



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



"Bee"lieve: What can I do this term?

I can ...

Physical Development

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or Climb up apparatus, using alternate feet.

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

Use large—muscle movements to wave flags and streamers, paint and make marks.

Key:

S - Supported

I - Independent

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 is suggested to them.

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.

Maths

More than, fewer than, same.

Explore and Build with Shapes and Objects.

Explore repeats.

Hear and say number names.

Begin to order number names.

I see 1,2,3.

Literacy

Engage in extended conversations about stories, learning new vocabulary.

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; writing 'M' for Mum-my.

Communication & Language

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as " Get your coat and wait at the door"

Sing a large repertoire of songs.

Know many Rhymes, be able to talk about familiar books, and be able to tell a long story.

Understanding of the World

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

Begin to make sense of their own life story and family history.

Show interests in different occupations.

Explore how things work.

Continue developing positive attitudes about the difference between people.

Expressive Arts and Design

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

Explore different materials freely, to develop their ideas about how to use them and what to make.

Explore colour mixing and colour—mixing.

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 on they know.

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.





3 to 4 Progress Tracker

Spring Term



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



"Bee"lieve: *What can I do this term?*

I can ...

Physical Development

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

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.

Key:

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Personal, Social & Emotional

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Maths

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

Becoming familiar with patterns in daily routines

Joins in with and predicts what comes next in a story or rhyme e.g. lining up toys

Beginning to arrange items in their own patterns,

Examples of how to support this: Encourage children to talk informally about shape properties

Communication & Language

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Understanding of the World

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

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.

Literacy

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.

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

Expressive Arts and Design

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.

Join different materials and explore different textures.

Listen with increased attention to sounds.

Play instruments with increasing control to express their feelings and ideas.

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Personal, Social & Emotional

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

Understand gradually how others might be feeling. 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.

Literacy

Write some or all of their name.

Write some letters accurately.

Physical Development

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

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.

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.

Communication & Language

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.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organize themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Expressive Arts and Design

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.

Respond to what they have heard, expressing their thoughts and feelings.

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Maths

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like pointy, spotty, blobs.

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

Know that the last number reached when counting a small object tells you how many there are in total. Select shapes appropriately flat surfaces for building a triangle prism for a roof.

Combine shapes to make new ones.

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

Show finger numbers up to 5.

Understanding of the World

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

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