



**"Bee"long: How have I settled into the team this term?**



**I can ...**

**Personal, Social & Emotional**

**Seek comfort from a familiar adult or use a comforter to comfort themselves when feeling sad.**

Follow daily routines and classroom rules.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Learn to use the toilet with help. Safely explore emotions beyond their normal range through play and stories.

**Literacy**

Develop play around favourite stories using props.

Have a favourite book and seek it out, to share with an adult, with another child or look at it alone.

Repeat words and phrases from familiar stories.

Join in with songs and rhymes independently, for example singing whilst playing.

**Physical Development**

Put on my coat with support.

Sit on a push along wheeled toy, use scooter or ride a tricycle.

Clap and stamp to music

Enjoy starting to kick, throw and catch balls.

Build independently with a range of appropriate resources.

**Communication & Language**

**Make themselves understood and can become frustrated when they cannot.**

Start to say how they are feeling, using words as well 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.

**Expressive Arts and Design**

Enjoy taking part in action songs, such as twinkle twinkle.

Join in with songs and rhymes, making sounds.

Make rhythmical and repetitive sound.

**Maths**

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to three items.

Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Build with a range of resources.

**Understanding of the World**

Make connections between the features of their family and other families.

Self portrait

Explore natural materials indoors and outdoors.

Explore materials with different properties.

Repeat actions that have an effect.

**My focus is to ...**



**"Bee"have: What else have I enjoyed or achieved this term?**

This is a working document which will be shared with you every half term. If the statement has been highlighted and dated then your child has been observed consistently and confidently achieving the goal without support.





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**Personal, Social & Emotional**

Grow independence, rejecting help, sometimes this leads to feeling of frustration.

Talk about their feelings in more elaborated ways: I'm sad because or I love it when..

Learn to use the toilet with help, and then independently.

Develop friendships with other children.

**Physical Development**

Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks.

Show increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Start eating independently and learning how to use a knife and fork.

Develop manipulation and control.

Explore different materials and tools.

**Maths**

Say one number for each item in order: 1,2,3,4,5.

Complete inset puzzles.

Build with a range of resources.

Climb and squeeze themselves in to different types of spaces.

Compare amounts saying lots, more or same.

**Literacy**

Ask questions about the book. Make comments and shares their own ideas.

Add some marks to their drawings, which they give meaning to. For example : That's my Mummy.

Singing songs and say rhymes independently for example singing whilst playing.

**Communication & Language**

Listen to simple stories and understand what is happening, with the help of the pictures.

Understand and act on longer sentences like make teddy jump or find your coat.

Use the speech sounds P,B,M,W  
Pronounce:

- I/R/W/Y
- F/T/H
- S/SH/CH/DZ/J
- Multi-syllabic words such as banana and computer.

**Understanding of the World**

Explore how things work.

Plant seeds and care for growing plants.

Explore and respond to different natural phenomena in their settings.

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**Personal, Social & Emotional**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which suggested to them.

Develop their sense of responsibility and membership of a community.

Independently put on coats

Can use the toilet and wash hands.

**Literacy**

Make marks on their picture to stand for their name.

Spot and suggest rhymes.

Page sequencing.

Notice some print, such as the first letter of their name, a bus or door number or a familiar logo.

**Physical Development**

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

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.

Use one handed tools and equipment, for example making snips in paper with scissors.

Put coat on independently.

**Communication & Language**

Understand simple questions about 'who' 'what' and 'where' (but generally not why).

Enjoy Listening to longer stories.

Pay attention to more than one thing at a time.

Use a wider vocabulary.

**Expressive Arts and Design**

Make simple models which express their ideas.

Take part in simple pretend play, using objects to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.

**Maths**

Notice patterns and arrange things in patterns.

Compare sizes, weights using gesture and language—bigger, smaller, high, low, tall, heavy.

Develop fast recognition of up to 3 objects, without having to count them individually (subitising)

Recite numbers past 5.

Talk about what happened today.

**Understanding of the World**

Notice differences between people.

Use all of their senses in hands on exploration of natural materials.

Talk about what they see, using a wide range vocab.

Explore collections of materials with similar and or different properties.

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