

### **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.
- Start to eat independently and learning how to use a knife and fork.
- 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.
- Make healthy choices about food, drink, activity and toothbrushing.

### **Summer term Skills progression Bumblebees**

### **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 syllables in a word
- recognise words with the same initial sound, such as money and mother

### **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'.

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

### **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