

Foundation Stage Progression Map 2021-22

F1

Term 1 (8 / 7)		Term 2 (7 / 6)	Term 3 (5 / 6)
Who am I? Starting school. What do I look like? What do I like / dislike? What makes me happy / sad? Birthdays Bodies	Where do I come from? Where was I born? Who is my family? Are all families the same? Where do I live? Are all homes the same?	Where in the world? Where do I live? Are all places the same? Different countries Animals – where do they come from? What do the people look like? Special clothes What is the weather like? What is the food like? Special customs / events? Looking after the planet / recycling	What is in my garden? Minibeasts, mammals, birds, pets Growing – plants, flowers, food Bees Ponds

Communication and Language

Personal, Social and Emotional Development

Physical

<ul style="list-style-type: none"> ❖ Develop manipulation and control. ❖ Explore different materials and tools. ❖ 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. ❖ Learn to use the toilet with help, and then independently. (0-3) ❖ Go up steps and stairs, or climb up apparatus, using alternate feet. (3-4) ❖ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ❖ Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> ❖ Use one-handed tools and equipment, for example, making snips in paper with scissors. ❖ Use a comfortable grip with good control when holding pens and pencils. ❖ Start to eat independently and learning how to use a knife and fork. ❖ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> ❖ Show a preference for a dominant hand. ❖ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ❖ Make healthy choices about food, drink, activity and toothbrushing.
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Literacy

<ul style="list-style-type: none"> ❖ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo (0-3) ❖ Enjoy drawing freely (0-3) ❖ Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (0-3) 	<ul style="list-style-type: none"> ❖ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word 	<ul style="list-style-type: none"> ❖ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (3-4) ❖ Write some or all of their name. (3-4) ❖ Write some letters accurately. (3-4)
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❖ Make marks on their picture to stand for their name. (0-3)	- recognise words with the same initial sound, such as money and mother (3-4)	
Hooks into learning - books		
<ul style="list-style-type: none"> ❖ Harry and the Bucket full of dinosaurs (go to school) / Chu's First Day at School / First Day at Bug School / Bumble Bear ❖ But Martin! ❖ Blossom and Boo / Inside Out ❖ The Large Family / The Family Book / Goldilocks ❖ The Three Little Pigs / Let's build a house ❖ Kipper's Birthday ❖ Funnybones 	<ul style="list-style-type: none"> ❖ Dear Earth ❖ Handa's Surprise (Africa / African animals) ❖ The Tiger that came to tea (India / Tigers) ❖ Wanted Panda / Yu Yan (China / Pandas) ❖ Big Yellow Digger / Ouch in my Pouch (Australia) ❖ Commotion in the ocean 	<ul style="list-style-type: none"> ❖ Mad about minibeasts ❖ The Very Hungry Caterpillar / The Bad-Tempered Ladybird ❖ Owl babies / The owl who was afraid of the dark (woodlands / owls) ❖ My flower, your flower / The Tiny Seed ❖ The Bee Book / Nature's Tiny Miracle ❖ The Giant Turnip / The Little Red Hen
Phonics and Reading		
Phonics Phase 1	Phonics Phase 1/2	Phonics Phase 2
	Lilac	Pink
Red	Maths	
Number		
<ul style="list-style-type: none"> ❖ Take part in finger rhymes with numbers (0-3) ❖ React to changes of amount in a group of up to three items. (0-3) ❖ Compare amounts, saying 'lots', 'more' or 'same'. (0-3) ❖ Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (0-3) ❖ Notice patterns and arrange things in patterns. (0-3) ❖ Climb and squeezing selves into different types of spaces. (0-3) 	<ul style="list-style-type: none"> ❖ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4) ❖ Recite numbers past 5. (3-4) ❖ Say one number for each item in order: 1,2,3,4,5.(3-4) ❖ Show 'finger numbers' up to 5 (3-4) ❖ Compare quantities using language: 'more than', 'fewer than'. (3-4) ❖ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) 	<ul style="list-style-type: none"> ❖ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3-4) ❖ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4) ❖ Experiment with their own symbols and marks as well as numerals. (3-4) ❖ Solve real world mathematical problems with numbers up to 5. (3-4)

<ul style="list-style-type: none"> ❖ Build with a range of resources. (0-3) ❖ Complete inset puzzles. (0-3) ❖ Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (0-3) 	<p>using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4)</p> <ul style="list-style-type: none"> ❖ Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (3-4) ❖ Make comparisons between objects relating to size, length, weight and capacity, (3-4) ❖ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (3-4) ❖ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (3-4) ❖ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (3-4) 	<ul style="list-style-type: none"> ❖ Describe a familiar route. (3-4) ❖ Discuss routes and locations, using words like 'in front of' and 'behind'. (3-4) ❖ Combine shapes to make new ones – an arch, a bigger triangle etc. (3-4) ❖ Extend and create ABAB patterns – stick, leaf, stick, leaf. (3-4) ❖ Notice and correct an error in a repeating pattern. (3-4)
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Understanding the World

<p style="text-align: center;"><u>Autumn</u></p> <p>Celebrations – Harvest festival / Bonfire night (fire fighters) / Christmas – family traditions, Christmas around the world.</p> <p style="text-align: center;">Hibernation</p> <p>Differences between houses / materials used to build them.</p> <ul style="list-style-type: none"> ❖ Make connections between the features of their family and other families. (0-3) ❖ Notice differences between people. (0-3) ❖ Begin to make sense of their own life-story and family's history. (3-4) 	<p style="text-align: center;"><u>Winter & Spring</u></p> <p>Celebrations – Easter (chocolate – changing states) / Mother's Day</p> <ul style="list-style-type: none"> ❖ Notice differences between people. (0-3) ❖ Begin to understand the need to respect and care for the natural environment and all living things. (3-4) ❖ Continue to develop positive attitudes about the differences between people. (3-4) ❖ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3-4) 	<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;">Growing caterpillars Life cycles (caterpillar / plants / owls)</p> <ul style="list-style-type: none"> ❖ Plant seeds and care for growing plants. (3-4) ❖ Understand the key features of the life cycle of a plant and an animal. (3-4)
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❖ **People who help us** - Show interest in different occupations (3-4)

<p>Teachers / lollipop ladies Firefighters Food banks / charity</p>	<p>Dr / nurses / paramedics Builders</p>	<p style="text-align: center;">Vets Travel Agents</p> <p>People in the community – dentist, bin men, shop workers, hairdressers, police.</p>	<p style="text-align: center;">Gardeners Bee keepers</p>
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Expressive Arts and Design

<ul style="list-style-type: none"> ❖ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (0-3) ❖ Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (0-3) ❖ Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (0-3) ❖ Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. (0-3) 	<ul style="list-style-type: none"> ❖ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (0-3) ❖ Explore colour and colour-mixing (3-4) ❖ Remember and sing entire songs. (3-4) 	<ul style="list-style-type: none"> ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3-4) ❖ Use drawing to represent ideas like movement or loud noises. (3-4) ❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (3-4) ❖ Sing the pitch of a tone sung by another person ('pitch match'). (3-4) ❖ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3-4) ❖ Create their own songs, or improvise a song around one they know. (3-4) ❖ Play instruments with increasing control to express their feelings and ideas. (3-4)
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Assessments

Baseline (6 weeks)	AP1 (Jan 2022)	AP1.5 (March / April 2022)	AP2 (June 2022)
D 0-3	S 0-3	D 3-4	S 3-4