



St. Cuthbert's Catholic Primary School

EYFS Curriculum Progression: Long Term Overview

2YO Provision



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE BRANCH	BRANCH 1 Creation and Covenant	BRANCH 2 Prophecy and Promise	BRANCH 3 Galilee to Jerusalem	BRANCH 4 Desert to Garden	BRANCH 5 Ends of the Earth	BRANCH 6 Explores teaching and learning about other Christian denominations, other religious worldviews and non-religious worldviews. Branch six content may fit at other times of the year to coincide with feast days.
SUGGESTED TEXTS	BLOCK 1 The Nose, Toes & Tummy Book by Sally Nichols Brown Bear, Brown Bear What do You See? By Zeki Loves Mummy by Anna McQuinn Five Little Fingers: A Collection of Finger Rhymes by Sean Taylor Colour Zoo by Lois Elhert		BLOCK 2 Getting Ready by Child's Play Dinosaur Roar! By Henrietta Strickland Name Your Numbers by Smriti Halls A Busy Day for Birds by Lucy Cousins Full Full Full of Love by Trish Cooke		BLOCK 3 Ten Little Fingers, Ten Little Toes by Mem Fox How to Brush Your Teeth with Snappy Croc by Georgie Birkett Wow! Said the Owl by Tim Hopgood Rosie's Walk by Pat Hutchins The Very Hungry Caterpillar by Eric Carle	
NURSERY RHYME FOCUS	Twinkle Twinkle Little Star Humpty Dumpty I'm A Little Tea Pot	<u>WORLD NURSERY RHYME WEEK</u> Focus rhymes will be released prior	Hokey Cokey Little Bo Peep If You're Happy and You Know It	Hot Cross Buns Old MacDonald Hickory Dickory Dock	Incy Wincy Spider Pat a Cake Little Miss Muffett The Muffin Man	Head, Shoulders, Knees and Toes 1,2,3,4,5 Once I Caught A Fish Alive Wheels On The Bus
WELCOMM SKILLS	BLOCK 1 Remembering two things at a time Understanding simple describing words Understanding 'no' plus object as early negative Learning to talk through play		BLOCK 2 Understanding more complex instructions Understanding and using doing words Using 'in' and 'on' Adding 'ing' Using 'I', 'you' and 'we' Learning to use 'big' and 'little'		BLOCK 3 Using 'in', 'on' and 'under' Remember and say the names of two things Learning to play with a friend Learning colour names Learning the meaning of 'where', 'what' and 'who' Understanding what things are for Using simple plurals	



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AREA OF LEARNING	BLOCK 1 Settling & Foundations	BLOCK 2 Confidence & Exploration	BLOCK 3 Independence & Regulation
COMMUNICATION & LANGUAGE	Respond to familiar voices/sounds	Respond to simple questions ("Where's...?")	Follow two-step instructions with visual support
	Follow simple instructions with gestures	Build vocabulary linked to familiar routines	Use talk to organise play
	Begin to use single words/signs	Use 2-3-word combinations	Retell simple experiences
	Enjoy songs, rhymes & simple stories	Join in with repeated story phrases	Listen to longer stories & anticipate key events
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Build trusting relationships with key person	Show awareness of routines & expectations	Begin to manage emotions with support
	Separate from caregiver with support	Begin to share & take turns with adult help	Attempt simple self-care tasks (washing hands, feeding, toileting)
	Express needs (verbal/non-verbal)	Express preferences & interests	Show empathy/awareness of others' feelings
	Explore alongside others (parallel play)	Initiate interaction with peers & adults	Engage in cooperative play & group activities
PHYSICAL DEVELOPMENT	Walk steadily, explore space	Climb, jump, balance with growing confidence	Run & change direction with control
	Begin climbing with support	Use one-handed tools (brush, spoon, chunky pencil)	More controlled mark making & construction
	Show interest in mark making	Begin hand preference	Develop toileting awareness
	Attempt to feed self with fingers/spoon	Start dressing/undressing with help	Recognise hunger, tiredness, comfort needs



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SPECIFIC AREAS

For our 2-year-old provision, the Specific Areas of Learning are embedded within continuous provision and play-based opportunities rather than taught in isolation. At this developmental stage, children encounter early literacy, mathematics, understanding the world, and expressive arts through everyday routines, exploration, and meaningful play experiences. These areas are always interwoven with the Prime Areas, recognising that secure foundations in communication, physical development, and personal, social and emotional development are essential for progress. Practitioners skilfully support and extend play so that learning in the Specific Areas develops naturally, in line with the developmental needs of our youngest children.

	BLOCK 1 Exploring Sounds and Stories	BLOCK 2 Enjoying Books and Marks	BLOCK 3 Early Meaning Making
LITERACY	Shows interest in sounds, voices, songs, and rhymes.	Joins in with actions and repeated phrases in songs and rhymes.	Shows awareness that print and pictures carry meaning.
	Handles books and enjoys looking at pictures.	Turns pages in a book, sometimes one at a time.	Uses marks to represent ideas (e.g., squiggles for writing).
	Begins to recognise own belongings (e.g., coat, cup)	Begins to make marks with meaning (e.g., circles, lines, dots).	Repeats words/phrases from familiar stories during play.

	BLOCK 1 Exploring Quantity & Shape	BLOCK 2 Comparing & Using Number Words	BLOCK 3 Representing Early Mathematical Ideas
MATHEMATICS	Fills and empties containers, notices change in amount.	Begins to use number words in play ("one", "two").	Uses fingers or objects to show "how many".
	Explores shape sorters, stacking blocks, puzzles.	Starts to notice differences in size and quantity.	Enjoys counting in routines (stairs, cups, snacks).
	Enjoys rhythmic activities (clapping, jumping).	Matches simple shapes and talks about "big" and "small".	Uses positional language in play ("in", "on", "under").

	BLOCK 1 Exploration & Awareness	BLOCK 2 Making Connections	BLOCK 3 Recognising & Remembering
UNDERSTANDING THE WORLD	Explores natural materials with hands and mouth.	Shows curiosity about objects and how they work.	Begins to remember and talk about past events in play.
	Notices animals, plants, and people in the environment.	Talks about family members and familiar places.	Notices seasonal and environmental changes.
	Recognises familiar adults and routines.	Explores cause-and-effect toys and activities.	Pretends one object represents another (symbolic play).

	BLOCK 1 Sensory Exploration	BLOCK 2 Exploring Media & Materials	BLOCK 3 Creative Representation
EXPRESSIVE ARTS & DESIGN	Engages in sensory play (paint, dough, sand, water).	Begins to use tools for mark making and model building	Uses simple props and actions in imaginative play.
	Moves body to music and rhythm.	Explores colour, texture, and sound with increasing intention.	Combines media (paint, collage, construction).
	Enjoys repeating actions with sounds or movement.	Starts to role play using familiar objects.	Sings short phrases of songs or invents simple tunes.