

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?"

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.

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.

**Spring term
Skills progression
Bumblebees****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.

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.

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

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

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.