

Progress Map Foundation to Key Stage 1



Pupils begin working on structured tasks. These should involve only a small number of steps and aspects, relating to familiar and concrete contexts, and move towards less structured tasks with more steps relating to contexts beyond their immediate experience. From an early stage, pupils should have opportunities to work independently and to take initiatives.

	From Foundation Stage	Towards the end of Key Stage 1
Managing Information	<p>Pupils:</p> <ul style="list-style-type: none"> • work with a focus, ask and respond to questions to clarify the task; • select, with help, information from materials and resources provided and suggest ways to obtain information; • follow directions in relation to a task; • begin to plan; • identify and use simple methods to record information; 	<p>Pupils:</p> <ul style="list-style-type: none"> • ask more focused questions about the task, clarify purpose and what needs to be done; • recognise where similar tasks have been done in the past; • use their own and others' ideas to identify, locate and select various sources of information; • set goals for their work, break tasks into smaller parts and plans the next steps; • record information in a variety of formats; • begin to identify audience and purpose when communicating;
Thinking, Problem-Solving and Decision-Making	<ul style="list-style-type: none"> • show their ability to memorise by recalling and restructuring experiences and stories; • make close observations and provide descriptions of what they notice; • show the ability to sequence and order events and information, and to see wholes and parts; • identify and name objects and events as same or different, sort objects into groups; • make simple predictions and see possibilities; • give opinions and reasons; • ask different types of questions; 	<ul style="list-style-type: none"> • show their understanding by organising and summarising; • sequence, order and rank along different dimensions; • identify similarities and differences by making simple comparisons and connections; • begin to test predictions and to look for evidence; • make decisions and generate options; • suggest possible solutions to problems; • are systematic and work through the stages in a task; • explain their methods and opinions, and the reasons for choices and actions; • recognise the differences between why, what, where, when and how questions;

	From Foundation Stage	Towards the end of Key Stage 1
Being Creative	<ul style="list-style-type: none"> • are curious and ask questions about the world around them, using all the senses to explore and respond to stimuli; • talk about their memories and experiences; • play for pleasure and as a form of creative expression; • show excitement, enjoyment and surprise in learning; • are willing to take on new challenges; • experiment with ideas through writing, drawing, mark making and model making; 	<ul style="list-style-type: none"> • show curiosity when approaching new tasks and challenges; • have experiences with all the senses; • listen to and share ideas and experiences; • generate as many ideas and options as possible, building and combining ideas; • take time to use imagination for enjoyment; • enjoy the unexpected, unusual and surprising; • experiment and investigate real life issues;
Working With Others	<ul style="list-style-type: none"> • are willing to join in; • learn to work and play co-operatively; • develop routines of listening, turn-taking, sharing, co-operating and reaching agreement; • are able to learn from demonstration and modelling; • are aware of how their actions can affect others; • learn to behave and to use words to suit different purposes; • develop confidence at being with adults and other pupils in a variety of contexts; 	<ul style="list-style-type: none"> • develop further the habits of collaborative learning; • become more adept at turn-taking, sharing and co-operating when working in a group or team; • decide what needs to be done in a group and take responsibility for aspects of the work; • show the ability to learn from shared and modelled activities; • adapt behaviour and language to suit different situations; • show fairness to others; • recognise and respect other people's feelings and ideas;

	From Foundation Stage	Towards the end of Key Stage 1
Self-Management	<ul style="list-style-type: none">• talk about what they are doing and what they have learned;• develop the ability to focus, sustain attention and persist with tasks;• develop awareness of emotions about learning, their likes and dislikes;• are able to make choices and decisions; and• ask an adult or friend for help.	<ul style="list-style-type: none">• check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;• check their work routinely for accuracy and precision;• persist with tasks until an appropriate endpoint, with teacher prompting;• seek help from other people;• work towards personal targets identified by teacher; and• develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.