

# BUMBLE BEES SKILLS PROGRESSION

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

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
  - Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
  - Sing a large repertoire of songs.

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

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone

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

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Make healthy choices about food, drink, activity and toothbrushing.

## **AUTUMN TERM BUMBLE BEES**

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

- Understand the five key concepts about print:
  - print has meaning
  - the names of the different parts of a book
  - print can have different purposes
  - page sequencing
- we read English text from left to right and from top to bottom
- Write some or all of their name.

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

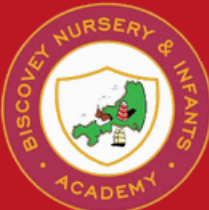
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
  - Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

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

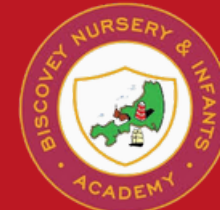
- Fast recognition of up to 3 objects, without having to count them individually ('subitising').**
  - Recite numbers past 5.
  - Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
  - Show 'finger numbers' up to 5.
  - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

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

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
  - Talk about what they see, using a wide vocabulary.
  - Explore how things work.
- Continue to develop positive attitudes about the differences between people.
  - Explore different materials freely.



# BUMBLE BEES SKILLS PROGRESSION



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

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use a comfortable grip with good control when holding pens and pencils.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

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

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.

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

- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Understand gradually how others may be feeling.

## SPRING TERM BUMBLEBEES

## **Understanding of the World**

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations
- Explore how things work.
- Use their senses in hands on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.

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

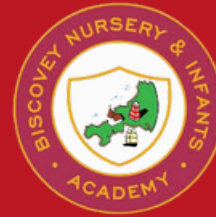
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
  - some sounds :r, j, th, ch, and sh
- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use a wider range of vocabulary.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

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

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Write some or all of their name.
- Write some letters accurately.

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

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.



# BUMBLE BEES SKILLS PROGRESSION

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

- Use a wider range of vocabulary.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

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

- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

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

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

## Literacy (Comprehension, Word Reading, Writing)

- Understand the five key concepts about print:
  - print has meaning
  - the names of the different parts of a book
  - print can have different purposes
  - page sequencing
- we read English text from left to right and from top to bottom
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
  - Write some or all of their name.
  - Write some letters accurately.
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllable in a word
- recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

## SUMMER TERM BUMBLEBEES

### Understanding of the World

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue to develop positive attitudes about the differences between people.
- Explore collections of materials with similar and/or different properties.
- Continue developing positive attitudes about the differences between people.

## Mathematics (Number, Numerical Patterns)

- Make comparisons between objects relating to size, length, weight and capacity.
  - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
  - Combine shapes to make new ones – an arch, a bigger triangle etc.
  - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
  - Extend and create ABAB patterns – stick, leaf, stick, leaf.
  - Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
  - Solve real world mathematical problems with numbers up to 5.
  - Compare quantities using language: 'more than', 'fewer than'.

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

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
  - Remember and sing entire songs.
  - Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
  - Play instruments with increasing control to express
  - Take part in simple pretend play.
- Join different materials and explore different textures.