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| Language and Communication | | | |
| Two Year Old Objectives | | Emerging | Exceeding |
| 1.Understand simple instructions like “give to mummy” or “stop”.  2.Recognise and point to objects if asked about them.  3.Generally focus on an activity of their own choice and find it difficult to be directed by an adult.  4.Listen to other people’s talk with interest but can easily be distracted by other things.  5.Can become frustrated when they can’t make themselves understood.  6.Start to say how they are feeling, using words as well as actions.  7.Start to develop conversation, often jumping from topic to topic.  8.Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  9.Use the speech sounds p, b, m, w.  10. Usually still learning to pronounce:  l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as ‘banana’ and ‘computer’  11.Listen to simple stories and understand what is happening, with the help of the pictures.    12.Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.  Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.  13.Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | I can speak 25 words  (Please record the number of words spoken on entry to two year old provision)  **Following Instructions:**  I can try to do simple things when asked, like "give to mommy" or "stop."  **Object Recognition:**  I can point to things when you ask me about them.  **Focus on Activities:**  I can choose my own activities and might find it hard when adults tell me what to do.  **Listening and Distraction:**  I like listening to people talk, but sometimes I get easily distracted.  **Expressing Feelings:**  I'm learning to show when I'm happy or sad using words and actions.  **Starting Conversations:**  I'm beginning to talk and have little chats, even if I switch topics quickly.  **Pretend Play:**  I enjoy pretending, like putting a baby to sleep or driving a toy car.  **Early Speech Sounds:**  I can make sounds like p, b, m, and w.  **Learning Pronunciation:**  I'm still learning to say some sounds and longer words.  **Understanding Stories:**  I like listening to simple stories with the help of pictures.  **Identifying Objects:**  I can point to and talk about things I know, like 'Katie’s coat' or a 'blue car.'  **Following Longer Instructions:**  I can do things when you ask me in longer sentences, like 'make teddy jump' or 'find your coat.'  **Answering Simple Questions:**  I'm starting to understand and answer questions about 'who,' 'what,' and 'where,' even if 'why' is still tricky for me. | | **Follow Instructions:**  I can understand and follow simple instructions like "give to mommy" or "stop."  **Object Recognition:**  I can recognise and point to objects when asked about them.  **Independent Focus:**  I can generally focus on an activity of my own choice and may find it challenging to be directed by an adult.  **Listening Skills:**  I can listen to other people's talk with interest, though I may easily get distracted.  **Expressing Frustration:**  I can become frustrated when I can't make myself understood.  **Emotional Expression:**  I can start to say how I am feeling, using both words and actions.  **Developing Conversation:**  I can start to develop conversation, often jumping from one topic to another.  **Pretend Play Skills:**  I can engage in pretend play activities like 'putting the baby to sleep' or 'driving the car to the shops.'  **Speech Sounds:**  I can use speech sounds like p, b, m, w.  **Speech Pronunciation:**  I am still learning to pronounce sounds like l/r/w/y, f/th, s/sh/ch/dz/j, and multi-syllabic words such as 'banana' and 'computer.'  **Story Understanding:**  I can listen to simple stories, and understand what is happening, and can use pictures for assistance.  **Object Identification:**  I can identify familiar objects and describe their properties, such as 'Katie’s coat,' 'blue car,' and 'shiny apple.'  **Acting on Instructions:**  I can understand and act on longer sentences like ‘put your toy in the box and get another one’ or ‘Find your coat and gloves’.  **Answering Simple Questions:**  I can understand and respond to simple questions about 'who,' 'what,' and 'where,' although 'why' is generally more challenging for me. |
| Personal, Social and Emotional Development | | | |
| 1. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  2.Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.  3.Feel strong enough to express a range of emotions.  4.Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.  5.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.  6.Be increasingly able to talk about and manage their emotions  7.Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.  8.Develop friendships with other children  Safely explore emotions beyond their normal range through play and stories.  9.Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. | **Independent Play:**  I can play on my own and with others, feeling more confident because someone I know is nearby.  **Exploring Together:**  I feel happy when we go out to new places in our neighbourhood, exploring with someone I trust.  **Expressing Feelings:**  I can show different feelings and let you know how I'm feeling.  **Growing Independence:**  I'm learning to do things by myself, saying "me do it," even if it sometimes makes me feel frustrated.  **Taking Turns:**  I'm starting to wait for my turn and not always grab or push to get what I want.  **Talking About Feelings:**  I can talk a bit about how I feel and understand my emotions more.  **Noticing Things:**  I notice and ask questions about things that are different, like colours, hair, and people.  **Beginning Friendships:**  I'm starting to make friends with other children.  **Exploring Feelings Safely:**  I can play and listen to stories that help me understand different feelings.  **Simple Feelings Talk:**  I talk a little about my feelings, like saying “I’m sad” or “I like it when…” | | **Independent Play:**  I can play with growing confidence on my own and with others, knowing my key person is nearby and available  **Exploring the Neighbourhood:**  I feel confident when taken out around the local neighbourhood and enjoy exploring new places with my key person.  **Expressing Emotions:**  I feel strong enough to express a range of emotions.  **Growing Independence:**  I am growing in independence, often saying “me do it,” even if it leads to frustration and tantrums.  **Effortful Control:**  I am beginning to show ‘effortful control’ by waiting for a turn and resisting the strong impulse to grab or push.  **Emotional Expression and Management:**  I am increasingly able to talk about and manage my emotions.  **Noticing Differences:**  I notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities.  **Developing Friendships:**  I am developing friendships with other children  **Exploration of Emotions:**  I can safely explore emotions beyond my normal range through play and stories.  **Elaborated Feelings:**  I am talking about my feelings in more elaborated ways, saying things like “I’m sad because…” or “I love it when…” |
| Physical Development | | | |
| 1.Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.  2.Clap and stamp to music.  3. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.  4. Enjoy starting to kick, throw and catch balls.  5. Build independently with a range of appropriate resources.  6.Begin to walk independently – choosing appropriate props to support at first.  7. Walk, run, jump and climb – and start to use the stairs independently  8.Spin, roll and independently use ropes and swings (for example, tyre swings).  9.Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  10. Develop manipulation and control.  11. Explore different materials and tools.  12.Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  13.Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  14. Learn to use the toilet with help, and then independently. | **Body Control:**  I can practice big movements like waving, going up and down, making circles to gain control of my body.  **Musical movement:**  I can clap and stamp to music, enjoying the rhythm.  **Spatial awareness:**  **Spatial Awareness:**  I am beginning to explore fitting into spaces like tunnels and boxes, moving around them and exploring.  **Ball skills:**  I enjoy playing with balls, trying to kick, throw, and sometimes catch them.  **Independent Building Play:**  I can build things with different toys on my own.  **First Steps Exploration:**  I'm starting to walk and explore by myself.  **Active Movement:**  I can walk and run, jump with a little help.  **Body Movements :**  I am beginning to wiggle into squiggle going up and down, making circles and wiggling my whole body  **Wheeled Toys:**  I am beginning to sit on wheeled toys like a push-along toy or ride a tricycle and understanding it’s me that makes them move.  **Exploring Tools:**  I'm learning to use different materials and tools, practicing manipulation and control. I.E. blocks, jigsaws, threading, crayons and mark making items, board books.  **Gross and fine Motor Skills:**  I am beginning to Dough Disco squeezing and passing between my left and right hand • I use both big and small movements to do things on my own, like managing buttons, zips, and pouring drinks.  **Physical Independence**:  I really want to do things by myself, like feeding and trying to dress or undress.  **Toilet Learning:**  I am starting to learn about using the toilet, with a little help, and trying to be independent in this routine. | | **Body Control:**  I can gradually gain control of my whole body by practicing large movements like waving, kicking, rolling, crawling, and walking.  **Musical Movement:**  I can clap and stamp to music, showing a sense of rhythm.  **Spatial Awareness:**  I can fit myself into spaces like tunnels and boxes and move around in them.  **Ball skills:**  I enjoy kicking, throwing, and attempting to catch balls during play.  I will play a game with balls with an adult.  **Independent Building Play:**  I can build independently using a variety of suitable resources.  **Moving freely:**  I’m beginning to walk and run independently, choosing appropriate props for support initially.  **Active Movement:**  I can walk, run, jump, climb, and start using stairs independently.  **Body Movements:**  I can spin, roll, and independently use ropes and swings, such as tyre swings or climb up safely.  **Wheeled Play:**  I can sit on a push-along wheeled toy, use a scooter, or ride a tricycle.  **Physical Manipulation Skills:**  I’m developing manipulation and control skills, exploring different materials and tools. I.E. stacking blocks, jigsaws age appropriate, stringing beads or pasta, beginning to wiggle into squiggle using crayons, turning pages  **Gross and fine Motor Skills:**  I use both large and small motor skills to do things independently, like managing buttons, zips, and pouring drinks.  I can do three simple beginners Dough Disco moves  **Desire for Independence:**  I show an increasing desire to be independent, wanting to feed myself and try dressing or undressing.  **Toilet Independence:**  I am learning to use the toilet with help and gradually becoming independent in this routine. |
| Literacy | | | |
| 1.Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  2.Say some of the words in songs and rhymes.  3.Copy finger movements and other gestures.  4.Sing songs and say rhymes independently, for example, singing whilst playing.  5.Enjoy sharing books with an adult.  6.Pay attention and responds to the pictures or the words.  7.Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  8.Repeat words and phrases from familiar  stories.  9.Ask questions about the book. Makes comments and shares their own ideas.  10.Develop play around favourite stories using props.  11.Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  12Enjoy drawing freely.  13.Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  14.Make marks on their picture to stand for their name. | **Musical Exploration:**  I can join in with simple songs and sounds, trying to copy rhythms and tunes.  **Word work:**  I can say a few words during songs and rhymes.  Copy story Movements:  I can copy finger movements and other simple gestures from rhymes and story telling.  **Singing for sounds:**  I can sing simple songs and rhymes on my own, especially while playing.  **Book Enjoyment:**  I enjoy sharing simple books with an adult.  **Picture Engagement:**  I look at pictures and respond to simple words in books.  **Favourite Book Moments:**  I have a favourite book that I like to share with an adult or look at by myself.  **Repeating Sounds:**  I try to repeat sounds and simple words from familiar stories.  **Basic Question skills:**  I attempt to repeat your simple questions about the book of the week. I.E. What does she want? Who is this? Now what?  **Story-Inspired Play:**  I play around with props, inspired by my favourite stories and the book of the week.  **Print picture Awareness:**  I notice some simple visuals like our visual timetable.  **Mark making:**  I enjoy making simple marks with different messy play, chalks, cornflour and water, mud ...  **Basic Marks:**  I add some basic marks to paper.  **Name Beginning:**  I make some marks on my pictures that I recognise as my name beginning to take shape. (Simple mark making) | | **Musical Exploration :**  I can join in with 4/5 songs and rhymes, copying sounds, rhythms, tunes, and tempo.  **Word work:**  I can say some words in songs and rhymes.  I am learning 10 new words per week (keep assessing weekly on 300 word list)  **Gestures and Movements:**  I independently show you a finger movements and other gestures from story and rhymes.  Singing for sound:  I can sing songs and say rhymes independently, like singing while playing and I can independently tell you 4/5 rhymes.  **Book Enjoyment:**  I enjoy sharing books with an adult. I can engage in a familiar story and begin to tell you what’s next.  **Picture and Word Engagement:**  • I pay attention and respond to pictures or words in books.  **Favourite Book :**  I have more than one favourite boo and seek them out to share with an adult, another child, or to look at alone.  **Story Repetition:**  I repeat words and phrases from familiar stories.  **Interactive Reading:**  I ask questions about the book, make comments, and share my own ideas.  **Story Play:**  I develop play around favourite stories using props and role play.  **Print Recognition:**  I notice some print, like the first letter of my name, a bus or door number, or a familiar logo.  **Drawing and mark making :**  I enjoy drawing freely.  I am beginning to explain my drawing so you can annotate it.  **Meaningful Marks:**  I add some marks to my drawings, giving them meaning, like saying, “That says mummy.”  **Name Representation:**  I make marks on my picture to represent my name.  I can mark make my name on a morning when I come into the setting  . |
| Maths | | | |
| 1.React to changes of amount in a group of up to three items.  2.Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  3.Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  4.Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’  5. Climb and squeezing selves into different types of spaces.  6.Build with a range of resources.  7.Complete inset puzzles.  8.Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.  9.Notice patterns and arrange things in patterns. | **Recognizing Amounts:**  I can notice when there are changes in the number of things, especially in small groups.  Comparing with Words:  I can compare things, saying words like 'lots,' 'more,' or 'same.'  **Counting:**  I playfully make sounds, point, and sometimes say numbers in a row.  **Counting in Play:**  I try counting in play, sometimes skipping numbers, like '1-2-3-5.'  **Spatial Exploration:**  I enjoy climbing and fitting myself into different spaces.  Building with maths:  I like building with different things I find.  **Puzzle Maths:**  I have a go completing puzzles with inset pieces.  **Size and Comparison:**  I beginning to talk using words about sizes, weights, etc., using words like 'bigger/little/smaller,' 'high/low,' 'tall,' 'heavy.'  **Pattern Discovery:**  I notice patterns and try arranging things in very simple patterns when I play and explore. | | **Quantity Recognition:**  I can react to changes in the number of items in a group of up to three.  Comparing Amounts:  I can compare amounts, using words like 'lots,' 'more,' or 'same.  **Counting:**  I exhibit counting-like behaviour, making sounds, pointing, or saying some numbers in sequence.  **Counting in Context:** I can count in everyday situations, sometimes skipping numbers like '1-2-3-5.'  **Spatial Exploration:**  I enjoy climbing and squeezing myself into different types of spaces.  Building Maths Skills:  I can build with a variety of resources.  **Puzzle Maths:**  I successfully complete inset puzzles.  **Comparison Abilities:**  I can compare sizes, weights, etc., using gestures and language like 'bigger/little/smaller,' 'high/low,' 'tall,' 'heavy.'  **Pattern Recognition:**  I notice patterns and arrange things in patterns during play and exploration. |
| Understanding of the World | | | |
| 1.Explore natural materials, indoors and outside.  2.Explore and respond to different natural phenomena in their setting and on trips.  3.Make connections between the features of their family and other families.  4.Notice differences between people. | **Nature Discovery:**  I can explore natural things indoors and outside, using my senses to feel and see different textures and shapes.  **Wonder at the World:**  I can explore and react to different things in my environment, like the sun, rain, or wind, during play and simple outings.  **Family Recognition:**  I can recognise features of my family and others, seeing what is similar and different.  **Noticing Others:**  I can notice differences between people, showing that I understand and appreciate the special things about each person | | **Natural Exploration:**  I can explore natural materials both indoors and outside, using my senses to discover textures, shapes, and more.  **Wonder at the World and Exploration:**  I can explore and react to different natural wonder in my environment, such as the sun, rain, or wind, during both daily activities and trips.  **Family Connections:**  I can make connections between the features of my family and those of other families, recognising similarities and differences.  **Noticing Differences:**  I can notice differences between people, acknowledging and respecting the uniqueness of individuals around me. |
| Expressive Art and Design | | | |
| 1.Make rhythmical and repetitive sounds.  2.Explore a range of sound-makers and instruments and play them in different ways.  3.Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  4.Start to make marks intentionally.  5.Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  6.Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  7.Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.  8.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.  9.Explore different materials, using all their senses to investigate them.  10.Manipulate and play with different materials.  11.Use their imagination as they consider what they can do with different materials.  12.Make simple models which express their ideas. | **Rhythmic Sounds:**  I can make rhythmic sounds, exploring early musical play.  **Sound Play:**  I explore different sounds with various toys and instruments, trying out different ways to make noise.  **Patterns and Faces:**  I notice patterns with strong contrasts and am interested in patterns that look like faces.  **Early Mark Making:** I can start making intentional marks, beginning to control tools like crayons or markers.  **Paint Discovery:**  I explore paint using fingers and brushes, expressing myself through colours and shapes.  **Expressing with Marks:** I express ideas and feelings by making marks, sometimes giving special meanings to my creations.  **Action Song Fun:**  I enjoy joining in action songs like 'Twinkle, Twinkle Little Star,' engaging with music through movement.  **Beginning to Role Play:**  I start to pretend during play, imagining that one thing represents another, using my growing imagination.  **Sensory Exploration:**  I explore different materials using all my senses, discovering textures, smells, and more.  **Material Play:**  I play with different materials, manipulating them and developing my sensory and fine motor skills.  **Imagining with Materials:**  I use my imagination to think about what I can do with different materials during play.  **Simple Creations:**  I create simple models that express my ideas, showing creativity and developing my construction skills. | | **Rhythm and Repetition:**  I can make rhythmical and repetitive sounds, showing an early sense of musical exploration.  **Sound Exploration:**  I explore a variety of sound-makers and instruments, experimenting with different ways to play them.  **Pattern Recognition:**  I notice patterns with strong contrasts and am drawn to patterns resembling the human face.  **Intentional Mark Making:**  I can start making marks intentionally, showing emerging control over writing tools.  **Paint Exploration:**  I explore paint using fingers, body parts, brushes, and tools, expressing ideas and feelings through my marks.  **Expressive Mark-Making:**  I express ideas and feelings through making marks, sometimes giving meaning to the marks I create.  **Action Song Participation:**  I enjoy and take part in action songs, like 'Twinkle, Twinkle Little Star,' showing engagement with music.  **Role Play Development:**  I begin to develop pretend play, pretending that one object represents another, fostering imagination.  **Sensory Material Exploration:**  I explore different materials, using all my senses to investigate them.  **Material Manipulation:**  I manipulate and play with different materials, developing sensory and fine motor skills making and drawing things.  **Imaginative Use of Materials:**  I use my imagination to consider what I can do with different materials during play.  **Simple Model Creation:**  I make simple models that express my ideas, showcasing creativity and emerging construction skills. |