










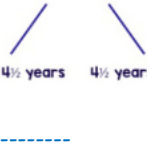
Progression Document 2025-2026

Cycle B

	Autumn Term		Spring Term		Summer Term	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Term specific Themes	Amazing Me! Me and My Family Five Senses	Let's Celebrate! Halloween - Pumpkins	Nursery Rhymes Once Upon a Time	Springtime	Our Wonderful World!	Summertime
Ongoing Themes/Topics	Sense of belonging My skills and being unique Autumnal changes Colour	Christmas Step into winter Colour Halloween (October 31), Bonfire Night (November 5), and Remembrance Day (November 11).	The Enormous Turnip Winter Colour Celebrations - Chinese New Year	What happens at night? - Bath time, Bedtime, Whatever Next? Pip and Rosey Winter/Spring Colour Celebrations - Valentine's Day Specialist jobs	Sorting Animals Looking after our world and gardening Spring/Summer Colour Keeping Safe in the Sun	Summer Colour Looking after our world and gardening People who help us
Communication & Language	Listening attention and understanding 2 Years - Showing an interest in what others are doing Can ask and answer simple questions Understands a few action words With some support is able to follow simple rules and routines Beginning to engage in subject specific learning - e.g. autumn walk 3-4years Pay attention to one thing at a time. Listen 1:1 to develop independence within daily routines Enjoys listening to short stories (3 to 4 mins)	Listening attention and understanding 2 Years - Showing an interest in what others are doing Can ask and answer simple questions Understands a few action words Beginning to engage in subject specific learning - e.g. Christmas and Winter Follow an instruction with one part Understand simple questions 3-4years Pay attention to one thing at a time. Listen 1:1 to develop independence within daily routines	Listening attention and understanding 2 Years - Frequently asking questions Much better at following instructions 3-4years Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a 2 part instruction Begin to show an understanding of some prepositions Begin to listen to others in a small group	Listening attention and understanding 2 Years - Frequently asking questions Much better at following instructions 3-4years Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a 2 part instruction Begin to show an understanding of some prepositions Begin to listen to others in a small group	Listening attention and understanding 2 Years - Autumn statements for new starters 3-4years Enjoy listening to longer stories (with increased attention) and can remember much of what happens Understand and respond confidently to simple why questions Show an understanding of some prepositions Listen to others in a small group Speaking 3-4years Use a wider range of vocabulary in a range of contexts	Listening attention and understanding 2 Years - Autumn statements for new starters 3-4years Enjoy listening to longer stories (with increased attention) and can remember much of what happens Understand and respond confidently to simple why questions Show an understanding of some prepositions Listen to others in a small group Speaking 3-4years

	<p>Follow an instruction with one part Understands simple questions – who, what and where Find body/move different body parts Begin to relate to own experiences Recount autumn walk</p> <p>Speaking - 2 Years Simple 2 to 3 words sentences Building on new vocabulary 3-4years Begin to use wider range of vocabulary and link to topic Learn new rhymes and develop a repertoire of songs Begin to fill in missing words in stories Begin to talk about familiar stories/topics Begin to use talk to organise themselves in play situations</p>	<p>Enjoys listening to short stories (3 to 4 mins) Follow an instruction with one part Understands simple questions – who, what and where</p> <p>Speaking - 2 Years Simple 2 to 3 words sentences Building on new vocabulary 3-4years Begin to use wider range of vocabulary and link to topic Learn new rhymes and develop a repertoire of songs Begin to fill in missing words in stories Begin to talk about familiar stories/topics Begin to use talk to organise themselves in play situations Start a conversation with adults</p>	<p>Understand 'why' questions</p> <p>Speaking - 2 Years Simple sentences – 4 to 5 words Using new vocabulary 3-4years Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story Continue to develop communication, using future and past tense (not always correctly) Use longer sentences of 4-6 words Begin to join sentences with Start a conversation with an adult/friend Use talk to organise selves/play Begin to retell a simple past event in correct order Begin to express a point of view</p>	<p>Understand 'why' questions</p> <p>Speaking - 2 Years Simple sentences – 4 to 5 words Using new vocabulary 3-4years Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story Continue to develop communication, using future and past tense (not always correctly) Use longer sentences of 4-6 words Begin to join sentences with Start a conversation with an adult/friend Use talk to organise selves/play Begin to retell a simple past event in correct order Begin to express a point of view</p>	<p>Sing a range of songs/rhymes as part of a group and independently Talk about a familiar book and tell a longer story Begin to use a wider range of tenses (with correct use of most tenses) Uses sentences joined by other words such as like/because Retell a simple past event in correct order Use talk more confidently to organise selves/play</p>	<p>Use a wider range of vocabulary in a range of contexts Sing a range of songs/rhymes as part of a group and independently Talk about a familiar book and tell a longer story Begin to use a wider range of tenses (with correct use of most tenses) Uses sentences joined by other words such as like/because Retell a simple past event in correct order Use talk more confidently to organise selves/play</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation and Building Relationships 2 years - Playing alongside other children and beginning to play with a friend that they are becoming familiar with With support following simple rules</p>	<p>Self-Regulation 2 years - Beginning to enjoy the company of others 3-4 Years Building relationships Begin to play with one or more other children Begin to see</p>	<p>Self-Regulation 2 years - Beginning to enjoy the company of others 3-4 Years Building relationships Begin to play with one or more other children Begin to see themselves as part of a community</p>	<p>Self-regulation Talk about feelings using words like happy and sad and begin to use other words With support begin to understand and talk about how others might be feeling and the reasons why</p>	<p>Self-regulation Talk about feelings using words like happy and sad and begin to use other words With support begin to understand and talk about how others might be feeling and the reasons why</p>	<p>Transition</p>

	<p>Beginning to understand routines With support is able to choose an area to play 3-4years Shows an interest in a range of experiences - indoors and outdoors Begin to select and use continuous provision resources with help when needed Make independent learning choices Able to follow class rules and routines Becoming more independent with self-care Begin to play with one or more children</p>	<p>themselves as part of a community Managing self Show interest in a range of experiences, indoors and outdoors (familiar/new) Begin to select and use continuous provision resources with help when needed Make independent learning choices Put resources back in the right place once used Begin to be independent with self-care routines-toileting, handwashing, snack time, outdoor time</p>	<p>Managing self Show interest in a range of experiences, indoors and outdoors (familiar/new) Begin to select and use continuous provision resources with help when needed Make independent learning choices Put resources back in the right place once used Begin to be independent with self-care routines-toileting, handwashing, snack time, outdoor time Topic: Belonging to a community. Caring (Recycling)</p>	<p>Begin to help to find solutions to conflicts and rivalries With support begin to talk to others to resolve conflict Managing self Begin to select and use activities and resources to achieve a set goal Settle to an activity of choice for some time Develop independence within self-care routines Building relationships Play with one or more other children Play in pretend play with one or more children Play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others</p>	<p>Begin to help to find solutions to conflicts and rivalries With support begin to talk to others to resolve conflict Managing self Begin to select and use activities and resources to achieve a set goal Settle to an activity of choice for some time Develop independence within self-care routines Building relationships Play with one or more other children Play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others</p>	
<p>Physical Development</p>	<p>GMS -Negotiate space -Climbing skills 2 years - With support explore the climbing frame in Nursery Balancing - low apparatus if using the hall Walking up and down And stopping when asked</p>	<p>GMS Continue to develop ball skills, rolling and kicking Begin to use large muscle movements to wave flags and streamers (top to bottom, anti-clockwise)</p>	<p>GMS Use stairs using alternate feet With support explore a climbing frame Continue to develop balancing skills - skip, hop, stand on one leg Complete low level obstacle course Walk up/down a ramp Stand still</p>	<p>GMS Begin to remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team activities FMS Use some one-handed tools and equipment</p>	<p>GMS Improving throwing and catching a large ball or other equipment FMS Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling,</p>	<p>GMS Take part in some group team activities Match developing physical skills to tasks and activities in setting FMS Use some one-handed tools and equipment across provision - pouring/filling,</p>

	<p>Wheeled toys – riding skills (Stop and start)</p> <p>Begin to use large muscle movements</p> <p>FMS – Shows a preference for a dominant hand</p> <p>Holds a cup and drinking 2 years – Might have to start with beakers</p> <p>Uses some one-handed tools and equipment</p> <p>Cutting using scissors – playdough</p> <p>Mark making – Using paint brush making large strokes 3 – 4years – Model and begin to use tripod grip</p>	<p>Paint and make marks, top to bottom and anti-clockwise</p> <p>FMS Use some one-handed tools and equipment across provision – pouring/filling, stirring/mixing, rolling, painting/drawing/mark making</p> <p>Begin to develop a comfortable grip</p> <p>Using scissors safely – snipping</p> <p>Cylindrical grasp (whole hand)</p>  <p>Prewriting shapes</p> 	<p>Stand on one leg Follow the right direction, stop, start</p> <p>FMS Use some one-handed tools and equipment across provision – pouring/filling, stirring/mixing, rolling, painting/drawing/mark making</p> <p>Begin to develop a comfortable grip</p> <p>Using scissors safely – cutting straight line</p> <p>Digital grasp</p>  <p>Prewriting shapes</p> 	<p>across provision – pouring/filling, stirring/mixing, rolling, painting/drawing/mark making</p> <p>Begin to develop a comfortable grip</p> <p>Using scissors safely – cutting curved line</p> <p>Modified tripod grasp</p>  <p>Prewriting shapes</p> 	<p>painting/drawing/mark making</p> <p>Begin to develop a comfortable grip</p> <p><u>Letter formation</u></p> <p>Modified tripod grasp</p>  <p>Prewriting shapes</p>  <p>Teach letter formation using 'families of letters: e.g. start with the easiest first (long letters): l, t, i, u, j, y. Then go onto the next easiest letters (curly letters): c, a, g, q, o, e, f, s. Then the 'bouncing ball' letters: r, n, m, p, h, b, d. And finally the 'zig zag' letters: v, w, x, k, z.</p>	<p>stirring/mixing, rolling, painting/drawing/mark making</p> <p>Begin to develop a comfortable grip</p> <p>Letter formation</p> <p>Tripod grasp</p>  <p>Prewriting shapes</p> 
<p>Literacy</p>	<p>Reading 2 years – Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years – Beginning to understand some of the key concepts about print Beginning to handle books carefully Enjoys sharing a book with an adult Beginning to answer simple questions – familiar story or text</p>	<p>Reading 2 years – Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years – Beginning to understand some of the key concepts about print Beginning to handle books carefully Enjoys sharing a book with an adult</p>	<p>Reading 2 years – Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary Continue to develop the 5 key concepts about print: Handle books carefully and correctly</p>	<p>Reading 2 years – Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary Continue to develop the 5 key concepts about print: Handle books carefully and correctly</p>	<p>Reading 2 years – Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years Engage in extended conversations about stories, non fiction texts, learning and using new vocabulary Use the 5 key concepts about print. Identify a word in a sentence and understand it carries meaning</p>	<p>Reading 2 years – Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years Engage in extended conversations about stories, non fiction texts, learning and using new vocabulary Use the 5 key concepts about print. Identify a word in a sentence and</p>

	<p>Begin to recite numbers to 5 3-4 Year olds Beginning to recite numbers to 5 in order Explore 1:1 correspondence</p> <p>Compare quantities using language: 'more than', 'fewer than'. Find the groups with more and less</p> <p>Find long and short Understand the language of time within the daily routine</p>	<p>Begin to recite numbers to 5 3-4 Year olds Reciting Numbers to 5 in order</p> <p>Say one number for each item in order to 3. Know that the last number reached when counting a small set of objects tell you how many there are in total. (Cardinal principle) (e.g., two eyes, two hands, two socks, two shoes, two cars) Show 'finger numbers' up to 3.</p> <p>2D shape - Use informal language like 'pointy', 'spotty', 'blobs', etc. -</p>	<p>Begin to recite numbers beyond 5 Complete simple puzzles including shape (dropping shapes in the correct slot) Explore sorting 3-4 Year olds Say one number for each item in order to 5. Know that the last number reached when counting a small set of objects tell you how many there are in total. (Cardinal principle) More abstract - stickers/objects Recognise of up to 3 objects, without having to count them individually ('Subitising/Fluency')</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper</p> <p>Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size. (weight)</p>	<p>Begin to recite numbers beyond 5 Show an interest in shapes in the environment. 3-4 Year olds Reciting Numbers to 5 and then 10 accurately. Say one number for each item in order to 5. Know that the last number reached when counting a small set of objects tell you how many there are in total. (Cardinal principle)</p> <p>Recognition of up to 3/5 objects, without having to count them individually ('Subitising/Fluency')</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Name basic 2D shapes</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p>	<p>Begin to recite numbers beyond 5 Beginning to compare quantity in play - water and sand 3-4 Year olds Reciting Numbers to 10 accurately and then beyond</p> <p>Meaningful object counting to determine the larger of two collections (e.g., "four" items is more than "five" items because you have to count further. (1 more count)</p> <p>Copying and then continuing a pattern. (AB)</p> <p>Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size. (Capacity)</p>	<p>Begin to recite numbers beyond 5 Beginning to compare quantity in play - water and sand 3-4 Year olds Reciting Numbers to 10 accurately and then beyond</p> <p>What comes before or after a given number.</p> <p>Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. -</p> <p>Exploring 3D shapes to build models and using informal language</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. -</p>
Understanding the world	<p>Science - 5 Senses ONGOING - Changes to the seasons - summer to autumn Autumnal colour</p>	<p>Geography - Celebrating cultural differences - different celebrations</p>	<p>Science ONGOING - Changes to the seasons - winter Senses</p>	<p>Science: Plants and environment Life cycle of a butterfly</p>	<p>Science - Our planets and space Keeping our environment clean - 5 Little Men Collection of materials</p>	<p>Science - ONGOING - Changes to the seasons - summer Sorting and classifying animals</p>

<p>Ongoing - Exploring the natural world</p> <p>Senses (Sensory play) Seasons</p>	<p>History - When I was a baby!</p> <p>Geography - Celebrating cultural differences</p>	<p>Science - 5 Senses</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Geography - Story map (Enormous Turnip)</p>		<p>People who help us</p> <p>Geography - Mapping Different occupation History - old and new transport Geography - Different occupation</p>	
<p>Expressive Art & Design</p> <p>Ongoing - Recognising and naming colours</p>	<p>Art - Self Portrait</p>	<p>Music - Learning new songs</p> <p>Art - Christmas and celebrations</p>		<p>D&T - Explore how things work.</p>		
<p>Outdoor Learning</p> <p>To develop children's sense of well-being through regular activities in their local environment. To ensure that children are confident and fully engaged with the outdoor environment.</p>	<p>Outdoor Safety - explore outdoor To know the rules and routines when outdoors. (Context: Autumn)</p>	<p>Identify natural materials. Using all senses</p>	<p>Exploring 3D natural objects - Sculpture</p>	<p>Plant identification</p>	<p>Minibeast</p>	<p>Houses and shelter</p>