

## Sir James Knott Nursery School- Two Year Old Skills Ladder

	September Intake			January starters		
2YO	Communication & Language	Physical Development	Personal, Social & Emotional Development	Communication & Language	Physical Development	Personal, Social & Emotional Development
Summer 2	Follow instructions with at least two information carrying word phrases. Use simple words sometimes using the correct tense.	Climb and jump more daringly. Pour accurately with buckets, large jugs or watering cans into large containers. Move and transport large objects such as tyres and barrels and pushing wheelbarrows.	Initiate talk about feelings and begin to explain why with support through questioning. Show an early interest in toilet training, alerting an adult for support and beginning to recognise if wet or dry. Work in partnership with an adult to put on and take off clothing. Demonstrate curiosity when exploring the wider school environment and local environment from the secure base of a familiar adult. Preparing snack, showing basic control giving out plates, cups and passing out food.	Locate features in a book e.g. illustrations. Name resources and build two-word phrases around them. Join in with longer phrases from familiar rhymes and songs.	Mark-make on large scales of paper to music (Squiggle While You Wiggle). Increasingly attempt more risky play. Squeeze inside small spaces. Kick a large ball, chase and collect.	Engage in a wider repertoire of play activities. Preparing snack, showing basic control giving out plates, cups and passing out food. Work in partnership with an adult to put on and take off clothing. Actively seeks adult to help with tasks around the setting.
Summer 1	Name resources and build three-word phrases around them. Play alongside an adult and engage in simple dialogue. Initiate verbal interactions.	Use pressure to cut dough precisely with knives and cutters. Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet etc. Combine malleable materials and loose parts showing pleasure in effects created. Mark make on different scales on different surfaces with different media and with a wide range of mark making tools.	Talk in very simple terms about how you are feeling. Initiate interaction or respond to others during play linking up with those who have similar interests or play preferences. Show concern when another child is hurt or upset. Participate in simple domestic role-play with simple words and short phrases in role.	Develop book preference and seek an adult to share a book with them. Say the last word in simple rhymes. Ask two or three-word questions about play and routines.	Squeeze thumb and flatten dough. Fill an empty container with water and sand using cups, spoons, scoops and spades. Run at speed in open spaces.	Show awareness of others during parallel play by watching. Use simple eating and drinking equipment independently. Develop and articulate snack preferences. Participate in simple domestic role-play imitating routines and simple actions.
Spring 2	Locate features in a book e.g. illustrations.	Mark-make on large scales of paper to music (Squiggle While You Wiggle).	Show awareness of others during parallel play by watching.	Engage with books as an adult reads one to one by joint attention to the illustrations .	Bounce and nod in response to music. Push toys and move ride-on toys by pushing with feet.	Begin to follow simple routines independently. Form secure relationships with key worker.

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	Name resources and build two-word phrases around them. Join in with longer phrases from familiar rhymes and songs.	Increasingly attempt more risky play. Squeeze inside small spaces. Kick a large ball, chase and collect.	Use simple eating and drinking equipment independently. Develop and articulate snack preferences. Engage in a wider repertoire of play activities. Participate in simple domestic role-play imitating routines and simple actions.	Maintain attention for a short, sustained amount of time . Seek an adult to share a story . Join in by repeating words and phrases as an adult narrates play .	Squat and push a large ball. Arrange and balance sturdy small world animals and figures.	Greet key worker and peers upon arrival. Separate confidently from carer. Anticipate routines through very simple statements and questions. Help an adult with a task.
Spring 1	Develop book preference and seek an adult to share a book with them. Say the last word in simple rhymes. Ask two or three-word questions about play and routines.	Squeeze thumb and flatten dough. Fill an empty container with water and sand using cups, spoons, scoops and spades. Run at speed in open spaces.	Begin to follow simple routines independently. Form secure relationships with key worker. Greet key worker and peers upon arrival. Separate confidently from carer. Anticipate routines through very simple statements and questions. Help an adult with a task.	Make needs known by gesture, sounds and words . Watch or play alongside an adult. Process or produce one word naming vocabulary during play.	Build with a few blocks, knock over and rebuild. Fill containers with collections of little objects and tip them out. Push chunky small world toy vehicles along a chosen route. Squeeze and prod dough.	Manage stage separation from carers. Follow simple routines with prompts and support. Develop play interests.
Autumn 2	Engage with books as an adult reads one to one by joint attention to the illustrations . Maintain attention for a short, sustained amount of time . Seek an adult to share a story . Join in by repeating words and phrases as an adult narrates play .	Bounce and nod in response to music. Push toys and move ride-on toys by pushing with feet. Squat and push a large ball. Arrange and balance sturdy small world animals and figures.	Continue to manage stage separation from carers. Continue to follow simple routines with prompts and support. Demonstrate play interests.	Process or produce one word naming vocabulary. Seek an adult to share a story. Engage with books as an adult reads one to one.	Begin to produce movement in response to music. Push toys and move ride-on toys. Push a large ball. Arrange sturdy small world animals and figures.	Continue to manage stage separation from carers. Continue to follow simple routines with prompts and support. Demonstrate play interests.
Autumn 1	Make needs known by gesture, sounds and words . Watch or play alongside an adult . Process or produce one word naming vocabulary during play .	Build with a few blocks, knock over and rebuild. Fill containers with collections of little objects and tip them out. Push chunky small world toy vehicles along a chosen route. Squeeze and prod dough.	Manage stage separation from carers. Follow simple routines with prompts and support. Develop play interests.	Make needs known by gesture. Begin to show interest and watch the play of an adult.	Build with a few blocks and knock over. Tip out small objects from a container. Push chunky small world toy vehicles. Squeeze and prod dough.	Begin to separate from carer with adult intervention as support. Begin to follow simple routines with regular prompts and support. Begin to develop play interests.

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