

**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.

**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.

**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.

**Spring term  
Skills progression  
Honeybees****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.

**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.

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

**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.