



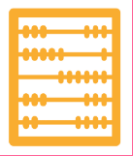




Two's Progression of Skills & Curriculum Overview 2023-24

	Term 1 <u>1st half term</u>	<u>2nd half term</u>	TERM 2 <u>1st half term</u>	<u>2nd half term</u>	Term 3 <u>1st half term</u>	<u>2nd half term</u>
Personal, Social and Emotional Development 	Making Relationships Children will begin to feel safe and secure when leaving their adult and build relationships with familiar adults in the setting Introducing key workers Senses of Self Children will be able to respond to their name. Children begin to recognise their own face on their coat peg or their star for self registration. During provision the children will begin to explore their environment freely and find an activity of their choosing and engage in play. Understanding Emotions Children will begin to develop an understanding of their own feelings and needs and with support will seek comfort from a familiar adult EG - Will accept comfort and support from their key person and cooperate with caregiving experiences.	Making Relationships Children can confidently explore their environment and will engage in an activity of their own choosing and begin to play alongside others who are engaged in a similar activity eg- home corner making 'tea' Senses of Self Children will demonstrate self-confidence and will engage confidently in play in an activity of their choosing Children will experiment with making sounds and realise that their voices or actions can gain attention Understanding Emotions Children will feel more confident in seeking out a familiar adult to share an achievement or comfort (Children will learn about feelings such as being kind and sharing through short stories)	Making Relationships Children will show an awareness of others and will try to join in play by engaging in a game of chase, offering a toy or rolling a ball Senses of Self Through provision and focused activities the children will show an awareness of themselves, respond to their name and begin to show an awareness of facial features and some body parts (Wellcomm activities) Understanding Emotions Children will begin to have an understanding of the daily routine and will follow some simple rules with support from a familiar adult and visual timetable.	Making Relationships Children will begin to follow others or may take a child by their hand to play alongside them, however they may respond with 'no' if they don't want to leave their own chosen activity Senses of Self Children will have the opportunity to explore their physical ability by exploring large wheeled toys, tyres for rolling and other large toys Understanding Emotions Children will have a greater understanding of their routine and expectations. They may join in with the song for 'circle time' and demonstrate being able to listen and focus on adult led activities for short periods of time (Adult will use Bucket Time and visuals drawn on a whiteboard to show the now and next)	Making Relationships As the children become more aware of the adults and children in the setting, they will feel happy and confident to leave their own adult. Children will feel safe to explore new activities and challenges because they know a familiar adult is supporting and encouraging them. Senses of Self Children are able to play at an activity of their choosing and begin to share their own ideas and thinking during play. Children will show a growing sense of independence and try to do things for themselves such as putting on an apron for painting, peeling their own fruit and by being the Helping Hand at snack. Understanding Emotions Children are beginning to show an awareness of how others are feeling and with support may try to offer comfort or seek out an adult to offer support	Making Relationships Children are beginning to have a special friend who they are happy to play and share experiences with. Children enjoy being together and may choose to sit together or offer a toy too. Senses of Self Children will respond to their own name, and begin to recognise that they are unique and have their own abilities and strengths. EG - Can balance on the beam or can talk about their pictures Understanding Emotions Children are beginning to understand that some actions can hurt or harm others and are not nice. Children have been learning about 'kind hands' and 'sharing is caring' that have been modelled through play by adults. Children may use these phrases themselves showing an awareness of how others are feeling.
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions,	Listening & Attention During provision, children will be beginning to focus for a short time on an activity of their choosing . During short adult led activities children will be able to focus for a short time on the adult. Understanding Children are beginning to show understanding and can follow simple instructions with support from adults as they point to and name an objects Speaking Children are developing their ability to communicate with others and adults by pointing or making sounds to share or gain attention Through engagement with adults and peers in the setting children will be beginning to copy some everyday words that have meaning to them	Listening & Attention As children develop an awareness of others they begin to play and laugh together. Understanding Children are beginning to show an understanding of single words related to toys, people or animals and may understand more words than they can say Speaking Children will make noises such as 'wuff, wuff' or 'choo, choo' to represent the toys that they are playing Children will use single words or some phrases that are familiar to them to either indicate they want or have a toy or would like 'more' milk or fruit during snack. Children will join in with our Welcome and Goodbye song and 'wave to say 'hello' or 'bye bye'	Listening & Attention Children will gain the attention of an adult or peer or may turn to a specific noise they hear through Sounds Listening games or pointing to the sky when they hear or see a plane. Pointing to or running from a spider Understanding Children are beginning to respond to 'where' such as 'where's your coat? Where's the dog? Children are beginning to understand simple instructions relating to the routine such as 'take off your coat' 'sit down' 'sleeves up' 'wash hands' Children will be given the role of 'Helping Hands' to help give out snack Speaking Children can name some everyday objects such as toys they are playing with, and the objects they relate to as part of their daily routine or environment.	Listening & Attention Children join in with some words and actions such as jumping, clapping, or using their hands and fingers to some familiar nursery rhymes. Understanding Children can find a toy or an object when asked and bring it to an adult. During a focused activity children can match a toy or to an object it represents. Speaking Through play and engagement with adults, children are beginning to learn new words	Listening & Attention Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations Understanding Through focused activities such as WELLCOMM and Georgie's Gym Children are beginning to understand actions and can carry out an action on a toy and show an action such as clapping or jumping. Speaking Children are beginning to ask simple questions using 'where' and 'what' relating to a toy, object or person. Children are beginning to put 3 words together to communicate with others	Listening & Attention Children will freely sing familiar nursery rhymes or 'songs' they know relating to the routine of the day. Understanding Children are beginning to understand some instructional sentences relating to the routine of the day such as 'home time, coat and carpet' Speaking Children are beginning to use word endings such as 's' and 'ing' when identifying more than one or an action. For example Children will be able to play Georgie's Gym and say the action

			Children are beginning to put two words together to request an item or share an interest. E.G 'mummy gone' 'back soon' 'help please'			
<div>Physical</div> <div></div> <div>Children improve their gross and fine motor skills daily both indoor and outdoor.</div>	<p><u>Moving and Handling</u> Children can pick up and hold an object using either one or both hands to shake an instrument or grasp a toy or mark making tool.</p> <p><u>Health and Self Care</u> Children can hold and drink from a lidded beaker. Children can feed themselves finger foods such as apples and bananas and are beginning to develop their independence by trying to peel a tangerine.</p> <p>Children are beginning to hear and identify sounds they recognise from their local environment such as emergency vehicles, a plane or animal sounds.</p>	<p><u>Moving and Handling</u> Children are developing their gross motor skills through throwing objects such as balls, bean bags and sticks</p> <p>Children are developing their gross motor skills and challenging themselves to push, pull, lift and carry objects to support their play.</p> <p>Children are beginning to explore and enjoy sensory experiences through 'Squiggle Time Activities' such as 'gloupe' shaving foam, conditioner, flour and wet or dry food.</p> <p><u>Health and Self Care</u> Children will seek out a familiar adult for comfort or reassurance</p> <p>Children are beginning to show an interest in banging toys and objects together to make sounds</p>	<p><u>Moving and Handling</u> Children are developing ways of crawling through tunnels, climbing in, on and under boxes and try squeezing themselves into small spaces</p> <p>Children are developing their small muscles through 'Busy Fingers' activities such as threading, squeezing and manipulating playdough.</p> <p><u>Health and Self Care</u> Children are developing their independence and self help skills by finding their own peg, helping take off or put on their coats or aprons and washing and drying their hands for snack.</p>	<p><u>Moving and Handling</u> Children are showing an awareness stationary or moving objects and can prevent themselves from bumping into them by stopping/starting or changing direction EG When joining in with music and movement or when running freely</p> <p><u>Health and Self Care</u> children are developing their self help skills and are willing to try to put on an apron for water play or painting and can wash and dry their hands with some support from an adult</p>	<p><u>Moving and Handling</u> Children are developing their fine motor skills and are showing increasing skill and control when mark making, pouring or when helping to give out drinks and fruit at snack time.</p> <p>Children are beginning to make connections between their movements and marks they make when using paint, crayons or chalk and during 'Squiggle Time' when children explore making marks through sensory experiences</p> <p><u>Health and Self Care</u> Children are developing their self help skills and can peel fruit with little support and are learning to drink from a beaker without a lid.</p> <p>Children are beginning to show an awareness of the potty or toilet and will indicate if they are wet or soiled.</p>	<p><u>Moving and Handling</u> Children are beginning to find and choose different ways of moving such as balancing along the steppers, sit on a ride on toy or pull themselves up onto large outdoor play equipment</p> <p>Children are beginning to jump up and down with two feet together and can jump across or from the small stepping stones</p> <p><u>Health and Self Care</u> Can hold a cup with two hands and drink well without spilling</p> <p>Children can tell an adult when they need the potty or toilet or are beginning to take themselves to the bathroom but still need support to pull up their clothing</p>
<div>Literacy</div> <div></div>	<p><u>Reading</u> Children are beginning to show an interest in sounds they can make by banging toys together, and exploring musical instruments Children are beginning to move their bodies in response to hearing familiar songs and rhymes. Children will take part in weekly Music and movement activities.</p> <p><u>Writing</u> Children are using their whole hand to grasp mark making tools or shake musical instruments</p>	<p><u>Reading</u> Children will turn, point and show excitement when they hear a familiar sound in the environment. Children are beginning to notice through visual prompts and signs places they are familiar with from their environment such as the sign for McDonalds, the lake of Birkenhead Park and the local supermarket.</p> <p><u>Writing</u> Children are beginning to use both hands to roll a rolling pin, and to operate separately such as threading objects on to a string, or pushing a pram and waving hand</p>	<p><u>Reading</u> Children are beginning to handle and look at books carefully. Children will engage with an adult or peer to share an interest in the pictures, nursery rhyme characters or characters in a book that they are familiar with such as Peppa Pig or Paw Patrol. At the end of the session children will be given a book to look at while calming music is being played.</p> <p><u>Writing</u> Children are enjoying exploring sensory experiences of mark making and engage in activities such as 'Busy Fingers' and 'Squiggle Time' activities (Physical-Moving & Handling)</p> <p>Children are developing their ability to manipulate dough, sand, mud and by squeezing, poking, patting and stretching it with one or both hands and can pass it from hand to hand too.</p>	<p><u>Reading</u> Children are beginning to show an interest in books and look forward to listening to familiar short stories read by an adult and can ask for a favourite nursery rhyme.</p> <p>Children are becoming more confident and willing to join in with actions, sound and some words to favourite rhymes or repeated phrases from our 'Story of the week' or a 'Traditional Tale' that we have been sharing.</p> <p><u>Writing</u> Children are beginning to understand that by dipping a brush or their hands in paint will leave a mark or by pressing a cutter into dough will leave a shape. Children are beginning to understand that the marks they make have a meaning such as making downward strokes with paint, chalk or crayon leave the same mark. Children are beginning to respond by pointing to</p>	<p><u>Reading</u> Children are beginning to fill in a missing word from a familiar nursery rhyme or story or Traditional tale. EG - Humpty Dumpty sat on a ...</p> <p><u>Writing</u> Children are beginning to ascribe meaning to the marks they make and will make marks for a purpose such as drawing circles, lines or squiggles and saying 'that's my name' 'that's mummy' 'that's a me'</p>	<p><u>Reading</u> Children are beginning to have some favourite stories and nursery rhymes and can join in with actions, words or tune to songs they know Children enjoy joining in with weekly music and movement activities and can jump and move about when using instruments, bells, ribbons and large pom poms</p> <p><u>Writing</u> Children are beginning to understand that the marks they make have meaning and may be able to draw a simple face with recognisable features. Children are choosing to spend time at the mark making table or easel and will choose to draw and make marks on paper of various sizes and textures using different media.</p>

				these marks and smiling or give a simple meaning to these marks such as 'mummy' 'daddy'		
<div>Mathematics</div> <div></div>	<p>Number Children will turn or look for dropped objects and engage in play with an adult hiding toys or objects behind their backs or under a box.</p> <p>SSM Children will use gestures such as pointing and leading an adult to either an area where they would like to play or go. EG to the door to go outside</p> <p>Children can make towers using large and small blocks on a flat surface</p> <p>Children are exploring filling and emptying containers in the sand, water, or in areas of provision such as the home corner placing food in a pan</p>	<p>Number Children are beginning to learn and join in with familiar nursery rhymes such as Baa Baa black Sheep and 1,2,3,4,5 Once I caught a fish alive and other nursery rhymes with numbers.</p> <p>SSM Children are beginning to explore and complete simple inset puzzles of 4-6 pieces</p> <p>Children are exploring getting in and out of boxes, crawling through tunnels and under tables and squeezing themselves into small spaces</p>	<p>Number Children are beginning to use some numbers in play and may count as they stack blocks or say 1 for you in play. Children can understand and give '1 for..' to each of their friends when giving out snack</p> <p>SSM Children are beginning to notice how shapes can be changed such as rolling, squeezing dough, building, or knocking down sandcastles</p> <p>Children can use familiar actions such as waving and jumping</p> <p>Children are beginning to show an interest and understanding in objects that are big/not big</p> <p>Children are exploring shape sorters, stacking rings, and ordering stacking blocks by size. Children can complete inset puzzles with 6-8 pieces</p>	<p>Number Children are beginning to join in with number songs with sounds or numbers and may begin to try and point to or show a finger to represent 1 or 2</p> <p>SSM Children can fill and empty different buckets, bottles and tubs using sand or water and different sized scoops or jugs</p> <p>Children are beginning to build simple structures using wooden blocks, logs, large duplo and other construction materials.</p> <p>Children are beginning to arrange toys in play such as lining up the farm animals or placing the cars next to each other</p>	<p>Number Children are beginning to use some number names when counting objects or toys and may say some number names in order</p> <p>SSM Children are beginning to respond to some words such as 'in','on' and 'under' such as 'put it on the chair, put it in the bag put it under the box</p> <p>Children can match objects such as cars, animals and 2D shapes</p> <p>Children use facial expressions or are beginning to use words such as 'heavy' when they try to pick up or move large items</p>	<p>Number Children are beginning to recognise and use 'more' when referring to a friend having more toys or when they would like 'more' milk</p> <p>Children are beginning to say number names in order or may say numbers in play such as building a rocket and count back from 5</p> <p>SSM Children can use shapes for shape sorter or choose a rectangle to represent a 'door'</p> <p>Children have an understanding of the daily routine and will come to the carpet when they hear the carpet time song, wash their hands for snack or get their coat ready for bedtime</p>
<div>Understanding the World</div> <div></div>	<p>People and Communities Children are beginning to notice that if they do something such as dropping a toy several times or making a funny noise it gets a response</p> <p>The World Children are beginning to look for toys or objects that they have dropped or are out of sight. Children may gain the attention of an adult to help reach or find it. Children are beginning to explore making noises by banging toys or objects together such as pans in the roll play. Children are exploring placing objects inside boxes, bags and containers. Children are exploring objects using different approaches such as shaking, tasting, turning and poking, through Busy fingers activities using playdough, musical</p>	<p>People and Communities Children are beginning to show an awareness of key workers and family members through photographs available in the role play.</p> <p>The World Children are beginning to watch and understand what animals, people or vehicles do, such as a walking,making noises and moving but all in a different way such as people talk, dogs bark vehicles 'beep' Children are gaining an awareness of toys being hidden or taken away through 'Kim's Game' and will point to where the toy was or can name the toy Children are beginning to show awareness and curiosity of creatures and will point to or name the creature</p> <p>Technology</p>	<p>People and Communities Children are beginning to show curiosity about animals, objects and people in books, short stories and images in their environment</p> <p>The World Children are developing their ability to link and match objects they are familiar with through Wellcomm and focused activities such as a paintbrush with a paint pot, toothbrush and toothpaste.</p> <p>Technology Children show curiosity in toys that have an action such as popping or flipping and can pull back a friction car</p>	<p>People and Communities Children are beginning to Show an awareness of their environment and familiar people and are beginning to recall an event such as a trip to the park with mummy. Experiences outside of school shared on Tapestry and during adult led activities</p> <p>The World Children are developing their understanding of how objects may have the same word but are used in different ways such as a brush can be used for brushing your hair or the floor.</p> <p>Technology Children are enjoying the sensory experiences of water and are happy washing toys using clothes brushes and sponges</p>	<p>People and Communities Children are beginning to act out familiar events such as making tea, feeding the baby, brushing their hair or singing 'Happy Birthday'</p> <p>The World Children are excited to explore new and familiar experiences such as a visit to the farm or family trip. Children show curiosity and interest when exploring outdoors in plants, weather and seasons. Children are keen to explore playing outside in different types of weather and enjoy splashing in muddy puddles and show curiosity to changes in weather such as snow and ice.</p> <p>Technology Children are showing curiosity and are beginning to think of different</p>	<p>People and Communities Children are now talking about immediate family members and pets. Children are beginning to seek out a friend with similar interests to share experiences and play</p> <p>The World Children are more aware and beginning to point to or identify objects from their sound they make such as a siren on a fire engine. Children are beginning to identify or point to an object in their environment and describe them for example picking a flower and sniffing it or using a descriptive word such as 'big' relating to size Children are beginning to build using large and small construction material to recreate experiences and may stack blocks and say ' it's my house'</p> <p>Technology Children are developing their skills and awareness of cause and effect</p>

	<p>instruments and sensory experiences</p> <p><u>Technology</u></p> <p><i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</i></p>	<p>Children look forward to hearing and seeing lights and sounds from toys with flashing lights and music</p>			<p>ways they can connect pipes and use funnels to transport water between containers</p>	<p>through playing with friction and magnetic construction toys.</p>
<p>Expressive Arts and Design</p> 	<p><u>Creating with Materials</u></p> <p>Children are beginning to explore through sensory experiences, such as playing in sand, water, shaving foam and during Squiggle Time where they will copy and make movements to music</p> <p><u>Being Imaginative</u></p> <p>Children are beginning to show an awareness of their surroundings and others</p>	<p><u>Creating with Materials</u></p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p><u>Being Imaginative</u></p> <p>Children are making their needs known through sounds and actions such as taking an adult by the hand and leading them to where they want to go.</p>	<p><u>Creating with Materials</u></p> <p>Children are beginning to show an interest music and movement and try to join in using their voices and actions to music singing</p> <p>Children are exploring making sounds with musical instruments and can copy actions such as shaking, tapping or banging</p> <p><u>Being Imaginative</u></p> <p>Children are beginning to make sounds in play such as 'beep beep' or 'choo choo' or an animal sound such as 'woof woof'</p>	<p><u>Creating with Materials</u></p> <p>Children join in with sounds, tune or words to familiar songs or music or when playing a musical instrument</p> <p><u>Being Imaginative</u></p> <p>Children are beginning pretend play especially when objects have characteristics in common such as holding banana to their ear to represent a phone</p>	<p><u>Creating with Materials</u></p> <p>Children are exploring how through actions such as rolling, squeezing and squashing they can change the shape of materials such as play doh or by putting sand into a bucket and tipping it over it becomes a sandcastle</p> <p><u>Being Imaginative</u></p> <p>Children are showing creativity and beginning to copy rhythmic sounds such as fast/slow and body percussion such as clapping and stamping</p>	<p><u>Creating with Materials</u></p> <p>Children are exploring different ways of making sounds loud/quiet, and rhythms and speeds fast/slow using musical instruments</p> <p>Children are beginning to build simple enclosures using construction toys</p> <p>Children are beginning to draw circles, lines and squiggles to represent their face or name.</p> <p><u>Being Imaginative</u></p> <p>Children explore everyday objects and resources to represent their ideas, or interests e.g. a stick as a microphone or by connecting stickle bricks to be a birthday cake</p> <p>Children pretend to play using sounds, actions and words e.g. describing the music as scary.</p>

Characteristics of learning will run through each area of learning. When commenting on children's work staff will comment on the process rather than the product.