

Foundation 1 Progression Map

2025-2026

Autumn	Spring	Summer	
How do things change over time?	Where can we travel to and how do we get there? (London - Italy – Australia – Kenya)	What is growing in my garden?	What happens on a farm?
School focus – History	School focus – Geography	School focus – Geography / Science	
Communication and Language			
❖ 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’.	❖ 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.	❖ 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.	❖ 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.”

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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.
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Physical Development			
❖ 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.	❖ 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.	❖ 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			
Literacy			
❖ 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)	❖ Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money	❖ 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)	

	and mother (3-4)	
Phonics		
Nursery rhymes Action songs Rhyming Alliteration ❖ 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.	Rhyming Alliteration Initial sound discrimination ❖ Develop their phonological awareness, so that they can: - 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		
❖ 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		
❖ 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)	❖ 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)	❖ 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)

❖ Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. (0-3)	❖ 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)		
Understanding the World			
Season: Autumn Celebrations: Harvest, Bonfire Night, Christmas, Diwali ❖ 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)	Season: Winter Celebrations: Valentine’s Day ❖ 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	Seasons: Spring Celebrations: Easter, Mother’s Day ❖ 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)	Season: Summer Celebrations: Father’s Day ❖ 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

❖ Comment on images of familiar situations in the past (rec) ❖ Compare and contrast characters from stories, including figures from the past. (rec) Chronology, Significance, Similarity and difference Change (and continuity), Causation, Interpretation	experienced or seen in photos. (3-4)		
Expressive Arts and Design			
❖ 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)	❖ 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)	❖ 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