

**Strand: 2-year-old Progression Document**

This document outlines the Early Learning Programme for 2-year olds. The curriculum is designed to foster the natural curiosity and eagerness to explore, whilst also ensure that pupils have the fundamental knowledge and skills for starting nursery. The curriculum is designed to nurture their sense of wonder through engaging, play-based activities, that promote cognitive, social, emotional and physical development. It focuses on ensuring that pupils develop key language that is essential for the next stage in their learning journey. The curriculum pays particular attention to the development of the prime areas, to ensure that children are 'school ready'.

**Skills and Knowledge**

**Pupils who are not yet at age related expectations should refer to the Early Years Continuums.**

Communication and Language:	Vocabulary	Digging deeper
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To use their own and familiar peoples' names, including adults they regularly work with.</li> <li>Use the terms mum, dad, nan/grandad (or equivalents e.g granny)</li> <li>Begin to use personal pronouns (me and I).</li> <li>Show an interest in joining in with familiar rhymes and simple songs.</li> <li>Use simple salutations when prompted including: hi, hello, bye.</li> <li>Use simple words for high frequency, everyday words (drink, table, chair, toy, book)</li> <li>Put two words together e.g. more milk, no apple, need toilet within a social routine.</li> </ul>	<p>Teacher/Adult names Own name Friends' names Mom, Dad, Nan, Grandad (Siblings) Me and I Toilet, drink, more, toys, please, thank you, hello, bye, home, hungry, tired, food.</p>	<p>Beginning to ask simple who questions. Who that?</p> <p>To develop increasingly broad speech during pretend play.</p> <p>To begin to say if they are happy or sad.</p> <p>Pronounce F/th S/sh/ch/dz/j Multi syllabic words such as banana and computer</p>

<ul style="list-style-type: none"> <li>• Begin to express their basic needs through speech including thirsty, hungry, tired, toilet.</li> <li>• Begin to put more than 2 words together e.g. more milk please, no more apple, me need toilet within a social routine, play situation and an unfamiliar environment.</li> <li>• Begins to ask simple questions e.g. What that? Where Mommy? Where milk?</li> <li>• Use intonation pitch and changing volume when 'talking'</li> <li>• Using single words during play that are relevant e.g. playing with a car and saying brum brum.</li> <li>• To begin to use please and thank you. (Staff should have high expectations from the outset around the use of manners, particularly where pupils are giving and receiving things.)</li> <li>• To make and pronounce the sound (phonemes) p, b, w, m , n , h r/w/y (Children to say the pure sound in isolation, it does not need to be part of a word or in initial sound contexts.)</li> </ul>		
<p><b>Listening and Attention</b></p>		<p>To maintain eye contact when someone is talking.</p>

<ul style="list-style-type: none"> <li>• Listen and respond to a simple one step instructions. (EG sit, coat, up) with actions and gestures.</li> <li>• Listen to simple short stories, with increasing attention.</li> <li>• Acknowledges and turns towards familiar sounds e.g door closing, doorbell.</li> <li>• Listen and respond to music and sounds.</li> <li>• Listen to others talking with interest although can be easily distracted.</li> <li>• To begin to use eye contact when someone is talking.</li> <li>• To begin to focus for longer durations in a small group.</li> <li>• Responds to their own name by turning their head and looking.</li> <li>• Begins to respond well if an adult gains their full attention first by calling their name.</li> </ul>	<p>Stop, no, yes, up, coat, listen, look, sit, sounds, hear, see.</p>	<p>To start to join in with simple rhymes and actions during small group sessions.</p>
<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to a simple one step instructions. (EG sit, coat, up) with actions and gestures.</li> <li>• To understand single words in context eg. Snack time – Drink, fruit, milk, juice, more play – stop, toy, tidy, more, again, finished.</li> <li>• Understanding frequently used words such as no, all gone, bye bye, stop, more.</li> </ul>	<p>Who, what where? Can you find?</p> <p>Sit, coat, up, drink, milk, juice, fruit, water, stop, tidy, more, again, finished, bye bye, all gone</p>	<p>To begin to understand an action of a longer sentence e.g, Make me a cup of tea? Wash the baby.</p> <p>To understanding simple who, what and where questions in a broader context, e.g., with a photo stimulus where is the dog? Who is that?</p>

<ul style="list-style-type: none"> <li>• Show simple understanding of what is happening in simple stories using pictures and props.</li> <li>• Copy and repeat an increasing range of gestures (waving, high 5, thumbs up).</li> <li>• To begin to use a range of gestures in the right context (nodding/shaking head, waving, thumbs up etc.).</li> <li>• Recognise and point to familiar objects if asked about them. E.g. Water bottle, coat, shoes, book.</li> <li>• To match a sound to an object e.g., beep beep to a car, baa baa to a sheep, ding dong to the doorbell.</li> <li>• Enjoy pretend play with their toys such as feeding dolly or pretending to drive a car.</li> <li>• To understand simple who, what and where questions when linked specifically to them. E.g. when shown a picture of mommy – Who is this? Where is your coat?</li> <li>• To understand simple daily routines e.g knowing where to hang their coat, where to put their water bottle, home time, outside</li> </ul>		<p>Introduce a simple step instruction with increasing complexity e.g. Give me the cup and the ball- related to same step (rather than get your coat and sit down- two separate steps)</p>
<p><b>Personal, Social, Emotional Development</b></p>	<p><b>Vocabulary</b></p>	<p><b>Digging deeper</b></p>
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• To begin to identify the emotion that they are feeling through actions or simple words.</li> <li>• To begin to talk about feeling happy, sad, angry and scared.</li> </ul>	<p><b>Happy, sad, angry, scared, me (or I), Stop,</b></p> <p><b>Tidy up, sit down</b></p>	<p>To consistently recognise when they are happy, sad, angry, cross and scared and be able to articulate these emotions using one word.</p>

<ul style="list-style-type: none"> <li>• Begin to express likes and dislikes through play and simple words.</li> <li>• To begin to demonstrate understanding of boundaries set by adults.</li> <li>• Using calm down techniques with adult support when upset (hugging a teddy, having a cuddle).</li> <li>• Respond to comfort from a familiar and consistent adult.</li> <li>• Begin to copy adult behaviours in a familiar environment. (Talking on the phone, typing on a laptop, taking photos with a camera, pouring a drink)</li> </ul>	<p><b>I like, I don't like</b>  <b>Like, hate, don't like</b></p> <p><b>Cuddle, hug</b></p>	<p>To understand some boundaries.</p>
<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Share toys and begin to take turns in partner games.</li> <li>• Begin to play cooperatively with peers. (e.g. rolling a ball back and forth).</li> <li>• Develop an attachment with a key adult and go to this person for support.</li> <li>• Respond to feelings and/or wishes of others e.g. giving a toy to a peer because they would like a turn.</li> <li>• Is becoming more able to separate from caregiver with periods of upset reducing over time.</li> <li>• Interacts with new people appropriately. (greetings – making eye contact and saying hello, goodbye)</li> </ul>	<p><b>Play, go, push, yes, no, hello, goodbye</b></p>	<p>To play cooperatively with peers.</p> <p>To separate from caregiver without upset.</p>

<ul style="list-style-type: none"> <li>• Seeks out others they are familiar with to play with, or interact.</li> <li>• Imitates actions of other children during play.</li> <li>• Engage in pretend play that involves others.</li> <li>• Engages in self-led play.</li> </ul>		
<p><b>Manging self</b></p> <ul style="list-style-type: none"> <li>• Begin to show interest in potty training.</li> <li>• Verbalise when they need to toilet or are wet.</li> <li>• Aware of their own and others characteristics naming some key features – e.g. identifying others hair, eyes.</li> <li>• Begin to drink from an open cup, clasping with two hands.</li> <li>• Follow simple routines that are repetitive and consistent. (collect coat for outdoor play, sitting on carpet, rhyme time)</li> <li>• Identify when they need help and begin to ask when needed.</li> <li>• Can respond to own name by showing attention and turning toward the person.</li> <li>• Pierces food with a fork.</li> </ul>	<p><b>Toilet, nappy, wee, poo, wet, dirty</b></p> <p><b>Nose, hair, eyes</b></p> <p><b>Drink,</b></p> <p><b>Help</b></p>	<p>To recognise when they need the toilet.</p> <p>To be able to drink from an open cup.</p> <p>To ask for help when needed.</p>
<p><b>Physical Development</b></p>	<p><b>Vocabulary</b></p>	<p><b>Digging deeper</b></p>
<p><b>Gross Motor</b> <b><u>Movement balance and co-ordination</u></b></p> <ul style="list-style-type: none"> <li>• To move freely <i>crawling, walking, running, jumping.</i></li> </ul>	<p>Use makaton/widgits</p> <p>Walk</p> <p>Crawl</p> <p>Run</p> <p>Jump</p> <p>Kneel</p>	<p>Some pupils can explore moving through rolling.</p>

<ul style="list-style-type: none"> <li>• To walk smoothly and turns corners safely (spatial awareness).</li> <li>• To begin to run avoiding obstacles in their path.</li> <li>• To run safely on a whole foot.</li> <li>• To kneel without support.</li> <li>• To stand independently from a kneeling position without support.</li> <li>• To pull or carry a toy while walking.</li> <li>• To climb onto and down from simple, low level apparatus. (Age-appropriate apparatus)</li> <li>• To walk up and down steps with support, including holding onto a rail where relevant.</li> <li>• To pick up toys from the floor without falling over.</li> <li>• To jump with both feet off the ground at the same time.</li> <li>• To pull themselves onto play equipment.</li> <li>• To jump from a low piece of equipment or small step.</li> <li>• To sit unsupported for an increasing amount of time.</li> </ul> <p><b><u>Handling sports equipment</u></b></p> <ul style="list-style-type: none"> <li>• To enjoy starting to kick a large ball.</li> <li>• To enjoy rolling a large ball across the ground.</li> <li>• To catch a large a ball (that has been thrown by an adult) using their body.</li> <li>• To begin to throw a large ball with 2 hands.</li> </ul>	<p>Stand Pull Feet Up, down Safely Kick Roll Throw Catch Big Small Balance</p>	
---	--	--

<ul style="list-style-type: none"> <li>• To walk along a wide bench or balance beam with support (e.g plank of wood).</li> <li>• To manoeuvre feet to ride balance bikes or scuttle bugs.</li> </ul>		
<p><b>Fine Motor</b>  <b><u>Handling tools with control</u></b></p> <ul style="list-style-type: none"> <li>• To make connections between movements and the marks they make e.g circles and lines.</li> <li>• To begin to show some control when using mark making tools or other tools such as pretend hammers.</li> <li>• To begin to hold a book and open it.</li> <li>• To begin to turn pages within a book, usually multiple pages at a time.</li> <li>• To string 4 large beads together on a thick thread.</li> <li>• To create sausage shapes when rolling dough.</li> <li>• To roll, pull, squeeze and pound playdough.</li> <li>• To put pressure with fingers into dough.</li> <li>• To pour, dig and sieve. E.g. water, sand, mud.</li> <li>• To create a tower using several stacking blocks, including wooden and Duplo.</li> <li>• To explore making snips by opening and closing scissors with adult support.</li> </ul>	<p>Thread  Roll  Pull  Squeeze  Dig  Pour/Tip  Snip  Scissors  Pour</p>	
<p><b>Healthy and Wellbeing:</b></p>	<p>Fork</p>	

<p><b><u>Dressing</u></b> Skills:</p> <ul style="list-style-type: none"> <li>• To begin to pull down own trousers.</li> <li>• To take off a coat, with support if necessary.</li> <li>• To begin to put own coat on with support (this does not include doing zips/fastenings).</li> <li>• To begin to put own shoes on without fastening.</li> </ul> <p><b><u>Independence</u></b></p> <ul style="list-style-type: none"> <li>• To stab food with a fork at mealtimes.</li> <li>• To drink confidently through a straw.</li> <li>• To begin to drink from an open cup using 2 hands.</li> <li>• To wash their hands under a tap.</li> <li>• To begin to indicate when nappy/pull up needs changing.</li> <li>• To begin to communicate verbally or non-verbally when they need the toilet or need changing.</li> <li>• To recognise their own belongings with a photo attached (coat, bottle, bag).</li> <li>• To carry and get their own belongings.</li> </ul> <p><b><u>Health and safety</u></b></p> <ul style="list-style-type: none"> <li>• To begin to understand how to brush their teeth with support.</li> <li>• To know that we need to brush our teeth.</li> <li>• To know not to put things in their mouths.</li> </ul>	<p>Cup Shoes Coat On Off Down Toilet Wash</p>	
--	---	--

<ul style="list-style-type: none"> <li>To know familiar adults e.g. key worker, mum, dad</li> </ul> <p><b>Managing risks</b></p> <ul style="list-style-type: none"> <li>To know not to run inside the classroom.</li> <li>To know wires and plugs are not to be touched.</li> </ul>		
<b>Literacy</b>	<b>Vocabulary</b>	<b>Digging deeper</b>
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>To begin to recognise some familiar logos e.g. Macdonalds, Asda.</li> <li>To begin to hear and recognise some familiar environmental sounds (e.g. car, birds, sirens, bell)</li> <li>To begin to hear and recognise some common animal noises (e.g. dog, cat, horse, sheep, pig, cow, duck).</li> </ul>	<p>car – “brmmm” birds – “tweet” sirens – “nee naw” animal noises</p>	
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>To sit in a small group while a story is being told.</li> <li>Begin to respond to a story, e.g. laugh or point at characters.</li> <li>To listen to and enjoy songs and rhymes.</li> <li>To enjoy sharing a book with an adult.</li> <li>To begin to recognise some familiar objects in a picture.</li> <li>Understand simple instructions, e.g. coat on.</li> </ul>	<p>Books Pictures Page, turn “the end”</p>	

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• To make marks using a variety of media (e.g. chalk, water with a paintbrush, crayons).</li> <li>• To engage in sensory experiences of making marks in wet messy play (e.g. shaving foam) and dry messy play (e.g. sand, glitter).</li> <li>• To hold writing tools and mark making tools using a whole hand grasp.</li> <li>• To make random marks with different strokes (e.g. up, down, round).</li> <li>• To trace vertical, horizontal and circular lines using messy play or writing tools.</li> </ul>	<p>Write, draw Up, down, round, circle Copy Pencil, pen, crayon, chalk, paper</p>	<p>Begin to make marks using intention directions, often following modelling e.g. left to right.</p>
<p><b>Mathematics</b></p>	<p><b>Vocabulary</b></p>	<p><b>Digging deeper</b></p>
<p><b>Cardinality and Counting</b></p> <ul style="list-style-type: none"> <li>• To use number words, like one or two and sometimes responds accurately when asked to give one or two things.</li> <li>• In everyday situations, takes or gives two or three objects from a group.</li> <li>• To begin to notice numerals, particularly those in the environment (number symbols).</li> <li>• Beginning to count on their fingers.</li> <li>• To begin to engage in counting to five using the aid of songs and rhymes with an adult e.g. 1,2,3,4,5 once I caught a fish alive.</li> </ul>	<p><b>One, two, three, four, five.</b></p>	<p>To say number words in sequence up to 10.</p> <p>To recognise numbers of personal significance e.g. age.</p> <p>To know some number songs and rhymes.</p> <p>To explore cardinality in the environment using self-correcting resources, e.g. jigsaw with two ducks and the number two.</p>

<p><b>Subitise</b></p> <ul style="list-style-type: none"> <li>To subitise up to one.</li> <li>To understand when something is 'all gone'.</li> <li>To be able to subitise one using concrete objects. E.g. one piece of fruit.</li> </ul>	<p><b>One, all gone</b></p>	<p>To begin to subitise (up to 3).</p>
<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Beginning to compare and recognise changes in numbers of things, using words like more and lots.</li> </ul>	<p><b>More, lots</b></p>	<p>To find groups of objects with the same amount. (within 3)</p>
<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Joins in and anticipates repeated sound and action patterns.</li> <li>Is interested in what happens next using the pattern of everyday routines.</li> <li>Can spot patterns in the environment. E.g. spots, lines.</li> </ul>	<p><b>Spots, lines</b></p> <p><b>Now, next</b></p>	<p>To copy a basic pattern. E.g. circle, square, circle, square.</p>
<p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>Shows an awareness of shapes in the environment.</li> <li>To explore and handle shapes that can roll and balance.</li> <li>Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles.</li> </ul>	<p><b>Circle, square, shape, roll.</b></p>	<p>To recognise some shapes. E.g. circle, square, triangle.</p> <p>To find shapes that fit together.</p>

<ul style="list-style-type: none"> <li>• Beginning to select a shape for a specific space, including on simple puzzles.</li> <li>• Enjoys using blocks to create their own simple structures and arrangements.</li> </ul>		
<p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram.</li> <li>• Beginning to understand that things might happen now or at another time, in routines.</li> <li>• To show an interest in size and weight.</li> </ul>	<p><b>All gone</b></p> <p><b>Now, next</b></p> <p><b>Big, small</b></p>	<p>To understand the vocabulary of empty.</p> <p>To begin to understand important times of the day. E.g. home time.</p>
<p><b>Understanding the World</b></p>	<p><b>Vocabulary</b></p>	<p><b>Digging deeper</b></p>
<p><b>Geographical</b></p> <ul style="list-style-type: none"> <li>• Can move around and find areas in familiar environment with minimal support (In school, in the community and at home).</li> <li>• Notice signs/symbols for significant places in the environment (In school, in the community and at home).</li> <li>• Identify sounds in environment (transport, household objects, people, animals).</li> <li>• Plays purposefully, adding key words or phrases with small-world models (farm, car/garage, train set etc).</li> <li>• Responds appropriately to simple 'where' questions e.g. where is your milk?</li> <li>• To be able to recognise and name places that are significant to them (home, nursery, shop, park etc).</li> </ul>	<p><b>Use of Makaton and Widget symbols to demarcate different features of environment.</b></p> <p><b>Where?</b></p> <p><b>Home, nursery, school, shop, park</b></p>	<ul style="list-style-type: none"> <li>• To be able to navigate a familiar environment with increasing independence when prompted (eg. 'put it on the shelf' etc).</li> </ul>

<p><b>Historical</b></p> <ul style="list-style-type: none"> <li>To begin to understand that some things can't be now, they will be later. (Mommy/Daddy later)</li> <li>To accept the term 'later'.</li> <li>To know the concept of now. (Now fruit, now milk, now lunch)</li> <li>To recognise a significant change E.G Christmas tree gone, table gone</li> </ul>	<p><b>Now, later, soon, gone, finished.</b></p>	<p>To begin to understand 'next'</p>
<p><b>Scientific</b></p> <ul style="list-style-type: none"> <li>Notice and comment on one difference between plants/animals (in pictures and real examples). E.g. has legs.</li> <li>Understands night and day.</li> <li>Knows some simple animal names for domestic and farm animals (cat, dog, cow, sheep, horse etc).</li> <li>Knows some simple body parts, including head, leg, arm, finger, toe, tummy.</li> <li>To notice changes to the weather.</li> </ul>	<p><b>Night, day, sun, moon, stars, dark, light</b></p> <p><b>Cat, dog, cow, sheep, pig, horse</b></p> <p><b>Face, eyes, ears, mouth, nose, hair, hands, feet</b></p> <p><b>Rain, sun, snow, windy</b></p>	<p>To name less familiar animals correctly.</p>
<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Comments on pictures/stories relating to themselves (photos and videos). E.g. saying who is in the picture or what they might have been doing e.g at beach.</li> <li>Has a concept of significant relationships (key worker, parent, sibling etc).</li> </ul>	<p><b>Me, mum, dad, nan, grandad, key worker name, sibling names,</b></p>	<p>To begin to use imaginary play with increasing intention (putting on the hard hat and hi-vis to work in the construction area).</p>

<ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background eg. Making and drinking tea.</li> <li>• Interacts with different costumes, customs or music of different communities or occupations (doctor and stethoscope, builder and hammer etc).</li> </ul>		
<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• To make marks using a paint programme e.g. white board/iPad.</li> <li>• To identify some familiar technology e.g. phone, iPad, TV.</li> <li>• To know when something is turned on or off.</li> <li>• To select a specific area on a touch screen to cause an effect or choose a specific programme.</li> <li>• To know that pressing a button on a toy or object will cause an effect.</li> </ul>	<p><b>Ipad, TV, Phone, Toy, noise, sound, on, off, touch, finished</b></p>	<p>Handle an equipment with care</p> <p>To show an interest in real objects such as cameras and mobile phones, attempting to use functionally - Take photos</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Vocabulary</b></p>	<p><b>Digging deeper</b></p>
<p><b>Music</b></p> <p><b>Hearing and Listening</b></p> <ul style="list-style-type: none"> <li>• To identify familiar sounds in the environment e.g. sounds of cars, running water</li> </ul> <p><b>Vocalising and singing</b></p> <ul style="list-style-type: none"> <li>• Joins in singing and chanting with others.</li> </ul>	<p><b>Tap, bang, sound, noise, loud, quiet song, sing</b></p>	<p><b>May sing an entire familiar song</b></p> <p><b>To hold an instrument with care and sometimes in the correct way.</b></p>

<ul style="list-style-type: none"> <li>• To join in with some songs, making sounds and some familiar words.</li> <li>• Sings with toys, props and resources.</li> </ul> <p><b>Moving and Dancing</b></p> <ul style="list-style-type: none"> <li>• Move and respond to rhythm made on instruments e.g. on a drum. This can be large or small movements.</li> <li>• When hearing music, moves and responds to it.</li> </ul> <p><b>Exploring and playing</b></p> <ul style="list-style-type: none"> <li>• Experiments with ways of playing instruments and making sounds e.g. shaking, tapping etc.</li> <li>• Making/creating own patterns with instruments.</li> </ul>		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Taking an interest in messy play (mud, water paint etc).</li> <li>• To be able to make the connection between an action and an outcome (hand/finger painting).</li> <li>• Stacks larger blocks to begin to create structures.</li> </ul>	<p><b>Paint</b>  <b>Draw</b>  <b>Play-dough</b>  <b>Colour</b>  <b>Mix</b>  <b>Stick</b>  <b>Glue</b></p>	<p>To begin to give meaning to the marks they have made using singular words or simple phrases.</p>

<ul style="list-style-type: none"> <li>• Begins to use tools for a purpose with adult modelling (play dough, paintbrush, paint roller, pen, pencil or crayon).</li> <li>• Experiments with shape, colours and marks, beginning to observe the marks they've made.</li> <li>• Begins to explore ways of joining materials together (glue, tape, blu-tac etc).</li> <li>• To identify primary colours (red, blue, yellow) and black and white.</li> <li>• To know who they want to produce a piece of art for. E.g. for mummy.</li> <li>• To explore different textures (mixing paints, adding substances such as sand or glue to something) and observing the changes they make.</li> </ul>		
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• Chooses dressing up items for a familiar role with adult support.</li> <li>• Can begin to make believe by pretending with adult prompts.</li> <li>• Pretends that one object represents another in their play (using a block as a phone etc).</li> <li>• To begin to imitate actions and routines of home life.</li> </ul>	<p><b>Role play language will be dependent on the area set up/interests</b></p>	<p><b>To begin to collaborate with peers and take on specific roles in their play (mom, baby, dad, pet etc).</b></p>