

Nursery & Reception Baseline Assessment and Checkpoints

| | Prime Areas | | |
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| Checkpoint | Communication and Language | Physical Development | Personal, Social and Emotional Development |
| Our aims by the end of EYFS | To be a good listener and a confident talker. | To move their bodies with good balance and control. To strengthen their fine motor skills to allow them to hold a pencil effectively in preparation for fluent handwriting. | To care for themselves and others. To understand and regulate their own emotions. |
| Nursery (3-4) Baseline | <p>Listening, Attention and Understanding - 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". Can the child follow instructions with three key words like: "Can you wash dolly's face?"</p> <p>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?"</p> <p>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.</p> <p>Speaking - Can the child use around 300 words? Is the child linking up to 5 words together? Is the child using pronouns and using plurals (me, him, she) and prepositions (in, on, under)?</p> | <p>Gross motor skills - Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Are they able to run and jump? Can they stand on one leg?</p> <p><i>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.</i></p> <p>Fine motor skills – Are they using a comfortable pencil grip? Are they showing a preference for a dominant hand? Does the child enjoy exploring different materials and tools?</p> | <p>Self Regulation – 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? Do they express a range of emotions? Are they beginning to show 'effortful control'? Are they beginning to talk about and manage their emotions?</p> <p>Managing Self – Is the child dry most days? Are they beginning to put their own coat on / put apron on? Are they interested in the different areas of Nursery?</p> <p>Building Relationships - Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> |
| Nursery (3-4) Autumn 2 Checkpoint | 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". | Start taking part in some group activities which they make up for themselves, or in teams. 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 large-muscle movements to wave flags and streamers, paint and make marks. | 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. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. |
| Nursery (3-4) Spring 2 Checkpoint | 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. | 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. 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. | Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop appropriate ways of being assertive. Understand gradually how others might be feeling. |
| End of Nursery (3-4) Checkpoint | <p>Use sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences that are joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>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?</p> <p>Sing a large repertoire of songs.</p> <p>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'.</p> <p>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.</p> <p>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."</p> | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>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')?</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p><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></p> |

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| | Know many rhymes, be able to talk about familiar books, and be able to retell a long story. | | |
| Reception Baseline | <p>Listening, Attention and Understanding – Can they listen to longer stories and remember much of what happens? Can they understand a question or instruction that has two parts? Can they understand 'questions'. Children will listen attentively in a range of situations.</p> <p>Speaking - Use sentences of four to six words – “I want to play with cars” or “What’s that thing called?” Can the child use sentences have joined up with words like 'because', 'or', 'and'? 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? Sing a large repertoire of songs. 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'. Children can express a point of view e.g “I like...”</p> <p>Listening, Attention and Understanding – Can they listen to longer stories and remember much of what happens? Can they suggest how a story might end ? Can they understand a question or instruction that has two parts? Can they understand 'questions'. Children will listen attentively in a range of situations.</p> | <p>Gross motor skills- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. To run with basic skill and negotiate the space successfully. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Can they climb up steps using alternate feet? Children match their developing physical skills to tasks and activities in the setting e.g. deciding whether to crawl or walk across a plank.</p> <p>Fine motor skills - Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 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</p> | <p>Self Regulation – Can the child generally negotiate solutions to conflicts in their play? Children can select and use activities and resources.(with help when needed.) Can they share toys and equipment ? Children can achieve a goal they have chosen, or one which is suggested to them. Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit) Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed) they can follow the rules set up in FS1</p> <p>Managing Self – Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly, putting their own coat on and off.</p> <p>Building Relationships – Settles into new class and school routines – happy to be at school. Develop their sense of responsibility and membership of a community. Play with other children appropriately, beginning to share ideas. Engage in pretend play, taking on the role of different parts.</p> <p><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></p> |
| Autumn 2 Checkpoint | <p>Listening, Understanding and Attention - Understand how to listen carefully in a range of situations. Understand why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Speaking - Describe events in some detail and be able to talk about the beginning , middle and end of a story Use social phrases through the day eg Please can I go to the toilet ? Engage in story times. Learn and repeat simple rhymes, poems and songs. Join in with familiar refrains</p> | <p>Gross motor skills – Show control and coordination when: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Be able to line up and queue, e.g, in the dining hall for lunch, assembly</p> <p>Fine motor skills – Use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To confidently hold and use pencil and begin to develop the foundations of a handwriting style. To manage their own personal needs e.g. to fasten their own coat, use a knife and fork.</p> | <p>Self Regulation – Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Understand the structure of the day, and learning to cope when the routine changes.</p> <p>Managing Self – Have an understand why handwashing is important. Be aware of germs – know how to catch a cough and use a tissue effectively Know and talk about the different factors that support their overall health and wellbeing – healthy eating, toothbrushing, having a good sleep routine Further develop the skills they need to manage the school day successfully.Put on and take off own shoes and socks. Mostly follow FS2 rules and routines</p> <p>Building Relationships - Build constructive and respectful relationships.</p> |
| Spring 2 Checkpoint | <p>Listening, Understanding and Attention – 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. Listen, reflect and interact with a range of written texts e.g. fiction, non-fiction and poetry to develop a deep familiarity with new knowledge and vocabulary. Know a non fiction book is for finding information and fiction is for telling a story.</p> <p>Speaking - Learn and use new vocabulary through the day in different contexts. Ask questions to find out more and to check they understand what has been said to them.</p> | <p>Gross motor skills – Develop the overall body strength, co-ordination, balance and agility needed to access the physical environment. Combine 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. Demonstrate with some confidence, competence and accuracy a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To ride a balance bike effectively and confidently.</p> <p>Fine motor skills –</p> | <p>Self Regulation – See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p>Managing Self – 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. Uses a wide range of resources and activities with increasing independence. Manages all fasteners on clothing with independence. Knows when to take off summer (too hot) and put on a sun hat etc in warm weather.</p> <p>Building Relationships –</p> |

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| | <p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.</p> | <p>To continue to develop the foundations of a handwriting style.</p> | <p>Think about the perspectives of others. Be able to share and take turns. Continue to build positive relationships with adults and peers. Follow rules consistently and can explain why.</p> |
| ELG – End of Reception | <p><u>Listening and Attention</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. <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 their teacher. | <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. | <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. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - 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. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. |

Nursery & Reception Baseline Assessment and Checkpoints

| | Specific Areas | | | |
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| Checkpoint | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Our aims by the end of EYFS | <p>To talk about a favourite story. To read simple sentences. To write a simple sentence and tell an adult what it says.</p> | <p>To be able to count, recognise and write numerals to 10.</p> <p>(Including shape, space and measure to support Numerical patterns and problem solving).</p> | <p>To investigate and ask questions about the world around them.</p> | <p>To share or perform a creation to others.</p> |
| Nursery (3-4) Baseline | <p>Comprehension Enjoys sharing books with an adult. Respond to the pictures or the words. Asks questions about the book and makes comments.</p> <p>Word Reading Enjoy songs and rhymes. Join in with some words in songs and rhymes, copying sounds and rhythms. Notices some print e.g. first letter of their name.</p> <p>Writing</p> | <p>Number Can say when they have lots or more than someone else. Can complete a simple insert jigsaw. Says some numerals.</p> <p>Numerical Patterns Interested in sorting objects (colour, type or size). Describes an object by its size, shape or colour. Notices patterns and arranges things in patterns.</p> | <p>Past and Present Talk about their family and people who are important to them.</p> <p>Culture and communities Notifies differences between people.</p> <p>The Natural World Interested in finding out how things work. Explore and talk about natural things going on around them e.g. notice the weather.</p> | <p>Creating with Materials Create pictures using paint and other media. Make simple models.</p> <p>Being Imaginative and Expressive Enjoy moving to music. Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. Enjoy taking part in pretend play.</p> |

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| | <p>Draws freely.</p> <p>Adds some marks to their drawings which they give meaning to e.g. "That says Mummy".</p> <p>Makes marks on their picture to stand for their name.</p> | | | |
| Nursery (3-4) Autumn 2 Checkpoint | <p>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</p> | <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> | <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> | <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> |
| Nursery (3-4) Spring 2 Checkpoint | <p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p> | <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> | <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> |
| End of Nursery (3-4) Checkpoint | <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> | <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them</p> | <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore and talk about different forces they can feel.</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Listen with increased attention to sounds.</p> |
| Reception Baseline | <p>Comprehension - Children understand that print has meaning and print can have different purposes. Children engage in extended conversations about stories, learning new vocabulary</p> <p>Word reading - Children 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 sounds.</p> <p>Writing - Write some or all of their name.</p> <p>Write some letters accurately. Gives meaning to the marks they make when drawing, painting or writing. Hears and identifies initial sounds in words. Orally blends and segments the sounds heard in words.</p> | <p>Number</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Numerical Patterns</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> | <p>Past and Present</p> <p>Show interest in different occupations.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Culture and communities</p> <p>Developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about differences.</p> <p>The Natural World</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p>Creating with Materials</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Being Imaginative and Expressive</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Listen with increased attention to sounds.</p> |

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| | | <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Move an object when given a positional word.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Can continue a simple three part repeating pattern.</p> | | |
| Autumn 2 Checkpoint | <p>Comprehension <i>Show where the title of the book is</i> <i>Predict what will happen in a story with the aid of pictures</i> <i>Begin to about what happened in a book</i> <i>Sit for longer periods of time / sustain interests in stories.</i></p> <p>Word reading Read individual letters by saying the sounds for them. <i>Can begin to point and track words when reading</i> <i>Starting to understand what a letter, word and sentence is</i> Blend sounds into words, so that they can read CVC made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read digraphs taught so far.</p> <p>Writing <i>Can use a tripod grip with fine mark making tools and writing</i> <i>Be able to sit for a short period of time to write.</i> <i>Can say what they have written</i> <i>Begin to see themselves as a writer</i></p> | <p>Number Count objects, actions and sounds. Subitise up to 5 Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Numerical Patterns Compare length, weight and capacity – use mathematical language such as full, empty, half full, long, short big and little to talk about quantity and objects Talk about and explore 2D shapes using mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> | <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.</p> | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Watch and talk about dance and performance art, expressing their feelings and responses</p> |
| Spring 2 Checkpoint | <p>Comprehension <i>Know the front and back cover</i> <i>Talk about the main characters and events</i> <i>Talk about the book and talk about own experiences that link if relevant.</i> <i>Understand the book sometimes beyond the literal</i></p> <p>Word reading Blend sounds into words, so that they can read short words made up of known letter-sound correspondences and where necessary, including exception words taught. - read simple sentences using phonic knowledge. -Understand punctuation – full stop, capital letter, exclamation mark</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <i>Hold a sentence in their head and write it.</i> Re-read what they have written to check that it makes sense. <i>See themselves as a writer</i> <i>Begin to break the flow of speech into words</i></p> | <p>Number Count by rote beyond ten. Compare numbers - Use language to compare quantities and numbers, e.g: '7 is more than 5'. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5. Accurate 1:1 correspondence to 10 Sequence numbers to 10 Numerical Patterns Continue, copy and create 3 step patterns Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p> | <p>Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses Explore, use and refine 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.</p> |
| ELG – End of Reception | <p>Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading – Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>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. Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system;</p> | <p>Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> | <p>Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |

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| | <ul style="list-style-type: none"> -Recognise and read digraphs and trigraphs in context and on their own -Read a simple instruction and follow it in the environment -Use reading skills to solve an issue -Have a love of reading and want to continue -Name some of their favourite stories and share -Can read nonsense /alien words -Can read a well matched phonic book. -answer questions of literal and non- literal elements of a book using words and pictures. <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. -Use capital letters, finger spaces and full stops. -Can use some punctuation in their writing -Uses the correct pencil grip all the time -Writes on the line -beginning to write with letters a consistent size. -Can compete a simple writing task independently | <ul style="list-style-type: none"> - 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 evens and odds, double facts and how quantities can be distributed equally. | <ul style="list-style-type: none"> - 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; - 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. <p>The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |
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