



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 on 2 year old Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F1 (N2)											
			F1 (Nursery) (N2)											
	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
PSED – Self Regulation	Gaining confidence and enjoys exploring the setting.		Knowing what is expected in school in very simple terms for example where we put our coat, we sit down when we eat, we listen to stories together.		Asserting themselves as an individual person with likes and dislikes.		Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference.		More aware of the choices around them and the other children around them and starting to interact.		Starts to be more confident to play with others and notices when other children are happy and sad.		Starting to show responsibility for their own feelings and their own play.	
PSED – Managing Self	Begins to show more confidence within the settings and becomes more independent when using resources.		Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when necessary.		Aware that things don't always go their way and when they are upset an adult will help them.		Start to comply with the boundaries of school knowing there are rules.		Be more confident in the school setting being less upset or nervous with unfamiliar people or events.		More aware of others around them and the need to take account of others around them.		Able to manage a task seeing it through from beginning to end.	

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PSED – Building Relationships	Starts to enjoy the company of other children and wants to play with them.		Forms an attachment with an adult in the setting.		Will play alongside other children.		Starts to 'dip' into others play.		Is more aware of others in the setting and starts to interact during play.		Is interested in other children's play and may start to observe with interest and join in the game.		Joins in with others play.	
PD – Gross Motor Skills	Controls their body by moving around safely.		Showing some control over their body.		Showing some control over their choice of tools.		Showing increasing development of control over more tricky tools for example a flag, a spade.		Starting to control the body to work with others.		Good control in large movements like changing direction when running.		Beginning to control smaller tools.	

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PD – Fine Motor Skills	Makes marks using crayons.		Will use a range of tools and equipment.		Will use a range of tools and equipment with some control.		Starts to recognise the changes they can make using tools and equipment.		Show more fine motor control with tools.		Show finer control with smaller tools whilst still needing some help with tricky things like buttons.		Be more in control of the tools being used for example can make some more controlled marks with crayons and pencils.	

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CAL – Listening, Attention and Understanding	Begins to show signs of awareness of simple requests.		Starting to listen to adults around them and will respond to very simple requests, usually on their own terms.		More likely to listen to a respond to a simple request or instruction. Starting to understand more of the 'F1 specific' vocabulary.		Will respond to simple questions and attempt to answer by speaking, pointing, or gesturing.		Can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.		Is starting to use some new vocabulary and join in with songs, stories, and rhymes.		Can remember the main events in a story and will follow a single instruction with little support.	

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CAL – Speaking	Communicates through gestures and sounds.		Children are starting to communicate through words and gestures.		Children are starting to communicate through words and gestures.		Children are starting to engage in longer dialogues.		Children are starting to engage in longer dialogues.		Children are more confident when using fantasy language in play.		Children are more confident when using fantasy language in play.	
Literacy (L) – Comprehension	Begins to understand that print/words carry meaning.		Likes to read a book with an adult.		Will talk about the pictures and what is happening.		Knows where to find the story on the page.		Can identify some signage in the classroom.		Can talk about the characters in a story.		Can talk about the story events in simple terms.	

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Literacy (L) – Writing	Listens intently most of the time and shows some listening skills.		Mark making and drawing with a range of tools and equipment.		Can say what their marks mean.		Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.		Can copy with increasing control.		Starting to make shapes that are recognisable as pre letter shapes. Can start to write name as a shape.		Will write their name and identify their name.		
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 rhythmic way.		Can identify 1 and 2 objects when asked.		Subitize and count to 3.		Count to 5 starting to understand cardinal principle.		Uses number in play. Can identify numerals to 5.		

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Maths (M) – Numerical Patterns	Says some counting words randomly .		Counts rhythmically and can count in songs and rhymes.		Starts to use number comparison 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 number songs.		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 awareness that some shapes will fit and some wont.		Can build using different equipment of different sizes and shapes.		Can talk about their models and what they used to build their models identifying different bricks and colours, for example.		Can sort using simple criteria.		Starts to identify simple patterns.		Can make simple comparisons.		Starts to use simple shape names.	

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Understanding the world (UW) - Past and Present	Children start to see when things are the same and show a curiosity when things are the same.		Children start to be curious about the people around them. They show interest in characters in stories and people in school.		Children start to be curious about the people around them. They show interest in characters in stories and people in school.		Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.		Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.		Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.		Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.	

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Understanding the world (UW) – People, Culture and Communities	Children talk about their own family.		Children are interested in very simple similarities and differences between people and places.		Children are interested in very simple similarities and differences between people and places.		Children start to know there are other countries in the world.		Children start to know there are other countries in the world.		Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.		Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.	

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Understanding the world (UW) – The Natural World	Uses all their senses in hands-on exploration of natural materials.		Children start to explore the environment around them.		Children start to explore the environment around them.		Children start to notice when things have changes with support from an adult.		Children start to notice when things have changes with support from an adult.		Children start to understand they can influence their environment and make changes to the space around them.		Children start to understand they can influence their environment and make changes to the space around them.	
Expressive Arts (EAD) – Being Imaginative and Expressive	Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.		Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.		Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.		Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.		Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.		Shows a preference for types and methods of expression and shows more control when expressing themselves.		Shows a preference for types and methods of expression and shows more control when expressing themselves.	

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Expressive Arts (EAD) – Creating with Materials	Begins to make deliberate lines and circles.		Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.		Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.		Experimentation of marks and mark making using colour, texture and senses.		Experimentation of marks and mark making using colour, texture and senses.		More deliberate use of materials and colour with more deliberate exploration of colour and changes.		More deliberate use of materials and colour with more deliberate exploration of colour and changes.	