

RECEPTION CHECKPOINTS 2023-24

Communication and Language	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Listening, Attention and Understanding	<p>Follows a series of instructions.</p> <p>Listens to stories and can recall the main events.</p> <p>Contributes sensible comments to discussions and conversations.</p>	<p>Listens carefully at story time and can retain what has been heard and recall key points.</p> <p>Responds to a series of instructions and responds to a range of questions.</p> <p>Contributes relevant comments in discussions.</p>	<p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Responds to discussion with comments and questions.</p> <p>Is able to listen in whole school assemblies and recall some of the themes and comments at a later stage.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Engages in conversation with adults and peers.</p> <p>Uses plurals and some tenses correctly.</p> <p>Can ask questions.</p>	<p>Communicates confidently with peers and adults.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses new vocabulary.</p>	<p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>

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Personal, Social and Emotional Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Self-Regulation	<p>Can focus attention in a group situation for a short period of time and can follow a series of instructions.</p> <p>Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.</p>	<p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Can label and talk about own and others' emotions.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>Confident to access the environment with minimal support and follows the rules as part of the new routine.</p> <p>Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.</p>	<p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for PE.</p> <p>Washes hands without reminders.</p>	<p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Can play with other children as part of a game or activity, without adult support.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p>	<p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities.</p> <p>Identifies how others feel and responds appropriately.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>

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		Is able to identify when another child is upset and respond appropriately.		
Physical Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Gross Motor Skills	<p>To jump and land appropriately.</p> <p>To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.</p> <p>To climb under, over and through climbing equipment.</p> <p>To experiment with different ways of travelling on hands and feet.</p> <p>To run and jump over hurdles.</p> <p>To throw objects towards a target.</p> <p>To move around negotiating space.</p> <p>To move creatively.</p> <p>To work as part of a team.</p> <p>To walk with balance, control and poise.</p> <p>To participate in a team game, moving, safely and negotiating space.</p>	<p>To move in different directions responding to instructions.</p> <p>To balance on different body parts.</p> <p>To move around avoiding getting targeted.</p> <p>To run quickly in a straight line.</p> <p>To throw a ball to hit a target.</p> <p>To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed)</p> <p>To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed)</p> <p>To be creative in our use of travelling movements</p> <p>To show use of different levels in our travelling movements</p> <p>To work well in pairs showing good listening</p>	<p>To make a range of shapes on small body parts.</p> <p>To travel in a range of ways and negotiate space successfully.</p> <p>To throw with increasing accuracy underarm.</p> <p>To overarm throw for distance.</p> <p>To perform a range of gymnastic rolls.</p> <p>To move freely and with confidence when rolling.</p> <p>To perform a range of gymnastic jumps.</p> <p>To balance on one leg.</p> <p>To balance on a range of small body parts.</p> <p>To climb with confidence under, over and through climbing equipment.</p> <p>To balance on small and large body parts in the shape of a star.</p> <p>To send a ball/ throwing equipment with increasing accuracy.</p> <p>To jump and land appropriately.</p> <p>To climb under, over and through climbing equipment.</p> <p>To practise throwing an overarm.</p> <p>To throw an object into a target.</p> <p>To create and copy movements.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

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<p>Fine Motor Skills</p>	<p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). Draws a 3 part person</p>	<p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p> <p>Imitates and copies a diagonal line, square, triangles and crosses</p> <p>write numbers 1-5</p> <p>Laces sewing card</p>	<p>Sits at a table to write. Holds a pencil in a tripod grip.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters and shapes.</p> <p>Write numbers to 10</p> <p>Buttons clothes</p> <p>Opens all fasteners</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Write numbers to 20</p>
<p>Literacy</p>	<p>Baseline Checkpoint</p>	<p>End of Autumn Term Checkpoint</p>	<p>End of Spring Term Checkpoint</p>	<p>End of EYFS Checkpoint</p>
<p>Comprehension</p>	<p>Listen to stories or information that has been read to them.</p> <p>Recite simple rhymes.</p> <p>Understand the difference between text and illustrations.</p> <p>Knows that in English print is read from left to right and top to bottom.</p> <p>Hold a book correctly and turn pages from front to back.</p> <p>Talk about the front cover, title and illustrations in stories.</p>	<p>Listen to and discuss stories or information that has been read to them.</p> <p>Recite simple rhymes and songs.</p> <p>Make predictions and anticipate key events based on illustrations and title in stories that have been read to them</p> <p>Activate knowledge linked to own experiences, e.g. <i>What do you know about where you live?</i></p>	<p>Listen to and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Recite a range of simple rhymes and songs.</p> <p>Understand and discuss the difference between text and illustrations.</p> <p>Discuss specific information in non-fiction texts e.g. <i>labels, images, captions and contents page.</i></p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

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	<p>Discuss specific information in non-fiction texts e.g. <i>labels, images</i>.</p> <p>Look closely at the illustrations to develop understanding of a story.</p> <p>Activate knowledge linked to own experiences, e.g. <i>tell me about your family</i>.</p> <p>Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes.</p> <p>Use recently introduced vocabulary appropriately during discussions.</p> <p>Say how they feel about stories.</p>	<p>Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i>.</p> <p>Use recently introduced vocabulary appropriately during discussions about texts.</p> <p>Respond to questions using <i>who</i> and <i>what</i> linked to texts and illustrations.</p> <p>Identify the main characters in stories.</p> <p>Explore what a character might say.</p> <p>Identify the main events in stories, e.g. <i>discuss what happened at the beginning, during and end of a story</i>.</p> <p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories.</p>	<p>Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves.</p> <p>Look closely and discuss the illustrations to develop understanding of the story.</p> <p>Activate prior knowledge, e.g. <i>Where might you see some animals?</i></p> <p>Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i>.</p> <p>Respond to questions using <i>who, what, where</i> and <i>when</i> linked to texts and illustrations.</p> <p>Respond to questions about <i>how</i> and <i>why</i> something is happening.</p> <p>Identify and describe the main characters in stories.</p> <p>Explore what a character might say and feel.</p> <p>Identify and discuss the main events in stories, e.g. <i>why did the wolf run away?</i></p>	
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			<p>Use actions and pictures to orally retell stories in their own words.</p> <p>Role play stories and events using simple props and recently introduced vocabulary.</p> <p>Say how they feel about stories, songs, rhymes and non-fiction.</p>	
<p>Word Reading</p>	<p>Can discriminate between sounds.</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Blend phonemes orally within VC and CVC words.</p> <p>Recognise and correctly enunciate GPCs introduced.</p> <p>Read words consistent with their phonic knowledge by accurately sound blending.</p> <p>Read words, sentences and decodable texts containing the graphemes:</p> <p>Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding.</p>	<p>Blend phonemes orally within CVC words.</p> <p>Recognise and correctly enunciate GPCs introduced.</p> <p>Read words consistent with their phonic knowledge by accurately sound blending.</p> <p>Read words, sentences and decodable texts containing the graphemes:</p> <p>Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding.</p> <p>Distinguish between a word, a letter and a space.</p>	<p>Blend phonemes orally within CVC words.</p> <p>Recognise and correctly enunciate GPCs introduced.</p> <p>Read words consistent with their phonic knowledge by accurately sound blending.</p> <p>Read words, sentences and decodable texts containing the graphemes:</p> <p>Read words, sentences and decodable texts containing the graphemes: with two-syllable words</p> <p>Recognise upper case letters of the alphabet alongside lower case to support decoding.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Blend phonemes orally within Phase 4 words.</p> <p>Recognise and correctly enunciate GPCs introduced.</p> <p>Read words consistent with their phonic knowledge by accurately sound blending.</p> <p>Read words, sentences and decodable texts containing: CCVC & CCVCC words</p>

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				<p>Read words, sentences and decodable texts containing: CCVC & CCCVC words</p> <p>Read words, sentences and decodable texts containing: Polysyllabic words containing specific graphemes with adjacent consonants.</p> <p>Recognise upper case letters of the alphabet alongside lower case to support decoding.</p>
<p>Writing</p>	<p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Can orally segment some simple cvc words.</p>	<p>Can segment and spell Phase 2 cvc words.</p> <p>Can match Phase 2 graphemes and phonemes.</p> <p>Writes cvc words and labels.</p> <p>Is starting to write simple captions. Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters, e.g. for their own name, Mum and Dad.</p>	<p>Writes some upper case letters correctly.</p> <p>Writes most lower case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 grapheme.</p> <p>Writes cvc words and labels using Phase 2 and 3 phonemes.</p> <p>Spells some tricky words. Write captions.</p> <p>Is starting to write short sentences. Uses finger spacing between words.</p> <p>Reads sentences back to an adult.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Mathematics</p>	<p>Baseline Checkpoint</p>	<p>End of Autumn Term Checkpoint</p>	<p>End of Spring Term Checkpoint</p>	<p>End of EYFS Checkpoint</p>

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<p>Number</p>	<p>Counts objects, actions and sounds.</p> <p>Compare numbers/amounts</p> <p>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</p> <p>Experiments with their own symbols and marks as well as numerals.</p> <p>Understands the 'one more/one less than' relationship between consecutive numbers.</p> <p>Matching, sorting techniques and rules</p>	<p>Can subitise to 3 and is beginning to talk about the different ways that amounts of 3 can be made.</p> <p>Show 'finger numbers' up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value up to 5 and beyond.</p> <p>Counts objects, actions and sounds.</p> <p>Compare two small groups of up to 5 objects, saying when there are same number of objects in each group.</p> <p>Engages in subitising numbers to 4 and maybe 5.</p> <p>Recites numbers past 5</p> <p>Say one number for each item in order 1, 2, 3, 4, 5</p> <p>Uses some number names and number language in play and may show fascination with large numbers.</p> <p>Begins to recognise numerals 0-10</p> <p>Beginning to recognise that each counting number is one more than the one before.</p>	<p>Enjoys reciting numbers from 0-10 (and beyond) and back from 10-0.</p> <p>Increasingly confident at putting numerals in order 0-10</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers.</p> <p>Explores using a range of their own marks and signs to which ascribe mathematical meaning.</p> <p>Engages in subitising numbers to 6, 7 and 8.</p> <p>Counts out up to 10 objects from a larger group.</p> <p>Matches the numeral with a group of items to show how many there are (up to 10)</p> <p>Solve real world mathematical problems with numbers up to 10.</p> <p>Explore the composition of numbers to 10.</p> <p>In practical activities, adds one and subtracts one with numbers to 10.</p>	<p>Estimates of numbers of things, showing understanding of relative size.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies and + or -</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Count beyond 10</p>
<p>Shape, Space and Measure</p>	<p>Spacial awareness: Compare quantities using language: 'more than', ;fewer than'</p> <p>Shape:</p>	<p>Spacial awareness: Understand position through words alone- for example, 'The bag is under the table.' with no pointing.</p>	<p>Spacial awareness: Describe a familiar route</p>	<p>Spacial awareness: Discuss routes and locations using words like 'in front of' and 'behind'</p>

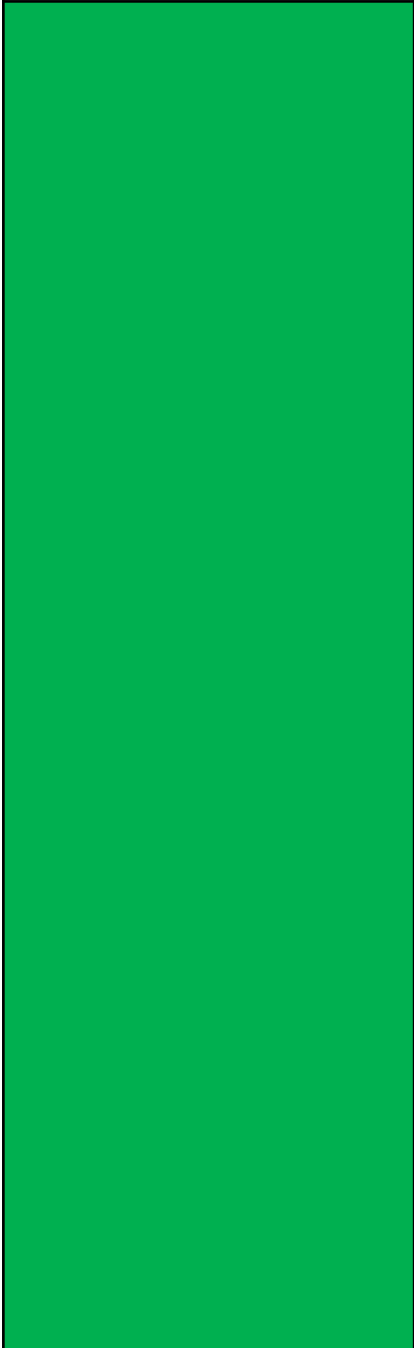
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<p>Talk about and explore 2D shapes using informal and mathematical language.</p> <p>Pattern: Spot patterns in the environment, beginning to identify the pattern 'rule'</p> <p>Talk about and identify the patterns around them</p> <p>Measure: Recalls a sequence of events in everyday life and stories.</p>	<p>Responds to and uses language of position and direction.</p> <p>Shape: Talk about and explore 3D shapes using informal and mathematical language</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Chooses items based on their shape which are appropriate for the child's purpose.</p> <p>Responds to both informal language and common shape names.</p> <p>Pattern: Continue, copy and create repeating patterns. AB patterns</p> <p>Measure: In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less full of two items</p> <p>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity paying attention to fairness and accuracy.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like.</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> <p>Shape: Selects shapes appropriately</p> <p>Combine shapes to make new ones</p> <p>Shows awareness of shape similarities and differences between objects.</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>Pattern: Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begin to identify the unit of repeat.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Measure: Compare length, weight and capacity</p>	<p>Investigating turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p>May enjoy making simple maps of familiar and imaginative environments, with landmarks.</p> <p>Shape: Uses informal language and analogies as well as mathematical terms to describe shapes.</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>Pattern: Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begin to identify the unit of repeat.</p> <p>Measure: Is increasingly able to order and sequence events using everyday language related to time.</p> <p>Beginning to experience measuring time with timers and calendars.</p>

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Understanding of the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Past and Present- History	<p>Children can talk about who is in their family.</p> <p>Children can talk about what they do as a family.</p> <p>Children know that there are lots of different types of families.</p> <p>Children can discuss the life of their grandparents.</p> <p>Children can share photos and discuss favourite memories</p> <p>Children can talk about people who help us.</p> <p>Children can explore family histories</p>	<p>Children know that people celebrate festivals.</p> <p>Children know about the symbol of the poppy for Remembrance Day.</p> <p>Children know that people celebrate festivals.</p> <p>Children can discuss clothes worn by children in the past.</p> <p>Children can discuss monarchs from the past including clothes they wore.</p> <p>Children can discuss events such as Remembrance Day, Bonfire Night, Christmas, Diwali.</p> <p>Children can discuss kings and queens in fairy tales.</p> <p>Children can discuss monarchs from the past including clothes they wore.</p>	<p>Becomes familiar with measuring tools in everyday experiences and play</p> <p>Children can make comparisons between life in the past and life now through observation.</p> <p>Children can discuss similarities and differences when reading texts from the past including The Tiger Who Came For Tea.</p> <p>Children can arrange daily events in chronological order</p> <p>Children can talk about the first moon landing including Buzz Aldrin, Neil Armstrong and Tim Peake</p> <p>Children can talk about Mary Anning palaeontology.</p>	<p>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 own experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities: RE and Geography	<p>RE: Give examples of special occasions and suggest features of a good celebration</p> <p>Recall simple stories connected with Christmas/Harvest/ Diwali and Eid.</p>	<p>RE: Recall simple stories connected with Christmas/Harvest/ Diwali and Eid.</p> <p>Say why festivals are special times for believers of different faiths.</p>	<p>RE: Talk about/ recall some religious stories e.g. through role play, art, model making.</p> <p>Share features of a story that they like and explain why.</p> <p>Identify a sacred text e.g. Bible, Qur'an.</p>	<p>RE:Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Talk about the wonders of the natural world.</p>

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	<p>Say why festivals are special times for believers of different faiths.</p> <p>Geography: Talks about the world around and the people are places that are familiar.</p>	<p>Geography: Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>	<p>Identify that the Bible and Qur'an are special</p> <p>Geography: Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Looks at, and makes maps, of local environment. Describes a journey within the local environment. Talks about some features of a Christian Church and knows that the school is connected to the churches in Fleetwood</p>	<p>Express ideas about how to care for animals and plants</p> <p>Re tell stories to explain Christian and Muslim ideas about Creation and the natural world.</p> <p>Talk about ways in which people can harm the natural world</p> <p>Talk about ways in which people can look after the natural world.</p> <p>Talk about their special place and explain why it is special.</p> <p>Be aware that some Christians, Muslims and Hindus have places that are special to them.</p> <p>Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu.</p> <p>Identify some significant features/ objects found inside and outside a church or mosque. Identify new vocabulary.</p> <p>Talk about some of the things Christians and Muslims do when they are visiting a church, mosque or mandir</p> <p>Geography: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p>

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				<p>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>
<p>The Natural World: Science</p>	<p>Science:Humans Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Encourage children to look at photographs of different people and to describe them.</p> <p>Encourage children to talk about how their friends and family are the same and different.</p> <p>Encourage children to compare themselves to characters in books.</p> <p>Encourage children to compare their hand, foot and fingerprints with their friends.</p> <p>Encourage children to talk about the people who look after them, both within their family and the wider community e.g. teachers, doctors, dentists etc.</p> <p>Encourage children to ask a dentist, nurse, meal</p>	<p><u>Seasonal changes</u> Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Encourage children to find shelter or make shelters to keep themselves dry in the rain or shade themselves when it is sunny.</p> <p>Encourage children to talk about the animals and plants that they find in different seasons.</p> <p>Encourage children to ask questions about the weather and seasonal changes.natural world around them.</p> <p><u>Light</u> Encourage children to talk about the shadows that they see inside and outdoors.</p> <p>Support children to identify the light source and the object that is making the shadow.</p>	<p><u>Changes in materials:</u> Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Using their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc.</p> <p>Gathering natural materials to make collections</p> <p><u>Animals:</u> I know some of the features of my own immediate environment and how they might vary from one another</p> <p>I know I need to respect and care for the natural environment and all living things.</p> <p>I know some animals that are nocturnal.</p> <p>Encourage children to name and describe animals that live in different habitats while reading</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Plants:</u> 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>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>

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	supervisor/school cook, road crossing supervisor etc. questions.		<p>books, watching videos, looking at pictures or playing matching games.</p> <p>Encourage children to ask questions about different animals and the habitats they live in.</p> <p>Encourage children to talk about how animals are cared for when they live outside their natural habitat.</p>	<p>I know about growth, decay and changes over time</p> <p>I know some similarities and differences in relation to living things.</p> <p><u>Forces:</u> Encourage children to talk about how they changed objects to make them float or sink.</p>
Expressive Arts and Design	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Creating with Materials	<p><u>Design and Technology:</u> I know how to use a variety of materials, tools and techniques, experimenting with form and function I know about different techniques for joining materials, such as split pins</p> <p>Can cut continuously with scissors to make lines or snip</p> <p>Art: I know how to use a variety of drawing tools and techniques – pastels, inks</p> <p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><u>Design and Technology:</u> I know how items can be combined and changed. Makes some independent choices about the resources needed and talks about creations.</p> <p>Art: Uses different textures in creations and will combine media.</p> <p>Uses a range of different techniques and a variety of materials, e.g. paint, collage.</p> <p>I know about colours and how to mix colours</p> <p>I know about secondary and primary colours</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>Design and Technology: I know how to use materials, thinking about uses and purposes</p> <p>I know about different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>I know how to represent and construct my own ideas, thoughts and feelings through design</p> <p>I know what I like and dislike about my creation</p> <p>I know how to adapt my work</p> <p>I know how to select appropriate resources</p> <p>I know the names of tools needed to work the materials e.g. needle</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used</p> <p>Make use of props and materials when role playing characters in narrative and stories</p> <p>Art: I know I can return to and build on their previous learning, refining ideas and developing their ability to represent them – ICT</p> <p>I know I can print with variety of objects and colours</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p>

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	<p>I know about different emotions and can draw them on the faces</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>I know how shape and model my diva lamp</p> <p>I know about different forms.</p>	<p>Art:</p> <p>I know how to use a variety of drawing tools and techniques – pencil, charcoal</p> <p>I know how to safely use and explore a variety of materials to create a piece of natural art</p> <p>I know I can use different textures</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>I know I can print with variety of objects and colours</p>	
<p>Being Imaginative and Expressive</p>	<p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a familiar group.</p> <p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>Plays alongside others to develop storylines in role play or small world.</p> <p>Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p> <p>Moves in response to music.</p>	<p>Plays a range of percussion instruments and glockenspiel.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p>Invent, adapt and recount narrative and stories with peers and their teachers</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>