



Foundation Stage 2 Progression Document

Communication and Language: Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language: Listening, Attention and Understanding

ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I am beginning to pay attention to more than one thing at a time. I can respond to a strong of requests one after another (not quickly)	I can understand how to listen carefully and why listening is important.	I can play and listen to my friends at the same time and begin to respond appropriately with relevant questions, comments and actions.	I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (ENGLISH). I can listen and respond appropriately to adults and my peers (ENGLISH).
I can ask and respond to 'why' questions.	I can ask, understand and respond to why and how questions.	I can understand who; why; when; where and how.	I can make comments about what I have heard and ask questions to clarify my understanding.	I can ask relevant questions to extend their understanding and knowledge (ENGLISH).
I can start a conversation with an adult or a friend and continue it for many turns.	I am developing social phrases in my conversations.	I can have a conversation with my teacher and peers, using some back and forth exchanges.	I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers.	I can gain, maintain and monitor the interest of the listener (ENGLISH). I consider and evaluate different viewpoints, attending to and building on the contributions of others (ENGLISH)



Foundation Stage 2 Progression Document

Communication and Language: Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate, express their ideas and feeling about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can use longer sentences of four to six words.	I am developing social phrases such as 'good morning, how are you?'	I can use talk to help work out problems and organise thinking and activities.	I can express my ideas and feelings about my experiences using full sentences,	I can speak audibly and fluently with an increasing command of Standard English (ENGLISH).
I am able to express a point of view using words as well as actions.	I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.			I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (ENGLISH).
I may sometimes use irregular tenses e.g. runned for ran.	I am beginning to use a range of tenses (e.g. play, playing, will play, played).	I can use a range of tenses correctly most of the time.	including use of past, present and future tenses	
I can link simple sentences.	I can explain in simple sentences what happened and what might happen.	I can connect one idea or action to another using a range of connectives.	and making use of conjunctions, with modelling and support from their teacher	I can speak audibly and fluently with an increasing command of Standard English (ENGLISH).
I am beginning to use a wider range of vocabulary.	I can learn and use new vocabulary.	I can use vocabulary in different contexts throughout the day.	I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.	I can use relevant strategies to build my vocabulary (ENGLISH).
I can explain what happened in simple sentences.	I can explain in sentences, including ordering, stating what happened and what might happen.	I can articulate my ideas and thoughts in well-formed sentences (however, I may still have some difficulties with grammar e.g. saying sheeps instead of sheep and goed instead of went)		I can articulate and justify answers, arguments and opinions (ENGLISH).



Foundation Stage 2 Progression Document

I know many rhymes and can talk about many books.	I can listen carefully to stories and non –fiction texts and talk about what I have heard.	I can begin to make predictions about what might happen in a new story.	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	I can predict what might happen on the basis of what has been read so far (ENGLISH).
I am beginning to engage in imaginary role play sometimes building stories around toys and objects.	I can engage in imaginary role play sometimes building stories around toys and objects.	I can use language and recently introduced vocabulary to create imaginary events, storylines and themes.		I can make inferences on the basis of what has been said and done (ENGLISH). I can explain clearly my understanding of what is read to me (ENGLISH).



Foundation Stage 2 Progression Document

Personal, Social and Emotional Development: Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social and Emotional Development: Self-Regulation

ELG: Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate, give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can select and use activities and resources to achieve a goal I have chosen, or one which is given to me.	I am beginning to moderate my own feelings socially and emotionally.	I can identify and moderate my feelings socially and emotionally. I can begin to wait for what I want and control impulses.	I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.	I know that although we might not be friends with everyone, we can still work together and be kind to one another (RSHE).
I can talk about my feelings such as happy and sad. I am aware of others feelings eg I look concerned if I hear crying or look excited if I hear a familiar happy voice.	I can talk about my feelings in more elaborate ways e.g. I'm sad because.... I'm happy because... I am beginning to understand how others might be feeling.	I can express my feelings and consider the feelings of others. I can think about the perspective of others.	I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.	I know that people may have different reactions and feelings towards the same thing (RSHE) I know about kind and unkind behaviours and how the actions of others can impact on people's feelings (RSHE)
I can stop and listen when directed. I can follow instructions with 2 actions.	I can listen and do. I can follow instructions involving several ideas or actions, but may need prompting by a familiar adult.	I can give focused attention to what the teacher says. I can follow instructions involving several ideas or actions.	I can give focussed attention to what the teacher says, responding appropriately even when engaged in activity. I can show an ability to follow instructions involving several ideas or actions.	I can listen and respond appropriately to adults and peers (ENGLISH).



Foundation Stage 2 Progression Document

Personal, Social and Emotional Development: Managing Self

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I am showing more confidence in social situations.</p>	<p>I see myself as a valuable individual.</p> <p>I am developing appropriate ways of being assertive.</p>	<p>I am beginning to show independence, resilience and perseverance in the face of challenge.</p> <p>I can talk with others to solve conflicts.</p>	<p>I am confident to try new activities and I show independence, resilience and perseverance in the face of challenge</p>	
<p>I do not always need an adult to remind me of a rule.</p>	<p>I increasingly follow rules, understanding why they are important</p>	<p>I can follow the school rules and know right from wrong.</p>	<p>I can explain reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>I know how we can use rules set out by special people to keep ourselves and others safe in a variety of settings (RSHE).</p>
<p>I can attend to toileting needs, most of the time, by myself.</p> <p>I can put on my coat but I may need an adult to help with my zip.</p> <p>I can talk about the effects of activity on my body.</p>	<p>I can manage my own needs- personal hygiene (toilet, washing hands)</p> <p>I can dress with help e.g. puts arms into open fronted coat, pulls up own trousers and pull up zipper once it is fastened at the bottom.</p> <p>I know about the different factors that support my overall health and well-being: healthy eating, toothbrushing, exercise.</p>	<p>I can dress and undress independently.</p> <p>I can put on my own coat and fasten the zip independently</p> <p>I know and can talk about the different factors that support my overall health and well-being: healthy eating, toothbrushing, exercise.</p>	<p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>I understand the importance of healthy food choices.</p>	<p>I have an awareness of and take increasing responsibility for taking care of my own needs (RSHE).</p> <p>I can use the basic principles of a healthy and varied diet to prepare dishes (D&T).</p> <p>I know how to keep our bodies healthy (RSHE).</p>



Foundation Stage 2 Progression Document

Personal, Social and Emotional Development: Building Relationships

ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I can play with 1 or 2 children.</p> <p>I can ask a familiar adult for help.</p>	<p>I can play with 1 or more other children, extending and elaborating play ideas.</p> <p>I can demonstrate friendly behaviour, initiating conversations and begin to form good relationships with peers and familiar adults in my new setting.</p>	<p>I can build constructive and respectful relationships with adults and peers.</p>	<p>I can form positive attachments to adults and friendships with peers.</p>	<p>I know who my special people are and why they are special (RSHE).</p> <p>I know how special people care for us and keep us safe (RSHE).</p> <p>I know the qualities of happy friendships (RSHE).</p>
<p>I can begin to accept the needs of others.</p>	<p>I can take turns and share resources sometimes with support.</p> <p>I can help to find solutions to conflicts and rivalries e.g. accepting that not everyone can be spider man in the game.</p>	<p>I can work and play with others and take turns and share most of the time.</p>	<p>I can work and play cooperatively and take turns with others</p>	<p>I know about kind and unkind behaviours and how the actions of others can impact on people's feelings (RSHE).</p> <p>I know that although we might not be friends with everyone, we can still work together and be kind to one another (RSHE).</p>
<p>I can say what I want or need.</p>	<p>I can identify my own needs and find a solution to meet them.</p>	<p>I can identify my own needs and I am beginning to think of others' needs.</p>	<p>I can show sensitivity to my own and others' needs</p>	<p>I can recognise similarities and differences between one another, but also celebrate the unique strengths that everyone has (RSHE).</p>



Foundation Stage 2 Progression Document

Physical Development: Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development: Gross Motor Skills

ELG: 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.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	I can move freely and confidently in a range of ways such as slithering shuffling, sliding, rolling, walking, crawling, jumping and running.	I can combine different movements with ease and fluency. I am progressing towards a more fluent style of moving, with developing control and grace.	I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (PE). I can perform dances using simple movement patterns (PE).
I can travel around, under, over and through balancing and climbing equipment.	I can travel with confidence and skill around, under, over and through balancing and climbing equipment.	I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	I can negotiate space and obstacles safely, with consideration for myself and others.	I can develop balance, agility and co-ordination, and begin to apply these in a range of activities (PE).
I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use my core muscle strength to achieve a good posture when sitting at a table or on the floor.	I am developing overall body strength, balance, coordination and agility.	I can demonstrate strength, balance and coordination when playing	I will develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education (PE).




Foundation Stage 2 Progression Document

I am continuing to develop my movement, balancing, riding (scooters and bikes) and ball skills.	I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	I have further developed and refined a range of ball skills including, throwing catching, kicking, passing, batting and aiming.	I have developed confidence, competence, precision and accuracy when engaging with activities that involve a ball.	<p>I can master basic movements including throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (PE).</p> <p>I can participate in team games, developing simple tactics for attacking and defending (PE).</p>
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Foundation Stage 2 Progression Document

Physical Development: Fine Motor Skills

ELG: 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.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can use a comfortable grip with good control when holding pens and pencils.	I am beginning to use a tripod grip 	I can comfortably use a tripod grip (in most cases). I can develop the foundations of a handwriting style which is fast, accurate and efficient.	I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	I can sit correctly at a table, holding a pencil comfortably and correctly (ENGLISH).
I can use one handed tools and equipment e.g. make snips in paper with scissors.	I can use simple tools to effect changes to materials.	I can handle tools, objects, construction and malleable materials safely and with increasing control and intention. Suggested tools: pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons.	I can use a range of small tools, including scissors, paintbrushes and cutlery safely and with control.	I can select from and use a range of tools and equipment to perform practical tasks (D&T)
I can draw with increasing control.	I am beginning to draw with increasing complexity and detail and create a closed shape with continuous lines, such as representing a face with a circle.	I can draw a picture of myself, drawing a closed circle for a head and adding eyes and mouth.	I am beginning to show accuracy and care when drawing.	I can use drawing to develop and share ideas, experiences and imagination (ART).



Foundation Stage 2 Progression Document

Literacy: Programme of Study

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy- Word Reading

ELG: Word Reading- Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I know that we read English texts from left to right, top to bottom.</p> <p>I am developing my phonological awareness so that I can</p> <ul style="list-style-type: none"> *spot and suggest rhymes *count or clap syllables in a word *recognise words with the same initial sound. 	I can identify sounds in words, in particular, initial sounds.	I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.	I can read words consistent with my phonic knowledge by sound blending.	<p>I can apply phonics knowledge and skills as the route to decode words (ENGLISH).</p> <p>I can read accurately by blending sounds in unfamiliar words, containing GPC's that have been taught (ENGLISH).</p>
	I can orally blend simple words demonstrating my knowledge of sounds (with support)	I can read simple captions and phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.	I can read aloud simple sentences and books that are consistent with my phonics knowledge, including some common exception words.	<p>I can read aloud accurately books that are consistent with my developing phonics knowledge and that do not require me to use other strategies to work out words (ENGLISH).</p> <p>I can read common exception words (ENGLISH).</p>
.	I can read individual letters by saying a sound for them	I can read some letter groups that each represent one sound and say sounds for them.	I can say a sound for each letter in the alphabet and at least 10 digraphs.	I can respond speedily with the correct sound to graphemes for all 40+ phonemes (ENGLISH).



Foundation Stage 2 Progression Document

Literacy- Comprehension

ELG: Comprehension- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories, use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can talk about the stories that are read to me.	I can talk about events and characters in books.	I can talk about events and principal characters in stories and suggests how the story might end.	I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	I am familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (ENGLISH).
I can tell a story to friends.	I can join in with repeated refrains and phrases in rhymes and stories.	I can sequence familiar stories. I can retell familiar stories using my own words.		
I can listen to stories to begin to build up my understanding and enjoyment.	I can re-read books	I can re-read books to build up my understanding and enjoyment.	I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	I can re-read books to build up fluency and confidence in word reading (ENGLISH).
I can engage in extended conversations about stories, learning new vocabulary.	I can use recently introduced vocabulary when talking about stories.	I can use recently introduced vocabulary to discuss stories, non-fiction and poems and during role play.		I can recognise and join in with predictable phrases (ENGLISH). I can discuss word meanings, linking new meanings to those already known (ENGLISH).
I can make suggestions about what might happen next in an familiar story.	I can make suggestions about what might happen next in an unfamiliar story.	I can make simple predictions based on what has been read so far.	I can anticipate where appropriate key events in stories.	I can predict what might happen on the basis of what has been read so far (ENGLISH).



Foundation Stage 2 Progression Document

Literacy- Writing

ELG: Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
Use some of their print and letter knowledge in their early writing ascribing meaning to marks.	I am beginning to write recognisable letters.	I am beginning to write lower case and capital letters correctly.	I can write recognisable letters, most of which are correctly formed.	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place (ENGLISH).
I can write some letters accurately.	I can hear and write the initial sounds in words.	I can spell words by identifying the sounds and then writing the sounds with a letter.	I can spell words by identifying the sounds with a letter or letters.	I can write words containing each of the 40+ phonemes already taught (ENGLISH).
	I am beginning to orally segment CV and CVC words.	I can write captions with words with known sounds.	I can write simple phrases and sentences that can be read by others. Sometimes using full stops and capital letters.	I can write sentences by saying out loud what I am going to write about (ENGLISH). I can leave spaces between words (ENGLISH). I am beginning to punctuate sentences using a capital letter and a full stop (ENGLISH).
	I am beginning to spell a few common exception words matched to the school's phonic programme with support.	I am beginning to spell a few common exception words matched to the school's phonic programme.	I can spell some common exception words matched to the school's phonic programme.	I can write common exception words (ENGLISH).
I can write some letters from my name.	I can write first name with support.	I can write my first name independently.	I can write my full name using a name card if needed.	I know to use a capital letter for names of people (ENGLISH).



Foundation Stage 2 Progression Document

Mathematics: Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics- Number

ELG: Number- Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I am beginning to count objects and actions to 5.</p> <p>I can say one number for each item in order when touch counting.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 3.</p> <p>I can understand the one more than, one less than relationship between consecutive numbers to 3.</p>	<p>I can count objects, actions and sounds to 5.</p> <p>I can count 1:1 objects to 5.</p> <p>I can recognise numbers to 5.</p> <p>I can explore the composition of numbers to 5 e.g. the addition and subtraction facts.</p> <p>I can understand cardinality up to 5.</p> <p>I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 5.</p>	<p>I can count an irregular arrangement of up to 10 objects.</p> <p>I can count 1:1 objects to 10.</p> <p>I can recognise numbers to 10</p> <p>I can explore the composition of numbers to 10 e.g. the addition and subtraction facts.</p> <p>I can understand cardinality up to 10.</p> <p>I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 10.</p> <p>I can understand the one more than, one less than relationship</p>	<p>I have a deep understanding of numbers to 10, including the compositions of each number.</p>	<p>I can add and subtract one-digit and two-digit numbers to 20, including 20 (MATHS).</p> <p>I can identify and represent numbers using objects and pictorial representations, including the number line and use the language of: equal to, more than, less than, most, least (MATHS).</p> <p>Given a number, I can identify one more and one less (MATHS).</p>



Foundation Stage 2 Progression Document

	I can understand the one more than, one less than relationship between consecutive numbers to 5.	between consecutive numbers to 10.		
I am developing fast recognition of up to 3 objects, without having to count them individually.	I am beginning to subitise 1, 2 and 3.	I can confidently subitise to 3. I am beginning to subitise to 4 and 5.	I can subitise up to 5.	
Shows 5 on their fingers in different ways.	Works out number bonds to 5 using apparatus.	Automatically recall number bonds to 5.	I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	I can represent and use number bonds and related subtraction facts within 20 (MATHS).



Foundation Stage 2 Progression Document

Mathematics-Numerical Patterns

ELG: Numerical Patterns- Verbally count beyond 20, recognising the patterns of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity, explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can count to 5. I can order numbers to 3.	I can count to 10. I can order numbers to 5.	I can begin to use teen numbers to count beyond 10. I can order numbers to 10.	I can verbally count beyond 20 recognising the patterns of the number system.	I can count to and across 100, forwards and backwards (MATHS).
I can use the language of more and fewer to compare quantities.	I can use the language of more, fewer and the same to compare two sets of objects up to 5.	I can use the language of more, fewer and the same to compare two sets of objects up to 10.	I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	I can use the language of: equal to, more than, less than, most, least (MATHS).
			I can explore and represent patterns with numbers up to 10 including- <ul style="list-style-type: none"> - odds and evens - Double facts - How quantities can be distributed equally. 	I can solve one step problems involving addition, subtraction, multiplication and division (MATHS).



Foundation Stage 2 Progression Document

Mathematics- Shape, Space and Measure

	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can talk about the routine of the day using language such as 'before' and 'after' I can begin to use the language of time e.g. morning, afternoon, night.	I can talk about the routine of the day in more detail.	I can sequence the routine of the day.	I can talk about and sequence a range of daily routines.	I can sequence events in chronological order using language (MATHS). I can recognise and use language relating to dates, including days of the week, weeks, months and years (MATHS).
I can use comparative language like 'taller', 'shorter', 'the same'.	I can use comparative language to compare objects relating to size, weight, length and capacity.	I can experiment with length, weight, capacity and use my findings to order and group items. I can identify money and I can start to use money in my play.	I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	I can compare, describe and solve practical problems for: -lengths and heights -mass/weight -capacity and volume -time -measure and begin to record I can recognise and know the value of different denominations of coins and notes (MATHS) I can tell the time to the hour and half past the hour (MATHS).
I can talk about and explore 2D shapes using informal mathematical language.	I can name and talk about the properties of 2D shapes using mathematical language.	I can recall names for 2D and some 3D shapes I can sort shapes according to simple properties.	I can name 2D and 3D shapes and describe some of their properties.	I can recognise and name common 2D and 3D shapes (MATHS)
I can understand position through words alone, eg the bag is under the table (with no pointing).	I can use positional language.	I can use and understand positional language.	I can use more complex positional language.	I can describe position, direction and movement (MATHS)
I can extend and create ABAB patterns.	I can continue more complex patterns such as ABC or ABBABB.	I can create more complex patterns such as ABC or ABBABB.	I can continue, copy, create and describe repeating patterns.	



Foundation Stage 2 Progression Document

Understanding the World: Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World- Past and Present

ELG- Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I am beginning to make sense of my own life story.	I can remember and talk about significant events in my own life in some detail.	I can comment on stories I have heard and images of people and familiar situations in the past.	I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class.	I have developed an awareness of the past, using common words and phrases relating to the passing of time (HISTORY). I can identify similarities and differences between ways of life in different periods (HISTORY).
I can listen to stories which include figures from the past.	I can talk about characters from stories, including figures from the past.	I can compare and contrast characters from stories, including figures from the past.	I understand the past through settings, characters and events encountered in books read in class and storytelling.	I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand different historical events (HISTORY).
I can talk about people who are familiar to me.	I can talk about different occupations in society.	I can begin to talk about people around me and why they are important to society.	I can talk about the lives of people around me and their roles in society.	I know about significant events, people and places in my locality (HISTORY).



Foundation Stage 2 Progression Document

Understanding the World- People, Cultures and Communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, 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, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I enjoy joining in with a range of family customs and routine	I can share my own experiences of family customs and routines. I recognise that people have different beliefs and celebrate special times in different ways.	I understand that some places are special to members of my community. I can compare how I celebrate special times to that of others.	I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.	I can ask and respond to questions about what communities do, and why, so that I can identify what difference belonging to a community might make (RE)
I can talk about places I have visited.	I understand that there are other countries in the world.	I can listen to stories and look at non-fiction texts to help me to understand the similarities and differences between life in this country and life in other countries.	I can explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps.	I can understand geographical similarities and differences through studying the human and physical GEOG of a small area of the UK and a small area in a contrasting non-EU country (GEOG)
I know who lives in my home. I can talk about my home e.g. house/flat, garden/no garden and what it is near to.	I am beginning to explore simple maps. I can talk about where I live, what I see, places I go.	I can draw information from a simple map. I can observe and begin to describe my immediate environment.	I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	I can use basic geographical vocabulary to refer to –key physical features -key human features (GEOG) I can use world maps, atlases and globes (GEOG). I can use simple fieldwork and observational skills to study the GEOG of their school and it's ground and the key human features of its surrounding environment (GEOG).



Foundation Stage 2 Progression Document

Understanding the World- The Natural World

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants, 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, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can talk about what I see using a wide vocabulary	I can describe what I see, hear, and feel whilst outside.	I can talk about changes I can see in the natural world around me.	I can explore the natural world around me, making observations and drawing pictures of animals and plants.	<p>I can identify and name a variety of common wild and garden plants (SCIENCE).</p> <p>I can describe and compare the structure of a variety of common animals (SCIENCE).</p> <p>I can ask simple questions (SCIENCE).</p> <p>I can observe closely (SCIENCE).</p>
<p>I can identify different types of weather.</p> <p>I can explore collections of materials with similar/different properties.</p> <p>I can talk about the differences between materials and changes I notice.</p>	<p>I can talk about Autumn, weather.</p> <p>I can begin to understand the effect of changing seasons on the natural world around me e.g., autumn into spring.</p> <p>I can describe different materials such as wood, plastic, metal, glass and the textures.</p>	<p>I can talk about the seasons.</p> <p>I understand the effect of changing seasons on the natural world around me e.g. winter into spring.</p> <p>I can talk about changing states of matter e.g. freezing and melting, heating and cooling.</p> <p>I can talk about forces e.g. push/pull, float/sink.</p>	<p>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p>I can identify seasonal and daily weather patterns (GEOG).</p> <p>I observe changes across the four seasons (SCIENCE).</p> <p>I can describe weather associated with the seasons and how day length varies (SCIENCE).</p> <p>I can describe the physical properties of a variety of everyday materials (SCIENCE)</p>
I enjoying looking at how animals and plants change.	I can talk about how animals and plants change.	I can talk about the life cycle of a plant and animal.	I understand and can talk about the life cycle of a plant and animal.	I can identify and name a variety of common wild and garden plants (SCIENCE).



Foundation Stage 2 Progression Document

				I can describe and compare the structure of a variety of common animals (SCIENCE).
I can talk about my immediate environment.	I can talk about my immediate environment using a wide vocabulary.	I recognise that some environments are different to the one in which I live.	I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.	I can understand geographical similarities and differences through studying the human and physical GEOG of a small area of the UK and a small area in a contrasting non-EU country (GEOG)



Foundation Stage 2 Progression Document

Expressive Arts and Design: Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts and Design- Creating with Materials

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can explore materials freely, in order to develop ideas about how to use them and what to make.	I am starting to select the correct tool and material for a purpose. I can join different materials and explore different textures.	I can select the correct tool and materials for a purpose.	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use a range of materials creatively to design and make products (ART & DESIGN). I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (D&T).
I can explore colour and colour-mixing	I can explore colour and how colours can be changed by experimenting with mixing paint.	I can mix a colour for a desired purpose.		I have developed a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space (ART & DESIGN).
I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can create closed shapes with continuous lines and begin to use these shapes to represent objects.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I can return to and build on my previous learning, refining ideas and developing my ability to represent them.		I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination (ART & DESIGN).
I can develop my own ideas and then decide which materials to use to express them.	I can create and share my ideas.	I am beginning to create collaboratively sharing ideas, resources and skills.	I can share my creations, explaining the processes I have used.	I have developed a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space (ART & DESIGN).



Foundation Stage 2 Progression Document

				I can generate, develop, model and communicate my ideas through talking and drawing (D&T).
I can make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park.	I am beginning to use props and materials to represent characters from a familiar story or theme.	I can select props and materials for a purpose when role playing.	I can make use of props and materials when role playing characters in narratives and stories.	I can participate in performances, role play and improvisations (ENGLISH).



Foundation Stage 2 Progression Document

Expressive Arts and Design- Being Imaginative and Expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I can remember and sing a few familiar songs.</p> <p>I am beginning to sing the melodic shape of familiar songs.</p> <p>I can move in time to a modelled rhythm.</p>	<p>I can sing a range of familiar songs and nursery rhymes from memory.</p> <p>I can sing in a group or on my own and am beginning to match the pitch and follow the melody.</p> <p>I can begin to move rhythmically.</p>	<p>I can sing an increased repertoire of songs and nursery rhymes from memory.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can move in time with a rhythm.</p>	<p>I can perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p> <p>I can sing a wide range of well-known nursery rhymes and songs.</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes (MUSIC).</p>
I can use instruments to make different sounds.	I can play instruments	I can select an instrument for the sound it makes for a selected purpose.	I can explore and engage in music making and dance, performing solo or in groups.	I can play tunes and detuned instruments musically (MUSIC).
I am beginning to engage in dance.	I am engaging in dance and can follow a simple routine.	I am engaging in dance and beginning to perform solo or in groups.		I can perform dances using simple movement patterns (MUSIC).
I can begin to develop complex stories using small world equipment.	I can develop a simple story in my pretend play.	I can act out familiar storylines and extend them in my play.	I can invent, adapt and recount narratives and stories with my peers and teacher.	<p>I can give well-structured descriptions, explanations and narratives (ENGLISH).</p> <p>I can participate in performances, role play and improvisations (ENGLISH).</p>