



Prime Areas			
Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
Nursery	<ul style="list-style-type: none"> Can shift from one task to another if you get their attention. Using the child's name can help: Can show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Can the shift from one task to another if you fully obtain their attention, for example, by using their name Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. 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". 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. 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." Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Develop 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. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Begin to use a comfortable tripod grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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 tooth brushing 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Developing some appropriate ways of being assertive. Beginning to use talk with others to solve conflicts. Talking about their basic feelings using words like 'happy', 'sad', and 'angry' or 'worried'. Beginning to understand how others might be feeling.

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><i>End of Nursery (3-4)</i> <i>Checkpoint/Reception Baseline</i></p>	<ul style="list-style-type: none"> ● Uses sentences of four to six words – “I want to play with cars” or “What’s that thing called?” ● Using some connectives e.g. because, or, and. ● Using the future and past tense: ● Can answer simple ‘why’ questions? ● Sings a large repertoire of songs. ● Developing pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. ● Listens to stories with increasing attention and recall. ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ● Focusing attention – still listen or do, but can shift own attention. ● Is able to follow directions (if not intently focused on own choice of activity). ● Listens to others one-to-one or in small groups, when conversation interests them. 	<ul style="list-style-type: none"> ● Use one-handed tools and equipment, for example, making snips in paper with scissors. ● Begin to use a tripod grip with good control when holding pens and pencils. ● Draws lines and circles using gross motor movements. ● Show a preference for a dominant hand. ● Can copy some letters from their name ● Able to use and remember sequences and patterns of movements, which are related to music and rhythm. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Choose the right resources to carry out their own plan ● Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ● Can ride a trike and scooter ● Can throw and catch a large ball. ● Understands that tools and equipment need to be used safely. 	<ul style="list-style-type: none"> ● Can select and use activities and resources with help. ● Welcomes and values praise for what they have done. ● Enjoys the responsibility of carrying out small tasks. ● Is more outgoing towards unfamiliar people and confident in new social situations. ● Develop their sense of responsibility and membership of a community. ● Initiates play offering cues for others to join them. ● Begins to accept the needs of others and can take turns and share resources sometimes with help from adults. ● Attempts to negotiate solutions to conflicts in their play by developing appropriate ways of being assertive. ● Increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Starting to eat independently and learning how to use a knife and fork.

Autumn 2 Checkpoint

Speaking

- Use an increasing range of vocabulary.
- Is using words with more syllables. E.g. Elephant, tomato.
- Can explain in simple sentences, including ordering, stating what happened and what might happen next.
- Can ask the meaning of new words and start to use them in their own speech.
- Begins to communicate using different tenses.
- Talks about familiar books.

Listening, Attention and Understanding

- Listens to stories and engages in story times.
- Can listen to a whole story, remember the key points and comment on what is happening.
- Can play with and listen to friends at the same time.
- Can listen to and then follow a more complex instruction when in a class group
- Maintains attention, concentrates and sits quietly for at least **10 minutes**.
- Two-channelled attention – can listen and do for short span.

Fine Motor

- Can hold a pencil in a tripod grip correctly when asked.
- Can write letters that can be recognised.
- Begin to form letters correctly (Kinetic Letters)
- Can make consecutive cuts with a forward motion of the scissors, without tearing the paper.
- Can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons).

Gross Motor

- Can draw lines and circles in the air and on the floor, balancing well and using whole arm and body.
- Can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Can sit on the carpet unaided for at least 10 minutes.
- Can sit correctly on a chair when prompted.
- Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Can skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities, which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- Choose the right resources to carry out plans.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Self Regulation

- Beginning to speak to others and express their feelings, needs, wants interests and opinions.
- Starting to talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.
- Begin to consider the feelings of others.
- Are aware of their own feelings, and know that some actions and words can hurt others' feelings.
- Beginning to accept the needs of others and take turns and share resources, sometimes with support from others.
- Can tolerate delay when personal needs are not immediately met, and understand that wishes may not always be met.
- Beginning to understand how play helps learning by answering questions about tasks.

Managing Self

- Can select and use activities and resources.
- Can show confidence in asking adults for help.
- Know the rules and do not always need reminders.
- Can find and collect my own belongings at appropriate times of the day.
- Manage their own needs. - Personal hygiene
- Further develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes

Building Relationships

- Can name teachers, familiar adults and some peers.
- Can initiate play, offering cues to friends to join.
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><i>Spring 2 Checkpoint</i></p>	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Learns and competently uses new vocabulary. • Continues to ask and answer questions and to check they understand what has been said to them. • Describe events in some detail. • Can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can have a conversation and I can respond appropriately. • Can retell a story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Develop social phrases. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Introduces a storyline or narrative into their play. • Links statements and sticks to a main theme or intention. <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Can listen attentively and respond to what I hear with relevant questions, comments and actions • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books and in story times. 	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • Can hold a pencil effectively in preparation for fluent writing – using the tripod grip. • Starting to develop the foundations of a handwriting style, which is fast, accurate and efficient. • Can form most letters correctly, knowing where to start and finish. • Can use a range of tools, including scissors, paintbrushes and cutlery • Beginning to show accuracy and care when drawing • <u>Can</u> thread a simple shape independently. • <u>Can</u> cut out lines with more than one direction change. • Can follow dough disco moves/instructions with control <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • Can travel with confidence and skill around, under, over and through balancing and climbing equipment. • Beginning to throw equipment at a target. • Can jump off a step and land on the floor with two feet and bended knees. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Negotiates space successfully, adjusting speed or changing direction to avoid obstacles. • Combines different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • Can adapt behaviour to different events, social situations and changes in routine. • Confident to speak to other and express their feelings, needs, wants interests and opinions. • Talk confidently about their feelings and can share some calming techniques. • Understand that some actions and words can hurt others' feelings. Can accept the needs of others and take turns and share resources, sometimes with support from others • Can verbalise the personal goals set during child-initiated tasks. • Can describe themselves in positive terms and begin to talk about their abilities. • See themselves as valuable individuals. • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others. • Shows understanding of the need for safety when tackling new challenges, and considers and manages dome risks. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Can recall school values and am beginning to know what these words mean. • I am beginning to ask, negotiate, give opinions and discuss ideas and feelings. • Can independently dress and undress for PE. • 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 • I am aware of the boundaries set and of behavioural expectations in class and school • Begin to see themselves as a valuable individual.

	<ul style="list-style-type: none">• Retell stories.• .Engage in story times• Maintains attention, concentrates and sits quietly for at least 20 minutes.	<ul style="list-style-type: none">• Develops overall body-strength, balance, co-ordination and agility.	<ul style="list-style-type: none">• Starting to make healthy choices about food, drink, activity and tooth brushing.• <p><u>Building Relationships</u></p> <ul style="list-style-type: none">• Build constructive and respectful relationships.• Take positive steps to resolve conflicts with other children eg finding a compromise• Start conversations, attend to and take account of what others say.• Can explain knowledge and understanding and ask appropriate questions of others.• Can play in a group, extending and elaborating play ideas. E.g. building a role-play activity with other children.
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Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><i>End of Reception/Transition into Year 1</i></p>	<p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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 adults. <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Can listen attentively in a large group such as assembly. Can listen and respond appropriately during transition periods. 	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> Holds a pencil effectively using the tripod grip in almost all cases. Writes letters on a line. Can form all lower and upper case letters correctly. Uses a wide range of small tools. <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> Can negotiate space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. Can sit on a chair with a straight back and my feet on the floor. Can sit on the carpet, unaided, for at least 20 minutes 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. Show understanding of own feelings and those of others, and begin to regulate behaviour accordingly. Can set and work towards simple goals, being able to wait for what is wanted and control immediate impulses where appropriate. Can give focussed attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas. Can consistently regulate my behaviour in new environments and situations. Can explain how I need help from an unfamiliar adult. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Confident to try new activities and show independence, resilience and perseverance in the face of challenge. Can explain the reason for rules, know right from wrong and try to behave accordingly. Can manage own basic hygiene and personal needs, including dressing,

			<p>going to the toilet and understanding of healthy food choices.</p> <ul style="list-style-type: none">● Knows the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.● Can line up and move round the school safely <p><u>Building Relationships</u></p> <ul style="list-style-type: none">● Can work and play co-operatively and take turns with others.● Can form positive attachments to adults and friendships with peers.● Can show sensitivity to their own and to others' needs.● Can talk about being respectful of others.● Can say what went wrong and how to improve their treatment of others when needed.
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Checkpoint	Specific Areas			
	Literacy	Maths	Understanding the World	Expressive Arts and Design
<i>Nursery</i>	<ul style="list-style-type: none"> • Enjoy songs and rhymes. • Join in with some words in songs and rhymes. • Enjoys sharing books with an adult. • 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 • 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 • Engage in extended conversations about stories, learning new vocabulary • Draws freely. • Use some of their print and letter knowledge in their early writing. • Write some of their name. 	<ul style="list-style-type: none"> • Can say when they have lots or more than someone else. • Can complete a simple insert jigsaw. • Says some numerals. • Interested in sorting objects (colour, type or size). • Describes an object by its size, shape or colour. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Begins to develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers to 10. • Say one number for each item in order: 1,2,3,4,5. 	<ul style="list-style-type: none"> • Talk about their family and people who are important to them. • Interested in finding out how things work. • Explore and talk about natural things going on around them e.g. notice the weather. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Use all their senses in hands-on exploration of natural materials. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • .Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Begin to create closed shapes with continuous lines, and begin to use these shapes to represent objects • Explore colour and colour-mixing . • Listen with increased attention to sounds.

Checkpoint	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><i>End of Nursery (3-4)</i> <i>Checkpoint/Reception on Baseline</i></p>	<p>Reading Comprehension</p> <ul style="list-style-type: none"> Understands 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 Suggests how a story might end. Talk about stories that have been read to them and begins to question why things happen and gives explanations. <p>Word Level</p> <ul style="list-style-type: none"> Knows what letters ate. Recognises a few significant letters <p>Writing:</p> <ul style="list-style-type: none"> Shows a preference for a dominant hand. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Draw lines and circles using gross motor movements. Begin to use anticlockwise movement and retrace vertical lines. Can copy some letters, letters from their name. Knows that writing has a meaning. Understand that letters are used when writing. Ascribe meanings to marks that are seen in different places. Attempts to represent some sounds through letter like symbols. Uses some of their print and letter knowledge in their early writing. 	<p>Number</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5 Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D shapes using informal and mathematical language. Understand position through words alone 	<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 a wide vocabulary. Show interest in different occupations and begin to talk about these. Explore how things work, asking questions and finding things out. Explore collections of materials with similar and/or different properties, talking about what they see. Talk about what they see, using a wide vocabulary. Can tell others the key features of the life cycle of a plant and an animal. Know that they need to respect and care for the natural environment and all living things. Demonstrate developing positive attitudes about the differences between people. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Explores different materials freely, in order to develop their ideas about how to use them and what to make. Joins different materials and explore different textures. Uses various construction materials Beginning to construct, making towers, enclosures and spaces. Knows that tools can be used for a purpose <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Creates closed shapes with continuous lines, and begin to use these shapes to represent objects. Sings in a group or on their own, increasingly matching the pitch and following the melody. Beginning to move rhythmically. Explores colour and colour-mixing Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city

	<ul style="list-style-type: none"> Writes a few letters eg name. 		<ul style="list-style-type: none"> Show an awareness of different places and countries in the world. 	<ul style="list-style-type: none"> Engages in role play based on first hand experiences
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Checkpoint	Literacy	Maths	Understanding the World	Expressive Arts and Design
Autumn 2 Checkpoint	<p>Reading Comprehension</p> <ul style="list-style-type: none"> Can join in with rhymes and stories. Can talk about events and characters in books and make suggestions about what might happen next. Can tell a story using pictures Anticipates and hears rhyming words coming at the end of a line. Shows an understanding of some story element – story opening, sequence of events, main character. Listens with enjoyment and responds to stories, rhymes and poems <p>Word Level <i>Begins to:</i></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them can recognise at least 15 sounds can blend to read simple VC and CVC words Can read the, I, for, of, is, a 	<p>Number</p> <ul style="list-style-type: none"> Beginning to understand numbers to 5, including the composition of each number. Can subitise objects to 5. Can touch count to 5. Can count out 5 objects from a larger set. Begin to link the number symbol (numeral) with its cardinal number value <p>Numerical Patterns</p> <ul style="list-style-type: none"> Beginning to verbally count beyond 10. Can say one more than numbers to 5 using aids. Beginning to say one less than numbers to 5 using aids. Can compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. 	<p>Past and Present</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Can comment on the lives of the people around them and their roles in society. Begins to recall significant events from the past e.g. Bonfire Night, Armistice <p>People and Communities</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Understand that some places are special to members of their community. Can talk about my house, who lives there and my family. Know families can be different and can make comparisons between family and others. Can comment on how Diwali and Christmas 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Manipulates materials to achieve a planned effect. Constructs with a purpose in minds. Begins to select appropriate resources and adapt where necessary Understand that different media can be combined to create different effects. Begin to know that you can use lines to enclose a space, and then begin to use these shapes to represent objects. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Can engage in meaningful role-play and small world activities. Can learn new songs and perform within a group (Harvest, Christmas) Can imitate movement in response to music.

- Shows evidence of one to one word and finger match

Writing:

- Hold pencil near point between first two fingers and thumb and uses it with good control or begin to use tripod grip..
- Know that writing has a meaning.
- Understand that letters are used when writing.
- Writing some letters accurately
- Beginning to write from top to bottom/left to right, inc. to the end of a line.
- Experimenting with writing during play.
- Can write some or all of their first name.
- To know that specific letters need to be used in words.
- Use some of their print and letter knowledge in their early writing.
- Beginning to write initial and final sounds.
- Using letter shapes to communicate, including labelling.
- Begin to break the flow of speech into words.
- Beginning to write CVC words.
- Beginning to have own ideas to compose a sentence.

- Can order numeral 0-5
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Talk about and identify the patterns around them.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- 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.'
- Begin to compare length, weight and capacity.

are celebrated and can link to own experiences

The Natural World

- Begin to show an awareness of different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore and talk about different forces they can feel.
- Can look for signs of Autumn and say how the environment is changing
- Can describe what I can see, hear, feel, and touch outside.

History Specific Skills (Unit based)

- Is beginning to ask and answer questions about old and new images/objects, such as an *old teddy bear* or a *picture/image of me as a baby*.
- Can give a plausible explanation about what an object was used for in the past.
- Is beginning to pick out information about the past from sources like pictures, objects and stories.

- Can sing songs, make music and dance, and experiment with ways of changing them
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Listen with increased attention to sounds.
- Explore and engage in music making.

	<ul style="list-style-type: none"> Can orally segment CVC words on request. Is beginning to write the, I, for, of, is, a 		<ul style="list-style-type: none"> Is beginning to talk about, draw and write to show understanding. Can sort photographs or objects into past and present with support. 	
Checkpoint	Literacy	Maths	Understanding the World	Expressive Arts and Design
Spring 2 Checkpoint	<p>Reading Comprehension</p> <ul style="list-style-type: none"> Can understand what has been read, answer simple questions and offer an opinion about what they like. Can use vocabulary and events from stories in my play. Can join in with a group retelling of a familiar story Understand and correctly uses terms such as beginning, end, page, word, letter, line. <p>Word</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Can read at least 18 Rainbow Words by sight. Blends phonemes to read CVC words and other short words with known letter sounds correspondences. Can read simple sentences independently eg The red cat can run. Independently point to the words. 	<p>Number</p> <ul style="list-style-type: none"> Can identify subgroups. Understand the composition of 5. Can partition a given set and say how it has been partitioned. Can count out 10 objects from a larger set. Count beyond ten. Compare numbers Explore the composition of numbers to 10. Begin to automatically recall number bonds for numbers 0-5 Understand the 'one more than/one less than' relationship between consecutive numbers. can begin to form numbers to 10 correctly. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Can order numerals 1-10 	<p>Past and Present</p> <ul style="list-style-type: none"> I know to use 'passing of time' words when I am talking about things that I have done, are happening now and for things that I intend to do <p>People and Communities</p> <ul style="list-style-type: none"> Know where they live, where Rushden is located and some basic human and physical features of the town. Recognise that people have different beliefs and celebrate special times in different ways <p>The Natural World</p> <ul style="list-style-type: none"> Can make comments on how the world changes into spring and make links with other seasons. Beginning to notice similarities and differences between the natural world around 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Selects appropriate resources and adapt where necessary. Explores uses and refines a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Can apply and develop skills previously taught through child-initiated tasks <p>Being Imaginative and Expressive</p>

	<ul style="list-style-type: none"> ● Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. <p>Writing:</p> <ul style="list-style-type: none"> ● Hold pencil in tripod grip. ● Writing from top to bottom/left to right, Inc. to the end of a line. ● Experiment with different forms of writing: lists, captions, sentences, cards, notes. ● Can write simple CVC and VC words on request. ● Can spell up to 6 'Sounds Write' High Frequency Words and is beginning to write are, was, all, come, some ● Can say how the letters should be correctly formed. ● Can write a simple sentence on request e.g. can hop. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● To begin to independently write simple sentences, which they and others can, read. ● Form lower-case and capital letters correctly. ● Begin to re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> ● Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other. ● Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue copy and create repeating patterns. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compare length, weight and capacity. ● Begin to solve a simple addition and subtraction calculation within 10 and read + - = symbols. ● Begin to use knowledge of odd and even numbers to identify whether numbers between 10-30 are odd and even. ● Can count backwards from 20. 	<p>and contrasting environments, drawing on experiences and what has been read in class.</p> <ul style="list-style-type: none"> ● Beginning to understand how materials can change e.g. ice. ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos ● Confidently describe and draw pictures of what they see, hear and feel whilst outside. ● Begin to draw information from simple maps. ● Begin to understand ecological issues eg that things needs caring for and our actions have consequences <p>History Specific Skills (Unit based)</p> <ul style="list-style-type: none"> ● Can explain why objects are from the past. ● Beginning to sequence artefacts and images chronologically on a simple timeline, oldest to newest. 	<ul style="list-style-type: none"> ● Develop storylines in their pretend play. ● Can re-enact narratives with familiar stories and given resources ● Can explore and engage in music making and dance performing solo or in a group. ● Can explore and learn how sounds can be changed. ● Watch and talk about dance and performance art, expressing their feelings and responses ● Play instruments with increasing control to express their feelings and ideas. <p>Specific Art skills: Drawing:</p> <ul style="list-style-type: none"> ● <i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> ● <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> ● <i>Drawing lines with pencils and chalk.</i> ● <i>Exploring coloured pencils and pens.</i> ● <i>Exploring felt tip pens.</i> ● <i>Creating pattern and texture with wax crayons.</i>
Checkpoint	Literacy	Maths	Understanding the World	Expressive Arts and Design

Reading

Comprehension

- Can demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.
- Can anticipate key events in stories.
- Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Can understand a series of sentences that have been read.
- Can demonstrate confidence when reading and talking about stories and engage in independent reading tasks.

Word Level

- Can say a sound for each letter in the alphabet and at least 10 digraphs – sh, ch, th, ng, ai, ee, oa, oo, ar, ow
- Can read words consistently with my phonic knowledge by sound-blending.
- Can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
- Can use phonic knowledge to decode regular (CV, CVC, CCVC and CVCC) words and read them aloud accurately.

Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5
- 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.
- Form numbers to 10 correctly.
- Can solve a simple addition and subtraction calculation within 10 and read + - = symbols.
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Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including

Past and Present

- Can talk about the lives of the people around me and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

History Specific

- Can tell you about images of familiar situations in the past e.g. me at pre-school, or a trip to the park with my family.
- Can look at things and tell you what I think about them, why I think it has happened and what has changed.
- Know that I need to use ICT, pictures and artefacts to help me to pick out information about the past.
- Know that the past is gone but new things can happen any time
- Know some historical words that help to describe the passing of time over a period beyond my living memory.

People, Culture and Communities

- Know some similarities and differences between religious and cultural communities in this country, drawing on

Creating with Materials

- Can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Can share creations, explaining the processes used.
- Can make use of props and materials when role-playing characters in narratives and stories.
- Can plan and make.

Being Imaginative and Expressive

- Can invent, adapt and recount narratives and stories with peers and teachers.
- Can sing a range of well-known nursery rhymes and songs.
- Can perform songs, rhymes, poems and stories with others and try to move in time with music
- Can make-up and tell a story to an adult.

- Can read ...Rainbow Words
- Can read words with more than 3 sounds using my phonic skills.
- Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.

Writing:

- Can write recognisable letters, most of which are correctly formed.
- Can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Can write simple phrases and sentences that can be read by others.
- Can write some irregular common words.
- Can spell at least 30 Rainbow Words including 12 from 'Sounds Write'
- I can write 3 sentences as a piece of work independently using my phonics knowledge.
- I can read my work to check it makes sense.
- I can use capital letters at the beginning of a sentence and finish with a full stop.

evens and odds, double facts and how quantities can be distributed equally.

personal experiences and what has been read in class.

- Can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and maps.

The Natural World

- Can explore the natural world, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around me and contrasting environments, drawing on experiences and what has been read in class
- Understand some important processes and changes in the natural world, including the seasons and changing states of matter.
- Can explore and talk about different forces.
- Can verbally recount an experiment we have done in class e.g. waterproofing, ice melting or ramps.

			<ul style="list-style-type: none">• Can name the habitats of some animals. <p><u>Geography Specific</u></p> <ul style="list-style-type: none">• Know where they live.• Use words such as <i>home, town, park, street, shops, church, road, school, SEJS, environment, world,</i> when talking about learning.• Know that the environment, animals and other people need me to care and help to look after it.• Can share likes and dislikes, justifying choices.	
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