



## Prime Areas

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
<b>Caterpillar (2-year-old) Baseline</b>	<ul style="list-style-type: none"> <li>○ Listens and responds to simple instructions (often with gesture/visual support).</li> <li>○ Understands single words and short phrases in context (e.g. "coat", "cup", "tidy up").</li> <li>○ Uses gestures and/or single words to communicate needs; may become frustrated when not understood.</li> </ul>	<ul style="list-style-type: none"> <li>○ Walks, runs and climbs with increasing confidence; begins to negotiate space and obstacles.</li> <li>○ Explores mark making with whole-arm movements and enjoys sensory/outdoor play that builds core strength.</li> <li>○ Begins to show control using cups/spoons and manipulating objects (posting, stacking, filling/emptying).</li> </ul>	<ul style="list-style-type: none"> <li>○ Begins to separate from main carer with support of a trusted adult/key person.</li> <li>○ Plays alongside other children and shows interest in others.</li> <li>○ Expresses feelings through behaviour and/or simple words; accepts comfort and help to calm.</li> </ul>
<b>Autumn 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Understands and acts on two-part instructions with support (e.g. "Get your coat and sit down").</li> <li>○ Uses a growing vocabulary (naming familiar people/objects/actions) and begins to combine words.</li> <li>○ Enjoys stories, songs and rhymes; joins in with repeated refrains and actions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Shows increasing control in gross-motor play: kicking/throwing large balls, balancing and climbing.</li> <li>○ Uses one-handed tools with support (chunky crayons, paintbrushes, playdough tools).</li> <li>○ Shows interest in self-care routines (handwashing; attempting coat/zip with help).</li> </ul>	<ul style="list-style-type: none"> <li>○ Chooses and stays with an activity of interest for short periods; begins to follow simple routines.</li> <li>○ Uses simple phrases for needs/feelings ("my turn", "help", "sad").</li> <li>○ Starts to share and take turns with adult guidance; responds increasingly to boundaries.</li> </ul>
<b>Spring 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Uses short sentences (2-3+ words) to share ideas, ask for help and comment in play.</li> <li>○ Begins to understand simple who/what/where questions and respond appropriately.</li> <li>○ Joins in back-and-forth interactions with an adult; maintains attention in a familiar small group.</li> </ul>	<ul style="list-style-type: none"> <li>○ Combines movements (run/stop, climb/jump) with more control and awareness.</li> <li>○ Develops fine-motor skills: makes intentional marks, turns pages, uses tongs, completes simple puzzles.</li> <li>○ Manages toileting and dressing routines with increasing independence (with support).</li> </ul>	<ul style="list-style-type: none"> <li>○ Shows a stronger sense of self (me/mine) and confidence in familiar routines.</li> <li>○ Engages in pretend play and begins to play with others for short periods.</li> <li>○ Begins to recognise others' feelings and show empathy with adult modelling.</li> </ul>
<b>End of Caterpillar Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Understands longer sentences linked to play/routines (e.g. "Put the bricks away then wash hands").</li> <li>○ Uses a wider range of words and simple sentences; starts conversations with familiar adults.</li> <li>○ Enjoys books and can talk about what they see; recalls favourite songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Moves confidently: running, climbing, jumping with two feet; uses ride-ons with increasing skill.</li> <li>○ Uses tools with increasing control (crayons, paintbrushes; supervised snips with scissors).</li> <li>○ Manages self-care steps with support (handwashing, toileting routines, putting on coat/shoes).</li> </ul>	<ul style="list-style-type: none"> <li>○ Plays alongside and increasingly with other children; shares/takes turns with adult support.</li> <li>○ Shows growing independence and confidence; seeks help when needed.</li> <li>○ Begins to manage emotions with adult co-regulation (uses comfort strategies and words/gestures).</li> </ul>
<b>Butterfly (3-year-old) Baseline</b>	<ul style="list-style-type: none"> <li>○ By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".</li> <li>○ Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</li> <li>○ Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name</li> </ul>	<ul style="list-style-type: none"> <li>○ Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</li> <li>○ Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</li> <li>○ Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</li> </ul>

<b>Autumn 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Enjoy listening to longer stories and can remember much of what happens.</li> <li>○ Pay attention to more than one thing at a time, which can be difficult.</li> <li>○ Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> </ul>	<ul style="list-style-type: none"> <li>○ Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>○ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>○ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>○ Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>○ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>○ Remember rules without needing an adult to remind them.</li> <li>○ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>
<b>Spring 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>○ Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>○ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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, depending on its length and width.</li> <li>○ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>○ Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>○ Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>○ Show more confidence in new social situations.</li> <li>○ Develop appropriate ways of being assertive.</li> <li>○ Understand gradually how others might be feeling.</li> </ul>
<b>End of Butterfly Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</li> <li>○ Can the child use sentences have joined up with words like 'because', 'or', 'and'?</li> <li>○ For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</li> <li>○ Sing a large repertoire of songs.</li> <li>○ Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>○ Use a comfortable grip with good control when holding pens and pencils.</li> <li>○ Show a preference for a dominant hand.</li> <li>○ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>○ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>○ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop their sense of responsibility and membership of a community.</li> <li>○ Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')?</li> <li>○ Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</li> <li>○ Can the child generally negotiate solutions to conflicts in their play?</li> <li>○ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</li> <li>○ <i>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</i></li> </ul>

<b>Reception Baseline</b>	<ul style="list-style-type: none"> <li>○ Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</li> <li>○ Can the child use sentences have joined up with words like ‘because’, ‘or’, ‘and’?</li> <li>○ For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</li> <li>○ Sing a large repertoire of songs.</li> <li>○ Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>○ Use a comfortable grip with good control when holding pens and pencils.</li> <li>○ Show a preference for a dominant hand.</li> <li>○ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>○ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>○ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop their sense of responsibility and membership of a community.</li> <li>○ Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</li> <li>○ Does the child take part in other pretend play with different roles - being the Gruffalo, for example?</li> <li>○ Can the child generally negotiate solutions to conflicts in their play?</li> <li>○ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>○ Make healthy choices about food, drink, activity and toothbrushing.</li> <li>○ <i>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</i></li> </ul>
<b>Autumn 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Understand how to listen carefully and why listening is important.</li> <li>○ Describe events in some detail.</li> <li>○ Develop social phrases.</li> <li>○ Engage in story times.</li> <li>○ Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>○ Progress towards a more fluent style of moving, with developing control and grace.</li> <li>○ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>○ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>○ Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>○ Build constructive and respectful relationships.</li> <li>○ Express their feelings and consider the feelings of others.</li> <li>○ Identify and moderate their own feelings socially and emotionally.</li> <li>○ Manage their own needs. - Personal hygiene.</li> <li>○ Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.</li> </ul>

<b>Spring 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Learn new vocabulary.</li> <li>○ Use new vocabulary through the day.</li> <li>○ Ask questions to find out more and to check they understand what has been said to them.</li> <li>○ Articulate their ideas and thoughts in well-formed sentences.</li> <li>○ Connect one idea or action to another using a range of connectives.</li> <li>○ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>○ Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>○ Use new vocabulary in different contexts.</li> <li>○ Engage in non-fiction books.</li> <li>○ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>○ Combine different movements with ease and fluency.</li> <li>○ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>○ Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>○ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>○ Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>○ See themselves as a valuable individual.</li> <li>○ Show resilience and perseverance in the face of challenge.</li> <li>○ Think about the perspectives of others.</li> <li>○ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.</li> </ul>
<b>ELG - End of Reception</b>	<p><b><u>Listening and Attention</u></b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</li> </ul>	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>



# Nursery & Reception - Baseline Assessment and Checkpoints

## Highfields Academy and Nursery



### Specific Areas

Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Caterpillar (2-year-old) Baseline</b>	<ul style="list-style-type: none"> <li>○ Enjoys sharing books with an adult; looks at pictures and turns pages.</li> <li>○ Joins in with action songs and familiar rhymes.</li> <li>○ Explores mark making with fingers, paint or chunky crayons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses words like "more", "again", "all gone".</li> <li>○ Explores shape and space through posting, stacking and simple inset puzzles.</li> <li>○ Shows interest in sorting objects by one feature with support.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explores materials using all senses; shows curiosity about how things work (cause and effect).</li> <li>○ Talks about familiar people and routines; notices weather and changes outdoors.</li> <li>○ Begins to notice and name familiar objects when described.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explores paint, dough, collage and construction materials; makes choices.</li> <li>○ Engages in pretend play using real objects.</li> <li>○ Enjoys making sounds with instruments and moving to music.</li> </ul>
<b>Autumn 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Points to pictures when named and repeats favourite phrases from stories.</li> <li>○ Makes marks with purpose (lines/circles) and may "read" pictures to tell a story.</li> <li>○ Enjoys listening to simple stories and rhymes in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>○ Begins to count in play (often with number songs).</li> <li>○ Compares size/length informally ("big", "tiny", "long").</li> <li>○ Matches and sorts more independently in play routines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies familiar objects and properties when described (e.g. "blue car").</li> <li>○ Shows curiosity on local walks and in the nursery environment.</li> <li>○ Explores simple cause and effect in water/sand/role play.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sings simple songs; explores instruments with increasing control.</li> <li>○ Creates simple models/pictures and talks about what they have made.</li> <li>○ Uses a range of materials to explore texture and colour.</li> </ul>
<b>Spring 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Enjoys story time and begins to retell simple sequences with support.</li> <li>○ Notices rhymes/repeated sounds in familiar songs and books.</li> <li>○ Gives meaning to marks (e.g. "that says mummy").</li> </ul>	<ul style="list-style-type: none"> <li>○ Counts a small set with adult support; recognises "one" and "two" in context.</li> <li>○ Notices simple patterns (repeated actions; AB patterns with objects).</li> <li>○ Uses positional language in play with support (in/on/under).</li> </ul>	<ul style="list-style-type: none"> <li>○ Explores nature (plants/bugs) and begins to care for living things with support.</li> <li>○ Talks about past events linked to routines/photos ("yesterday", "last time").</li> <li>○ Explores materials and notices changes (wet/dry, heavy/light).</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses drawing/painting to represent people/objects; experiments with colour mixing.</li> <li>○ Develops pretend play narratives with peers/adults.</li> <li>○ Begins to combine materials and techniques to create.</li> </ul>
<b>End of Caterpillar Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Chooses books and engages for longer; understands that print carries meaning (logos/signs).</li> <li>○ Joins in with repeated refrains and familiar rhymes.</li> <li>○ Makes marks for a purpose (cards, lists) and talks about them.</li> </ul>	<ul style="list-style-type: none"> <li>○ Counts a small number of objects with support; begins to talk about "one more".</li> <li>○ Sorts and matches more independently; talks about shape in play (round/boxy).</li> <li>○ Explores measure language in routines (full/empty, heavy/light).</li> </ul>	<ul style="list-style-type: none"> <li>○ Talks about themselves and family; explores roles/jobs through play.</li> <li>○ Notices seasonal changes; explores and compares natural materials.</li> <li>○ Follows simple routines and can talk about what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates with increasing intention; chooses tools (glue spreader, snips) with supervision.</li> <li>○ Sings a range of familiar songs and moves in time to music.</li> <li>○ Creates collaboratively, sharing resources and ideas with support.</li> </ul>
<b>Butterfly (3-year-old) Baseline</b>	<ul style="list-style-type: none"> <li>○ Enjoy songs and rhymes.</li> <li>○ Join in with some words in songs and rhymes.</li> <li>○ Draws freely.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can say when they have lots or more than someone else.</li> <li>○ Can complete a simple insert jigsaw.</li> <li>○ Says some numerals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Talk about their family and people who are important to them.</li> <li>○ Interested in finding out how things work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Enjoy moving to music.</li> <li>○ Enjoy making sounds 'music' with instruments.</li> <li>○ Enjoy and take part in songs.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Enjoys sharing books with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>○ Interested in sorting objects (colour, type or size).</li> <li>○ Describes an object by its size, shape or colour.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explore and talk about natural things going on around them e.g. notice the weather.</li> </ul>	<ul style="list-style-type: none"> <li>○ Enjoy taking part in pretend play.</li> <li>○ Create pictures using paint and other media.</li> <li>○ Make simple models.</li> </ul>
<b>Autumn 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Understand the five key concepts about print: - 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</li> </ul>	<ul style="list-style-type: none"> <li>○ Make comparisons between objects relating to size, length, weight and capacity.</li> <li>○ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>○ Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Begin to make sense of their own life-story and family's history.</li> <li>○ Show interest in different occupations.</li> <li>○ Explore how things work.</li> <li>○ Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>○ Respond to what they have heard, expressing their thoughts and feelings.</li> <li>○ Remember and sing entire songs.</li> <li>○ Sing the pitch of a tone sung by another person ('pitch match').</li> <li>○ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>○ Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</li> </ul>
<b>Spring 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li> <li>○ Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>○ Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>○ Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</li> </ul>	<ul style="list-style-type: none"> <li>○ Plant seeds and care for growing plants.</li> <li>○ Understand the key features of the life cycle of a plant and an animal.</li> <li>○ Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>○ Talk about the differences between materials and changes they notice.</li> <li>○ Explore collections of materials with similar and/or different properties.</li> <li>○ Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>○ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>○ Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>○ Use drawing to represent ideas like movement or loud noises.</li> <li>○ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>
<b>End of Butterfly Checkpoint</b>	<ul style="list-style-type: none"> <li>○ 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; writing 'm' for mummy.</li> <li>○ Write some or all of their name.</li> <li>○ Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>○ Recite numbers past 5.</li> <li>○ Say one number for each item in order: 1,2,3,4,5.</li> <li>○ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>○ Show 'finger numbers' up to 5.</li> <li>○ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue developing positive attitudes about the differences between people.</li> <li>○ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>○ Explore and talk about different forces they can feel.</li> </ul>	<ul style="list-style-type: none"> <li>○ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>○ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>○ Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>○ Develop their own ideas and then decide which materials to use to express them.</li> <li>○ Join different materials and explore different textures.</li> <li>○ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Solve real world mathematical problems with numbers up to 5.</li> <li>○ Compare quantities using language: 'more than', 'fewer than'.</li> <li>○ Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>○ Understand position through words alone</li> <li>○ Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>○ Talk about and identify the patterns around them</li> </ul>		<ul style="list-style-type: none"> <li>○ Explore colour and colour-mixing</li> <li>○ Listen with increased attention to sounds.</li> </ul>	
<b>Reception Baseline</b>		<ul style="list-style-type: none"> <li>○ 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; writing 'm' for mummy.</li> <li>○ Write some or all of their name.</li> <li>○ Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>○ Recite numbers past 5.</li> <li>○ Say one number for each item in order: 1,2,3,4,5.</li> <li>○ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>○ Show 'finger numbers' up to 5.</li> <li>○ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</li> <li>○ Solve real world mathematical problems with numbers up to 5.</li> <li>○ Compare quantities using language: 'more than', 'fewer than'.</li> <li>○ Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>○ Understand position through words alone</li> <li>○ Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>○ Talk about and identify the patterns around them</li> </ul>	<ul style="list-style-type: none"> <li>○ Use all their senses in hands-on exploration of natural materials.</li> <li>○ Explore collections of materials with similar and/or different properties.</li> <li>○ Talk about what they see, using a wide vocabulary</li> <li>○ Show interest in different occupations</li> <li>○ Explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>○ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>○ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>○ Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>○ Develop their own ideas and then decide which materials to use to express them.</li> <li>○ Join different materials and explore different textures.</li> <li>○ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing</li> <li>○ Listen with increased attention to sounds.</li> </ul>

<b>Autumn 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Read individual letters by saying the sounds for them. Hear sounds in words and represent the sounds with letters in simple words. E.g car, dog, bat</li> </ul>	<ul style="list-style-type: none"> <li>○ Count objects, actions and sounds.</li> <li>○ Subitise.</li> <li>○ Link the number symbol (numeral) with its cardinal number value.</li> <li>○ Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>○ Talk about members of their immediate family and community.</li> <li>○ Name and describe people who are familiar to them.</li> <li>○ Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</li> <li>○ Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>○ Explore and engage in music making and dance, performing solo or in groups</li> <li>○ Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>
<b>Spring 2 Checkpoint</b>	<ul style="list-style-type: none"> <li>○ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>○ Form lower-case letters correctly</li> <li>○ Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>○ Write short sentences with words with known letter-sound.</li> </ul>	<ul style="list-style-type: none"> <li>○ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>○ Continue, copy and create repeating patterns.</li> <li>○ Subitise.</li> <li>○ Count beyond ten.</li> <li>○ Compare numbers.</li> <li>○ Explore the composition of numbers to 10.</li> <li>○ Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise some similarities and differences between life in this country and life in other countries.</li> <li>○ Explore the natural world around them.</li> <li>○ Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</li> <li>○ Understand the effect of changing seasons on the natural world around them</li> <li>○ Understand that some places are special to members of their community.</li> <li>○ Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop storylines in their pretend play.</li> <li>○ Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>○ Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>○ Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>○ Create collaboratively, sharing ideas, resources and skills.</li> </ul>
<b>ELG - End of Reception</b>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

	<p>knowledge, including some common exception words.</p> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</li> </ul> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
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