



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.
- Know many rhymes, be able to talk about familiar books.

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.
- Become more outgoing with unfamiliar people in the safe context of their setting.
 - 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.
 - Count or clap syllables in words.

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.
- 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').

- Subitise up to 3 objects.
- 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.
 - Remember and sing entire songs.
- 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.
- Take part in simple pretend play.



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. Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

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.
- Increasingly follow rules, understanding why they are important.

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.
- Explore collections of materials with similar and/or different properties.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Talk about differences in material and changes they notice.

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.
- Pay attention to more than one thing at a time which can be difficult.

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.

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

- Increasingly follow rules, understanding why they are important.
 - Remember rules without needing an adult to remind them,
 - Do not always need an adult to remind them of a rule.
 - Find solutions to conflicts and rivalries.
 - 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.
- Be increasingly independent in meeting own needs in terms of self-care.

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.

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.

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 identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- 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'.
 - Describe a route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

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.
- Begin to develop complex stories using small world equipment.
 - Join different materials and explore different textures.