



F1 (N1) BASELINE & ½ TERMLY TRACKING

Children identified as not being on track at each half term:
Planning adapted for identified pupils to accelerate progress.
2 year old end of summer term summary goals used as entry baseline for F1 (N1)
pupils.

Based on 2 year old expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N1)						
Entry Baseline		Chn not on track	Assess Point 1	Chn not on track	Assess Point 2	Chn not on track	Assess point 3	Chn not on track
PSED – Self Regulation	Shows a very simple understanding of cause and effect.		Shows an interest in others and is tolerant of other children.		Gaining confidence in engaging with others.		Gaining confidence and enjoys exploring the setting.	
PSED – Managing Self	Seeks comfort from a familiar adult or object. Begins to feel more comfortable within the setting.		Begins to self soothe using a distraction and acknowledge social cues.		Becomes more settled and responds to some boundaries.		Begins to show more confidence within the settings and becomes more independent when using resources.	
PSED – Building Relationships	Observes other children and adults when they play, cry etc.		Developing confidence to play where others are.		Shows awareness of others in their chosen play areas. Some evidence of interaction.		Starts to enjoy the company of other children and wants to play with them.	

Based on 2 year old Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N1)						
Entry Baseline		F1 (Nursery) (N1)						
	Chn not on track	Assess Point 1	Chn not on track	Assess Point 2	Chn not on track	Assess point 3	Chn not on track	
PD – Gross Motor Skills	Can walk at a speed set by an adult.		Participates in tidying up moving something to the correct place.		Controls equipment more capably by moving items to the right part of their body.		Controls their body by moving around safely.	
PD – Fine Motor Skills	Passes things from one hand to another.		Controls their movements by stopping their limbs.		Uses equipment to move things like water.		Makes marks using crayons.	
CAL – Listening, Attention and Understanding	Shows an understanding of simple words in context.		Looks at where the sound is coming from.		Responds to sounds around them.		Begins to show signs of awareness of simple requests.	

Based on 2 year old Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N1)						
Entry Baseline		F1 (Nursery) (N1)						
	Chn not on track	Assess Point 1	Chn not on track	Assess Point 2	Chn not on track	Assess point 3	Chn not on track	
CAL – Speaking	Mimicks intonation.		Negative 'not' emerging.		Communicates through simple voice sounds.		Communicates through gestures and sounds.	
Literacy (L) – Comprehension	Shows engagement with stories by participating in some way.		Shows particular interest in stories or parts of stories.		Beginning to make links between what they can hear and what they can see.		Begins to understand that print/words carry meaning.	
Literacy (L) – Writing	Begins to engage with literacy resources in their own way.		Engages with words, books, print and songs more independently during their play.		Pays close attention to stories and rhymes when prompted.		Listens intently most of the time and shows some listening skills.	

Based on 2 year old Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N1)						
		F1 (Nursery) (N1)						
Entry Baseline	Chn not on track	Assess Point 1	Chn not on track	Assess Point 2	Chn not on track	Assess point 3	Chn not on track	
Maths (M) – Number	Joins in with number songs and rhymes.		Says how old they are and shows the right number of fingers.		Identifies when a group has 1 item.		Points in sequence to a number of objects.	
Maths (M) – Numerical Patterns	Shows counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.'		Counts as part of play.		Says some counting words randomly.	
Maths (M) – Shape, Space and Measure	Starts to build blocks one on top of another showing awareness of what will work and what wont.		Is aware of how to navigate their bodies around the space.		Can find the bigger, smaller etc when asked.		Shows some awareness that some shapes will fit and some wont.	

	Based on 2 year old Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N1)					
			F1 (Nursery) (N1)					
	Entry Baseline	Chn not on track	Assess Point 1	Chn not on track	Assess Point 2	Chn not on track	Assess point 3	Chn not on track
Understanding the world (UW) - Past and Present	Children notice what is happening around them		Children notice what is happening around them and start to show curiosity about the changes that may happen to the environment.		Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.		Children start to see when things are the same and show a curiosity when things are the same.	
Understanding the world (UW) – People, Culture and Communities	Children use different ways to move from one place to another.		Children know there are different ways to move from one place to another.		Children look at photographs of themselves and can identify themselves.		Children talk about their own family.	
Understanding the world (UW) – The Natural World	Use things in different ways e.g. ball – rolling, throwing, carrying		Know things are used in different ways (e.g. a ball for rolling or throwing, a toy car for pushing).		Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.		Uses all their senses in hands-on exploration of natural materials.	

Based on 2 year old Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N1)						
Entry Baseline		F1 (Nursery) (N1)						
	Chn not on track	Assess Point 1	Chn not on track	Assess Point 2	Chn not on track	Assess point 3	Chn not on track	
Expressive Arts (EAD) – Being Imaginative and Expressive	Shows interest in noises and music within their environment		Begins to move to music (babbles/makes sounds to simple songs). Listens to music and makes sounds along with the music.		Moves and interacts to music. Claps with adults to the music.		Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.	
Expressive Arts (EAD) – Creating with Materials	Shows an interest in making marks using non standard tools		With support and guidance is interested in using larger writing tools for larger mark making. Experiences of child's interest.		Shows interest in mark marking large and sometimes small scale.		Begins to make deliberate lines and circles.	