

Foundation Stage Progression Map 2024-25

| Term 1 Overview | | Term 2 Overview | Term 3 Overview |
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| <p>Who are you? What makes you special? (Based on Dinosaur theme) Myself (growing / changing / similarities and differences) Birthdays – celebrations Family Feelings Harvest</p> | <p>Who lives in a house like this? (Castle theme) Characters from the past (fictional and real) Building materials (castles) Parts of a castle Princes, princesses, knights and dragons People who work in castles Christmas (performance)</p> | <p>Are all places the same? Where do you live? Wath (Church Visit) Special People (People in the Community – who looks after us in our community? / who looks after our community? – doctor, dentist, police, rubbish collectors etc.) Maps – home to school India Tigers, Snow leopard (cold parts of india – ice / snow) – changing states (Divali, mosque, Indian food) Growing – herbs and spices Easter (Chocolate!) – changing states</p> | <p>What lives in your garden? (Plants and animals) Minibeasts, mammals, birds Growing – plants (flowers, fruit, veg) Growth and change End of year Celebration</p> |
| Hooks into Learning - Books / Stories | | | |
| <p>Harry and the Dinosaurs stories: - bucketful of dinosaurs - go to school - have a happy birthday What if everybody was the same? Papasaurus / Mamasaurus (Family stories) Feelings stories (Worrysaurus) We love dinosaurs</p> | <p>Castles – non-fiction Fairy Tales – Cinderella, Sleeping Beauty, Rapunzel Zog Princess and the Wizard Jack and the Beanstalk</p> | <p>People who help us stories / non-fiction Elephant Dance Tiger stories India non-fiction Diwali Rama and Sita Easter story book</p> | <p>Minibeast Madness The Very Hungry Caterpillar Minibeast non-fiction The Tiny Seed My Flower, Your Flower Oliver’s Fruit Salad / Oliver’s Vegetables Jack and the Beanstalk Plants non-fiction Garden mammals / birds</p> |

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| Dinosaur – non-fiction | | | |
| Understanding the World | | | |
| <p>Reception: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p> <p>ELG (Past & Present): Talk about the lives of the people around them and their roles in society.</p> <p>Chronology – When did dinosaurs live? Interpretation – How do we know about dinosaurs? Fossils Significance – Why did dinosaurs become extinct?</p> | <p>Reception: Compare and contrast characters from stories, including figures from the past.</p> <p>ELG (Past & Present)): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Chronology – When did people build / live in castles? Interpretation – how do we know how people lived in castle times? Significance – Significant people from the past (castle times) Similarity and difference – Similarities and</p> | <p>Reception: Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>ELG (People, Culture & Communities): Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>ELG (The Natural World): Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> | <p>Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>ELG The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |

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| | differences between life in a castle then and now Causation – Changes in the way people live (electricity etc) | | |
| RE | | | |
| Harvest – Creation Story | Christmas Story | Easter Story | Creation – wonders of our gardens |
| Reception: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. | | | |
| | Season - Autumn | Seasons - Winter / Spring | Season – Summer |
| Reception: Understand the effect of changing seasons on the natural world around them. ELG (The Natural World) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | |
| Vocabulary | | | |
| Carnivore, Herbivore Dinosaur names Feelings words Features Celebration Months of the year (birthday month) Harvest vocabulary – crops, harvest | Knight, Prince, Princess, servants, jester Castle words Turrets, drawbridge, tower, portcullis, moat | Wath vocabulary – naming features and buildings People in the community – doctor, dentist, vet India vocabulary Indian food, clothing Divali, mosque, mehndi / rangoli Indian animal vocabulary | Minibeast names Minibeast vocabulary – antenna, body parts, insect, arachnid Growing vocabulary – plant parts Garden mammal names Bird names |
| Phonics, Reading & Spelling | | | |
| Little Wandle Phase 2 | Little Wandle Phase 3 | Little Wandle Phase 3 / Phase 4 | |

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| Tricky words: is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be | | Tricky words: was, you, they, my, by, all, are, sure, pure | | Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today | |
| | | AP2 Spellings | | AP3 Spellings | |
| | | I, the, is, and, of | | her, go, to, no, into | |
| AP4 Spellings | | | | | |
| he, she, we, me, be | | | | | |
| Literacy - Writing | | | | | |
| CVC words (phase 2 graphemes) | | I go to ... sentences (e.g. I go to sing; I go to get ... People who help us sentences – e.g. He has a van Firefighter sentences (equipment) – I get / put on my ... to ... Vet (Mog sentences) – Mog is on the ... / Mog is in the ... | | | |
| Maths – Mastering Number | | | | | |
| Subitising | | Cardinality, ordinality and counting | | Composition | |
| <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. | | <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. | | <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. | |
| | | | | Comparison | |
| | | | | <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. | |

Maths Meetings – Passport Learning

| Autumn | Spring | Summer |
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| <p>I can count past 5 I can subitise up to 3 I can say one number for each item in order 1, 2, 3, 4, 5 I can show finger numbers up to 5</p> <p>I can count from 0 to 10 / 10 to 20 I can subitise up to 5. I know what number is 1 more / 1 less than numbers to 10.</p> | <p>I can count from 0 to 10 / 10 to 20 I can subitise up to 5. I know what number is 1 more / 1 less than numbers to 10. I can order numbers to 10 I can recall number bonds to 5.</p> | <p>I can count from 0 to 10 / 10 to 20 I can subitise up to 5. I know what number is 1 more / 1 less than numbers to 10. I can order numbers to 10 I can recall number bonds up to 5. I can recall number bonds up to 10 I can recall doubles up to 5 + 5 I can recall subtraction facts within 5.</p> |

Expressive Arts and Design

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| <p>Reception: Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Reception: Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> |
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Access Art

- 7 areas of exploration: <https://www.accessart.org.uk/accessart-eyfs-exploring-art-in-early-years-settings/>
- **What Can We See?**
 - **How Can We Explore Colour?**
 - **How Can We Build Worlds?**
 - **How Can We Explore Materials & Marks?**
 - **How Can We Explore 3d Materials?**
 - **How Can We Use Our Bodies to Make Art?**
 - **How Can We Use Our Imaginations?**

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| How Can We Explore Colour? - Painting with string How Can We Use Our Bodies to Make Art? – Mark making and Sound | | How Can We Explore Materials & Marks? – Ducklings (Easter) How Can We Explore 3d Materials? – Clay Play How Can We Use Our Imaginations? – Galaxy Painting (Tigers) | | What can we see? - Still Life Compositions: Inspired by Cezanne (Flowers, Fruit and veg) How Can We Build Worlds? – Insect Hotel | |
| Design Technology - Kapow | | | | | |
| | Sliding Santa chimneys To create a picture with a simple sliding mechanism | | | Flower threading Use a range of tools and techniques to create a threaded spring flower. | |
| Let's Move / Cosmic Yoga / Boogie Beebies – performing stories Helicopter Stories – inventing stories | | | | | |
| Autumn Harvest - CBeebies Boogie Beebies – Do the Dino! Cosmic Yoga Music / performances – Cbeebies Dinosaurs Christmas Performance | | Cosmic Yoga Music / performances – Indian dancing Easter songs | | Cosmic Yoga Music / performances | |
| ELG (Creating with Materials): <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. ELG (Being Imaginative): <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | |
| Physical – Gross Motor | | | | | |
| Complete PE | | | | | |
| Learning through play – Play through games | Health and well-being | Locomotion - jumping | Gymnastics – high, low, over, under | Ball skills – rackets, bats, balls and balloons | Attack and Defence – games for understanding |
| Reception: | | | | | |

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Combine different movements with ease and fluency.

Develop overall body-strength, balance, co-ordination and agility

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

ELG (Gross Motor):

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical - Fine Motor

Reception:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG (Fine Motor):

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Health and Well-Being

Physical:

Reception: Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian

Personal, Social & Emotional:

Reception: Manage their own needs

ELG (Managing Self):

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Assessments

| Baseline (AP1) (6 weeks) | AP2 (Jan 2024) | AP3 (March / April 2024) | AP4 (June 2024) |
|-----------------------------|---------------------------------|---|-------------------------------------|
| Expected 3-4 Secure | Expected Reception Beginning | Expected Reception Developing / Secure | Expected ELG Developing / Secure |