



F2 BASELINE & ½ TERMLY TRACKING

Children identified as not being on track at each half term:
Planning adapted for identified pupils to accelerate progress.
F1 end of summer term summary goals used as entry baseline for F2 pupils.

FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F2

F2 (Reception)

	Based on F2 Summer expectations		FOUNDATION STAGE SUMMARY GOALS – PROGRESSION IN F2											
	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	Starts to show responsibility for their own feelings and their own play.		Begins to develop confidence and cooperation.		Increasing ability to share, recognise emotions of self and show good manners.		Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.		Starts to consider the feelings of others.		Begins to understand how others might be feeling- to show empathy.		Early Learning Goal.	
PSED – Managing Self	Able to manage a task seeing it through from beginning to end. Showing independence in their choices.		Begins to develop confidence with children and sustained interest in play. Manages coat, toilet with help, and cutlery.		Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.		Develops confidence in new situations. Understands classroom expectations.		Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.		Increased confidence and resilience and this can include supporting peers.		Early Learning Goal.	

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PSED – Building Relationships	Joins in with others' play.			Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.		Initiates play, recognises some emotions better and follows instructions.		Can identify when they require support or help. Can start to play in a group more effectively.		Increasingly able to share, take turns and respond positively to other children.		Starts to understand the needs of other children and their own feelings.	Early Learning Goal.
PD – Gross Motor Skills	Begins to control smaller tools.			Shows an increasing awareness of what their own body can do. Engages with physical play.		Becoming increasingly aware of the space around them and what they can do in the space.		Refining the way they move in the space around them.		More confident and proficient in their movements and in using objects and equipment.		Early learning goal.	Early Learning Goal.

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PD – Fine Motor Skills	Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.		Begins to make marks and shapes using simple equipment .		Uses a wider range of equipment to make more refined shapes and marks, models, and construction.		Adds more detail to shapes and objects created as control increases.		Shows increased control to use a range of tools to create more complex shapes, objects, and writing.		Early learning goal.		Early Learning Goal.
CAL – Listening, Attention and Understanding	Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).		Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).		Demonstrates good listening through increased interaction .		Showing an understanding of a broader vocabulary .		Initiates interactions and shows an understanding of more complex questions.		Begins to express own opinions and justify them.		Early Learning Goal.

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CAL – Speaking	Knows some colours and prepositions.		Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc.		Starts to interact with more confidence.		Starts to use more appropriate structure, and vocabulary.		Uses more complex vocabulary.		Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.		Early Learning Goal.	
Literacy (L) – Comprehension	Can talk about the story events in simple terms.		Shows an interest in reading often choosing a book to look at themselves or with friends.		Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.		Can answer questions about the content of a book and shows an interest in reading by themselves.		Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class.		Can answer more complex questions about books and stories.		Early Learning Goal.	

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Literacy (L) – Writing	Writes their name and identifies their name.		Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.		Children mark make consistently as part of their play and can talk about the meaning of their marks.		Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.		Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.		Writes recognisable letters and words and reads back what has been written.		Early Learning Goal.	
Maths (M) – Number	Uses number in play. Can identify numerals to 5.		Count objects and select the numeral card (1-5).		Use five frames and talk about the significance of the formation. Count the total number of objects in 2 groups.		Subitise to five. Count on without starting at 1.		Use ten frames and talk about the arrangements. Start to estimate.		Order, identify, subitise, combine and manipulate numbers to ten.		Early Learning Goal.	

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Maths (M) – Numerical Patterns	Can identify when two groups have the same number.		Uses the language of counting confidently and as part of play.		Starts to understand one more and one less.		Identifies pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.		Can use more, fewer, less when talking about numbers and quantities.		Knows 1 more/less than.		Early Learning Goal.		
Maths (M) – Shape, Space and Measure	Starts to use simple shape names.		Identify simple 2D shapes in the environment.		Know that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.		Know some units of measure.		Uses language of time when talking about the day and events in their life. Recognises some 3D shapes.		Recognise mathematical features of some shapes. Starts to explore problems including shape.		Problem solves using what they know about measure.		

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Understanding the world (UW) - Past and Present	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.	Can talk about their own family and the people around them describing features about them.		Starts to talk about the passage of time and understands significant events in their own timeline.		Starts to understand events outside their own timeline. Understands 'different'.		Talks about events of personal significance. Starts to understand 'similarity'.		Sequences events using time specific vocabulary.		Early Learning Goal.		
Understanding the world (UW) – People, Culture and Communities	Knows simple features of their own environment	Knows features of their own environment.		Knows some features of a different environment and what makes it different.		Knows there are locations beyond their own and that these are represented in different ways.		Knows that there are different and significant celebrations.		Identifies some features of personal significance and some features that others find significant.		Early Learning Goal.		

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Understanding the world (UW) – The Natural World	Children start to understand they can influence their environment and make changes to the space around them.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.		Starts to talk about changes like the weather.		Starts to show curiosity and wonder when involved in investigations.		Shows some understanding of difference.		Starts to talk about the passage of time in relation to changes.		Early Learning Goal.	

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Expressive Arts (EAD) – Being Imaginative and Expressive	Shows a preference for types and methods of expression and shows more control when expressing themselves.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.		Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.		Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.		Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.		Early Learning Goal.		Early Learning Goal.	

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Expressive Arts (EAD) – Creating with Materials	More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.	Beginning to understand colour, shape, and space. Knows how to put things together in a basic way.		Beginning to understand colour, shape, and space. Knows how to put things together in a basic way.		Children’s creations are more clearly representational, and outcomes have a more easily identifiable purpose.		Children’s creations are more clearly representational, and outcomes have a more easily identifiable purpose.		Early Learning Goal.		Early Learning Goal.		