



## Branton Community Primary School and Breamish Valley Community Nursery

### Typical Early Years Progression charts for Core Areas

**Please note** that as our Early Years Pupils are organised in a mixed age class there will be a wide range of levels of development and we very much work to the individual child and their needs to move them forward at any point in time. These progression charts give an idea of the areas that we will typically be working on however there will be a level of differentiation in this to allow for the different ages/year groups in the class.

Progression of Communication and Language	
Listening, Attention and Understanding	Speaking
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To understand how to listen carefully</li> <li>To understand why listening is important</li> <li>To be able to follow directions</li> </ul>	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To talk in front of a small group</li> <li>To talk to class teacher and teaching Assistant</li> <li>To learn new vocabulary</li> </ul>
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To engage in story times, joining in with repeated phrases and actions</li> <li>To begin to understand how and why questions</li> <li>To respond to instructions with more than one step</li> </ul>	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To answer questions in front of the whole class.</li> <li>To use new vocabulary throughout the day.</li> </ul>
<b>Spring 1</b> <ul style="list-style-type: none"> <li>To ask questions to find out more</li> <li>To begin to understand humour</li> <li>To understand a range of complex sentence structures</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>To develop the confidence to talk to other adults they see on a daily basis</li> <li>To talk in sentences using conjunctions e.g. and, because</li> </ul>
<b>Spring 2</b> <ul style="list-style-type: none"> <li>To retell a story</li> <li>To follow a story without pictures or props</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>To share their work to the class- standing up at the front</li> <li>To use new vocabulary in different contexts</li> <li>To engage in non-fiction books</li> </ul>
<b>Summer 1</b> <ul style="list-style-type: none"> <li>To understand questions such as who, what, where, when, why and how</li> </ul>	<b>Summer 1</b> <ul style="list-style-type: none"> <li>To link statements and stick to a main theme</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>
<b>Summer 2</b> <ul style="list-style-type: none"> <li>To have conversations with adults and peers with back and forth exchanges</li> </ul>	<b>Summer 2</b> <ul style="list-style-type: none"> <li>To talk to different adults around the School</li> <li>To talk about why things happen</li> <li>To talk in sentences using a range of tenses</li> </ul>

Progression of Personal, Social and Emotional Development		
Self Regulation	Managing Self	Building Relationships
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To recognise different emotions</li> <li>To understand how people show emotions</li> <li>To focus during short whole class activities</li> <li>To follow one step instructions</li> </ul>	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To wash hands independently</li> <li>To put coat on with support</li> <li>To put on art aprons with support</li> <li>To explore different areas within the environment</li> <li>To use the toilet independently</li> </ul>	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To seek support of adults when needed</li> <li>To gain confidence to speak to peers and adults</li> </ul>
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To talk about how they are feeling</li> <li>To begin to consider the feelings of others</li> <li>To adapt behaviour to a range of situations</li> </ul>	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To develop class rules and understand the need to have rules</li> <li>To put coat on independently (R)</li> <li>To have confidence to try new activities</li> </ul>	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To play with children with the same activity</li> <li>To begin to develop friendships</li> <li>To begin to develop positive relationships with other adults in school</li> </ul>
<b>Spring 1</b> <ul style="list-style-type: none"> <li>To focus during longer whole class lessons</li> <li>To follow two step instructions</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>To begin to show resilience and perseverance in the face of challenge</li> <li>To practise doing up a zip</li> <li>To practise doing buttons</li> <li>To practise doing up buckles</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>To begin to work as a group with support</li> <li>To use taught strategies to support turn taking</li> </ul>
<b>Spring 2</b> <ul style="list-style-type: none"> <li>To identify and moderate their own feelings socially and emotionally</li> <li>To consider the feelings and needs of others</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>To develop independence when dressing (coats and jumpers)</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>To listen to the ideas of other children and agree on a solution and compromise</li> </ul>
<b>Summer 1</b> <ul style="list-style-type: none"> <li>To control their emotions using a range of techniques</li> <li>To set a target and reflect on progress</li> </ul>	<b>Summer 1</b> <ul style="list-style-type: none"> <li>To identify and name healthy foods</li> <li>To manage own basic needs independently</li> </ul>	<b>Summer 1</b> <ul style="list-style-type: none"> <li>To work as a group</li> <li>To have positive relationships with all adults around the school</li> </ul>

<b>Summer 2</b> <ul style="list-style-type: none"> <li>To maintain focus during extended whole class teaching</li> <li>To follow instructions of three steps or more</li> </ul>	<b>Summer 2</b> <ul style="list-style-type: none"> <li>To understand the importance of healthy food choices</li> <li>To show resilience and perseverance in the face of challenge</li> <li>To show a 'can do' attitude</li> <li>To put uniform on and do up zippers, buttons and buckles with minimal support</li> </ul>	<b>Summer 2</b> <ul style="list-style-type: none"> <li>To have confidence to communicate with adults around the school</li> <li>To have strong friendships</li> </ul>
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Progression of Progression of Physical Development	
Gross motor skills (Please also see more detailed and age specific guide to gross motor skills document)	Fine Motor Skills (Please also see more detailed and age specific guide to early mark making and writing skills document)
<b>Autumn 1 (PE – Multiskills, Football and Yoga)</b> <ul style="list-style-type: none"> <li>To move safely in a space</li> <li>To stop safely</li> <li>To develop control when using equipment indoors and out</li> <li>To follow a path and take turns</li> <li>To work cooperatively with a partner</li> </ul>	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>To use a dominant hand</li> <li>To mark make using different shapes</li> <li>To begin to use a tripod grip when using mark making tools</li> <li>To use tweezer to transfer objects</li> <li>To thread large beads</li> <li>To use large pegs</li> <li>To begin to copy letters</li> <li>To hold scissors correctly and make snips in paper</li> <li>To hold a fork and spoon correctly (N)</li> <li>To begin to hold a knife correctly and use to cut (R)</li> </ul>
<b>Autumn 2 (PE – Multiskills, Football and Yoga)</b> <ul style="list-style-type: none"> <li>To roll and track a ball</li> <li>To begin to develop accuracy when throwing to a target</li> <li>To dribble using hands</li> </ul>	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>To begin to use anticlockwise movement and retrace vertical lines</li> <li>To hold scissors correctly and cut along a straight and zigzagged lines</li> </ul>

<ul style="list-style-type: none"> <li>• To throw and catch with a partner</li> <li>• To dribble a ball using feet</li> <li>• To kick a ball to a target</li> </ul>	<ul style="list-style-type: none"> <li>• To use an efficient grip developing to a tripod grip when using mark making tools</li> <li>• To accurately draw lines, circles and shapes to draw pictures</li> <li>• To write taught letter shapes using correct formation (R)</li> </ul>
<b>Spring 1 (PE – Rugby, Yoga and Dance)</b> <ul style="list-style-type: none"> <li>• To balance</li> <li>• To run and stop</li> <li>• To change direction</li> <li>• To jump</li> <li>• To hop</li> <li>• To explore different ways to travel using equipment</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>• To use a tripod grip when using mark making tools</li> <li>• To hold scissors correctly and cut along a curved line</li> <li>• To thread small beads</li> <li>• To use small pegs / tweezers accurately</li> <li>• To write taught letters shapes using correct formation (R)</li> <li>• To use a wide range of tools</li> </ul>
<b>Spring 2 (PE – Rugby, Yoga and Dance)</b> <ul style="list-style-type: none"> <li>• To create short sequences using shapes, balances and travelling actions</li> <li>• To balance and safely use outdoor apparatus</li> <li>• To jump and land safely from a height</li> <li>• To develop rocking and rolling</li> <li>• To explore traveling around, over and through outdoor apparatus</li> <li>• To create short sequences linking actions together</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>• To hold scissors correctly and cut out large shapes</li> <li>• To write letters using the correct letter formation and control the size of letters (R)</li> <li>• To use a wide range of tools with increasing accuracy</li> </ul>
<b>Summer 1(PE – Tennis, Swimming-rec, and Yoga)</b> <ul style="list-style-type: none"> <li>• To use counting to help to stay in time with the music when copying and creating actions</li> <li>• To move safely with confidence and imagination, communicating ideas through movement</li> <li>• To explore movement using a prop with control and coordination</li> <li>• To move with control and coordination, expressing ideas through movement</li> </ul>	<b>Summer 1</b> <ul style="list-style-type: none"> <li>• To hold scissors correctly and cut out small or more complex shapes</li> <li>• To copy letters and numbers (N)</li> <li>• To write letter shapes as taught with ascenders and descenders and correct placement on the line (R)</li> <li>• To paint with greater control and accuracy</li> </ul>

<ul style="list-style-type: none"> <li>• To move with control and coordination, copying, linking and repeating actions</li> <li>• To remember and repeat actions, exploring pathways and shapes</li> </ul>	
<p><b>Summer 2 (PE – Tennis, Swimming-rec, and Yoga)</b></p> <ul style="list-style-type: none"> <li>• To develop accuracy when throwing and practise keeping score</li> <li>• To follow instructions and move safely when playing tagging games</li> <li>• To learn to play against an opponent</li> <li>• To play by the rules and develop coordination</li> <li>• To explore striking a ball and keeping score</li> <li>• To work cooperatively as a team</li> </ul>	<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• To hold scissors correctly and cut various materials</li> <li>• To create drawings with increasing detail</li> <li>• To copy letters and numbers, and begin to write independently (N)</li> <li>• To write letter shapes and numbers as taught, with correct formation and line placement (R)</li> <li>• To independently use a knife, fork and spoon to eat a range of meals</li> </ul>