

2-Year-Old progression document

Curriculum area	Pre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and attention	<p>Turn towards familiar sounds.</p> <p>They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p>	<p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Use gestures like waving and pointing to communicate.</p>	<p>Listen and respond to a simple instruction.</p> <p>Recognise and point to objects if asked about them.</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p>	<p>Copy your gestures and words.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple instructions like "give to nanny" or "stop".</p>	<p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p>	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Understand and action longer sentences like 'make teddy jump' or 'find your coat'.</p>
Speaking	<p>Copy what adults do, taking 'turns' in conversations</p>	<p>Constantly babble and use single words during play.</p>	<p>Understand single words in context – 'cup', 'milk', 'daddy'.</p>	<p>Use intonation, pitch and changing volume when 'talking'.</p>	<p>Develop pretend play: 'putting the baby to sleep' or 'driving</p>	<p>Start to say how they are feeling, using words as well as actions.</p>	<p>Start to develop conversation, often jumping</p>

	<p>(through babbling) and activities.</p> <p>Try to copy adult speech and lip movements.</p> <p>Reach or point to something they want while making sounds.</p> <p>Make sounds to get attention in different ways</p> <p>Babble, using sounds like 'baba', 'mamama'.</p>	<p>Make themselves understood, and can become frustrated when they can't.</p>	<p>Enjoy singing, music and toys that make sounds.</p>		<p>the car to the shops'.</p>	<p>Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j</p>	<p>from topic to topic.</p> <p>Multi-syllabic words such as 'banana' and 'computer'</p>
<p>Self-regulation</p>		<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>

Managing feelings	Establish their sense of self.	Find ways of managing transitions, for example from their parent to their key person.	Express preferences and decisions. They also try new things and start establishing their autonomy.	Thrive as they develop self-assurance.	Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions.	Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
Building relationships	Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Look back as they crawl or walk away from their key person.	Look for clues about how to respond to something interesting.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Develop friendships with other children.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
Gross motor skills	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back,	Enjoy moving when outdoors and inside. Reach out for objects as coordination develops.	Try a wider range of foods with different tastes and textures. Let go of things and hand them to another	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling,	Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Build independently with a range of appropriate resources. Spin, roll and independently use ropes and	Enjoy starting to kick, throw and catch balls. Show an increasing desire to be independent, such as wanting

	<p>then back to front.</p> <p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking.</p> <p>Lift objects up to suck them.</p> <p>Begin to walk independently – choosing appropriate props to support at first.</p>	<p>Pass things from one hand to the other.</p>	<p>person, or drop them.</p>	<p>crawling and walking.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>swings (for example, tyre swings).</p>	<p>to feed themselves and dress or undress.</p> <p>Learn to use the toilet with help, and then independently.</p>
Fine motor skills		<p>Eat finger food and develop likes and dislikes</p>	<p>Develop manipulation and control.</p>	<p>Explore different materials and tools.</p>	<p>Explore different materials and tools.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons</p>	<p>Use large and small motor skills to do things independently, for example manage buttons</p>

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Comprehension		Enjoy sharing books with an adult.	Enjoy songs and rhymes, tuning in and paying attention.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Copy finger movements and other gestures.	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Sing songs and say rhymes independently, for example, singing whilst playing.	Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.
Word reading		Say some of the words in songs and rhymes.	Say some of the words in songs and rhymes.	Pay attention and respond to the pictures or the words.	Repeat words and phrases from familiar stories.	Repeat words and phrases from familiar stories.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Writing		Enjoy drawing freely.	Enjoy drawing freely.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Make marks on their picture to stand for their name.	Make marks on their picture to stand for their name.

Number		Take part in finger rhymes with numbers.	Take part in finger rhymes with numbers.	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
Number patterns		Climb and squeeze themselves into different types of spaces. Build with a range of resources.	Complete inset puzzles.	Notice patterns and arrange things in patterns.	React to changes of amount in a group of up to three items.	Compare amounts, saying 'lots', 'more' or 'same'.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
Past and present		Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.
People and communities		Make connections between the features of their family and other families.	Make connections between the features of their family and other families.	Make connections between the features of their family and other families.	Notice differences between people.	Notice differences between people.	Notice differences between people.

The natural world		Repeat actions that have an effect.	Repeat actions that have an effect.	Explore natural materials, indoors and outside.	Explore natural materials, indoors and outside.	Explore materials with different properties.	Explore materials with different properties.
Creating with materials		Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make simple models which express their ideas.	Use their imagination as they consider what they can do with different materials.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
Being imaginative	Show attention to sounds and music.	Respond emotionally and physically to music when it changes. Move and dance to music.	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways.