

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:
 - l/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').

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 ...".

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.

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.

Summer term Skills progression Honeybees

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.

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

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.