

By the age of 2, I might:

Literacy

Word Reading and Comprehension

- Enjoy picture books, recognising fine detail in my favourite pictures.
- Like to share stories with you and can find my favourite books for you to read to me.
- Have favourite rhymes and songs and join in with the actions.
- Join in singing some words to familiar songs (or use my preferred method of communication).

Writing

- Need to hear words lots of time and then start to learn to use these.
- Need to explore what happens when I use my hands and feet in lots of different ways.
- Know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

Mathematics

Number

- React to changes of amount in a group of up to three items, e.g. change my expression or comments when an additional 'toy or desired object' is given or taken away.
- Start using counting-like behaviours, such as making sounds or pointing when you count 1, 2, 3. Know that when you hide a toy under a blanket, I will find it under the blanket.
- Say number names in a mixed-up order when I am playing with my toys or singing songs.
- Take part in finger rhymes using numbers.
- Combine objects like stacking blocks and cups and put objects inside others and take them out again.
- Be able to sort out my toys and other things so that all the same ones are together.

Numerical Patterns (and Shape, Space and Measure)

- Climb onto things and might squeeze myself into different types of spaces.
- Try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.
- Build towers and make long lines across the floor with bricks.
- Know the order I need to use things to help me get ready at bedtime or to get dressed.

Understanding the World

Past and Present

- Know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.
- Repeat actions that have an effect; like releasing balls with a hammer on my whacker tray or pouring water to turn the watermill.

People, Cultures and Communities

- Like to look at and talk to you about photos of people and things that are special to me, such as family members, brothers and sisters, friends, and pets.
- Like to listen to stories about children and families
- Begin to notice differences between people.

The Natural World

- Like to explore things indoors and out, to see what I can do with them.
- Explore natural and man-made materials; I might shake them, tap things with them, look at them, touch them, stroke them, put them in my mouth or pull them to find out what happens.
- Put things together that belong together, such as a lid on the teapot or a lid on a box
- Explore and respond to different natural phenomena when outdoors, e.g. scream when it is lightning or giggle when it begins to rain.

Expressive Arts and Design

Creating with Materials

- Need to explore lots of different objects and materials to find out what I can do with them.
- Use chunky pens or crayons to make lines that go up and down and round and round.
- Explore paint, using fingers and other parts of my body as well as brushes and other tools.

Being Imaginative and Expressive

- Jump, bounce or swing my arms when I hear music or songs that I like.
- Join in with some of the words and actions I know when you sing my favourite songs.
- Start to make different sounds, like fast and loud noises, when I am playing musical instruments or exploring everyday things, like spoons, pots, or plastic bowls.
- Follow my parent or carer around the house and copy domestic activities like making dinner, sweeping up or fixing a shelf.
- Start to develop pretend play, pretending that one object represents another, e.g. a holding a wooden block to my ear and pretending it's a phone, or pretending my teddy is a hungry baby.
- Spontaneously engages in simple role or make-believe activities.
- Use my hands to make marks in paint or mud, as I make the marks with my hands, I might make different sounds like 'weeee'.