



Branton Community Primary School and Breamish Valley Community Nursery

Typical Early Years Progression charts for Specific 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 Literacy		
Comprehension	Word Reading	Writing
Autumn 1 <ul style="list-style-type: none"> To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages 	Autumn 1 <ul style="list-style-type: none"> To recognise their name To recognise RWI set 1 phonemes from groups 1-5, (single letter) (R) To recognise red words <i>I, the, my</i> (R) To begin to use Fred Talk to segment and blend cvc words using the taught phonemes – Green words(R) 	Autumn 1 <ul style="list-style-type: none"> To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds (R)
Autumn 2 <ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes 	Autumn 2 <ul style="list-style-type: none"> To recognise taught phonemes – RWI Set 1 Group 6 (Special Friends), begin set 2 phonemes To recognise red words <i>of, no, he, me</i> (R) To Fred Talk green words using the phonemes taught To begin reading captions and sentences using taught Phonemes To read books matching their phonics ability To share books for enjoyment 	Autumn 2 <ul style="list-style-type: none"> To write their name To use the correct letter formation of taught letters To write words and labels using taught phonemes (R) To begin to learn cvc spelling patterns To begin to write captions and simple sentences using taught phonemes
Spring 1 <ul style="list-style-type: none"> To act out stories To begin to predict what may happen in the story To suggest how a story might end 	Spring 1 <ul style="list-style-type: none"> To recognise taught RWI phoneme sets 1 and 2. To begin to read longer words To red read words matched to their phonics level. To read sentences containing Red Words and Set 2 phonemes 	Spring 1 <ul style="list-style-type: none"> To form lower case letters correctly To begin to write sentence using fingers spaces To understand that sentences start with a capital letter and end with a full stop

	<ul style="list-style-type: none"> To read books matching their phonetic ability To share books for enjoyment and developing vocabulary 	<ul style="list-style-type: none"> To spell words using taught phonemes To spell some taught Red words correctly
Spring 2 <ul style="list-style-type: none"> To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading 	Spring 2 <ul style="list-style-type: none"> To recognise taught RWI phonemes sets 1 and 2 (R) To recognise red words, appropriate to their phonetic ability (R) To read sentences containing red Words and phonemes with 'special friends' (R) To read books matching their phonics ability (R) To share books for enjoyment and developing vocabulary 	Spring 2 <ul style="list-style-type: none"> To form lower case letters correctly and begin to form capital letters correctly (R) To write sentences using finger spaces and full stops (R) To spell words using taught phonemes (R) To spell some taught red words correctly (R) To begin to elaborate on simple sentences, so using descriptive words to add detail. (R)
Summer 1 <ul style="list-style-type: none"> To begin to answer questions about what they have read To make predictions of what might happen next? To use vocabulary that is influenced by their experiences of books 	Summer 1 <ul style="list-style-type: none"> To begin to learn set 3 phonemes which are mostly alternate graphemes for phonemes already taught. (R) To read words with short vowels and adjacent consonants (R) To read longer words(R) To read compound words To begin to read root words and suffixes (-ing, -ed /t/, -ed /id/, -est) (R) To read longer sentences and more complex words (R) To read books matching their phonics ability(R) To share books for enjoyment and developing vocabulary 	Summer 1 <ul style="list-style-type: none"> To form lower case and relevant capital letters correctly (R) To begin to copy letters (N) To write their names (N) To begin to write longer words using their phonetic knowledge (R) To begin to use capital letters at the start of a sentence (R) To use finger spaces and full stops when writing a sentence (R) To spell some taught red words correctly (R) To begin to read their work back(R)
Summer 2	Summer 2 <ul style="list-style-type: none"> To learn set 3 phonemes which are 	Summer 2 <ul style="list-style-type: none"> To form lower case and capital

<ul style="list-style-type: none"> To answer questions about what they have read To know that information can be retrieved from books 	<p>mostly alternate graphemes for phonemes already taught as well as the additional phonemes (R)</p> <ul style="list-style-type: none"> To read words with short vowels and adjacent consonants (R) To read longer words(R) To read compound words To read root words and suffixes (-ing, -ed /t/, -ed /id/, -est) (R) To read longer sentences and more complex words (R) To read books matching their phonics ability(R) To share books for enjoyment and developing vocabulary 	<p>letters correctly</p> <ul style="list-style-type: none"> To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught Red words correctly To read their work back and check it makes sense
---	--	---

Progression of Progression of Mathematics (Based on White Rose Maths Early Years. Please also see Northumberland Early Years Numerical Skills age progression document)	
Number	Numerical patterns
Autumn 1 (White Rose Maths - Getting to know you and Just Like Me!) <ul style="list-style-type: none"> To represent numbers 1-3 To compare numbers 1-3 To work out the composition of 1-3 To find one more or one less To compare amounts, identifying more or less 	Autumn 1 (White Rose Maths – It's me 1, 2, 3! And Light and Dark) <ul style="list-style-type: none"> To find one more or one less To compare amounts, identifying more or less To compare size, mass and capacity
Autumn 2 (White Rose Maths – It's me 1, 2, 3! And Light and Dark) <ul style="list-style-type: none"> To represent numbers 1-5 To compare numbers 1-5 To work out the composition of 1-5 	Autumn 2 <ul style="list-style-type: none"> To explore pattern, using 1 criterion To copy and continue a repeating pattern To identify shapes – circle, triangle and shapes with 4

<ul style="list-style-type: none"> To find one more or one less 	<p>sides.</p> <ul style="list-style-type: none"> To begin to look at time, times of day, light and dark, and o'clock times. To learn positional language – beside, under, on top, next to, in between etc.
<p>Spring 1 (White Rose Maths – Alive in 5! And Growing 6, 7 8)</p> <ul style="list-style-type: none"> To introduce zero and numbers 6, 7 and 8 To compare numbers to 5 To revise the composition of numbers to 5 and then progress to 6, 7 and 8. To begin to combine two amounts (addition) 	<p>Spring 1</p> <ul style="list-style-type: none"> To make pairs of objects and then numbers To develop understanding of time looking at times of day, related activities and o'clock times To compare mass To compare Capacity To compare length and height
<p>Spring 2 (White Rose Maths – Building 9 & 10)</p> <ul style="list-style-type: none"> To count to 9 and 10 To compare amounts To combine amounts (addition) To look at number bonds to 10 	<p>Spring 2</p> <ul style="list-style-type: none"> To look at 3d shapes discussing their names and their characteristics. To look at common objects and their shape To complete activities around spatial awareness To revisit pattern and look at more complex repeating patterns with more than 1 criteria. (AB patterns work developing AAB, AABB, AABBB)
<p>Summer 1 (White Rose Maths – To 20 and beyond and First, then, now)</p> <ul style="list-style-type: none"> To build numbers beyond 10 To begin counting patterns beyond 10 To add 'more' To begin taking away Compose and decompose To look at doubling/halving 	<p>Summer 1</p> <ul style="list-style-type: none"> To begin number patterns beyond 10 To match. Rotate and manipulate To look at how we can make shapes, what are their attributes? To build models with shapes To look at spatial reasoning, where are things in relation to one another?
<p>Summer 2 (White Rose Maths – Find my pattern and On the move)</p> <ul style="list-style-type: none"> To add double numbers To discover how we share and group objects 	<p>Summer 2</p> <ul style="list-style-type: none"> To learn which numbers are odd and which are even To discover how we share and group objects

<ul style="list-style-type: none"> To learn which numbers are odd and which are even 	<ul style="list-style-type: none"> To complete activities involving spatial reasoning and mapping To begin early mapping
---	--

Progression of Understanding the World		
Past and Present	People Culture and communities	The Natural World
Autumn 1 <ul style="list-style-type: none"> To know about my own life-story To know how I have changed (all about me) My family, now and in the past To think about Bonfire night and why we celebrate it in this country 	Autumn 1 <ul style="list-style-type: none"> To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and others To know the name of the place our school is in. To know about features of the immediate environment. To be part of our community Harvest Festival at Ingram Church 	Autumn 1 <ul style="list-style-type: none"> To ask questions and make observations about the natural environment. To respect and care for the natural environments To know about and recognise the signs of Autumn
Autumn 2 <ul style="list-style-type: none"> To know about different countries and traditions (Food from around the world) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in school and nursery (Christmas) 	Autumn 2 <ul style="list-style-type: none"> To talk about how Hindus celebrate Diwali, and why light is important to the festival To talk about the Christmas Story and how it is celebrated by Christians around the world To know that there are many countries around the world. To know that people around the world may have different religions To take part in our Christmas Service at Eglington Church 	Autumn 2 <ul style="list-style-type: none"> To begin to explore places, to learn about features of the world and the earth in space To observe, learn about and recognise the signs of Autumn and the beginnings of winter
Spring 1 <ul style="list-style-type: none"> To talk about the lives of the 	Spring 1 <ul style="list-style-type: none"> To learn and talk about Chinese New 	Spring 1 <ul style="list-style-type: none"> To know about and recognise

<ul style="list-style-type: none"> • people around us. • To know some similarities and differences between things now and in the past, drawing on experiences and what we have learnt about in school and nursery (transport) 	<p>Year, the story behind the naming of the years and the traditions around the world.</p> <ul style="list-style-type: none"> • To know that people make journeys for a variety of reasons 	<p>the signs of Winter</p> <ul style="list-style-type: none"> • To know some important processes and changes in the natural world including states of matter (freezing) • To compare regions eg. Polar and desert.
<p>Spring 2</p> <ul style="list-style-type: none"> • To know about the past through settings, characters and events encountered in books read in class and storytelling (traditional tales) • To discover the similarities and differences between toys now and in the past. 	<p>Spring 2</p> <ul style="list-style-type: none"> • To know that Christians celebrate Easter. • To find out about different Easter traditions around the world • To take part in our school and community Easter celebrations. 	<p>Spring 2</p> <ul style="list-style-type: none"> • To know about and recognise the signs of spring • To know about features of our immediate environment and how they might vary from another. • To look at new life in spring, plants growing, baby animals being born. • To know the difference between herbivores and carnivores
<p>Summer 1</p> <ul style="list-style-type: none"> • To know about the past through settings, characters and events encountered in books read in class and storytelling • To know that the emergency services exist and what they do. (People who help us) 	<p>Summer 1</p> <ul style="list-style-type: none"> • To know that people in other countries may speak different languages • To know about people who help us within the local community and more widely 	<p>Summer 1</p> <ul style="list-style-type: none"> • To know some important processes and changes in the natural world including states of matter (melting, floating and sinking) • To know that some things in the world are man-made and some things are natural •
<p>Summer 2</p> <ul style="list-style-type: none"> • To know some similarities and differences between things in the past and now, drawing on 	<p>Summer 2</p> <ul style="list-style-type: none"> • To know that • people in other countries may • speak different languages • To know that simple symbols are 	<p>Summer 2</p> <ul style="list-style-type: none"> • To know about and recognise the signs of Summer • To observe the growth of seeds and talk about changes

experiences and what has been read in school and nursery	used to identify features on a map	<ul style="list-style-type: none"> • To know how to care for growing plants • To learn about life cycles of plants and animals • To know that some animals are nocturnal • To know about different habitats
--	------------------------------------	---

Progression of Progression of Expressive Arts and design	
Creating with materials	Being imaginative and expressive
Autumn 1 <ul style="list-style-type: none"> • To name colours • To experiment with mixing colours • To create simple representations of people and objects • To draw and colour with pencils and crayons • To role play using given props and costumes • To explore different techniques for joining materials (Glue Stick) • To know how to work safely and hygienically • To use non-standard measures (spoons, cups) • To use some cooking techniques (spreading, cutting) – Sandwiches • To use different construction materials 	Autumn 1 <ul style="list-style-type: none"> • To sing and perform nursery rhymes • To join in with whole class or school singing • To experiment with different instruments and their sounds • To talk about whether the like or dislike a piece of music • To create musical patterns using body percussion • To take part in class music lessons with Mrs Nicklen • To use costumes and resources to act out narratives • To take part in our Yoga Bugs Story Sessions.
Autumn 2 <ul style="list-style-type: none"> • To use colours for a particular purpose • To share their creations • To explore different techniques for joining materials (Glue Stick, PVA) • To know how to work safely and hygienically • To use non-standard measures (spoons, cups etc) 	Autumn 2 <ul style="list-style-type: none"> • To respond to music we hear with movement • To perform a song in class and in the Christmas Nativity • To learn and perform a poem/rhyme • To join in with whole class or school singing • To pitch match

<ul style="list-style-type: none"> To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, soup 	<ul style="list-style-type: none"> To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To take part in class music lessons with Mrs Nicklen To use costumes and resources to act out narratives To take part in our Yoga Bugs Story Sessions.
Spring 1 <ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking, Tape, Tape) To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, coring, mixing) Biscuits To use tools to cut and join cardboard To know the names of tools 	Spring 1 <ul style="list-style-type: none"> To respond to music we hear with movement To learn and perform a poem To join in with whole class or school singing To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To take part in class music lessons with Mrs Nicklen To use costumes and resources to act out narratives To take part in our Yoga Bugs Story Sessions.
Spring 2 (White Rose Maths – Building 9 & 10) <ul style="list-style-type: none"> To use natural objects to make a piece of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) baking etc. To use tools to cut and join wood using different nails, screws, knots To know the names of tools 	Spring 2 <ul style="list-style-type: none"> To perform songs in front of classmates To associate genres of music with characters and stories To create costumes and resources for role play To take part in class music lessons with Mrs Nicklen To use costumes and resources to act out narratives To take part in our Yoga Bugs Story Sessions.
Summer 1	Summer 1 <ul style="list-style-type: none"> To respond to music we hear with movement

<ul style="list-style-type: none"> • To know which prime colours, you mix together to make secondary colours • To plan what they are going to make (cooking, construction, junk modelling) • To draw more detailed pictures of people and objects • To manipulate materials • To create observational drawings • To know how to work safely and hygienically • To use non-standard measures (spoons, cups) • To use some cooking techniques 	<ul style="list-style-type: none"> • To act out well know stories • To follow a musical pattern to play tuned instruments • To create narratives based around store • To take part in class music lessons with Mrs Nicklen • To use costumes and resources to act out narratives • To take part in our Yoga Bugs Story Sessions.
<p>Summer 2 (White Rose Maths – Find my pattern and On the move)</p> <ul style="list-style-type: none"> • To know some similarities and differences between materials • To learn about and compare artists (Janet Bell and Henri Matisse) • To explore, use and refine a variety of artistic effects to express their ideas and feeling • To share creations, talk about process and evaluate their work • To adapt work where necessary 	<p>Summer 2</p> <ul style="list-style-type: none"> • To listen to poems and create their own • To create own compositions using tuned instruments • To invent their own narratives, making costumes and resources • To take part in class music lessons with Mrs Nicklen • To use costumes and resources to act out narratives • To take part in our Yoga Bugs Story Sessions.