

**EYFS Progression map
2 Year Old Provision**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Program 2						
Theme	Happy, Healthy Me!	A Stroll Through the Seasons	Once Upon a Time Traditional Tales	How Does your Garden Grow? Exploring Plants and Minibeasts	Space and Travel	All Creatures Great and Small
Key Texts	Owl babies (settling in story), The large family, Rabbit foo foo, Peace at last, If you're happy and you know it, 10 Little fingers and 10 little toes, Houses,	The Gruffalo, Going on a leaf hunt, Owl babies, Going on a bear hunt, Autumn, Christmas books inlacing Elves and the shoemaker, Christmas nativity	Traditional tales- 3 little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears, Gingerbread Man, There Billy Goats Gruff, Jack and the Beanstalk,	Amanda's butterfly, Enormous turnip, Jack and the Beanstalk, The very hungry caterpillar, Ten seeds, Sam plants a sunflower,	Night pirates, Aliens love underpants noise book, Whatever next, Man on the moon, Peace at last, Rosie's hat, Rosie's holiday,	Farms- Farmer duck, Old McDonald, Don't count your chickens, too loud, Zoo- Dear Zoo, Jungle babies, Guess what I am, Smile crocodile, The tiger who came for tea Minibeasts- Incy windy spider, Bumble bear, Fly away home, The very lazy ladybird, Pets- I want a pet, Noisy pets,
Key vocabulary	First introduction to us and our bodies- Arms, legs, head, tummy, feet, hands, eyes, ears, nose mouth, My name vocabulary, Feelings- happy, sad, cross	Leaf, Acorn, Conker, Colours, Tree, Sun, rain, cloud, Christmas, presents, cards, lights, tree,	Pigs, wolf, colours e.g. red, boy, girl, mum, bears, gingerbread, animal names e.g. goat, beanstalk, bean, golden hen, giant,	Minibeast names, Mud, pot, sun, seed, flower, plant, grow, dig, leaf, water, watering can,	Star, sun, moon, sky, alien, plane, bus, car, rocket, boat, owl, moon, stars, beach, sandcastle, suitcase	Farm animals, farm, farmer, mud, tractor, zoo animals, zoo, minibeast names, web, shell, fly, pet, bone, bowl, food, water, bed, dig, walk

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<p>Communication and language (Prime Area)</p>	<p>-I can start to enjoy singing, music and toys that make sounds</p> <p>-I can be calmed by a familiar voice</p> <p>-I can point to something that I want while making sounds</p> <p>-I can start to sit and listen to stories</p>	<p>-I can wave and point to communicate</p> <p>-I can copy gestures and words</p> <p>-I can understand simple words in context</p> <p>-I can recognise and point to objects if asked about them</p>	<p>-I can babble and use single words during my play</p> <p>-I can join in with songs and music time</p> <p>-I can focus my attention on an activity and find it difficult to be directed by an adult</p> <p>-I can listen to stories and understand what is happening with pictures to support</p>	<p>-I can understand, listen and respond to a simple instruction</p> <p>-I can make myself understood but may become frustrated if not</p> <p>-I can identify simple objects and properties for adults when they are described E.g. blue car or red coat.</p>	<p>-I can change volume and pitch when talking</p> <p>-I can listen to others but can easily be distracted</p> <p>-I can start to say how I am feeling, using words and actions</p> <p>-I can listen to longer stories and start to discuss them</p>	<p>-I can start and develop a conversation jumping from topic to topic</p> <p>-I can develop my pretend play</p> <p>-I can understand longer sentences</p> <p>-I can understand simple questions about 'who', 'what' and 'where' (not why)</p>
<p>PSED (Prime Area)</p>	<p>-I can come into the setting with support and comfort from a key person</p> <p>-I can find ways to be calm myself, through being calmed by a key person</p> <p>-I can establish a sense of self</p> <p>-I can notice difference between myself and others that make us special</p>	<p>-I can engage with others using gestures, gaze and talk</p> <p>-I can start to show independence with daily tasks and routines</p> <p>-I can start to play by myself with key person nearby</p> <p>-I can try new things</p>	<p>-I can come into the setting and manage transitions E.g. leaving carer for key person</p> <p>-I can start to show interest in other children in the setting, playing alongside them</p> <p>-I can explore emotions beyond the normal range through play and stories</p>	<p>-I can thrive as I develop self-assurance</p> <p>-I can express a range of emotions</p> <p>-I can begin to show control with others in the setting E.g. waiting for a turn and not grabbing toys from others</p> <p>-I can start to show an interest in toileting routines</p>	<p>-I can express my preferences, interests and decision</p> <p>-I can start to notice and ask questions about differences between people</p> <p>-I can show independence and reject help</p> <p>-I can develop some special friendships with others</p>	<p>-I can play with confidence on my own and with others, with key person nearby</p> <p>-I can start to notice and ask questions about living things</p> <p>-I can learn to use the toilet with help</p> <p>-I can start to explore the setting with confidence</p>

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Physical (Prime Area)	(Moving in a range of ways to songs)	(Dance and music)	(Moving around objects)	(Gymnastics)	(Games and ball skills)	(Sports and moving)
	<p>-I can enjoy moving in a range of ways indoors and outdoors</p> <p>-I can clap and stamp to music</p> <p>-I can start to show an interest in tools and using them for a purpose E.g. paint brushes</p>	<p>-I can continue to explore moving in a range of ways to music</p> <p>-I can fit myself into spaces like tunnels, dens and boxes</p> <p>-I can build independently with a range of resources</p>	<p>-I can push along on a wheeled toy E.g. scooter or trike</p> <p>-I can develop manipulations and control</p> <p>-I can continue to explore tools and different materials</p>	<p>-I can show more control when moving in a range of ways including rolling, crawling and walking</p> <p>-I can walk, run, jump and climb (including climbing stairs independently)</p> <p>-I can develop large and small gross skills E.g. fastening zips</p>	<p>-I can start to throw, kick and catch balls</p> <p>-I can show increasing independence in daily routines E.g. feeding or dressing myself</p>	<p>-I can develop gross motor skills further through games</p> <p>-I can show more control when kicking, throwing and catching balls</p> <p>-I can start to show an interest in using tools for a purpose E.g. spoons for eating</p>
Literacy (Specific Area)	<p>-I can enjoy songs and rhymes by paying attention</p> <p>-I can start to show interest in sharing books with adults</p> <p>-I can start to explore making marks with no meaning</p>	<p>-I can say some words in songs and rhymes</p> <p>-I can copy finger movements and gestures</p> <p>-I can continue to explore making marks with support</p>	<p>-I can join in with songs and rhymes, copying sounds and tunes</p> <p>-I can share books with an adult confidently</p> <p>-I can pay attention and respond to the picture or words in stories</p> <p>-I can make some marks and discuss their meaning using single words</p>	<p>-I can enjoy songs and rhymes by paying more attention</p> <p>-I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>-I can notice print in the provision such as signs, posters, a letter on a bus, door number, logo's, or a letter in my name</p>	<p>-I can sing songs and rhymes independently, for example singing whilst playing</p> <p>-I can share my favourite books with adults, another child or alone</p> <p>-I can start to make marks on paper that stand for my name</p>	<p>-I can repeat words or phrases from favourite stories</p> <p>-I can share my ideas about books</p> <p>-I can develop my play around favourite stories using props</p> <p>-I can draw freely</p> <p>-I can add marks to drawings and discuss them in more detail</p>

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<p>Maths (Specific Area)</p>	<p>-I can start to take part in finger rhymes with numbers</p> <p>-I can combine objects by stacking them E.g. using blocks or cups</p> <p>-I can put objects inside others and take them out again</p>	<p>-I can react to changes of amount in a group of up to three items</p> <p>-I can climb and squeeze into different spaces</p> <p>-I can develop counting like behaviour, such as making sounds or noises and saying some number names in sequence</p>	<p>-I can count in everyday contexts, sometimes skipping numbers '1,2,3,5' With support</p> <p>-I can join in with counting songs and rhymes with more independence</p>	<p>-I can build with a range of resources with support</p> <p>-I can complete inset puzzles</p>	<p>-I can notice patterns and arrange things in simple patterns</p> <p>-I can count saying some numbers in sequence with increasing independence</p> <p>-I can sing counting songs and rhymes independently</p>	<p>-I can compare sizes using gesture and language E.g. big, little, small</p> <p>-I can compare weight and height using words like tall, heavy, low, high</p> <p>-I can say some number names in sequence independently</p> <p>-I can build independently with a range of resources regularly checking in with a key person</p>
<p>UTW (Specific Area)</p>	<p>-I can start to notice and look at differences between people</p> <p>-I can start to explore my family</p> <p>-I can explore the indoor and outdoor provision, regularly checking in with my key person</p>	<p>-I can explore natural materials, indoors and outdoors</p> <p>-I can explore and respond to different natural phenomena in the setting</p>	<p>-I can make connections between the features of my family and other families</p> <p>-I can start to explore different materials</p>	<p>-I can repeat actions that have an effect</p> <p>-I can show increasing interest and discuss the difference between people</p>	<p>-I can explore materials with different properties</p> <p>-I can talk about my family with increasing confidence</p>	<p>-I can notice differences between animals</p> <p>-I can explore the indoor and outdoor provision with more independence</p>

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<p>Art (Specific Area)</p>	<p>-I can show attention to sounds and music</p> <p>-I can explore my voice and making sounds</p> <p>-I can join in with songs and rhymes, making some sounds with support</p> <p>-I can explore paint, using fingers and other parts of the body, as well as tools</p>	<p>-I can respond emotionally and physically to music when it changes</p> <p>-I can move and dance to music</p> <p>-I can explore making marks intentionally</p> <p>-I can start to explore different materials with support</p>	<p>-I can anticipate phrases and actions in rhymes and songs</p> <p>-I can express ideas and feelings through making marks and sometimes giving meaning to marks</p> <p>-I can explore different materials with more confidence</p>	<p>-I can explore a range of sound-makers and instruments</p> <p>-I can play instruments in a range of ways</p> <p>-I can use my imagination, as I consider what I can do with different materials</p>	<p>-I can join in with actions such as 'Twinkle Twinkle'</p> <p>-I can explore sounds and music with more independence</p> <p>-I can explore a wider range of materials using all of my senses to investigate them</p>	<p>-I can join in with songs and rhymes with more independence</p> <p>-I can develop my pretend play and pretend that one object represents another</p> <p>-I can make simple models which express my ideas with adult support</p>
<p>Parental Involvement</p>	<p>Parent taster sessions for children and parents/carers</p> <p>Photo's from home to discuss to fit with topic about me and my family</p> <p>Termly news letter sent home</p> <p>Daily communications at collection and drop off</p> <p>Discussions with parents during morning activities</p>	<p>Family Autumn hunt- Collecting autumn materials at home</p> <p>Termly news letter sent home</p> <p>Daily communication during collection and drop off</p> <p>Discussions with parents during morning activities</p>	<p>Termly news letter sent home</p> <p>Daily communications during collection and drop off</p> <p>Discussions with parents during morning activities</p>	<p>Easter egg competition</p> <p>Termly news letter sent home</p> <p>Daily communication during collection and drop off</p> <p>Discussions with parents during morning activities</p>	<p>Termly news letter sent home</p> <p>Daily communication during collection and drop off</p> <p>Discussions with parents during morning activities</p>	<p>Sports day with families</p> <p>Summer trip</p> <p>Summer Fair with families</p> <p>Termly news letters sent home</p> <p>Daily communication during collection and drop off</p> <p>Discussions with parents about the transition into Nursery</p>

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Computing Intent	Computer science - Cause and effect: awareness of touch and interaction -I can show awareness of iPads in the setting -I can interact with the iPads with adults support -I can press buttons to explore sounds on iPads -I can explore how toys move in different ways e.g. buttons or flaps	Information technology- Exploration of digital media -I can start to explore listening to music using devices e.g. iPad, laptop, speaker	Digital Literacy- Exploring digital devices -I can start to show awareness of different forms of technology e.g. iPads, interactive screens within the setting
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<p>Observation checkpoints taken from Development Matters-</p> <p>(Referred to throughout the year)</p>	<p>CLL Observation Checkpoint-</p> <p>Around 18 months, is the toddler listening and responding to a simple instruction like: “Adam, put on your shoes?”</p> <p>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p> <p>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?</p> <p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up”.</p> <p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together: “more milk”?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p>	<p>PSED Observation Checkpoint-</p> <p>Around 12 months, do toddlers start to be shy around strangers and show preferences for certain people and toys?</p>	<p>Physical Observation checkpoint-</p> <p>Note: look out for young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child’s health.</p> <p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p> <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.</p>
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from Development
Matters continued-

(Referred to
throughout the
year)

Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).

Is the child linking up to 5 words together?

Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.

Can the child follow instructions with three key words

Around the age of 2, can the child understand many more words than they can say – between 200–500 words?

Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.