

## Sunbeams progression Check Point Three

### Personal, Social & Emotional Development

- 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.
- Develop friendships with other children.
- 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 ...".
- Learn to use the toilet with help, and then independently

### Communication & Language

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

### Physical Development

- Walk, run, jump and climb – and start to use the stairs independently.
- Show an 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.
- 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.

### Literacy

- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Make marks on their picture to stand for their name.

### Mathematics

- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- 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.

### Understanding the World

- Explore and respond to different natural phenomena in their setting and on trips.
- Notice differences between people.

### Expressive Arts and Design

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Use their imagination as they consider what they can do with different materials.
- Start to develop pretend play, pretending that one object represents another.

