

# HONEYBEES SKILLS PROGRESSION

## **Communication and Language (Listening, Attention and Understanding, Speaking)**

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
  - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'ba- ba', 'mamama'

## **Personal, Social and Emotional Development. (Self-Regulation, Managing self, Building Relationships)**

- Find ways to calm themselves, through being calmed and comforted by their key person
  - Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.

## **Physical Development (Gross Motor Skills, Fine Motor Skills)**

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
  - Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Begin to walk independently – choosing appropriate props
  - to support at first.

## **AUTUMN TERM HONEY BEES**

## **Literacy (Comprehension, Word Reading, Writing)**

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
  - Say some of the words in songs and rhymes.
  - Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
  - Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

## **Understanding of the World (Past and Present, People, Culture and Communities, The Natural World)**

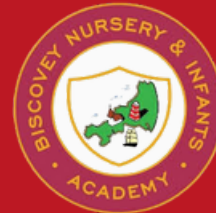
- Repeat actions that have an effect.
  - Explore materials with different properties.
- Explore natural materials, indoors and outside.

## **Mathematics (Number, Numerical Patterns)**

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
  - Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Count in everyday contexts, sometimes skipping numbers- '1-2-3-5.'
- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
  - Complete inset puzzles.

## **Expressive Arts and Design (Creating Materials, Being Imaginative)**

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
  - Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
  - Explore their voices and enjoy making sounds.
  - Join in with songs and rhymes, making some sounds.
  - Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.



# HONEYBEES SKILLS PROGRESSION

## **Communication and Language (Listening, Attention and Understanding, Speaking)**

- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Understand single words in context - 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Can become frustrated when they can't make themselves understood.
- Listen and respond to a simple instruction.
- Understand simple instructions like "give to mummy" or "stop".
- Recognise and point to objects if asked about them.

## **Personal, Social and Emotional Development. (Self-Regulation, Managing self, Building Relationships)**

- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they
  - know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy
  - exploring new places with their key person.
  - Develop friendships with other children.

## **Physical Development (Gross Motor Skills, Fine Motor Skills)**

- Reach out for objects as co-ordination develops.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
  - Lift objects up to suck them.
- Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
  - Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
  - Enjoy starting to kick, throw and catch balls.
  - Build independently with a range of appropriate resources.

## **SPRING TERM HONEY BEES**

## **Literacy (Comprehension, Word Reading, Writing)**

- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
  - Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.

## **Understanding of the World**

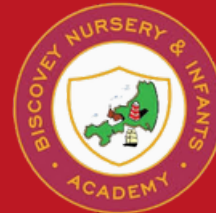
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.

## **Mathematics (Number, Numerical Patterns)**

- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
  - Compare amounts, saying 'lots', 'more' or 'same'.
- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeezing selves into different types of spaces.
  - Build with a range of resources.
  - Complete inset puzzles.

## **Expressive Arts and Design (Creating Materials, Being Imaginative)**

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
  - Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- 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.



# HONEYBEES SKILLS PROGRESSION

## **Communication and Language (Listening, Attention and Understanding, Speaking)**

- Use intonation, pitch and changing volume when 'talking'.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
  - Use the speech sounds p, b, m, w.
  - Are usually still learning to pronounce:
    - ol/r/w/y - s/sh/ch/dz/j
- f/th - multi-syllabic words such as 'banana' and 'computer'
- 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'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

## **Personal, Social and Emotional Development. (Self-Regulation, Managing self, Building Relationships)**

- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- 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.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

## **Physical Development (Gross Motor Skills, Fine Motor Skills)**

- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
  - Develop manipulation and control.
  - Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the toilet with help, and then independently.

## SUMMER TERM HONEY BEES

## **Literacy (Comprehension, Word Reading, Writing)**

- Notice some print, such as the first letter of their name, a bus or door
  - number, or a familiar logo.
  - Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.
  - Enjoy sharing books with an adult.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Develop play around favourite stories using props.

## **Understanding of the World**

- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

## **Mathematics (Number, Numerical Patterns)**

- Count in everyday contexts, sometimes skipping numbers- '1-2-3-5.'
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

## **Expressive Arts and Design (Creating Materials, Being Imaginative)**

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
  - Join in with songs and rhymes, making some sounds.
- Explore different materials, using all their senses to investigate them.
  - Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
  - Make simple models which express their ideas.