



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.

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.

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.

SPRING TERM HONEY BEES

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.

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.

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').

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.

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 ...".

SUMMER TERM HONEY BEES

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.

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.

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.