

**Northstead School Progression Document 2024 – 2025 (Created using Development Matters and Northstead Pathway)**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Marvellous ME</b>	<b>Let's Celebrate!</b>	<b>On the Move!</b>	<b>My Local Area</b>	<b>Growing</b>	<b>The World Around Us!</b>
<b>Possible Themes/Interests/Lines of Enquiry</b>	Starting school, New beginnings How have I changed? My family. What am I good at? How do I make others feel? Being Kind/staying safe	What do you celebrate? What celebrations have you been to? Do we all celebrate the same celebrations? Why do we celebrate things? What makes a celebration special? Let us celebrate our differences – what are they?	How does my body move? How many different ways can you move on your feet? What sort of vehicles have you travelled in? How do the different vehicles work? How do the different vehicles move?	Where is our school? What do the signs around us tell us? Do all streets have names? Why our is town called what it is? Did anyone famous live in our town? Is our town famous for something? What is your favourite part of our town? How does our town compare to other towns around us?	What grows in my garden/ greenhouse? Why are trees so big? How can I grow my own vegetables? Which fruits grow in our country and which do not? How did it become a butterfly? How do animals change as they grow? What does everything need to help it grow?	Where do you go on holiday when its holiday time? Where do people go on their holidays? How do you travel? What do people do on their holiday? Where do you stay on your holiday? What clothes do we need for very hot days?
<b>Predictable Interests/Learning Experiences</b>	New Routines Class Expectations Autumn Other Cultures	Bonfire Night Christmas around the world Autumn Guy Fawkes Remembrance Day Diwali Birthdays Children in Need Other cultures	Fire Engine visit Police car visit Ambulance/ Air ambulance Coastguard Trains – North Bay Railway trip Boats – Pirates Winter Pancake Day – Skipping Day Chinese New Year Valentines Day Push, Pedal and Pull - sponsored event	Easter Spring World Book Day Mother's Day Peasholm Park Scarborough Castle The beach	Butterfly garden Growing things in EYFS allotment Summer Forest schools Visit to Woldies Visit Peasholm Park World Bee Day	Travel Different environments Different animals Summer Beach trip
<b>Text/tv program</b>	ZOG! Owl Babies  <b>( The Drawing Club )</b>	Stickman The Boy Who Switched off the Sun Gingerbread Man <b>( The Drawing Club )</b>	We're Going on a Bear Hunt Captain Sparklebeard The Little Red Hen  <b>( The Drawing Club )</b>	The Tadpole's Promise Goldilocks  <b>( The Drawing Club )</b>	The Extraordinary Gardener Oi Frog  <b>( Literacy Tree )</b>	Where the Wild Things Are Bringing the Rain to Kapatil Plain  <b>( Literacy Tree )</b>
<b>Other texts for environment</b>	The Family Book Blue Penguin From Head to Toe Super Duper You Dinosaurs Love Underpants	Let's Celebrate Only One You You Be You Sparks in the Sky Elmer's Birthday	Mr Wolf's Pancakes We're Going on a Bear Hunt The Magic Train Ride Journey Duck in a Truck Emergency Emergency	Percy The Park Keeper Steven Seagull – Superhero What the Ladybird Heard at the Seaside	Superworm The Very Hungry Caterpillar Erroll's Garden	The Snail and the Whale What the Ladybird Heard on Holiday
<b>Vocabulary</b>	Name body parts. Feelings words Family member names	Festival names and words. Descriptive words to describe the celebrations and how they made you feel.	Descriptive words for the journeys – feelings, describe environments. Names of vehicles.	Descriptive words for buildings, structures and feelings. Names of different buildings and structures.	Words to describe growth – enormous, huge Words to describe the lifecycles. Plant and animal names.	Descriptive words for other environments. Descriptive words for how other environments and travel makes you feel – excited, scared
<b>Possible Links to KS1</b>	History Links: Toys, Geography Links: Seasons Science links The human Body	History Links Celebrations The Gunpowder Plot Science Links: Seasonal changes	History Links: Toys Geography links Drawing Maps	Science Links: Plants Geography Links: Seasons	Geography Links: Local Study Drawing Maps Seasons	Geography Links: Hot and cold Places Drawing Maps The seaside/Recycling Explorers

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<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Follows instructions without visual clues</li> <li>Asks simple questions about stories or themselves</li> <li>Describes how they made a model or did an activity</li> <li>Describes events that have happened although tenses may not be accurate</li> <li>Uses sentences of between 4-6 words</li> </ul>		<ul style="list-style-type: none"> <li>Listens to the opinions of others in a small group.</li> <li>Follows longer, more complex instructions</li> <li>Retells simple stories sometimes using the vocabulary from books</li> <li>Understands who, what, where, how and why questions</li> <li>Sometimes uses tenses correctly</li> <li>Ask questions about events in the past or future &amp; uses vocabulary associated with the events</li> </ul>		<ul style="list-style-type: none"> <li>Uses language to imagine and recreate roles and experiences in play situations</li> <li>Links statements and sticks to a main theme or intention</li> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as who; why; when; where and how</li> </ul>	
<b>Personal, Social and Emotional Development Self-regulation</b>	<b>JIGSAW: BEING ME IN MY WORLD</b>  Key Vocabulary: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Ting Turns	<b>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</b>  Key Vocabulary: Different, special, Proud, Friends, Kind, Same, Similar, Happy, sad, Frightened, Angry, Family.	<b>JIGSAW: DREAMS AND GOALS</b>  Key Vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.	<b>JIGSAW: HEALTHY ME</b>  Key Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, wash, clean, stranger, scare	<b>JIGSAW: RELATIONSHIPS</b>  Key Vocabulary: Family, Jobs, Relationships, Friend, Lonely, Argue, Fallout, words, Feelings, Angry, Upset, clam me, Breathing	<b>JIGSAW: CHANGING ME</b>  Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grow-up, Adult, Change, Worry, Excited, Memories
	<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Understand why rules are important.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'angry' and 'worried'</li> <li>Understand gradually how others might be feeling.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>		<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Manage their own needs.</li> <li>Personal hygiene</li> </ul>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating •tooth brushing</li> <li>sensible amounts of 'screen time' •having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>	

<b>Religious Education</b>	<b>Unit 1</b> Why is the word GOD so important to Christians?	<b>Unit 2</b> Why do Christians perform Nativity Plays at Christmas? Why is Christmas special for Christians?	<b>Unit 3</b> Being Special: Where do we belong?	<b>Unit 4</b> Why do Christians put a cross on their Easter garden?	<b>Unit 5</b> Which places are special and why?	<b>Unit 6</b> Which stores are special and why?
	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Understand that some places are special to members of their community.</li> </ul>					
<b>Physical Development PE Scheme - Complete PE</b>	Dance – Dinosaurs Locomotion - Walking	Dance - Ourselves Ball skills – Hands 1	Locomotion Walking 1 Ball Skills – Hands 2	Gymnastics –Moving Ball skills – Feet 1	Gymnastics High, Low, Under, Over Locomotion - Jumping	Dance – Nursery Rhymes Ball skills – rackets, bats, balls and balloons
	<ul style="list-style-type: none"> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> </ul>		<ul style="list-style-type: none"> <li>Begins to negotiate space successfully when playing racing and chasing games.</li> </ul>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others.</li> </ul>	

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Maths	Getting to know you Match, sort and compare Talk about measure and patterns It's me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Visualise, build and map Make connections Consolidation
	<ul style="list-style-type: none"><li>Engages in subitising numbers to four or five</li><li>Uses spatial language</li><li>Spots patterns in the environment</li><li>Enjoys tackling problems involving prediction and comparisons</li></ul>		<ul style="list-style-type: none"><li>Estimates numbers of things</li><li>Increasingly confident at putting numerals in order 0 to 10</li><li>Counts out up to 10 objects from a larger group</li><li>Matches the numeral with a group of items)</li><li>Begins to conceptually subitise larger numbers</li><li>Chooses familiar objects to create and recreate repeating patterns increasingly able to order and sequence</li></ul>		<ul style="list-style-type: none"><li>Count beyond ten.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li><li>Automatically recall number bonds for numbers 0–5 and some to 10.</li><li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li><li>Compare length, weight and capacity.</li></ul>	
	<ul style="list-style-type: none"><li>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li><li>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li></ul>		<ul style="list-style-type: none"><li>Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing.</li><li>Progress towards a more fluent style of moving with developing control.</li><li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li></ul>		<ul style="list-style-type: none"><li>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity</li><li>•healthy eating •tooth brushing</li><li>sensible amounts of 'screen time' •having a good sleep routine</li><li>being a safe pedestrian</li></ul>	
Phonics	<b>Set 1 Sounds Group A</b> Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	<b>Set 1 Sounds Group B</b> Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	<b>Set 1 Sounds Group C</b> Read all Set 1 single letter sounds speedily Blend independently using Set 1 Group C blending lesson (maximum 2 weeks) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	<b>Ditties PCM</b> Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	<b>Red Ditty Books</b> Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk Red Ditty Books Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	<b>Green</b> Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers
Literacy	<ul style="list-style-type: none"><li>Recognises and writes some letters from their own name</li><li>Engages in making messages for others from their pictures, painting and in their play.</li><li>Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly.</li><li>Ascribes meaning to the 'other' marks they make.</li></ul>		<ul style="list-style-type: none"><li>Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing.</li><li>Independently chooses to write for different purposes, initially articulating their thoughts through spoken word.</li><li>Uses their phonic knowledge to write words in ways which match their spoken sounds.</li></ul>		<ul style="list-style-type: none"><li>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.</li><li>Re-read what they have written to check that it makes sense.</li><li>Writes simple phrases and sentences which can be read by themselves and others.</li><li>Writes some common exception words</li><li>Uses key features of narrative in their own writing to describe a familiar event or create a story.</li></ul>	

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Understanding the World	Me and my small world What's in my basket? Senses	Let's go outside What's changed? Night and day	Changes in Winter Pushes and pulls Let it flow	Look All Around Test It Out Happy and Healthy	Watch it grow Animal detectives We're Going on an Animal Hunt	From desert to jungle From City to Sea Our Wonderful World
	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Talk about members of their immediate family and community</li><li>• Name and describe people who are familiar to them.</li></ul>		<ul style="list-style-type: none"><li>• Draw information from a simple map</li></ul>		<ul style="list-style-type: none"><li>• Draw information from a simple map</li><li>• Understand the key features of the life cycle of a plant and animals</li><li>• Recognise some similarities and differences between life in this country and life in other countries.</li><li>• Recognise some environments that are different from the one in which they live.</li></ul>	
	<ul style="list-style-type: none"><li>• Explore the natural world around them</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Describe what they see, hear and feel whilst outside.</li><li>• Understand the effect of changing seasons on the natural world around them.</li></ul>					

<b>Expressive Arts and Design</b>	<b>Charanga – Me!</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	<b>Charanga – My Stories</b> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	<b>Charanga – Everyone</b> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	<b>Charanga – Our World</b> Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey	<b>Charanga – Big Bear Funk</b> Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat	<b>Charanga – Reflect, Rewind and Replay</b>
	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>					