

Foundation 1 Progression Map

2024 - 2025

Autumn	Spring	Summer	
Do Things Change Over Time?	Where can we travel to and how do we get there? (France – Greenland – China)	Who Lives in the Woods?	What Grows in my Garden?
School focus – History	School focus – Geography	School focus – Geography	
Communication and Language			
<ul style="list-style-type: none"> ❖ Recognise and point to objects if asked about them. ❖ Generally focus on an activity of their own choice and find it difficult to be directed by an adult. ❖ Listen to other people’s talk with interest, but can easily be distracted by other things. ❖ Can become frustrated when they can’t make themselves understood. ❖ Start to develop conversation, often jumping from topic to topic. ❖ Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. ❖ Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. ❖ Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. ❖ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<ul style="list-style-type: none"> ❖ Start to say how they are feeling, using words as well as actions. ❖ Listen to simple stories and understand what is happening, with the help of the pictures. ❖ Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. ❖ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). ❖ Can start a conversation with an adult or a friend and continue it for many turns. ❖ 	<ul style="list-style-type: none"> ❖ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ❖ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ❖ Sing a large repertoire of songs. ❖ Use a wider range of vocabulary. ❖ Use longer sentences of four to six words. 	<ul style="list-style-type: none"> ❖ Enjoy listening to longer stories and can remember much of what happens. ❖ Can find it difficult to pay attention to more than one thing at a time. ❖ Know many rhymes, be able to talk about familiar books, and be able to tell a long story ❖ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ❖ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Personal, Social, Emotional Development

- ❖ Find ways to calm themselves, through being calmed and comforted by their key person
- ❖ Establish their sense of self.
- ❖ Express preferences and decisions. They also try new things and start establishing their autonomy.
- ❖ Engage with others through gestures, gaze and talk.
- ❖ Use that engagement to achieve a goal.
- ❖ Find ways of managing transitions.
- ❖ Thrive as they develop self-assurance.
- ❖ Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- ❖ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- ❖ Feel strong enough to express a range of emotions.
- ❖ Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
- ❖ Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- ❖ Develop friendships with other children.

- ❖ Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- ❖ Begin to show ‘effortful control’.
- ❖ Be increasingly able to talk about and manage their emotions
- ❖ Safely explore emotions beyond their normal range through play and stories.
- ❖ Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”
- ❖ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- ❖ Develop their sense of responsibility and membership of a community.
- ❖

- ❖ Become more outgoing with unfamiliar people, in the safe context of their setting.
- ❖ Show more confidence in new social situations.
- ❖ Increasingly follow rules, understanding why they are important.
- ❖ Do not always need an adult to remind them of a rule.
- ❖ Talk with others to solve conflicts.
- ❖ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- ❖ Begin to understand how others might be feeling.

- ❖ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- ❖ Play with one or more other children, extending and elaborating play ideas.
- ❖ Develop appropriate ways of being assertive.

Physical Development			
<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. 	
Hooks into learning			
<p>Starting School</p> <ul style="list-style-type: none"> ❖ Chu's First Day, The Bumble Bear, Harry and the Dinosaur's go to school, First Day at Bug School. <p>Who am I? Who is in my family?</p> <ul style="list-style-type: none"> ❖ But Martin!, What Makes me a Me, Incredible You, Once There Were Giants, Welcome to the World, <p>Goldilocks and The Three Bears, The Three Little Pigs</p> <p>What is Autumn?</p> <ul style="list-style-type: none"> ❖ Autumn!, Little Acorn, We're Going on a Left Hunt, Bonfire Night 	<p>Winter</p> <ul style="list-style-type: none"> ❖ Ridiculous!, The First Snow, Snow Friends, Stick Man, Little Snowflake <p>The World</p> <ul style="list-style-type: none"> ❖ Dear Earth, Here we Are <p>The Gingerbread Man</p> <p>France</p> <p>Greenland</p>	<p>Woodland Traditional Tales – Goldilocks and The Three Bears Little Red Riding Hood Hansel and Gretel</p>	<p>Jack and the Beanstalk, The Garden of Hope, Little Sunflower, Little Caterpillar, Oliver's Vegetables, Mad about Minibeasts, My flower, your Flower, The Tiny Seed</p> <p>Summer And then comes summer, Little Sunflowers</p>

<p>Events beyond living memory (Dinosaurs / Mary Anning)</p> <ul style="list-style-type: none"> ❖ Little People, Big Dreams – Mary Anning, The Girl and the Dinosaur, George and the Dinosaur, Harry and the Dinosaurs, Mad about Dinosaurs, Stone Girl, Bone Girl, Here we go diggin’ for dinosaur bones, Dr Scott – you can be a palaeontologist too <p>Changes in living memory – changes to toys</p> <ul style="list-style-type: none"> ❖ Lost in the Toy Museum, Terrific Toys In the Past, Terrific Toys What They Are Made of, Toys in Space <p>Christmas</p> <ul style="list-style-type: none"> ❖ The Jolly Christmas Postman, The Nativity etc 	<p>Chine</p> <p>Spring</p> <ul style="list-style-type: none"> ❖ Goodbye Winter, Hello Spring, Spring, Hello Spring, Little Chick, Let’s Look at Spring <p>Easter</p> <ul style="list-style-type: none"> ❖ The Easter Story, Supertato – The Great Eggscape, They Dinosaur that Pooped Easter, Paddington’s Easter Egg Hunt 		
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) ❖ Make marks on their picture to stand for their name. (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 - recognise words with the same initial sound, such as money and mother (3-4) 	<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) 	
Phonics			
<p>Nursery rhymes Action songs Rhyming Alliteration</p>	<p>Rhyming Alliteration Initial sound discrimination</p>		

<ul style="list-style-type: none"> ❖ Enjoy songs and rhymes, tuning in and paying attention. ❖ Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. ❖ Say some of the words in songs and rhymes. ❖ Copy finger movements and other gestures. 	<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 - recognise words with the same initial sound, such as money and mother 	
Maths Meeting – Passport Learning		
<ul style="list-style-type: none"> ❖ I can count past 5 ❖ I can subitise up to three ❖ I can say one number for each item in order: 1, 2, 3, 4, 5 ❖ I can show fingers up to 5 		
Maths		
<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) ❖ 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) 	<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) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4) ❖ 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) 	<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) ❖ 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)

	<ul style="list-style-type: none"> ❖ 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) 		
Understanding the World			
<p>Season: Autumn Celebrations: Harvest, Bonfire Night, Christmas</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) ❖ Talk about members of their immediate family and community. (rec) ❖ Name and describe people who are familiar to them. (rec) ❖ Comment on images of familiar situations in the past (rec) ❖ Compare and contrast characters from stories, including figures from the past. (rec) <p>Chronology, Significance, Similarity and difference Change (and continuity), Causation, Interpretation</p>	<p>Season: Winter Celebrations: Easter, Mother's Day</p> <p>Life Cycles – chicks</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>Seasons: Spring Life Cycles – frogs, butterflies / moths, flowers / plants</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) 	<p>Season: Summer Celebrations: Father's Day</p> <ul style="list-style-type: none"> ❖ Show interest in different occupations ❖ Understand the key features of the life cycle of a plant and an animal. ❖ Begin to understand the need to respect and care for the natural environment and all living things
People who help us - Show interest in different occupations (3-4)			

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) 	
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