ Have the skills to collaborate	▸ Maintains friendships and begins to repair them after disagreements ✓ Have the skills to manage negotiation and conflict ▸ Cooperates with a wider range of children ✓ Have the skills to collaborate

TURN TAKING NEGOTIATING MANAGING CONFLICT		▶ Beginning to take turns with direct adult support ✓ Have the skills to manage negotiation and conflict	▶ Engages in brief turn-taking with support ✓ Have the skills to manage negotiation and conflict ✓ Have the skills to collaborate		▶ Takes turns with increasing independence from adult ✓ Have the skills to manage negotiation and conflict ▶ Negotiates roles in play with growing confidence ✓ Have the skills to manage negotiation and conflict ✓ Have the skills to collaborate	▶ Uses language to negotiate and resolve conflict ✓ Have the skills to manage negotiation and conflict ✓ Make themselves understood ✓ Understand the language of others for interactions
CONSIDERING OTHERS		▶ Shows concern when another child is upset ✓ Understand a range of feelings, what causes them and what can be done to help	▶ Demonstrates care towards peers (e.g. offering a toy) ✓ Understand a range of feelings, what causes them and what can be done to help	▶ Demonstrates friendly behaviour - smiling, sharing, chatting ✓ Make themselves understood ✓ Communicate socially using key social phrases ▶ Shows awareness of how others might be feeling ✓ Understand a range of feelings, what causes them and what can be done to help	▶ Shows empathy and compassion towards peers ✓ Understand a range of feelings, what causes them and what can be done to help ▶ Beginning to consider others' perspectives ✓ Understand a range of feelings, what causes them and what can be done to help ✓ Listen and attend to the contributions of others	▶ Considers others' feelings when making decisions in play ✓ Understand a range of feelings, what causes them and what can be done to help ▶ Shows awareness of and sensitivity to differences between people ✓ Respect and celebrate the similarities and differences between themselves and others

Specific Area: Literacy

Word Reading – Progression Framework

▶ Development skill ✓ Park View Curriculum Aim

 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
▶ Shows enjoyment when sharing books with a familiar adult ✓ Be interested and motivated to read ✓ Enjoy reading	▶ Handles books correctly and turns pages one at a time	▶ Points to pictures; begins to name familiar objects in books	▶ Notices environmental print and signs around the setting ✓ Have strong Phase 1 skills embedded ▶ Recognises their own name in print	▶ Develops phonological awareness; identifies initial sounds in words ✓ Have strong Phase 1 skills embedded	▶ Blends and segments sounds orally; joins in with rhyme and alliteration ✓ Have strong Phase 1 skills embedded

Comprehension – Progression Framework

► Development skill ✓ Park View Curriculum Aim

 2-3 (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
► Listens attentively to short stories and rhymes with a familiar adult ✓ Have good listening and attention skills	► Responds to simple questions about a familiar story ✓ Respond appropriately to questions and instructions	► Joins in with familiar repeated phrases and refrains in stories	► Answers who, what and where questions about a story heard ✓ Understand and respond to the questions how, what, where, when, why, etc. about what they have heard or read	► Makes simple predictions about what might happen next in a story ✓ Make simple predictions ► Talks about facts learned from non-fiction books ✓ Read to seek and retain facts ✓ Know the importance of real-life reasons for reading	► Retells a familiar story using key events in the correct sequence ✓ Sequence, order and retell texts ► Begins to show preference for particular types of books ✓ Show preferences for books and give reasons

Writing – Progression Framework

► Development skill ✓ Park View Curriculum Aim

 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
► Makes marks with increasing purpose; understands print carries meaning ✓ Know they have a story to tell that is valued and that they are authors	► Draws and makes marks to represent ideas; creates letter-like shapes ✓ Enjoy writing	► Talks about their mark-making as if narrating a story	► Verbalises ideas before making marks or writing ✓ Verbalise what they wish to write ► Attempts to write some letters, particularly from own name	► Understands that writing communicates a message; explores different genres ✓ Know the importance of real life reasons for writing and types (genres) of writing	► Writes own name with increasing accuracy and control ✓ Write their own name

Specific Area: Mathematics

Number & Numerical Patterns – Progression Framework

► Development skill ✓ Park View Curriculum Aim

 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
► Enjoys counting songs, rhymes and number stories ✓ Be curious and motivated to problem solve and find solutions ✓ Know that mistakes are ok	► Counts with support; understands 'one', 'two' and 'lots' ✓ Know real life reasons for using mathematics	► Demonstrates one-to-one correspondence with small quantities; subitises to 3	► Counts reliably to 5 and beyond with developing accuracy ✓ Know the counting principles ✓ Understand mathematical language	► Compares and orders numbers using language of more, fewer and the same ✓ Know, compare and use numbers in different contexts	► Explores, creates and notices repeating patterns in the environment ✓ Recognise and continue pattern

People, Culture & Communities – Progression Framework

► Development skill ✓ Park View Curriculum Aim

 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
► Recognises and names familiar people; knows their own family ✓ Have a sense of belonging to their own community	► Talks about home and the people who are special to them ✓ Know they are important to people and that there are people who are important to them	► Shows interest in other children; begins to notice similarities and differences	► Talks about their own home, family traditions and things that matter to them ✓ Know features of their own home, culture, heritage and religion and know those of others	► Begins to learn about features of the local area and community ✓ Know features of their locality ► Learns that people in other countries may live differently ✓ Be aware there are other countries outside of the UK	► Discusses how people around the world may live the same or differently ✓ Know there are other people in other places who live the same way or differently to them ✓ Know their physical and emotional place in the world

Past & Present – Progression Framework

► Development skill ✓ Park View Curriculum Aim

 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
► Recognises self in photos from the past; beginning to talk about own memories	► Talks about things that have happened; uses simple time words such as yesterday	► Notices how they are growing and changing; compares self in photos over time	► Orders events in their own day and week using time language correctly ✓ Understand and use terms for the measures of time	► Uses past and present tense with growing accuracy in conversation ✓ Use and understand the correct tenses	► Talks about significant events and milestones in their own life ✓ Know key events in their own timeline

Natural World – Progression Framework

► Development skill ✓ Park View Curriculum Aim

 2-3 years (approx)	»»»	»»»	 3-4 years (approx)	»»»	»»»
► Explores natural materials using all senses in indoor and outdoor environments ✓ Have freedom to explore and talk about their experiences of nature	► Notices and talks about features of living things and the natural environment	► Begins to observe changes in materials through mixing, melting and freezing ✓ Use all senses to observe and question the causes of changes in the appearance and structure of materials	► Talks about animals, plants and where they live; cares for growing things ✓ Nurture growth in living things ✓ Know how changes in weather affect clothing and leisure choices and their environment	► Notices and discusses seasonal changes and their effects on plants and animals ✓ Have basic concepts of growth, decay and change over time	► Understands that plants and animals grow, change and eventually die

Being Imaginative & Expressive – Progression Framework

► Development skill ✓ Park View Curriculum Aim

🌱 2-3 years (approx)	»»»	»»»	🌱 3-4 years (approx)	»»»	»»»
► Freely explores sensory materials, paint and mark-making with delight ✓ Have the freedom to create ✓ Feel their work is celebrated and not need to compare with the strengths of others	► Experiments with a variety of textures, colours and sensory media ✓ Have the opportunity to explore a variety of sensory experiences, media, design, colours and textures	► Engages in imaginative and role play; makes up stories with objects and materials	► Uses a growing range of tools and materials with increasing intention and skill ✓ Be competent in the use of a range of tools and techniques	► Develops and communicates own creative ideas; uses joining and fastening skills ✓ Have a skill set of linking media for joining and fastening	► Independently selects and accesses resources to bring their ideas to life ✓ Resource independently

Create Using Materials – Progression Framework

► Development skill ✓ Park View Curriculum Aim

🌱 2-3 years (approx)	»»»	»»»	🌱 3-4 years (approx)	»»»	»»»
► Handles and explores a wide range of materials with growing confidence ✓ Have the freedom to create	► Explores sticking, pouring, mixing and combining materials in sensory play ✓ Have the opportunity to explore a variety of sensory experiences, media, design, colours and textures	► Uses tools such as scissors, brushes and rollers with increasing control ✓ Feel their work is celebrated and not need to compare with the strengths of others	► Joins and assembles materials with growing accuracy and control ✓ Have a skill set of linking media for joining and fastening ✓ Be competent in the use of a range of tools and techniques	► Plans and constructs with a purpose; chooses materials suitable for a task ✓ Have a preference for their creative outlet	► Selects appropriate resources independently to complete a creative task ✓ Resource independently