

F1 Progression

Communication and Language	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Listening, Attention and Understanding	<ul style="list-style-type: none"> • Shift to a different task if my attention is fully obtained –using my name helps me focus. • Shows interest in play with sounds, songs and rhymes. • Listens with interest to the noises adults make when they read stories. • Identify action words by following simple instructions (e.g. 'Show me jumping'). • Understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. • Start to understand simple concepts (e.g. big/little, fast/slow). 	<ul style="list-style-type: none"> • Concentrate for slightly longer periods (3 minutes). • Join in with rhymes and songs by making sounds and by moving my body. • Listen to familiar stories with increasing attention and recall. • Beginning to understand more complex sentences (e.g. 'Put your toys away and then we'll read a book.'). • Respond to 'who', 'what' and 'where' questions. • Understands use of objects e.g. 'Which one do we cut with?' 	<ul style="list-style-type: none"> • Concentrate for slightly longer periods (6 minutes). • Responds to instructions with 2 elements e.g. "Give the big ball to me then put the blocks in the box." • Understand and respond to 'why' questions, like: "Why do you think the caterpillar got so fat?" • Enjoy listening to longer stories and can remember much of what happens. • Focusing attention- can still listen or do but can change their own focus of attention. 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Contribute sensible comments to discussions and conversations. • Focus on adults and friends as I play, responding to comments. • Listens to others in 1:1 and small groups. • Understand and respond to 'how' questions, like: "How did you make that?" • Shows understanding of prepositions such as; under, on top, behind, by carrying out an action.
Speaking	<ul style="list-style-type: none"> • Use language to share some feelings, experiences and thoughts. • Hold a conversation, jumping from topic to topic. • Use simple sentences (e.g. 'Mummy go work.'). • Begin to use word endings (e.g. going, cats). 	<ul style="list-style-type: none"> • Say lots of sounds clearly but may have problems with: j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use language to express feelings, desires and needs but I might still have problems with irregular tenses and plurals, such as 'runned' for 'ran'. • Uses a variety of questions; e.g. what, where, who. • Learn new words very rapidly and am able to use them in communicating. 	<ul style="list-style-type: none"> • Remember and use new words taught. • Ask questions and I can respond to questions using simple sentences. • Uses talk in pretending that objects stand for something else in play; e.g. this box is my castle. • Can retell a simple past event in correct order; e.g. went down slide, hurt finger'. • Uses talk to explain what is happening and anticipate what might happen next. 	<ul style="list-style-type: none"> • Beginning to use a range of tenses e.g. play, playing, played, will play. • Beginning to use more complex sentences to link thoughts e.g. using and, because. • Uses intonation, rhythm and phrasing to make the meaning more clear to others. • Builds up vocabulary that reflects the breadth of their experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Use plurals and prepositions ('in', 'on', 'under')

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Personal, Social and Emotional Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Self-Regulation	<ul style="list-style-type: none"> • Start to separate from my main carer with support and encouragement from a familiar adult. • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do. • Responds to the feeling of others, showing concern and offering comfort. 	<ul style="list-style-type: none"> • Separate from my main carer with a little support and encouragement. • Seek comfort from familiar adults when needed. • Talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. • Enjoy carrying out a small task. • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. 	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. • Inhibit own actions/behaviours, e.g. stop self from doing something they shouldn't do. 	<ul style="list-style-type: none"> • Focus attention in a group situation for a short period of time and can follow simple instructions. • Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour. • Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings.
Managing Self	<ul style="list-style-type: none"> • Express my own preferences and interests. • Demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult). • Begin to explore new toys and environments, but 'check in' regularly with a familiar adult as and when needed. • Respond to a few appropriate boundaries, with encouragement and support. • Develops some independence and self-care and shows an awareness of routines such as hand washing but still often needs adult support. 	<ul style="list-style-type: none"> • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Wash my hands independently with some reminders. • Explore new toys and environments, but I might 'check in' with familiar adult as and when needed. • Join in a range of activities that interest me. • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellies. 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Can put my coat on independently but needs help with fastenings. • Begin to talk about the importance of oral health. • Increasingly follow rules, understanding why they are important. • Is usually dry and clean during the day. • Select and use activities and resources in a familiar environment with less support. 	<ul style="list-style-type: none"> • Confident to access the environment/resources with minimal support and follows the rules as part of the routine. • Is reliably toilet trained, needing minimal support. • Can wash and dry hands effectively with minimal reminders. • Begin to accept the needs of others and can take turns and share resources, sometimes with support. • Can put my coat on independently and use some fastenings.

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	<ul style="list-style-type: none"> • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need. 	<ul style="list-style-type: none"> • Understand they should brush their teeth twice a day. 		
Building Relationships	<ul style="list-style-type: none"> • Play alongside others. • Use a familiar adult as a secure base from which to explore independently in new environments. • Play cooperatively with a familiar adult. 	<ul style="list-style-type: none"> • Become more outgoing with familiar and some unfamiliar people. • Show awareness of others' play and start to join in. • Will ask for help when needs it from a familiar adult. • May form friendships with another child/ children. • Show affection and concern for people who are special to me e.g. may offer a child a toy they know they like. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people. • Interested in others' play and join in, often seeking out others to share experiences. • Begins to talk with others to solve conflicts with support. 	<ul style="list-style-type: none"> • Enjoys playing alone, alongside and with others, inviting others to play and joining others' play. • Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.
Physical Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Gross Motor Skills	<ul style="list-style-type: none"> • Runs safely on whole foot. • Can kick a ball with either foot. • Throws a ball with increasing force and accuracy • Can start to catch a large ball using two hands. • Uses wheeled toys with increasing skill, such as pedalling, balancing, holding handlebars and sitting astride. • Climbs up and downstairs by placing both feet on each step, while holding a handrail for support. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Creates lines and circles, pivoting from the shoulder and elbow. 	<ul style="list-style-type: none"> • Stop confidently when moving around the environment. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank. • Manage large items with others, such as moving a long plank safely, carrying large hollow blocks. • Walks down step or slopes whilst carrying a small object maintaining balance and stability. 	<ul style="list-style-type: none"> • Moves in different ways. • Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. • Uses trikes, balance bikes and scooters confidently. • Uses brooms to brush and spades to dig in sand and soil. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Can balance on one foot, or in a squat momentarily, shifting body weight to improve stability. • Runs with some spatial awareness and begins to negotiate

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	<ul style="list-style-type: none"> • Jumps up into the air with both feet leaving the floor and can jump forward a small distance. • Begins to walk, run and climb on different levels and surfaces. • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground and rises to feet without using hands. 			space successfully, sometimes adjusting speed or direction to avoid obstacles.
Fine Motor Skills	<ul style="list-style-type: none"> • Can start to turn pages in a book, sometimes several at once. • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark-making tools. • Holds mark-making tools with thumb and all fingers. • May be beginning to show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Begins to explore with one handed tools e.g. scissors, paint brushes, glue spreaders. • Uses a comfortable grip when using mark making materials. • Starting to use a pincer grip when shown. • Can use loop scissors to make snips. 	<ul style="list-style-type: none"> • Starting to use a pincer grip independently. • Can pick up small objects using a pincer grasp. • Can use scissors to make snips, holding scissors in one hand. • Shows increasing control over mark making equipment. 	<ul style="list-style-type: none"> • Can begin to use scissors to cut lines. • Holds pencil in pincer grip and starting to develop tripod grip. • Shows a preference for a dominant hand. • Can use pincers, tweezers and threading equipment with increasing control and confidence. • Manipulates a range of tools and equipment in one hand. Tools include; paint brushes, scissors, hair brushes, tooth brushes, scarves or ribbons.
Literacy	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Comprehension	<ul style="list-style-type: none"> • Show that I am interested in books, rhymes, songs and poems and may have favourites. • Repeat some words/phrases from a book. 	<ul style="list-style-type: none"> • Can repeat songs, rhymes, stories and familiar phrases from a book. • Can fill in missing words from well-known rhymes. • Talks about events and principal characters in stories. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Shows preferences for different books and stories. • Enjoys listening to stories and can retell a simple story using story vocabulary, e.g. talking through a familiar book. Visual clues could be used. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing

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			<ul style="list-style-type: none"> • Can ask questions about things that have been read to me or from looking at books e.g. who/what/where. • Begin to develop a narrative about a book I have read using props in play. • Makes suggestions about what happens next in a story. 	<ul style="list-style-type: none"> • Can hold a book, turn the pages and indicate an understanding of pictures and print. • Can ask how and why questions about a book.
Word Reading	<ul style="list-style-type: none"> • Can recognise some familiar logos. • Shows an interest in illustrations. 	<ul style="list-style-type: none"> • Can identify a few signs and symbols in the environment and recall what they mean. • Can recognise a letter from my name. 	<ul style="list-style-type: none"> • Can notice and repeat sounds. • Can recognise a few letters from my name. • Shows an interest in words in print and words in the environment. 	<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name, advertising logos and screen icons. • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - shows awareness of rhyme and alliteration. - recognise rhythm in spoken words, songs, poems and rhymes. - claps or taps the syllables in words during sound play. - hears and says the initial sound in words. - can orally blend some simple cvc words.
Writing	<ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Enjoys drawing and writing on paper, on screen and on different textures such as in sand or play-dough and through using touch-screen technology. 	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings. • Begin to make some recognisable shapes to represent different pictures. • Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right. 	<ul style="list-style-type: none"> • To add details to their marks such as arms on people. • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. 	<ul style="list-style-type: none"> • Adds further details to their marks such as fingers, hair, etc. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Can write some or all of their name.

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Mathematics	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Number	<ul style="list-style-type: none"> • Begin to organise and categorise objects (e.g. putting all the teddy bears together or teddies and cars in separate piles). • Select a small number of objects from a group when asked (up to 2). 	<ul style="list-style-type: none"> • Recite some number names in sequence up to 5. • Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). • Show finger numbers to 2. 	<ul style="list-style-type: none"> • Recite numbers past 5 • Show finger numbers to 4. • Fast recognition of up to 2 objects, without having to count them individually ('subitising'). • Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> • Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. • Rote counts to 10 • Begins to subitise to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle)
Numerical Patterns	<ul style="list-style-type: none"> • Count in every day contexts, potentially missing some numbers. • Join in with finger rhymes. 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Can show an understanding of simple comparisons like 'more'. • Begin to solve real-life maths problems with support with numbers to 2 e.g. there are 2 children but we only have 1 milk-what do we need to do? 	<ul style="list-style-type: none"> • Compare two small groups of up to 3 objects using some mathematical language: 'more than', 'fewer than'. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4. • Begin to solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> • Compares two small groups of up to 5 objects, beginning to use the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount. • Begins to order numbers to 5. • Solve real world maths problems with numbers up to 5 and maybe beyond.
Shape, Space and Measure	<ul style="list-style-type: none"> • Can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Can use blocks to create my own simple structures and arrangements. • Can associate a sequence of actions with daily routines e.g. putting on coat means going 	<ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Make some comparisons relating to size. • Beginning to understand that things might happen 'now' or 'later'. 	<ul style="list-style-type: none"> • Extend ABAB patterns –stick, leaf, stick, leaf. • Use prepositions in front/behind. • Explore 2D shapes, naming a few. • Make some comparisons between objects relating to size, length, weight and capacity. • Begin to describe a sequence of events, real or fictional. 	<ul style="list-style-type: none"> • Recognises a repeated pattern and is beginning to create own ABAB patterns and arrangements. • Explore 3D shapes, naming a few. • Begin to describe a sequence of events, real or fictional, using words such as "first, then..." • Understands and uses some positional language such as above,

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	<p>outside/ putting on pjs means going to bed.</p> <ul style="list-style-type: none"> • Make simple comparisons related to size using gesture and language – bigger/smaller. • Can fill and empty a container. 		<ul style="list-style-type: none"> • Show understanding of ‘first’ and ‘next/ then’. 	<p>below, under, over, behind, in front of, next to, in and on.</p>
Understanding the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Past and Present	<ul style="list-style-type: none"> • Recognise my own immediate family and relations. 	<ul style="list-style-type: none"> • Curious about people and show interest in stories about myself and my family. • Enjoy looking at pictures of myself, my family and other people. • Know that they have grown and changed from when they were a baby. 	<ul style="list-style-type: none"> • Begin to talk about their own life-story and family’s history. • In pretend play, imitate events from own family and cultural background e.g. making a birthday cake/ putting up a Christmas tree. 	<ul style="list-style-type: none"> • Talks in detail about family and identifies relationships within the family. • Talks about significant events in their own life. • Understand that some things are from the past and some are from now (e.g. types of transport).
People, Culture and Communities	<ul style="list-style-type: none"> • Beginning to notice differences between people. • In pretend play, imitate everyday actions e.g. making and drinking tea, being a cat, dog or bird. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Talks about differences they can see. • Play with small-world models such as a farm, a garage or a train track. 	<ul style="list-style-type: none"> • Show an interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talks about the world around them and the people and places that are familiar. • Knows some things make them unique and can talk about the similarities and differences in relation to friends and family. • Understand that people come from different countries and talk about features they can see in photographs.
The Natural World	<ul style="list-style-type: none"> • Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, pulling, turning and poking. • Explore natural materials both inside and outside. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using an increasingly wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Notice features of objects in the environment using a wide range of vocabulary. • Talk about some differences between materials and changes they notice. • Explore and talk about different forces they can feel e.g. wind blowing, objects sinking etc. 	<ul style="list-style-type: none"> • Explores the natural world and talk about out the things that are noticed. • Ask questions about the natural world. • Plant seeds and care for growing plants. • Recognises some changes and begins to describe what is happening.


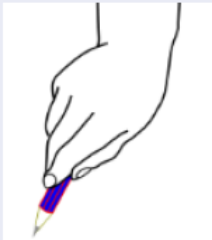
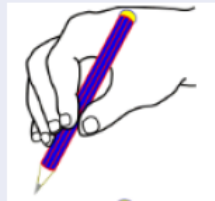

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				<ul style="list-style-type: none"> • Show care and concern for living things and the environment. • Begin to understand the effect their behaviour can have on the environment.
Expressive Arts and Design	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Creating with Materials	<ul style="list-style-type: none"> • Experiment with blocks, colours and marks. • Make marks intentionally. • Manipulate and play with different materials. 	<ul style="list-style-type: none"> • Begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Join different materials. • Experiment with blocks, colours and marks using a variety of tools. • Make simple models to express their ideas. 	<ul style="list-style-type: none"> • Join different materials and explore different textures e.g. using tape or glue. • Use collage to make different creations. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Develop their own ideas and then decide which materials to use to express them. • Use construction materials to make different creations. • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> • Uses a range of different techniques and variety of materials, e.g. paint, collage, printing. • Uses drawing materials to create pictures with a range of lines and shapes with increasing complexity. • Use a variety of different construction materials to build and balance. • Uses tools for a purpose.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Begin to make-believe by pretending. • Join in singing some parts of favourite songs. • Create sounds by banging, shaking, tapping or blowing. • Show an interest in the way some musical instruments sound. 	<ul style="list-style-type: none"> • Engage in imaginative play based on own ideas or first hand or peer experiences. • Enjoy singing favourite songs and sing some from memory. • Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<ul style="list-style-type: none"> • Experiment with sounds from a variety of musical instruments. • Knows a number of familiar songs. • Notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there. • Accesses role play and small world resources, sometimes 	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Sing to myself and make up simple songs. • Remember and sing entire songs. • Explores different ways to move and dance. • Begin to develop more complex stories using small world



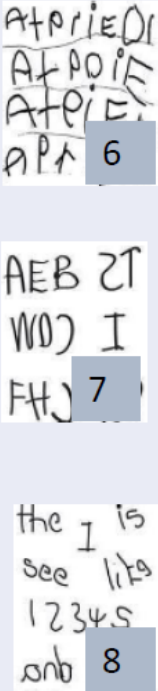
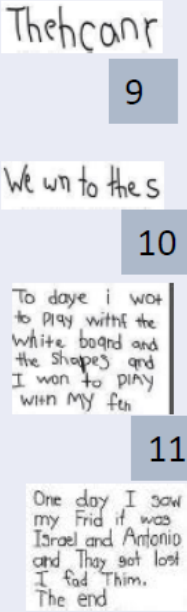
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			playing with others to develop storylines.	equipment like animal sets, dolls and dolls houses etc.
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The stages of grip development For reference

16-26 months	22-36 months	30-50 months	40-60 months
 <p>Fisted Grasp and</p> <p>Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p>Palmer Grasp and</p> <p>Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	 <p>Five finger Grasp and</p> <p>Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p>Tripod Grasp (Three finger)</p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>

The stages of writing development For reference

16-26 months	22-36 months	30-50 months	40-60 months
<div style="display: flex; justify-content: space-around;">  </div> <p>1 2</p> <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	<div style="display: flex; flex-direction: column; align-items: center;">  </div> <p>3 4 5</p> <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> <p>We now see random letters and letter strings.</p>	<div style="display: flex; flex-direction: column; align-items: center;">  </div> <p>6 7 8</p> <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p> <p>We now see letter strings, letter groups and print from the environment.</p>	<div style="display: flex; flex-direction: column; align-items: center;">  </div> <p>9 10 11 12</p> <p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p> <p>Then more consonant sounds are represented. We then see inventive spelling including vowels.</p> <p>Finally we have transitional writing with better attempts and spelling and some use of punctuation.</p>