



Leen Mills Primary School  
Foundation Stage Progression Map  
2020-2021

Communication and Language Listening and Attention (LA)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can turn to listen to my friends or my teacher.</p> <p>I can listen to and then follow an instruction.</p> <p>I can remember and join in with rhymes and stories I like.</p>	<p>I can listen to a whole story and comment on what is happening.</p> <p>I can ask questions about my favourite books.</p> <p>I can choose a book or game that might be different from my friends and tell you why.</p> <p>I can play and listen to my friends at the same time.</p>	<p>I can listen attentively in a range of situations, like in a class group, mall group, when playing or one to one.</p> <p>I can listen to stories and guess what might happen next.</p> <p>I can tell you what I think about stories, ask questions and listen to what my friends think.</p> <p>I can listen to what my friends and teachers say and comment on what they are saying or respond to a question while I am playing with something else.</p>

Communication and Language Understanding (U)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can find the right tool for a job.</p> <p>I can follow instructions using prepositions.</p> <p>I can respond to a string of requests one after another (not quickly)</p> <p>I can ask and respond to 'why' questions.</p> <p>I can follow a story with props and pictures.</p> <p>I can show interest in the lives of other people or events.</p> <p>I can see some similarities and differences between people.</p> <p>I can operate a CD player or MP3 player and show understanding of the remote controls.</p> <p>I can show interest in other technological items.</p>	<p>I can respond quickly to a series of instructions.</p> <p>I can laugh at funny rhymes and jokes.</p> <p>I can remember key points from a story told without props or pictures.</p> <p>I can have a conversation and I can respond to other children's opinions.</p> <p>I can talk about family routines and special occasions.</p> <p>I can understand and complete a simple program on a computer.</p>	<p>I can follow instructions involving several ideas or actions.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p>

## Communication and Language

### Speaking (S)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can start to link simple sentences.</p> <p>I can explain in simple sentences, including ordering, stating what happened and what might happen.</p> <p>I can use tense, intonation and rhythm to enhance meaning.</p> <p>I can use vocabulary to express imaginary events in play.</p> <p>I can engage in imaginary role play sometimes building stories around toys and objects.</p>	<p>I can explore new vocabulary, sounds and intonation.</p> <p>I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.</p> <p>I can play alongside other children engaged in the same type of imaginary play.</p> <p>I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</p>	<p>I can express myself effectively, showing awareness of listeners' needs.</p> <p>I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>I can develop my own narratives and explanations by connecting ideas or events.</p>

Physical Development Moving and Handling (MH)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can use a pincer grasp.</p> <p>I can stand momentarily on one foot when shown.</p> <p>I can catch a large ball.</p> <p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>I can show a preference for a dominant hand.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can use a tripod grasp.</p>	<p>I can show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p> <p>I can handle equipment and tools effectively, including pencils for writing.</p>

Physical Development Health and Self Care (HS)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can tell adults when I'm hungry or tired or when I want to rest or play.</p> <p>I understand that equipment and tools have to be used safely.</p> <p>I can usually manage washing and drying hands.</p> <p>I am dry and clean during the day.</p>	<p>I can choose to eat a healthy range of foodstuffs and understand the need for variety in food.</p> <p>I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene.</p> <p>I can show understanding of the need for safety when tackling new challenges and consider and manage some risks.</p> <p>I can dress and undress independently.</p>	<p>I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

## Personal, Social and Emotional Development

### Self Confidence and Self Awareness (SCSA)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can select and use activities and resources with help.</p> <p>I enjoy the responsibility of carrying out small tasks.</p> <p>I am confident to talk to other children when playing, and will communicate freely about my home and community.</p> <p>I am outgoing towards unfamiliar people and more confident in new social situations.</p> <p>I can show confidence in asking adults for help.</p>	<p>I welcome and value praise for what I have done.</p> <p>I willingly participate in a wide range of activities.</p> <p>I can show enthusiasm and excitement when anticipating and engaging in certain activities</p> <p>I am confident to speak to others about own needs, wants, interests and opinions.</p> <p>I am confident in speaking in front of a small group.</p> <p>I can describe myself in positive terms and talk about my abilities.</p>	<p>I am confident to try new activities and can say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group, will talk about my ideas and will choose the resources I need for my chosen activities.</p> <p>I can say when I do or don't need help.</p>

## Personal, Social and Emotional Development

### Managing Feelings and Behaviour (MFB)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I am aware of my own feelings, and know that some actions and words can hurt others' feelings.</p> <p>I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</p> <p>I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</p>	<p>I can usually adapt my behaviour to different events, social situations and changes in routine.</p> <p>I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</p> <p>I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</p> <p>I am aware of the boundaries set and of behavioural expectations in the class.</p>	<p>I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences.</p> <p>I know that some behaviour is unacceptable.</p> <p>I can work as part of a group or class and understand and follow the rules.</p> <p>I can adjust my behaviour to different situations and take changes of routine in my stride.</p>

## Personal, Social and Emotional Development

### Making Relationships (MR)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can initiate play, offering cues to my friends to join me.</p> <p>I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>I start conversations, attend to and take account of what others say.</p> <p>I can explain my own knowledge and understanding, and ask appropriate questions of others</p> <p>I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>I can play co-operatively, taking turns with others.</p> <p>I can take account of another's ideas about how to organise an activity.</p> <p>I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>

## Literacy Reading (R)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p><u>Word Reading</u>  I can join in with rhymes and stories.  I can join in with the rhythm of well known rhymes and songs.  I can recognise my own name.  I can identify sounds in words, in particular, initial sounds.  I can segment and blend simple words demonstrating my knowledge of sounds (with support)  I can link sounds to letters in the alphabet.</p> <p><u>Comprehension</u>  I can hold a book, turn the pages and indicate an understanding of pictures and print.  I can tell a story to friends.</p>	<p><u>Word Reading</u>  I can segment and blend simple words demonstrating my knowledge of sounds independently.  I can read simple words and simple sentences.  I can identify rhymes.  I can find my own rhymes.</p> <p><u>Comprehension</u>  I can talk about events and characters in books.  I can make suggestions about what might happen next in a story.  I can read simple words and simple sentences.  I can talk about my favourite book.  I can use vocabulary and events from stories in my play.</p>	<p>I can read and understand simple sentences.  I can use phonic knowledge to decode regular words and read them aloud accurately.  I can read some common irregular words.  I can demonstrate understanding when talking with others about what I have read.</p>

## Literacy Writing (W)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p><u>Handwriting</u> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures.</p> <p><u>Composition</u> I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create representations of people, events and objects.</p> <p><u>Spelling</u> I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage.</p> <p><u>Grammar, Punctuation</u> I can recognise a capital letter at the start of my name</p>	<p><u>Handwriting</u> I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp.</p> <p><u>Composition</u> I can use some identifiable letters to communicate meaning and uses them to write captions and labels. I can read back my writing. I can begin to rehearse what I write orally before writing.</p> <p><u>Spelling</u> I can start to write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds.</p> <p><u>Grammar, Punctuation</u> I can talk about sentences and start to write short sentences. I can start to use full stops and capital letters in the correct places.</p>	<p>I can use my phonic knowledge to write words in ways which match my spoken sounds. I can also write some irregular common words. I can write simple sentences which can be read by myself and others. I can spell some words correctly and others are phonetically plausible.</p>



## Mathematics

### Number (N)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p><u>Number and Place Value</u></p> <p>I can count up to three or four objects by saying one number name for each item.</p> <p>I can count objects to 10 and begin to count beyond 10.</p> <p>I can count out up to six objects from a larger group.</p> <p>I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><u>Calculation</u></p> <p>I can recognise some numerals of personal significance.</p>	<p><u>Number and Place Value</u></p> <p>I can select the correct numeral to represent 1 to 20.</p> <p>I can begin to use 'teens' to count beyond 10.</p> <p>I can count an irregular arrangement of up to ten objects.</p> <p>I can find one more or one less from a group of up to five objects, then ten objects.</p> <p>I can estimate how many objects I can see and check by counting them.</p> <p>I can use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>I fully understand 5, 6, 7 etc and all manipulations of the number.</p> <p><u>Calculation</u></p> <p>I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.</p> <p>I can begin to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.</p> <p><u>Fractions</u></p> <p>I can show some understanding of doubling and halving in familiar contexts.</p>	<p>I can count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>I can use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>I can solve problems, including doubling, halving and sharing.</p>

<b>Mathematics</b> <b>Shape, Space and Measures (SSM)</b>		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<u>Measurement</u> I can talk about the routine of the day and use language like before, after. I can use comparative language like taller, shorter, the same.  <u>Geometry - properties of shapes</u> I can start to identify shapes in the environment. I can start to find appropriate shapes for certain tasks.  <u>Geometry - position and direction</u> I can start to make more meaningful pictures, patterns and arrangements with shapes.	<u>Measurement</u> I can experiment with length, height, 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 recall routines and start to relate them to the time on the clock.  <u>Geometry - properties of shapes</u> I can ask questions about their observations of differences and similarities. I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. I can order and sort according to simple properties.  <u>Geometry - position and direction</u> I can notice similarities, differences, patterns and changes. I can use the language of direction when programming toys	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 recognise, create and describe patterns. I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the World People and Communities (PC)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can show interest in the lives of people who are familiar to me.</p> <p>I can remember and talk about significant events in my own experience.</p>	<p>I can recognise and describe special times or events for family or friends.</p> <p>I can start to show an interest in different occupations and ways of life.</p>	<p>I can talk about past and present events in my own life and in the lives of family members.</p> <p>I know that other children don't always enjoy the same things, and I am sensitive to this.</p> <p>I know about similarities and differences between myself and others, and among families, communities and traditions.</p> <p>I have a sense of my own immediate family and relations.</p> <p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>I am beginning to have their own friends.</p> <p>I learn that they have similarities and differences that connect them to, and distinguish them from, others.</p>

Understanding of the World The World (TW)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p>I can talk about why things happen and how things work.</p> <p>I can start to develop an understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment</p>	<p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>I can make observations of animals &amp; plants and explain why some things occur, and talk about changes.</p>

## Understanding of the World Technology (T)

December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can operate simple equipment e.g. turns on CD player and uses remote control.</p> <p>I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>I can demonstrate that I know that information can be retrieved from computers</p> <p>I can complete a simple program on a computer.</p> <p>I can use ICT hardware to interact with age-appropriate computer software.</p>	<p>I can recognise that a range of technology is used in places such as homes and schools.</p> <p>I can select and use technology for particular purposes.</p>

Expressive Arts and Design Exploring and Using Media and Materials (EUMM)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can enjoy joining in with dancing and ring games.</p> <p>I can sing a few familiar songs.</p> <p>I can begin to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can tap out simple repeated rhythms.</p> <p>I can explore colour and how colours can be changed.</p>	<p>I can explore and learn how sounds can be changed.</p> <p>I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>I can show interest in and describe the texture of things.</p> <p>I can use various construction materials.</p> <p>I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>I can join construction pieces together to build and balance.</p>	<p>I can sing songs, make music and dance, and experiment with ways of changing them.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

Expressive Arts and Design Being Imaginative (BI)		
December After 1 term in FS2	March After 2 terms in FS2	July By the end of FS2 ELG
<p>I can sing to myself and makes up simple songs.</p> <p>I can engage in imaginative role-play based on own first-hand experiences.</p>	<p>I can develop preferences for forms of expression.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>I can use available resources to create props to support role-play.</p>	<p>I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

