

Bumblebees 0 – 24 months Progression Milestones Overview:

	By 12 months	By 24 months
Every Child a Talker (ECaT)	• Listening & Attention: Responds to familiar voices; turns toward sounds. Enjoys music, singing, and noisy toys. Attention is brief and easily taken by new stimuli. Recognises own name. • Understanding: Responds to simple phrases in familiar contexts (e.g. "Where's Mummy?"). • Talking: Babbling with a variety of sounds. Uses babble to communicate and copies speech rhythms. Watches faces and copies mouth movements. • Social Communication: Enjoys interaction and turn-taking. Uses eye contact, gestures, and facial expressions to connect.	• Listening & Attention: Focuses on chosen activities for short periods. Easily distracted by other noises. Enjoys rhymes, rhythm, movement, and music. Attention may be rigid when focused. • Understanding: Understands single words and simple instructions. Can choose familiar objects by name. Follows simple requests ("find your hat"). • Talking: Imitates lots of words and sounds. Uses around 50 words by 24 months. Begins to join two words ('more juice'). Uses everyday nouns, verbs, adjectives. Begins asking simple questions ('what's that?'). Developing early speech sounds (may miss or swap sounds). • Social Communication: Watches and follows adults' gestures. Uses pointing with eye gaze to request or share. Begins simple pretend play. Seeks responses from others to share meaning or extend ideas.

Emotional Regulation	- Fully depend on adults to soothe (cuddles, rocking, feeding). - Communicate needs through crying, facial expressions, and movement. - With consistent care, begin to calm more easily and show connection to familiar adults (e.g., smiling, responding to voice).	- Start separating emotionally from carers; may show separation anxiety. - Experience stronger emotions as mobility and boundaries increase, often leading to frustration. - Use simple self-soothing strategies (hugging a toy, seeking an adult) and begin recognising basic emotions in others.
Fine motor skills	- Move from whole-hand grasp to emerging pincer grip. - Explore objects by transferring, banging, and feeling textures, building coordination and wrist strength. - May begin early mark-making (scribbling), supporting hand-eye coordination and early writing skills.	- Improve manipulation skills: stacking, turning pages, posting shapes, drawing simple lines. - Start using both hands together for tasks and may show early hand preference. - Begin early cutlery use, messy but important for hand-eye coordination and independent feeding.
Gross motor skills	- Develop early mobility: rolling, sitting, reaching, and bringing hands to midline. - Progress toward crawling: pushing up, swiping at toys, playing with feet, then crawling or attempting to crawl. - By 9–12 months, begin pulling to stand and cruising along furniture as balance improves.	- Gain strength and control: move from kneeling to standing, squat to pick up toys, and walk independently (timing varies). - Mobility increases: crawl upstairs, climb low furniture, carry toys while walking, use push-and-pull toys for balance. - Early running, simple throwing, and improving whole-body coordination begin to emerge.

Mark making	• Explore mark making through sensory play using hands or feet. • Movements are random; interest is in the feel of materials, not the marks.	• Use a palmar grasp (whole-hand/fisted grip). • Marks are large and light, with movement mostly from the shoulder.
Mathematics	• Explore space and objects through reaching, grasping, judging distance, and noticing size differences. • Recognise simple patterns in routines (songs, actions) and begin noticing basic shapes (e.g., circles, triangles). • Respond to small quantities (1–3), notice changes in groups, link sounds to quantities, and enjoy simple reasoning tasks.	• Use early number words (“one,” “two”), recognise small groups, compare quantities (more/less, bigger/smaller), and begin subitising small sets. • Recognise simple shapes, complete inset puzzles, sort and group objects by attributes, and build patterns or lines with toys. • Understand sequences in daily routines and make predictions based on familiar events (e.g., cup = snack time).
Reading	• Explore books through their senses—holding, mouthing, dropping, and looking at high-contrast images. • Briefly track pictures and enjoy listening to familiar voices, rhymes, and stories. • With repetition, show preferences for favourite books and enjoy sharing them again.	• Turn board-book pages, point to pictures, and imitate reading by babbling while looking at books. • Begin naming familiar pictures and bring books to adults to share stories. • Enjoy short, repetitive books and lift-the-flap stories that encourage joining in and simple prediction.