

Foundation Stage Progression Map 2024-25

Term 1 Overview		Term 2 Overview	Term 3 Overview
<p><b>Who are you?</b> <b>What makes you special?</b> (Based on Dinosaur theme) Myself (growing / changing / similarities and differences) Birthdays – celebrations Family Feelings</p> <p>Harvest</p>	<p><b>Who are you?</b> <b>Who lives in the deep, dark woods?</b> <u>Story characters</u> The Gruffalo Stickman Little Red Riding Hood Where's My Teddy (characters)</p> <p><u>Animals</u> Owls (Visit from Hawks of Steele) Minibeasts (Who am I?)</p> <p>Christmas (performance)</p>	<p><b>Are all places the same?</b> <b>Where do you live?</b> <b>Wath</b> (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</p> <p><b>India</b> Tigers, Snow leopard (cold parts of india – ice / snow) – changing states (Diwali, mosque, Indian food)</p> <p>Growing – herbs and spices</p> <p>Easter (Chocolate!) – changing states</p>	<p><b>Do you like to be beside the seaside?</b> Holiday memories Diving Deep (Under the sea) Sea creature facts and descriptions (Visit to The Deep) Oh! I do like to be beside the seaside! What do you see / hear / do at the seaside? Who 'works' at the seaside (lighthouse keeper / lifeboats / fishermen / shopkeepers) Pirates Pirate facts (history) – famous pirates</p> <p><b>End of year Celebration</b></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 Dinosaur – non-fiction</p>	<p>The Gruffalo Stickman Little Red Riding Hood Where's My Teddy Owl Babies The Owl who was afraid of the dark Owl non-fiction texts Minibeast Madness The Christmas Story</p>	<p>People who help us stories / non-fiction</p> <p>Elephant Dance Tiger stories India non-fiction Diwali Rama and Sita</p> <p>Easter story book</p>	<p>Lucy and Tom at the Seaside Diving Deep (non-fiction) / Hatty and Tatty and the Deep Blue Sea Commotion in the Ocean Rainbow Fish The Lighthouse Keeper stories A new for home for a pirate Five minutes to bed Pirate non-fiction Sea creature non-fiction Sea poetry</p>

## Understanding the World

<p><b>Reception:</b> 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><b>ELG (Past &amp; Present):</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>Chronology</b> – When did dinosaurs live? <b>Interpretation</b> – How do we know about dinosaurs? Fossils <b>Significance</b> – Why did dinosaurs become extinct?</p>	<p><b>Reception:</b> 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><b>ELG The Natural World:</b> 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>	<p><b>Reception:</b> 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><b>ELG (People, Culture &amp; Communities):</b> 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><b>ELG (The Natural World):</b> 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><b>Reception:</b> Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG (Past &amp; Present):</b> 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><b>ELG The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>Chronology</b> – When were there pirates? Holiday memories Holidays of the past (grandparents and beyond) <b>Interpretation</b> – Pirates – dress / features / behaviour – Were pirates really like that? <b>Significance</b> – Significant pirates; Holiday travel <b>Similarity and difference</b> – Similarities and differences between holidays past and present <b>Causation</b> – Changes in types of travel</p>
--	--	---	--

RE

Harvest – Creation Story

Christmas Story

Easter Story

**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

Woodland  
Moss, lichen  
Canopy, undergrowth  
Nocturnal  
Minibeast  
Owls – talons, prey, hunt

Wath vocabulary – naming features and buildings  
People in the community – doctor, dentist, vet  
  
India vocabulary  
Indian food, clothing  
Diwali, mosque, mehndi / rangoli  
  
Indian animal vocabulary

Sea creature names  
Diving vocabulary – SCUBA equipment,  
submersible, shipwreck  
Pirate vocabulary / Pirate talk  
Sea words – tide, shore, rock pools

**Phonics, Reading & Spelling**

Little Wandle  
Phase 2  
Tricky words: is, I, the, as, and, has, his, her, go, no,  
to, into, she, he, of, we, me, be

Little Wandle  
Phase 3  
Tricky words: was, you, they, my, by, all, are, sure,  
pure

Little Wandle  
Phase 3 / Phase 4  
Tricky words: said, so, have, like, some, come,  
love, do, were, here, little, says, there, when,  
what, one, out, today

**Maths**

Week 1 - 2	Week 3 - 5	Week 6 - 8	Week 9 - 11	Week 12 - 14	Week 1 - 3	Week 4 - 6	Week 7 - 9	Week 10 - 12	Week 1 - 2	Week 3 - 5	Week 6 - 9	Week 10 - 11	Week 12 - 13
Getting to know you	Just like me!	It's Me 1, 2, 3!	Light and Dark	Consolidation	Alive in 5!	Growing 6, 7, 8	Building 9 & 10	Consolidation	Beyond 10	First, then, now Shape	Review / Consolidation		Making Shapes

Mastering Number			
Subitising	Cardinality, ordinality and counting	Composition	Comparison
<ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul>	<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>
Maths Meetings – Passport Learning			
<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			
<p><b>Reception:</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Reception:</b> Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><b>Reception:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	

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.		Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.		
<b>Let's Move / Cosmic Yoga / Boogie Beebies – performing stories</b> <b>Helicopter Stories – inventing stories</b>				
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 'Under the Sea' Dance		
<p>ELG (Creating with Materials):</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>ELG (Being Imaginative):</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and song</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>				
<b>Physical – Gross Motor</b>				
	<b>PE Gymnastics</b>	<b>PE Gymnastics</b>	<b>PE Dance</b>	<b>PE Games</b>
	<p><b>Reception:</b> 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</p> <p><b>ELG (Gross Motor):</b> <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p>			<p>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.</p>

	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 2023)	AP3 (March / April 2023)	AP4 (June 2023)
Expected 3-4 Secure	Expected Reception Beginning	Expected Reception Developing / Secure	Expected ELG Developing / Secure