

Pre-School
Tracking Progress – Termly Assessment Checkpoints



Personal, Social & Emotional Dev

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, be able to wait for what they want and control their immediate impulses.
- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Self-Regulation	<ul style="list-style-type: none"> *Express a range of emotions through sounds, actions and facial expressions. *Begin to talk about own needs and how they feel. *Seek comfort and help from familiar adults. *Explore emotions beyond their normal range through play and stories. *Becoming more aware of the feelings of others and beginning to show empathy. *Adapt behaviour, increasing in participation and cooperation. *Becoming familiar with and anticipate routines. *Explore the boundaries of behaviour that are accepted and be aware of rules set. *Begin to select own activities and resources. *Share and take turns with some adult support. *Choose to join in with some adult-led tasks. *Begin to listen to and follow instructions. 	<ul style="list-style-type: none"> *Finds ways to calm themselves when upset, seeking comfort when needed. *Recognise that some actions can hurt or harm others, stopping themselves from doing something that they should not do. *Consider what they want to do, selecting and using own resources, asking for help if needed. *Follow simple instructions as instructed. 	<ul style="list-style-type: none"> *Able to talk about own needs. *Begin to understand how others might be feeling. *Aware of behavioural expectations. *Respond to suggested solutions to conflicts, beginning to find own ideas. *Listen and respond to ideas and goals suggested. 	<ul style="list-style-type: none"> *Express emotions and begin to talk about their own feelings. *Respond to the feelings of others showing concern and offering comfort. *Share and take turns with minimal adult support. *Join in with adult-led tasks on request.
On Track				
Not on Track				

Personal, Social and Emotional Development

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Managing Self	<ul style="list-style-type: none"> *Plays with increasing confidence on their own and with other children, returning to adults for comfort when needed. *Expresses own likes and dislikes. *Begins to make own choices, decisions and share ideas. *Explores the setting with increasing confidence, settling to familiar activities with or without support. *Growing in independence, wanting to try things for themselves. *Becoming aware that they are a member of the class. *Beginning to remember and follow rules, showing some understanding as to why they are important. *Uses the toilet and washes hands with adult support (some children may still require help with toilet training). *Dresses and undresses with support. *Beginning to recognise and eat some healthy foods. 	<ul style="list-style-type: none"> *Settles to familiar self-chosen activities. *Shows some resilience and perseverance with support from an adult. *Develop sense of responsibility and membership to the class. *Puts coat on and fastens it with some support. *Dresses and undresses with some support. 	<ul style="list-style-type: none"> *Confident when exploring new activities and locations with familiar adults. *Plays independently and with peers, seeking adult support when needed. *Remembers and follow rules, understanding why they are important. *Uses the toilet and washes hands mostly independently, asking for help if required. 	<ul style="list-style-type: none"> *Asserting their own ideas, preferences and making choices and decisions. *Mostly independent, asking for help if needed. *Learning that actions have consequences. *Can identify some foods that are healthy and are willing to try some.
On Track				
Not on Track				

Personal, Social and Emotional Development

- 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 the needs of others.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Building Relationships	<ul style="list-style-type: none"> *Enjoys playing alone and alongside others, showing some interest in interacting. *Engage with others through gesture, gaze and talk. *Watch, follow and imitate others in their play. *Assert own ideas and preferences and takes notice of other people's responses. *Begin to show "effortful control" when interacting with others (e.g. turn taking). *Develop friendships and enjoy the company of others. *Becoming more able to separate from their carer and explore setting with a familiar adult. *Returns to familiar adult for reassurance and comfort when required. *Known own likes and dislikes, choosing for themselves. *Is aware of and interested in their own and others' physical characteristics. *Notice and ask questions about differences between others. 	<ul style="list-style-type: none"> *Enjoys playing alone, choosing what they like. *Comfortable in the setting and with familiar adults. *Starting to talk about their likes and dislikes. *Starting to talk about their own physical characteristics and compare with others. 	<ul style="list-style-type: none"> *Plays alongside others, showing interest in their play and attempting to interact. *Develop appropriate ways of being assertive. *Seek to share experiences with others, choosing to play with others who have a similar interest. *Can talk about their likes and dislikes. *Can talk about their own physical characteristics and compare with others. 	<ul style="list-style-type: none"> *Talks with others to solve conflict, seeking adult help when needed. *Share and take turns with minimal adult support. *Seek to share experiences with others, choosing to play with others who have a similar interest. *Becoming aware that others have likes and dislikes that may be different from own.
On Track				
Not on Track				

Communication & Language

*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 conversations when engaged in back-and-forth exchanges with their teacher and peers

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Listening, Attention and Understanding	<ul style="list-style-type: none"> *Listen to simple stories and understand what is happening, with help of the pictures. *Listen to and enjoys rhythmic patterns in rhymes and stories, attempting to join in with actions and vocalisations. *Listen, understand and respond to a simple instruction. *Understands simple questions about “who”, “what” and “where”. *Selects familiar objects by name. *Identifies familiar objects and properties when they are described (e.g. blue car, big apple, shiny paper). *Understands and acts on longer sentences (e.g. make teddy jump). *Understands action words (e.g. who is jumping?). *Understand simple sentences (e.g. throw the ball). *Listen to other people’s talk with interest, although can be easily distracted. 	<ul style="list-style-type: none"> *Recognises and responds to familiar sounds. *Identify action words by following simple instructions (e.g. show me jumping). *Listens with some interest when others speak. 	<ul style="list-style-type: none"> *Shows interest in playing with sounds, songs and rhymes. *Single-channeled attention – shift to a different task if attention is fully obtained (e.g. stop what they are doing to listen). *Understands simple concepts (e.g. fast/slow, big/small). *Listens for longer and with interest when others speak. 	<ul style="list-style-type: none"> *Enjoys listening to longer stories and remembers much of what happens. *Understand a question or instruction that has two parts (e.g. get coat and wait at door). *Understands “who”, “what”, “where” and “why” questions. *Begin to understand more complex sentences (e.g. put your toy away and then sit in the carpet). *Listens attentively and with interest when others speak.
On Track				
Not on Track				

Communication & Language

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Speaking	<ul style="list-style-type: none"> *Uses everyday words (nouns, verbs and adjectives). *Starts to develop conversation (may jump from topic to topic). *Copies familiar expressions. *Beginning to join in with rhymes and songs. *Enjoys stories and looking at books, talking about the pictures. *Attempts to make themselves understood, starting to say how they feel using words and actions. *Uses their experiences when engaged in pretend play. *Begin to use some words for time (e.g. now/later), space (e.g. over there) and function (e.g. a sponge is for washing). *Links up words (3-4). *Beginning to use pronouns (he/she). *Uses regular plurals (e.g. cat to cats). *Develops pronunciation (may struggle with l,r,w,y,f,th,s,sh,ch,dz and j sounds) and multisyllabic words. 	<ul style="list-style-type: none"> *Learn new vocabulary. *Beginning to use talk to organise themselves and their play. *Joins in with familiar stories, songs and rhymes. *Develop communication (although may have problems with irregular tenses e.g. runned for ran). *Uses regular plurals (e.g. cat to cats). *Develops pronunciation (may struggle with r,j,th,sh, and ch sounds as well as multisyllabic words). 	<ul style="list-style-type: none"> *Learn new vocabulary. *Express their point of view. *Use talk to organise themselves and their play. *Talk about familiar books and tells a story. *Uses language to imagine and recreate roles and experiences. *Use longer sentences (4-6 words). *Develops pronunciation (may struggle with r,j,th,sh, and ch sounds as well as multisyllabic words). 	<ul style="list-style-type: none"> *Learn new vocabulary. *Starts a conversation with an adult or friend and continue it for many turns. *Sing a large repertoire of songs and rhymes. *Uses language to share feelings, experiences and thoughts. *Use future and past tense. *More successful when using pronouns. *Develops pronunciation (may struggle with r,j,th,sh, and ch sounds as well as multisyllabic words).
On Track				
Not on Track				

Physical Development

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Gross Motor	<p>*Fit themselves into spaces, like tunnels, dens and large boxes and move around in them.</p> <p>*Gain control of their whole body through continual practice of large movements, such as walking, kicking, rolling, crawling and walking.</p> <p>*Clap and stamp to music.</p> <p>*Build independently with a range of resources.</p> <p>Spin, roll and independently use ropes and swings.</p> <p>*Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>*Start to kick, throw and catch balls.</p> <p>*Walk, run, jump, climb and start to use stairs independently.</p>	<p>*Match their developing physical skills to tasks and activities (e.g. decide whether to run, walk or crawl along a plank).</p> <p>*Develops their movement, balance, ball skills and ability to ride (scooter, trike or bike).</p> <p>*Walk, run, jump and climb.</p>	<p>*Match their developing physical skills to tasks and activities (e.g. decide whether to run, walk or crawl along a plank).</p> <p>*Choose the right resources to carry out their plan.</p> <p>*Develops their movement, balance, ball skills and ability to ride (scooter, trike or bike).</p> <p>*Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>*Begin to kick, throw and catch balls.</p>	<p>*Match their developing physical skills to tasks and activities (e.g. decide whether to run, walk or crawl along a plank).</p> <p>*Collaborate with others to manage large items.</p> <p>*Develops their movement, balance, ball skills and ability to ride (scooter, trike or bike).</p> <p>*Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>*Skip, hop, stand on one leg and hold a pose for a game.</p> <p>*Use and remember sequences and patterns of movement which are related to music and rhythm.</p>
On Track				
Not on Track				

Physical Development

- 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.

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Fine Motor	<p>*Starting to show preference for a dominant hand.</p> <p>*Grasp a pencil and use it with some control.</p> <p>*Participates in finger and action rhymes, songs and games.</p> <p>*Hands operate independently during a task that uses both, with each hand doing something different at the same time.</p> <p>*Use one-handed tools and equipment, such as scissors.</p> <p>*Start eating independently, learning how to use a knife and fork.</p> <p>*Be increasing independent as they get dressed and undressed, such as fastening coat.</p> <p>*When holding a crayon, chalks etc makes connections between their movement and the marks they make.</p>	<p>*Starting to show preference for a dominant hand.</p> <p>*Start eating independently, learning how to use a knife and fork.</p> <p>*Shows some control in holding, using and manipulating a range of tools and objects, such as instruments, jug, hammer, mark making tools.</p>	<p>*Show preference for a dominant hand.</p> <p>*Use one-handed tools and equipment, such as scissors.</p> <p>*Shows increasing control in holding, using and manipulating a range of tools and objects, such as instruments, jug, hammer, mark making tools.</p>	<p>*Uses a comfortable grip with good control when holding pens and pencils.</p> <p>*Be increasing independent as they get dressed and undressed, such as fastening coat.</p> <p>*Shows good control in holding, using and manipulating a range of tools and objects, such as instruments, jug, hammer, mark making tools.</p>
On Track				
Not on Track				

Physical Development

NO RELATED ELG

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Health and Self Care	<ul style="list-style-type: none"> *Learn to use the toilet with help and then independently. *Communicates wet or soiled nappies/pants, showing increasing awareness of bladder and bowel urges. *Helps with dressing/undressing and care routines. *Feeds self, such as drinking from a cup without spilling. *Has own likes and dislikes in food and drink, willing to try new food textures and tastes. *Highly active in short bursts, with frequent and sudden need for rest. *Seeks comfort from attachment figure when needed. *Uses physical expression of feelings to release stress. 	<ul style="list-style-type: none"> *Feeds self competently. *Recognises danger and seeks support and comfort of significant adults. *Very energetic in short bursts and needs time for rest and calm. 	<ul style="list-style-type: none"> *Use the toilet independently or with a little help, understanding control of bowel and bladder urges and communicating need for toilet. *Willing to try new foods, expressing likes and dislikes. *Increasingly express their thoughts and emotions through words and facial expressions. 	<ul style="list-style-type: none"> *Be increasingly independent in meeting their own care needs (e.g. washing and drying hands). *Make healthy food choices. *Able to express their thoughts and emotions through words and facial expressions.
On Track				
Not on Track				

Literacy

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Comprehension	<ul style="list-style-type: none"> *Notices and engages with sounds and images in the environment. *Enjoys books, printed materials and digital reading devices. *Asks questions about the book, making comments and sharing their own ideas. *Copies finger movements and other gestures. *Enjoys sharing books with an adult. *Pays attention and responds to the pictures or the words. *Repeats words and phrases from familiar stories. *Develop play around favourite stories using props. *Sings songs and says rhymes independently. 	<ul style="list-style-type: none"> *Beginning to listen to and join in with conversations about stories, learning new vocabulary. *Is interested in books and rhymes, may have favourites. *Begin to join in with actions and sounds in familiar song and books. 	<ul style="list-style-type: none"> *Listens to and joins in with conversations about stories, learning new vocabulary. *Is interested in and anticipates books and rhymes and may have favourites. *Uses actions, words or phrases from familiar stories. 	<ul style="list-style-type: none"> *Engage in extended conversations about stories, learning new vocabulary. *Is interested in and anticipates books and rhymes, developing favourites. *Fills in missing words or phrases in known rhymes. *Enjoys rhythmic and musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words.
On Track				
Not on Track				

Literacy

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Word Reading	<ul style="list-style-type: none"> *Recognises some print in the environment. *Shows interest in their name. *Notice some print, such as the first letter of their name, a bus, door number or logo. *Enjoys songs and rhymes, tuning in and paying attention. *Copies sounds, rhythms, tunes and tempo. *Joins in with actions and sounds in familiar songs and book sharing. *Says some of the words in songs and rhymes. *Enjoys sharing books with adults. *Pays attention and responds to pictures and words in books. *Has favourite book, wanting to share it with another child, adult or read alone. *Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> *Starting to recognise initial letter of own name. *Can find their name amongst others where initial letter is different. *Copies simple clapping rhythms. *Handles books, turning pages correctly from front to back. 	<ul style="list-style-type: none"> *Starting to recognise initial letter of own name and some of others. *Can find their name amongst others (including some with same initial letter). *Recognise their name. *Clap and count syllables in words. *Repeats and uses actions, words or phrases from familiar stories and rhymes. *Can identify different parts of a book (e.g. front cover, page, author). 	<ul style="list-style-type: none"> *Starting to recognise some letters of the alphabet, particularly those linked with their name. *Recognise and suggest rhymes. *Recognise words with the same initial sound. *Has favourite stories, rhymes and songs. *Fills in missing words in known rhymes. *Understands that print has meaning. *Understands that print has different purposes. *Know that we read the left page before the right. *Knows that we read (in English) from left to right and top to bottom.
On Track				
Not on Track				

Literacy

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Writing	<ul style="list-style-type: none"> *Enjoys drawing and making marks freely. *Add marks to their drawings which they give meaning to. *Makes marks to stand for their name. *Shows interest in their name and print around them. *Shows interest in adult writing and attempts to imitate. 	<ul style="list-style-type: none"> *Able to retrace lines and make circles using anticlockwise direction. *Shows some interest in their name and print around them. *Shows interest in adult writing attempting to imitate. 	<ul style="list-style-type: none"> *Give meaning to the marks, drawing and paintings that they make. *Distinguishes between the different marks that they make. *Able to write the first letter of their name. *Shows increasing interest in their name and print around them. *Beginning to imitate adult writing with lines, shapes and symbols from left to right. 	<ul style="list-style-type: none"> *Use some of their print and letter knowledge in their early writing – random but some recognisable letters. *Some letters correctly written. *Starting to write their first name. *Write some or all of their name. *Imitates adult writing with lines, shapes and symbols from left to right.
On Track				
Not on Track				

Mathematics

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Number	<ul style="list-style-type: none"> *Joins in with finger rhymes with numbers. *Responds accurately when asked to give one or two things. *Able to show or find 1 or 2 objects/pictures. 	<ul style="list-style-type: none"> *Begin to say numbers in the correct order. *Recite numbers past 5. *Able to show and count 1 or 2 objects and pictures. 	<ul style="list-style-type: none"> *Takes or gives 2 or 3 objects from a bigger group. *Beginning to count on their fingers. *Begins to notice numerals. *Fast recognition of up to 2 objects (subitising). 	<ul style="list-style-type: none"> *Say one number for each item in order. *Repeats the last number said when counting objects, knowing this is the total. *Show fingers up to 5. *Link numerals and amounts up to 5. *Fast recognition of up to 3 objects (subitising).
On Track				
Not on Track				

Mathematics

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

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Numerical Patterns	<ul style="list-style-type: none"> *Develop counting-like behaviour such pointing and saying random numbers. *Count in everyday contexts, saying some counting words correctly. *React to changes in amount, up to 3 objects. *Compare amounts saying “lots”, “more” and “same”. *Respond to words like “more”. *Makes marks, attempting to represent quantity. *Makes one-to-one correspondence with objects. 	<ul style="list-style-type: none"> *Begin to say numbers in the correct order. *Recite numbers past 5. *Respond to words like “more”, “less”, “fewer” and “same”. *Understands the concept of getting more and taking some away. 	<ul style="list-style-type: none"> *Begin to say numbers in the correct order. *Recite numbers past 5. *Compare quantities using language “more than”, “fewer than” when amounts are greatly different. *Solve real world mathematical problems with numbers up to 3. *Beginning to understand the concept of addition and subtraction. 	<ul style="list-style-type: none"> *Begin to say numbers in the correct order. *Recite numbers past 5. *Compare quantities using language “more than”, “fewer than” and “same”. *Experiments with their own symbols and marks to represent quantity, as well as numerals. *Solve real world mathematical problems with numbers up to 5. *Understands the concept of addition and subtraction.
On Track				
Not on Track				

Mathematics

NO RELATED ELG

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Shape, Space and Measure	<ul style="list-style-type: none"> *Explore, combine and deconstruct objects, such as stacking, inserting and removing. *Enjoys filling and emptying containers. *Build with a range of resources. *Complete insert puzzles. *Investigates pushing objects through different shaped holes. *Notice patterns and arrange things in a pattern of their own. *Match and sort objects using a given criteria. *Climb and squeeze themselves into different types of spaces. *Compare sizes and weights using gesture and language such as “bigger”, “little”, “high”, “low” and “heavy”. *Explores capacity by selecting, filling and emptying containers. *Understands pattern of familiar routines. *Predicts what comes next in a story or rhyme. *Know that things might happen now or at another time. 	<ul style="list-style-type: none"> *Fits objects into spaces, including puzzles. *Sort objects using given and own criteria. *Begin to use language relating to time (e.g. morning, lunchtime, later, yesterday...). 	<ul style="list-style-type: none"> *Select shapes appropriately. *Combine shapes to make new ones. *Understand position in context through words alone. *Knows familiar location and describe a familiar route. *Describe locations using language such as “behind” and “in front”. *Begin to describe a sequence of events using language such as “first”, “then and “finally”. *Begin to know days, months and seasons. 	<ul style="list-style-type: none"> *Talk about and explore 2D and 3D shape, using informal (e.g. triangle, pointy, curvy) and mathematical language (e.g. straight edge, corner, cube). *Talk about patterns around them. *Copy and continue a simple repeating pattern. *Notice and correct an error in a repeating pattern. *Make comparisons between objects relating to size, length, weight and capacity.
On Track				
Not on Track				

Understanding The World

- 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;

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Past and Present	<p>*Is interested in photographs of themselves and other familiar people.</p> <p>*Has a sense of belonging to their family and pre-school setting.</p> <p>*Recognises key people in their own lives.</p> <p>*Talks about simple events from their own past.</p> <p>*Is curious about people and shows interest in stories about people, animals or objects that are familiar or which fascinate them.</p>	<p>*Has a sense of own immediate family, relations and pets.</p> <p>*Talks about simple events from their own past.</p> <p>*Can retell an event that happened in a story.</p>	<p>*In pretend play, imitates everyday actions and events from own family and cultural background (e.g. makes tea, pretends to be a dog, going to barbers).</p> <p>*Talks about simple events from their own past.</p> <p>*Can retell an event that happened in a story.</p>	<p>*Begin to make sense of their own life-story and family's history.</p> <p>*Show interest in different occupations.</p> <p>*Talks about simple events from their own past.</p> <p>*Can retell an event that happened in a story.</p>
On Track				
Not on Track				

Understanding The World

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
People, Cultures and Communities	<p>*Explore and talk about what they see in their own immediate environment.</p> <p>*Make connections between the features of their family and other families.</p> <p>*Notice difference between people.</p> <p>*Knows that there are different countries in the world.</p>	<p>*Explore and talk about what they see in their immediate environment, building vocabulary and knowledge.</p> <p>*Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>*Continue developing positive attitudes about the differences between people.</p> <p>*Knows that there are different countries in the world and talk about the differences they have experiences or seen in photographs.</p>	<p>*Continue developing positive attitudes about the differences between people.</p> <p>*Knows that there are different countries in the world and talk about the differences they have experiences or seen in photographs.</p>
On Track				
Not on Track				

Understanding The World

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
The Natural World	<p>*Closely observes what animals, people and vehicles do.</p> <p>*Watches when animals hide and tries to find them.</p> <p>*Explores materials with different properties.</p> <p>*Explores natural materials, indoors and outdoors.</p> <p>*Explore and respond to different natural phenomena in their setting and on trips (e.g. standing in the rain with wellies and umbrella, splashing in puddles, walking through tall grass, looking for worms and handling them carefully, seeing spring daffodils, exploring sand, planting seeds).</p> <p>*Recognise some environments that are different from their immediate surroundings.</p> <p>*Use their senses to find out about the changes in seasons.</p>	<p>*Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life.</p> <p>*Uses all their senses in hands-on exploration of natural materials.</p> <p>*Talk about what they see.</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>*Explore and talk about different forces they can feel.</p>	<p>*Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life.</p> <p>*Uses all their senses in hands-on exploration of natural materials.</p> <p>*Talk about what they see.</p> <p>*Recognise some environments that are different from the one in which they live.</p> <p>*Plant seeds and care from growing plants.</p> <p>*Talk about differences between materials and changes they notice.</p> <p>*Explore and talk about different forces and seasons they can feel and see.</p>	<p>*Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life.</p> <p>*Explore collections of materials with similar and/or different properties.</p> <p>*Talk about what they see.</p> <p>*Recognise some environments that are different from the one in which they live.</p> <p>*Understand the key features of the life cycle of a plant and animal.</p> <p>*Explore and talk about different forces and seasons they can feel and see.</p>
On Track				
Not on Track				

Understanding The World

NO RELATED ELG

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Technology	<ul style="list-style-type: none">*Repeats actions that have an effect.*Anticipates repeated sounds, sights and actions.*Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn how to operate them.*Knows that things are used in different ways (e.g. ball can be bounced or pushed).*Show some basic skills for turning on and operating some digital equipment.	<ul style="list-style-type: none">*Matches parts of objects that fit together.*Explores objects by linking together different approaches: hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.*Show basic skills for turning on and operating some digital equipment.	<ul style="list-style-type: none">*Plays with water to understand “low technology” (e.g. transporting water, washing and cleaning).*Use pipes, funnels and other tools to carry/transport water.*Show basic skills for turning on and operating some digital equipment.	<ul style="list-style-type: none">*Explores how things work (e.g. wind up toys, pulleys and cogs).*Operates mechanical toys (e.g. wind up and pull back toys).*Show basic skills for turning on and operating some digital equipment.
On Track				
Not on Track				

Expressive Arts and Design

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Creating with Materials	<ul style="list-style-type: none"> *Start to make marks intentionally. *Explore paint, using fingers and other parts of their body as well as brushes and other tools. *Explores different materials, using all their senses to investigate them. Manipulate and play with different materials. *Use their imagination as they consider what they can do with different materials. *Express ideas and feelings through making marks, and sometimes give a meaning to the marks that they make. *Start to develop pretend play, pretending that one object represents another. *Make models which express their ideas. 	<ul style="list-style-type: none"> *Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Make imaginative small worlds with blocks and construction kits, using them to tell stories. 	<ul style="list-style-type: none"> *Join different materials and explore different textures. *Explore colour and colour mixing. *Make imaginative small worlds with blocks and construction kits, using them to tell stories. 	<ul style="list-style-type: none"> *Create closed shapes with continuous lines, and begin to use these shapes to represent objects. *Draw with increasing detail, such as representing a face with a circle and including details. *Show different emotions in their drawings and painting. *Develop their own ideas and then decide which materials to use to express them.
On Track				
Not on Track				

Expressive Arts and Design

- 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.

Area of Learning	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Being Imaginative and Expressive	<ul style="list-style-type: none"> *Responds to and engages with a world that surrounds them. *Expresses self through physical actions and sound. *Pretends that one object represents another. *Create sound effects and movement (e.g. makes sound of a car when playing with a car, or animal sound with a toy animal). *Join in with songs and rhymes, making some sounds. *Enjoy and take part in action songs (e.g. Twinkle Twinkle). *Show attention to sounds and music. *Respond emotionally and physically to music when it changes. *Move and dance to music. *Anticipate phrases and actions in rhymes and songs. *Explore their voices and enjoy making sounds. *Make rhymical and repetitive sounds. *Explore sound makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> *Take part in pretend play, using an object to represent something else even though they are not similar. *Begin to develop stories using small world equipment. *Remember and sing entire songs. *Creates sounds by rubbing, shaking, tapping, striking and blowing. 	<ul style="list-style-type: none"> *Take part in pretend play, using an object to represent something else even though they are not similar. *Begin to develop stories using small world equipment. *Remember and sing entire songs. *Play instruments with increasing control to express their feelings and ideas. *Experiments in the way instruments can be played (e.g. loud/quiet, fast/slow). 	<ul style="list-style-type: none"> *Take part in pretend play, using an object to represent something else even though they are not similar. *Begin to develop stories using small world equipment. *Listen with increased attention to sounds. *Sing the pitch of a tone sung by another person (pitch match). *Sing the melodic shape of familiar songs. *Respond to what they have heard, expressing their thoughts and feelings. *Create rhythmic sounds and movements. *Create own songs or improvise a song around one that they know.
On Track				
Not on Track				

