

# Broughton Fields Primary School

## Foundation Stage Progression Grid

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Theme		This is me	Time to Celebrate	Around the World	Once Upon a Time	Amazing Animals	Growing and Changing	
Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
Communication & Language	Listening, Attention & Understanding	Maintains attention, concentrates and sits quietly during an appropriate activity	Listens attentively in a range of situations	Engages in non-fiction texts	Engages in non-fiction texts	Engages in non-fiction texts	Engages in a back and forth conversation and asks questions to clarify understanding	<p><u>Children at the expected level of development will:</u> 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 interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
		Listens carefully to rhymes and songs, paying attention to how they sound	Demonstrates two-channelled attention (can listen and do for a short span)	Connects one idea or action to another using a range of connectives	Uses talk to help work out problems and organise thinking and activities, and explains how things work and why they might happen	Engages in a conversation and asks questions of others		
		Understands how to listen carefully and why listening is important	Uses prepositions & pronouns appropriately	Answers simple where & how questions	Answers simple when / why questions	Engages in a conversation about a story to build familiarity and understanding		
		Follows a simple two step instruction	Listens to and talks about stories					
		Answers a simple who questions						
		Engage in story time						

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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	Speaking	Learn & use new vocabulary	Learn and use new vocabulary in correct context	Learn and use new vocabulary in different contexts	Imaginative story telling	Accurately uses past, present and future forms when talking about experiences	Will offer explanations, using recently introduced vocabulary in relation to a range of different text types and experiences	<u>Children at the expected level of development will:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer 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 feelings 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.
		Talk about themselves and their families	Describe events in some detail	Ask questions to find out more and to check they understand what has been said to them	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events			
		Develop social and self-help phrases	Uses language to imagine and recreate roles and experiences in play situations	Articulate their ideas and thoughts in well-formed sentences	Will offer simple explanations in relation to new experiences & texts			
		Learn rhymes & songs	Will offer simple explanations in relation to familiar experiences & texts	Connect one idea or action to another using a range of conjunctions	Uses pronouns appropriately when speaking			
		Talk confidently to a friend or trusted adult	Talk confidently in a small group	Beginning to use past, present and future forms accurately when talking about their own experiences				

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Personal, Social & Emotional Development	Self-regulation	<p>Aware of the boundaries set and behavioural expectations in the setting</p> <p>Identify how they are feeling – happy, sad &amp; cross</p> <p>Follow a one-step instruction</p>	<p>Adjust their behaviour to different situations and take changes of routine in their stride</p> <p>Negotiate and solve problems without aggression</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>In whole class or small group learning, can attend to what the teacher is saying</p>	<p>Begin to know that actions have consequences for example, if you are unkind to someone they may not want to play with you</p> <p>Express their feelings and consider the feelings of others</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Can wait for what they want and control their immediate impulses with adult reminders &amp; support</p> <p>Demonstrates split attention when engaged in a different activity</p> <p>Follows a multi step instruction with gestures and visuals as needed</p>	<p>Think about the perspectives of others</p> <p>Can wait for what they want and control their immediate impulses</p>	<p>Follow a multi-step instruction independently</p>	<p><u>Children at the expected level of development will:</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused 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.</p>

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Visits/ Visitors	Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	Managing self	<p>Selects resources and activities independently</p> <p>Aware of the boundaries set and behavioural expectations in the setting</p> <p>Usually clean and dry during the day and manages their own basic hygiene and personal needs successfully</p> <p>Learning to respect resources and use them independently.</p>	<p>Takes responsibility for own needs, finding their own belongings and taking care of them</p> <p>Express their feelings and consider the feelings of others</p> <p>Practices appropriate safety measures without direct supervision. Putting things away at the end of the day.</p>	<p>Can put own coat, shoes &amp; wellies on</p>	<p>Understand the need for good practices in relation to exercise, eating, sleeping and hygiene in relation to their health</p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe</p> <p>Shows independence in managing own wants and needs</p>	<p>When faced with a challenging activity, will persevere and show resilience with support &amp; encouragement</p> <p>When faced with a challenging activity, will persevere and show resilience</p>	<p><u>Children at the expected level of development will:</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>

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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	Building Relationships	<p>Plays alongside a peer or a small group of peers</p> <p>Initiates conversations, attends and takes account of what others say.</p> <p>Separates happily from carer and begins to build a relationship with key adults</p> <p>Begins to consider the feelings of others</p>	<p>Plays alongside a peer or a small group of peers where equipment is shared</p> <p>Speaks in a familiar group</p> <p>Develops relationships with adults through sharing of information and experiences</p> <p>Begins developing relationships with a small group of peers</p> <p>Begins to share ideas with carpet partner with encouragement</p>	<p>Engaged in play with a small group of familiar peers</p> <p>Beginning to take turns and share fairly in a play situation</p> <p>Develops strong relationships with a small group of peers</p> <p>Considers the feelings of others</p>	<p>Takes turns in play</p> <p>Shows sensitivity to others</p> <p>Independently shares ideas with a range of their peers</p> <p>Takes steps to resolve conflicts</p>	<p>Express their feelings and consider the feelings of others</p>	<p>Works with peers and can discuss knowledge and understanding of key concepts</p>	<p><u>Children at the expected level of development will:</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
Physical Development	Gross Motor Skills	<p>They move confidently in a range of ways, safely and negotiating space effectively.</p> <p>Revise and refine the fundamental movement skills they have acquired: crawling, jumping, running</p>	<p>Progress towards a move fluent style of moving, with developing control and grace</p> <p>Revise and refine the fundamental movement skills: climbing, hopping, skipping</p> <p>Develop their core muscle strength to achieve a good poster when sitting at a table or on the carpet</p>	<p>Jumps off an object and lands safely and appropriately</p> <p>Develop body strength to negotiate the climbing frame</p> <p>Can balance on one leg e.g. to hop or to kick a ball</p>	<p>Can balance along a beam or rope</p> <p>Negotiates space at pace e.g. when running</p> <p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, battling and aiming</p>	<p>Combine different movements with ease and fluency</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical activities</p>	<p><u>Children at the expected level of development will:</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Fine Motor Skills	<p>Identify each child's pencil grip and those which need to work on this</p> <p>Identify each child's scissor grip and assign supportive scissors if needed</p> <p>Identify if children have a dominant hand.</p>	<p>Begin to show control and coordination in small movements and when handling tools e.g. tweezers, ladles, knives, spoons, spades and paintbrushes.</p> <p>Can represent a familiar object in a line drawing e.g. a self-portrait.</p>	<p>Use quadruped or tripod grip when using a pen or pencil.</p> <p>Use standard scissors for cutting a straight line.</p> <p>Begin to show accuracy when colouring.</p>	<p>Use standard scissors for cutting a curved or zigzag line.</p> <p>Can manipulate tools to fulfil a specific task e.g. cutting playdough into specific sized pieces, using tweezers to move small objects from one place to another.</p> <p>Begins to use tools such as saw, hammer, pliers, glue gun safely and with accuracy.</p>	<p>Use standard scissors to cut around something by moving the paper.</p> <p>Begins to make recognisable attempts at drawing unfamiliar objects.</p>	<p>Tripod pencil grip in preparation for fluent writing.</p> <p>Shows accuracy and care when drawing.</p> <p>Shows control and accuracy when using a range of small tools e.g. paintbrushes and cutlery.</p>	<p><u>Children at the expected level of development will:</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

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Literacy	Comprehension	Can identify characters and setting from a story that has been read to them.	Can talk about something that happened in the story.	Can use language of sequencing to talk about a story e.g. what happened before x or what happened after y?	Can answer simple inference question about a character's actions	Can make an appropriate prediction about what might happen next in a story	Can make a basic prediction about what might happen next in a story giving reasons from the text so far.	<u>Children at the expected level of development will:</u>  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.
		Knows that information can be retrieved from books and computers.	Learn and use new vocabulary from texts that have been read to them in correct context	Learn and use new vocabulary from texts that have been read to them in different contexts	Use vocabulary from a text in simple oral retelling or when sharing facts.	Use vocabulary from a text in role and small world play	Will offer explanations, using recently introduced vocabulary in relation to a range of different text types and experiences	
		Learn & use new vocabulary						

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	Word Reading	<p>Can discriminate sounds in their environment</p> <p>Can remember a sequence of sounds e.g. clap, drum, tambourine</p> <p>Can identify the initial sound in a simple word</p> <p>Can identify the incorrect word from an otherwise rhyming string</p> <p>Can recognise the first 10 set 1 graphs</p> <p>Can read common exception words (Red Words) – I, of, my,</p>	<p>Beginning to identify rhyming words</p> <p>Can recognise all set 1 graphs and digraphs</p> <p>Can orally blend a CVC word</p> <p>Can read common exception words (Red Words) – to, the, no,</p>	<p>Can read CVC words</p> <p>Can read words containing set 1 digraphs</p> <p>Can read common exception words (Red Words) – put, for, he, she</p>	<p>Can confidently continue a rhyming string</p> <p>Can read words with four sounds</p> <p>Can read common exception words (Red Words) – you, your, said,</p>	<p>Can read known words without sounding them out.</p> <p>Can read common exception words (Red Words) – are, me, we, there</p>	<p>Can recognise the first six set 2 sounds (ay, ee, igh, ow, oo, oo)</p> <p>Can confidently blend words containing known sounds</p> <p>Can read simple sentences consistent with their phonic knowledge</p> <p>Can read common exception words (Red Words) – all, I've, want, so.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	Writing	<p>To write their name correctly.</p> <p>Can put meaning to marks they make.</p> <p>Can form 10+ Set 1 graphs correctly.</p> <p>Can begin to write CEW family 1: I, a and the</p>	<p>Begin to make phoneme-grapheme correspondence with Set 1 graphs.</p> <p>Can form 20+ Set 1 graphs correctly.</p> <p>Can write the first sound in a word.</p> <p>Begin to write for different purposes and assign appropriate meaning (e.g. letters, cards, shopping list etc.)</p> <p>Can begin to write CEW family 2: they, by, my</p>	<p>Can write some CVC words using correct phoneme-grapheme correspondence.</p> <p>Can form some Set 1 digraphs accurately.</p> <p>Can write simple labels.</p> <p>Can write for different purposes and assign appropriate meaning (e.g. letters, cards, shopping list etc.)</p> <p>Can begin to write CEW family 3: be, he, me, she, we</p>	<p>Can write CVC words using correct phoneme-grapheme correspondence</p> <p>Can begin to write words with 4 sounds.</p> <p>Can form most Set 1 digraphs accurately.</p> <p>Can orally rehearse what they want to write.</p> <p>Can begin to write a caption or short phrase using graphemes they already know.</p> <p>Can begin to use spaces between their words</p> <p>Can begin to write CEW family 4: do, to, today, no, go, so</p>	<p>Can form the Set 1 digraphs accurately.</p> <p>Can write words with 4 sounds, including Set 1 digraphs (3 sounds).</p> <p>Can write a caption or short phrase using graphemes they already know which can be read by others.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Can use spaces between their words.</p> <p>Can write for different purposes with appropriate meaning.</p> <p>Can begin to write CEW family 5: is, his, has, was, busy</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Can begin to write CEW family 6: here, there, where, are, were</p>	<p><u>Children at the expected level of development will:</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
Maths	Number (Following White Rose)	<p>Can sort, match and compare objects according to colour, size and shape.</p> <p>Can come with their own criteria for sorting.</p> <p>Can talk about similarities and differences between objects and groups of objects.</p> <p>Can compare amounts – identifying where they have more, the same or fewer</p>	<p>Can identify representations of 1, 2, 3.</p> <p>Can subitise 1, 2, 3</p> <p>Can compare numbers 1, 2 and 3, identifying one more and one less.</p> <p>Can understand the composition of 1, 2, 3.</p>	<p>Can subitise 4 and 5</p> <p>Can identify one more and one less to 5.</p> <p>Knows the composition of numbers 1 to 6.</p> <p>Can recall number bonds to 5.</p>	<p>Can combine two groups and find the total.</p> <p>Can identify one more and one less to 10.</p> <p>Knows the composition of numbers 7, 8, 9 and 10.</p> <p>Show numbers to 10 on fingers using five and a bit structure and doubles structure.</p> <p>Conceptual subitising.</p>	<p>Can solve simple addition and subtraction problems (first, then, now).</p> <p>Has a deep understanding of the composition of numbers to 10.</p> <p>Conceptual subitising</p>	<p>To recall doubles to 10.</p> <p>Has a deep understanding of the composition of numbers to 10.</p> <p>Conceptual subitising.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p>

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Visits/ Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	Numerical Patterns (Following White Rose)	Can copy, continue and create AB patterns, using shapes, colours, sizes, actions and sounds.	Verbally count to 5.  Compare numbers to 5 (using vocabulary of greater than, less than, the same as)		Verbally count to 10  Compare numbers to 10 (using vocabulary of greater than, less than, the same as)  Can copy, continue and create more complex patterns AAB, ABB, AABB.	Verbally count to 20  Can identify patterns in number including doubles and halves to 10.	Verbally count beyond 20, recognising the pattern in the counting system.  To identify even and odd numbers.  Can share quantities evenly.	<u>Children at the expected level of development will:</u> Verbally count beyond 20, recognising the pattern 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.

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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
Knowledge & Understanding of the World	Past & Present	<p>Talks about what we were like as babies and how we have changed.</p> <p>Talks about people in our families and community</p> <p>Understands similarities and differences between our families and others'</p>			<p>Talks about the past in relation to stories, visits and non-fiction books (MK Museum box/Dogger/The Tiger Who Came to Tea)</p> <p>Can describe similarities and differences between things in the past and now (schools, shops, toys)</p> <p>Talks about important people in our families and why they are important (Mother's Day).</p> <p>Talks about people in our lives and the jobs they do.</p>		<p>Can talk about similarities and differences between the past and present using stories &amp; non-fiction books (Growing and changing)</p> <p>Talk about how we have changed over the school year.</p> <p>Talk about how the baby has changed over the year.</p> <p>Talks about important people in our families and why they are important (Father's Day).</p>	<p><u>Children at the expected level of development will:</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>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>

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Visits/ Visitors	Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	<p>People, Culture &amp; Communities</p> <p>Talks about our immediate environment and where we live (homes)</p> <p>Talks about themselves, the things they enjoy and are good at.</p>	<p>Talks about different religious festivals, how people celebrate and how celebrations can be similar and different (Christmas and Diwali)</p> <p>Knows that not everyone celebrates the same festivals and in the same ways (Diwali and Christmas)</p> <p>Recognise that digital devices can be used to find information.</p> <p>Use a touchscreen to target and select options on a screen.</p>	<p>Can make observations about environments in stories (Winter Walk)</p> <p>Can talk about how environments they have learnt about are different to where they live using knowledge from observations, discussions, stories, non-fiction books and maps (e.g. Antarctica and Africa)</p> <p>Explain some similarities and differences between life in this country and life in other countries (weather, homes and food)</p> <p>Talks about different religious festivals, how people celebrate and how celebrations can be similar and different</p>	<p>Talks about important people in our families and why they are important (Mother's Day).</p> <p>Can use technology to explore and access digital content (apps such as Chatterpix, White Rose Maths, Numbots)</p>	<p>Can make observations about environments in stories (Spring Walk)</p> <p>Talk about the roles of people in the community (zoo visit)</p> <p>With support, operate a digital device to fulfil a task (Switch Zoo to create an animal).</p>	<p>Talks about people in our families and why they are important (Father's Day).</p> <p>Choose media to convey information e.g. Chatterpix, painting on Paint app</p> <p>Input a short sequence of instructions to control a device (Spheros/Indies)</p>	<p><u>Children at the expected level of development will:</u></p> <p>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>

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	The Natural World	<p>Talks about what they see/hear in the natural world around them (free flow)</p> <p>Makes observations of the natural world around them (colours of leaves, changes in weather etc). (Autumn walk)</p> <p>Talk about changes in the day – seasons. How it is dark early in the evening.</p>	<p>Makes observations of the natural world around them and seasonal changes (Winter)</p> <p>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 (Antarctica, India)</p> <p>Can make observations about environments in stories.</p> <p>Understands changing states of matter (ice and water).</p> <p>Uses knowledge of floating and sinking (boats).</p>	<p>Makes observations of the natural world around them and seasonal changes (Spring walk)</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Plant seeds and care for growing plants.</p>	<p>Makes observations of the natural world around them and seasonal changes (Summer)</p> <p>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 (animal non fiction)</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Can talk about seasonal changes they have observed over the year.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Plant seeds, cares for growing plants and observes changes</p> <p>Understand the key features of the life cycle of a butterfly and a frog..</p>	<p><u>Children at the expected level of development will:</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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>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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Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
Expressive Arts & Design	Creating with Materials	Can independently select and serve poster paint in the primary colours, controlling amount.	Can choose colours for a specific purpose	Can explore mixing powder paints (colours and consistently)	Use powder paint confidently mixing to an appropriate colour and consistency	Begins to represent objects by making simple models (wood)	Selects appropriate method of joining materials for a purpose to create a model (wood/junk modelling).	<u>Children at the expected level of development will:</u> 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.
		Can explore tools available in creative areas and return them to the correct place	Begins to select tools for a specific purpose.	Begins to mix colours for a purpose	Can mix appropriate colours for a purpose	Uses tools safely and carefully.	Selects an appropriate material, tool and technique for a task.	
Expressive Arts & Design	Creating with Materials	Observes how colours can change when mixed.	Explores different ways of joining materials (glue and tape)	Begins to represent objects by making simple models (junk modelling)	Can select an appropriate texture when creating (tissue paper, collage, sand)	Adapts work where necessary.	Can independently create props to use for a purpose when role playing a character in a story.	
		Explores different ways of joining materials (glue)	Talks about different textures.	Explores different ways of joining materials (glue gun)	Adapts models made to better represent the intended object or function e.g. adds additional bricks to an unsteady tower to improve stability or changes wheel size to suit terrain.	Shares their creations, explaining how they have made it.	Create simple digital content e.g. digital art on an iPad or on interactive screen.	
Expressive Arts & Design	Creating with Materials	Explores a range of textures	Creates a simple representations of people, places and objects.	Begins to create props for role play (e.g. weapons, costumes, masks)		Can independently create props to use for a purpose in their play.		
		Shares their creations	Selects appropriate materials to build simple structures or representations of every day objects.			Begins to understand that models can have moving parts and consider ways to create mechanisms.		

# Broughton Fields Primary School

## Foundation Stage Progression Grid

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Theme		This is me	Time to Celebrate	Around the World	Once Upon a Time	Amazing Animals	Growing and Changing	
Visits/Visitors		Baby visit			MK Museum Box	Cotswold Wildlife Park	Baby Return Visit	
	Being Imaginative & Expressive	<p>Begins to join in with whole class songs, rhymes and poems</p> <p>Use some new vocabulary in their role</p> <p>Suggests ideas for simple adaptations to stories</p>	<p>Joins in with whole class songs, rhymes and poems alongside an adult</p> <p>Can join in telling a simple story as a class</p> <p>Makes simple adaptations to whole class stories</p> <p>Use musical instruments alongside role play, singing or rhyme.</p>	<p>Makes simple adaptations to whole class stories, in a small group</p> <p>Sing in the pitch and tone sung by another person moving melody up and down.</p>	<p>Joins in with a range of nursery rhymes, poems and songs</p> <p>Beginning invent their own story using learned vocabulary and following a story structure</p> <p>Independently makes simple adaptations to whole class stories</p> <p>Remember and sing entire songs.</p>	<p>Sings a range of nursery rhymes, poems and songs</p> <p>With support, invent their own story using learned vocabulary and following a story structure.</p> <p>Uses appropriately selected musical instruments alongside role play, singing or rhyme.</p>	<p>Independently sings a range of well-known nursery rhymes, poems and songs</p> <p>Independently invent their own story using learned vocabulary and following a story structure.</p> <p>Moves in time to music.</p> <p>Can maintain a musical beat either by clapping or with untuned percussion.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>
	Computing	Introduce to iPad games	<p>Ipads use in group activities (Chatterpix, Maths games)</p> <p><b>Programming:</b> Coding Caterpillars (in small groups)</p>	<p><b>Programming:</b></p> <p>BeeBots – inputs and then in Maths carousel</p> <p>Indy's – inputs and then in Maths carousel</p>	<p><b>Programming:</b></p> <p>BeeBots and Indy's in provision</p>	<p><b>Programming:</b></p> <p>Introduce Spheros in Maths lessons. Add to Maths carousel.</p> <p>Spheros in provision</p> <p>Set up and introduce Seesaw for activities</p>	Seesaw activities in provision	