F1 (N2) 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 pupils.

	Based o	n 2 year			FOUN	DATION	STAGE SU	MMARY	GOALS –	PROGRES	SSION IN I	F1 (N2)		
	old Su							F1 (Nurs	sery) (N2)					
	· · · · · ·	tations				1	1	-						
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer 2	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track		on track
PSED – Self	Gaining		Knowing		Asserting		Finds		More		Starts to		Starting	
Regulation	confidenc		what is		themselv		what they		aware of		be more		to show	
	e and		expected		es as an		want to		the		confident		responsibi	
	enjoys		in school		individual		play with		choices		to play		lity for	
	exploring		in very		person		and stays		around		with		their own	
	the		simple		with likes		with the		them and		others		feelings	
	setting.		terms for		and		activity		the other		and		and their	
			example		dislikes.		for longer		children		notices		own play.	
			where we put our				periods of time.		around them and		when other			
			coat, we				Starts to				children			
			sit down				show a		starting to		are happy			
			when we				preferenc		interact.		and sad.			
			eat, we				e.		interact.					
			listen to				с.							
			stories											
			together.											
PSED –	Begins to		Finding		Aware		Start to		Be more		More		Able to	
Managing	show		comfort		that		comply		confident		aware of		manage a	
Self	more		in the		things		with the		in the		others		task	
	confidenc		familiar.		don't		boundari		school		around		seeing it	
	e within		Knowing		always go		es of		setting		them and		through	
	the		what		their way		school		being less		the need		from	
	settings		comforts		and when		knowing		upset or		to take		beginning	
	and		them and		they are		there are		nervous		account		to end.	
	becomes		how to		upset an		rules.		with		of others			
	more		soothe		adult will				unfamiliar		around			
	independ		themselv		help				people or		them.			
	ent when		es when		them.				events.					
	using		necessary											
	resources		•											
	•													

	Based o	n 2 year			FOUN	DATION S	STAGE SU	MMARY	GOALS –	PROGRES	SION IN	F1 (N2)		
	old Su	Immer						F1 (Nurs	ery) (N2)					
	expec	tations						•						
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
PSED –	Starts to		Forms an		Will play		Starts to		Is more		ls		Joins in	
Building	enjoy the		attachme		alongside		'dip' into		aware of		intereste		with	
Relationshi	company		nt with an		other		others		others in		d in other		others	
ps	of other		adult in		children.		play.		the		children's		play.	
	children		the						setting		play and			
	and		setting.						and starts		may start			
	wants to								to		to			
	play with								interact		observe			
	them.								during		with			
									play.		interest			
											and join			
											in the			
											game.			
PD – Gross	Controls		Showing		Showing		Showing		Starting		Good		Beginning	
Motor	their		some		some		increasing		to control		control in		to control	
Skills	body by		control		control		developm		the body		large		smaller	
	moving		over their		over their		ent of		to work		movemen		tools.	
	around		body.		choice of		control		with		ts like			
	safely.				tools.		over		others.		changing			
							more				direction			
							tricky				when			
							tools for				running.			
							example							
							a flag, a							
							spade.							

	Based o	n 2 year			FOUNI	DATION S	STAGE SU	MMARY	GOALS –	PROGRES	SSION IN	F1 (N2)		
	old Su	Immer						F1 (Nurs	ery) (N2)					
	expect	tations												
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
PD – Fine	Makes		Will use a		Will use a		Starts to		Show		Show		Be more	
Motor	marks		range of		range of		recognise		more fine		finer		in control	
Skills	using		tools and		tools and		the		motor		control		of the	
	crayons.		equipmen		equipmen		changes		control		with		tools	
			t.		t with		they can		with		smaller		being	
					some		make		tools.		tools		used for	
					control.		using				whilst still		example	
							tools and				needing		can make	
							equipmen				some		some	
							t.				help with		more	
											tricky		controlled	
											things like		marks	
											buttons.		with	
													crayons	
													and	
I													pencils.	

		n 2 year			FOUND	DATION S	STAGE SU	MMARY	GOALS –	PROGRES		F1 (N2)		
		mmer						F1 (Nurs	sery) (N2)					
	•	tations						-						
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
CAL –	Begins to		Starting		More		Will		Can listen		Is starting		Can	
Listening,	show		to listen		likely to		respond		for a		to use		remembe	
Attention	signs of		to adults		listen to a		to simple		longer		some		r the main	
and	awarenes		around		respond		questions		period		new		events in	
Understan	s of		them and		to a		and		but will		vocabular		a story	
ding	simple		will		simple		attempt		need		y and join		and will	
	requests.		respond		request		to answer		promptin		in with		follow a	
			to very		or		by		g to		songs,		single	
			simple		instructio		speaking,		maintain		stories,		instructio	
			requests,		n.		pointing,		focus.		and		n with	
			usually on		Starting		or		Will use		rhymes.		little	
			their own		to		gesturing.		character				support.	
			terms.		understa				s in their					
					nd more				play but					
					of the 'F1				not					
					specific'				necessaril					
					vocabular				y the					
					у.				features					
									of the					
									character					
									s or the					
									events					
									from a					
									story.					

		n 2 year			FOUNI	DATION S	TAGE SU	MMARY	GOALS –	PROGRES	SION IN	F1 (N2)		
	old Su	mmer						F1 (Nurs	ery) (N2)					
	expect	tations						· · ·	- // /					
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
CAL –	Communi		Children		Children		Children		Children		Children		Children	
Speaking	cates		are		are		are		are		are more		are more	
	through		starting		starting		starting to		starting		confident		confident	
	gestures		to		to		engage in		to engage		when		when	
	and		communi		communi		longer		in longer		using		using	
	sounds.		cate		cate		dialogues.		dialogues.		fantasy		fantasy	
			through		through						language		language	
			words		words						in play.		in play.	
			and		and									
			gestures.		gestures.									
Literacy (L)	Begins to		Likes to		Will talk		Knows		Can		Can talk		Can talk	
-	understa		read a		about the		where to		identify		about the		about the	
Comprehe	nd that		book with		pictures		find the		some		character		story	
nsion	print/wor		an adult.		and what		story on		signage in		s in a		events in	
	ds carry				is		the page.		the		story.		simple	
	meaning.				happenin				classroom				terms.	
					g.									

	Based o	n 2 year			FOUNI	DATION	STAGE SU	IMMARY	GOALS –	PROGRES	SSION IN	F1 (N2)		
		Immer						F1 (Nurs	sery) (N2)					
	•	tations						-						
	Entry Baseline	Chn not on track	Autumn 1	Chn not on track	Autumn 2	Chn not on track	Spring 1	Chn not on track	Spring 2	Chn not on track	Summer 1	Chn not on track	Summer 2	Chn not on track
Literacy (L) – Writing	Listens intently most of the time and shows some listening skills.		Mark making and drawing with a range of tools and equipmen t.	on track	Can say what their marks mean.	on track	Shows consider ation when mark making. Starts to take their time changing their tool as the marks	Untrack	Can copy with increasing control.	on track	Starting to make shapes that are recognisa ble as pre letter shapes. Can start to write name as a shape.		Will write their name and identify their name.	ontrack
Maths (M) – Number	Points in sequence to a number of objects.		Points in sequence to several objects.		Starts to use some number names and starts to ascribe names to objects in a rhythmica I way.		progress. Can identify 1 and 2 objects when asked.		Subitize and count to 3.		Count to 5 starting to understa nd cardinal principle.		Uses number in play. Can identify numerals to 5.	

		n 2 year			FOUND	DATION S	TAGE SU	MMARY	GOALS –	PROGRES	SION IN	F1 (N2)		
		immer						F1 (Nurs	ery) (N2)					
		tations Chn not	A	Chn not	Autuma 2	Chan a st	Contine 1	Chan an at	Constant 2	Chanat	Company on	Chn not	Company of	Chn not
	Entry Baseline	on track	Autumn 1	on track	Autumn 2	Chn not on track	Spring 1	Chn not on track	Spring 2	Chn not on track	Summer 1	on track	Summer 2	on track
Maths (M) – Numerical Patterns	Says some counting words randomly		Counts rhythmic ally and can count in songs and rhymes.		Starts to use number comparis on language.		Enjoys counting as far as they can and uses numbers in their play.		Can say what number comes next when counting and singing		Can use more than to identify different groups.		Can identify when two groups have the same number.	
Maths (M) – Shape, Space and Measure	Shows some awarenes s that some shapes will fit and some wont.		Can build using different equipme nt of different sizes and shapes.		Can talk about their models and what they used to build their models identifyin g different bricks and colours, for example.		Can sort using simple criteria.		singing number songs. Starts to identify simple patterns.		Can make simple comparis ons.		Starts to use simple shape names.	

	Based o	n 2 year			FOUN	DATION	STAGE SU	MMARY	GOALS –	PROGRES	SION IN	F1 (N2)		
	old Su	Immer						F1 (Nurs	ery) (N2)					
	expect	tations						•	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
Understan	Children		Children		Children		Children		Children		Children		Children	
ding the	start to		start to		start to		show an		show an		start to		start to	
world	see when		be		be		interest in		interest in		use		use	
(UW) -	things are		curious		curious		the		the		simple		simple	
Past and	the same		about the		about the		people in		people in		language		language	
Present	and show		people		people		their		their		about the		about the	
	а		around		around		family		family		passage		passage	
	curiosity		them.		them.		and can		and can		of time.		of time.	
	when		They		They		tell us		tell us		They		They	
	things are		show		show		some		some		comment		comment	
	the same.		interest in		interest in		simple		simple		on		on	
			character		character		facts		facts		photogra		photogra	
			s in		s in		about		about		phs and		phs and	
			stories		stories		their		their		images		images	
			and		and		family.		family.		and can		and can	
			people in		people in		They		They		talk about		talk about	
			school.		school.		recognise		recognise		similaritie		similaritie	
							some		some		s and		s and	
							families		families		differenc		difference	
							have		have		es in		s in	
							similar		similar		simple		simple	
							features.		features.		terms.		terms.	

	Based o	n 2 year			FOUNI	DATION S	STAGE SU	MMARY	GOALS –	PROGRES	SION IN	F1 (N2)		
	old Su	mmer						F1 (Nurs	ery) (N2)					
	expect	ations			,			•						
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
Understan	Children		Children		Children		Children		Children		Children		Children	
ding the	talk about		are		are		start to		start to		recognise		recognise	
world	their own		intereste		intereste		know		know		simple		simple	
(UW) –	family.		d in very		d in very		there are		there are		features		features	
People,			simple		simple		other		other		like tree,		like tree,	
Culture			similaritie		similaritie		countries		countries		river,		river,	
and			s and		s and		in the		in the		beach		beach and	
Communiti			differenc		differenc		world.		world.		and also		also	
es			es		es						places		places	
			between		between						that		that	
			people		people						might be		might be	
			and		and						significant		significant	
			places.		places.						to people		to people	
											like		like	
											church,		church,	
											temple		temple	
											etc.		etc.	

	Based on	2 year			FOUND	ATION ST	AGE SUN	IMARY G	OALS – P	ROGRESS	SION IN F	1 (N2)		
	old Sum						F	1 (Nurse	ry) (N2)					
	expecta	I												
	Entry Baseline	Chn not on track	Autumn 1	Chn not on track	Autumn 2	Chn not on track	Spring 1	Chn not on track	Spring 2	Chn not on track	Summer 1	Chn not on track	Summer 2	Chn not on track
Underst	Uses all	Untrack	Children	UTITICK	Z Children	UITUIACK	Children	UITUIACK	Children	UITUIACK	Children	Untrack	Children	Untrack
anding	their		start to		start to		start to		start to		start to		start to	
the	senses in		explore		explore		notice		notice		understa		understa	
world	hands-on		the		the		when		when		nd they		nd they	
(UW) –	explorati		environm		environm		things		things		can		can	
The	on of		ent		ent		have		have		influence		influence	
Natural	natural		around		around		changes		changes		their		their	
World	materials.		them.		them.		with		with		environm		environm	
WORLd	materials.		them.		them.		support		support		ent and		ent and	
							from an		from an		make		make	
							adult.		adult.		changes		changes	
							dddit.		duale.		to the		to the	
											space		space	
											around		around	
											them.		them.	
Expressi	Sings and		Sings and		Sings and		Imaginati		Imaginati		Shows a		Shows a	
ve Arts	makes		makes		makes		vely plays		vely plays		preferenc		preferenc	
(EAD) –	sounds.		sounds		sounds		with		with		e for		e for	
Being	Enjoys		rhythmic		rhythmic		small		small		types and		types and	
Imaginat	making		ally.		ally.		world		world		methods		methods	
ive and	sounds		Enjoys		Enjoys		and in the		and in the		of		of	
Expressi	with		making		making		role play		role play		expressio		expressio	
ve	musical		sounds		sounds		developin		developin		n and		n and	
	instrume		with		with		g ideas		g ideas		shows		shows	
	nts,		musical		musical		and		and		more		more	
	moving to		instrume		instrume		scenarios.		scenarios.		control		control	
	music.		nts and		nts and		Likes		Likes		when		when	
			moving to		moving to		listening		listening		expressin		expressin	
			music.		music.		to music		to music		g		g	
							and		and		themselv		themselv	
							responds		responds		es.		es.	
							to songs		to songs					
							and		and					
							music.		music.					

	Based o	n 2 year			FOUND	DATION S	TAGE SUR	MMARY	GOALS –	PROGRES	SION IN	F1 (N2)		
	old Su	mmer						F1 (Nurs	ery) (N2)					
	expect	tations												
	Entry	Chn not	Autumn 1	Chn not	Autumn 2	Chn not	Spring 1	Chn not	Spring 2	Chn not	Summer	Chn not	Summer	Chn not
	Baseline	on track		on track		on track		on track		on track	1	on track	2	on track
Expressiv	Begins to		Shows an		Shows an		Experimen		Experime		More		More	
e Arts	make		interest		interest		tation of		ntation of		deliberat		deliberate	
(EAD) —	deliberat		in making		in making		marks and		marks		e use of		use of	
Creating	e lines		marks		marks		mark		and mark		materials		materials	
with	and		and		and		making		making		and		and	
Materials	circles.		controllin		controllin		using		using		colour		colour	
			g the		g the		colour,		colour,		with		with	
			tools and		tools and		texture		texture		more		more	
			equipmen		equipmen		and		and		deliberat		deliberate	
			t needed		t needed		senses.		senses.		e		exploratio	
			to		to						explorati		n of	
			manipula		manipula						on of		colour	
			te marks		te marks						colour		and	
			on the		on the						and		changes.	
			paper.		paper.						changes.			