



**Reception**  
**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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>*Express emotions and begin to talk about their own feelings.</li> <li>*Able to talk about own needs.</li> <li>*Finds ways to calm themselves when upset, seeking comfort when needed.</li> <li>*Begin to understand how others might be feeling.</li> <li>*Respond to the feelings of others showing concern and offering comfort.</li> <li>*Recognise that some actions can hurt or harm others, stopping themselves from doing something that they should not do.</li> <li>*Aware of behavioural expectations.</li> <li>*Consider what they want to do, selecting and using own resources, asking for help if needed.</li> <li>*Respond to suggested solutions to conflicts, beginning to find own ideas.</li> <li>*Share and take turns with minimal adult support.</li> <li>*Listen and respond to ideas and goals suggested.</li> <li>*Join in with adult-led tasks on request.</li> <li>*Follow simple instructions as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>*Seek support when needed.</li> <li>*Understand, talk about and manage their own needs and feelings.</li> <li>*Talk about and follow behavioural expectations.</li> <li>*Select and use activities and resources independently to complete a self-chosen task.</li> <li>*Tolerate situations where their wishes cannot be met.</li> <li>*Share, take turns and be willing to wait for things that they want.</li> <li>*Co-operate with adults, participating in adult-led or directed tasks as requested.</li> </ul>	<ul style="list-style-type: none"> <li>*Consider the needs, feelings and perspective of others.</li> <li>*Respond to the feelings of others, offering empathy and comfort.</li> <li>*Seek ways to manage conflict.</li> <li>*Follow one and two step instructions as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the impact of own actions and words on others.</li> <li>*Attempt to repair a relationship or situation where they have caused upset.</li> <li>*Work towards a self-chosen or suggested goal.</li> <li>*Follow more complex instructions as instructed.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>*Plays independently and with peers, seeking adult support when needed.</li> <li>*Asserting their own ideas, preferences and making choices and decisions.</li> <li>*Confident when exploring new activities and locations with familiar adults.</li> <li>*Settles to familiar self-chosen activities.</li> <li>*Mostly independent, asking for help if needed.</li> <li>*Shows some resilience and perseverance with support from an adult.</li> <li>*Develop sense of responsibility and membership to the class.</li> <li>*Remembers and follow rules, understanding why they are important.</li> <li>*Learning that actions have consequences.</li> <li>*Uses the toilet and washes hands mostly independently, asking for help if required.</li> <li>*Puts coat on and fastens it with some support.</li> <li>*Dresses and undresses with some support.</li> <li>*Can identify some foods that are healthy and are willing to try some.</li> </ul>	<ul style="list-style-type: none"> <li>*Independent, asking for help if needed.</li> <li>*Confident when exploring new activities and locations, requiring minimal adult support.</li> <li>*Talks about behaviour expectations and rules, knowing why they are important and accepting consequences.</li> <li>*Uses the toilet and handwashes independently.</li> </ul>	<ul style="list-style-type: none"> <li>*Plays independently and with peers, requiring minimal adult support.</li> <li>*Selects own activities and resources, remaining on task until it is complete.</li> <li>*Fastens coat, dresses and undresses independently.</li> <li>*Understands the importance of a balanced diet, knowing which foods are healthy.</li> </ul>	<ul style="list-style-type: none"> <li>*Confidently speaks about their own needs, interests and ideas to a familiar group.</li> <li>*Shows resilience and perseverance when facing a challenge.</li> <li>*Willing to eat some fruits and vegetables for snack and lunch.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>*Enjoys playing alone, choosing what they like.</li> <li>*Plays alongside others, showing interest in their play and attempting to interact.</li> <li>*Develop appropriate ways of being assertive.</li> <li>*Talks with others to solve conflict, seeking adult help when needed.</li> <li>*Share and take turns with minimal adult support.</li> <li>*Seek to share experiences with others, choosing to play with others who have a similar interest.</li> <li>*Comfortable in the setting and with familiar adults.</li> <li>*Can talk about their likes and dislikes.</li> <li>*Can talk about their own physical characteristics and compare with others.</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoys playing alone, alongside others, inviting others to play and attempting to join others' play.</li> <li>*Comfortable in the setting.</li> <li>*Understand that they are unique and a valuable individual.</li> <li>*Aware of similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>*Able to articulate their needs, feelings and an account of any incidents that occur.</li> <li>*Share, take turns and wait patiently for the things that they want.</li> <li>*Comfortable in the setting, building constructive and respectful relationships with others (adults and peers).</li> <li>*Can talk about themselves in positive terms.</li> </ul>	<ul style="list-style-type: none"> <li>*Show skills of assertiveness, negotiation and compromise, seeking help from an adult when needed.</li> <li>*Talks freely about their own home and community.</li> <li>*Can talk about themselves in positive terms, saying what they do well and what they are getting better at.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>*Enjoys listening to longer stories and remembers much of what happens.</li> <li>*Shows interest in playing with sounds, songs and rhymes.</li> <li>*Recognises and responds to familiar sounds.</li> <li>*Single-channeled attention – shift to a different task if attention is fully obtained (e.g. stop what they are doing to listen).</li> <li>*Understand a question or instruction that has two parts (e.g. get coat and wait at door).</li> <li>*Understands “who”, “what”, “where” and “why” questions.</li> <li>*Understands simple concepts (e.g. fast/slow, big/small).</li> <li>*Identify action words by following simple instructions (e.g. show me jumping).</li> <li>*Begin to understand more complex sentences (e.g. put your toy away and then sit in the carpet).</li> <li>*Listens with interest when others speak.</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to familiar stories with increasing attention, understanding and recall.</li> <li>*Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>*Understands uses of objects.</li> <li>*Understands prepositions (e.g.under, on top...).</li> <li>*Understand how to listen carefully when others are speaking, and why listening is important.</li> </ul>	<ul style="list-style-type: none"> <li>*Can change focus of attention.</li> <li>*Able to follow a story without pictures or props.</li> <li>*Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>*Is able to listen to and follow directions, asking questions to clarify understanding as required.</li> <li>*Listen to ideas suggested by others.</li> </ul>	<ul style="list-style-type: none"> <li>*Two-channeled attention - Can listen and do at the same time for a short time.</li> <li>*Responds to instructions with more elements (e.g. give the big ball to me).</li> <li>*Begin to understand “who”, “where”, “when”, “why” and “how” questions.</li> <li>*Understands complex sentences including negatives, plurals and tense markers.</li> <li>* Begin to understand humour.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Speaking</b>	<ul style="list-style-type: none"> <li>*Learn new vocabulary.</li> <li>*Express their point of view.</li> <li>*Starts a conversation with an adult or friend and continue it for many turns.</li> <li>*Use talk to organise themselves and their play.</li> <li>*Sing a large repertoire of songs and rhymes.</li> <li>*Talk about familiar books and tells a story.</li> <li>*Uses language to share feelings, experiences and thoughts.</li> <li>*Uses language to imagine and recreate roles and experiences.</li> <li>*Use future and past tense.</li> <li>*Develop communication (although may have problems with irregular tenses e.g. runned for ran).</li> <li>*Use longer sentences (4-6 words).</li> <li>*More successful when using pronouns.</li> <li>*Uses regular plurals (e.g cat to cats).</li> <li>*Develops pronunciation (may struggle with r,j,th,sh, and ch sounds as well as multisyllabic words).</li> </ul>	<ul style="list-style-type: none"> <li>*Develop social phrases.</li> <li>*Continue to learn new vocabulary.</li> <li>*Retell familiar stories.</li> <li>*Uses talk to explain what is happening and what might happen next.</li> <li>*Introduces a storyline or narrative into their play.</li> <li>*Uses pronouns (he/she, his/her) successfully.</li> </ul>	<ul style="list-style-type: none"> <li>*Use new vocabulary in different contexts.</li> <li>*Talk about selected non-fiction books, developing new knowledge and vocabulary.</li> <li>*Learn rhymes, poems and songs.</li> <li>*Can retell a simple past event in the correct order.</li> <li>*Knows some irregular plurals (e.g. sheep).</li> </ul>	<ul style="list-style-type: none"> <li>*Articulate their ideas and thoughts in well-formed sentences.</li> <li>* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>*Engage in fiction and non-fiction books.</li> <li>*Understands and use past, present and future tenses.</li> <li>*Using more complex sentences (using and, or, because).</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Gross Motor</b>	<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>*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 large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>*Use and remember sequences and patterns of movement which are related to music and rhythm.</p>	<p>*Negotiates space successfully, adjusting speed or changing direction to avoid obstacles.</p> <p>*Moves in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement.</p> <p>*Confidently and safely uses a range of large and small apparatus indoors and outdoors (e.g. wheelbarrows, logs, ladders...).</p>	<p>*Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>*More fluent style of moving, developing control and grace.</p> <p>*Increased body strength, co-ordination, balance and agility</p> <p>*Combine different movements with ease and fluency.</p>	<p>*Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>*Shows core muscle strength to achieve good posture.</p> <p>*Develop and refine a range of ball skills – throwing, catching, kicking, passing, batting and aiming.</p> <p>*Refines fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</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
<b>Fine Motor</b>	<p>*Show preference for a dominant hand.</p> <p>*Uses a comfortable grip with good control when holding pens and pencils.</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>*Shows increasing control in holding, using and manipulating a range of tools and objects, such as instruments, jug, hammer, mark making tools.</p>	<p>*Creates lines and circles pivoting from the shoulder and elbow.</p> <p>*Begins to use anti-clockwise movement and retrace vertical lines.</p>	<p>*Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Tools include pencils, paintbrushes, scissors, knives and forks and spoons.</p>	<p>*Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>
On Track				
Not on Track				

## Physical Development

### NO RELATED ELG

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Health and Self Care</b>	<ul style="list-style-type: none"> <li>*Use the toilet independently or with a little help, understanding control of bowel and bladder urges and communicating need for toilet.</li> <li>*Be increasingly independent in meeting their own care needs (e.g. washing and drying hands).</li> <li>*Feeds self competently.</li> <li>*Make healthy food choices.</li> <li>*Recognises danger and seeks support and comfort of significant adults.</li> <li>*Very energetic in short bursts and needs time for rest and calm.</li> <li>*Increasingly express their thoughts and emotions through words and facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop skills they need to manage school – lining up, mealtimes and personal hygiene.</li> <li>*Can wash and dry hands independently and understands the importance.</li> <li>*Takes practical action to reduce risk, showing understanding how equipment and tools are used safely.</li> <li>*Can name and identify different parts of their body.</li> </ul>	<ul style="list-style-type: none"> <li>*Gains more bowel and bladder control and can attend to own toileting needs most of the time.</li> <li>*Expresses food preference and willing to try a range of tastes and textures.</li> <li>*Can tell adults when hungry, full, tired or when they want to rest or play.</li> </ul>	<ul style="list-style-type: none"> <li>*Dresses/undresses mostly independently.</li> <li>*Know and talk about different factors that support overall health and wellbeing – regular physical activity, healthy eating, toothbrushing, sensible screen time, good sleep routine and being a safe pedestrian.</li> <li>*Can talk about the effects of physical activity on their bodies.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>*Engage in extended conversations about stories, learning new vocabulary.</li> <li>*Is interested in and anticipates books and rhymes and may have favourites.</li> <li>*Begin to join in with actions and sounds in familiar song and books.</li> <li>*Uses actions, words or phrases from familiar stories.</li> <li>*Fills in missing words or phrases in known rhymes.</li> <li>*Enjoys rhythmic and musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words.</li> </ul>	<ul style="list-style-type: none"> <li>*Engage in extended conversations about stories, learning new vocabulary.</li> <li>*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>*Enjoys a range of print and digital books, both fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</li> <li>*Describes main story and events.</li> <li>*Re-enacts and reinvents stories they have heard in their play.</li> <li>*Knows that information can be retrieved from books, computers and mobile devices.</li> </ul>	<ul style="list-style-type: none"> <li>*Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.</li> <li>*Is aware of how stories are structured, so that they can tell their own stories.</li> <li>*Talks about events and characters in stories and suggests how the story might end.</li> <li>*Is able to recall and discuss stories or information that has been read to them or they have read themselves.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>*Starting to recognise some letters of the alphabet, particularly those linked with their name.</li> <li>*Recognise their name.</li> <li>*Recognise and suggest rhymes.</li> <li>*Clap and count syllables in words.</li> <li>*Recognise words with the same initial sound.</li> <li>*Has favourite stories, rhymes and songs.</li> <li>*Repeats and uses actions, words or phrases from familiar stories and rhymes.</li> <li>*Fills in missing words in known rhymes.</li> <li>*Understands that print has meaning.</li> <li>*Understands that print has different purposes.</li> <li>*Knows that we read (in English) from left to right and top to bottom.</li> <li>*Can identify different parts of a book (e.g. front cover, page, author).</li> <li>*Handles books, turning pages correctly from front to back.</li> <li>*Know that we read the left page before the right.</li> </ul>	<ul style="list-style-type: none"> <li>*Read individual letters by saying the sounds for them.</li> <li>*Blend sounds into words so that they can read short words made up of known letter-sound correspondences (Phase 2).</li> <li>*To know that a word is made up of letters, and that some are longer than others.</li> <li>*Read some common exception words (Phase 2).</li> <li>*Sight read some decodable high frequency words (Phase 2).</li> <li>*Understand that print carries meaning.</li> <li>*Begin to know that sentences are made up of words, separated by spaces and make sense.</li> <li>*Begin to know that a sentence starts with a capital letter and ends with a full stop.</li> <li>*Knows that print (in English) is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>*Read some letter groups (digraphs and trigraphs) that each represent one sound and say sounds for them (e.g. th, sh, ee, igh).</li> <li>*Blend sounds into words so that they can read short words made up of known letter-sound correspondences (Phase 3).</li> <li>*Read some common exception words (Phase 3).</li> <li>*Sight read some decodable high frequency words (Phase 3).</li> <li>*Read simple phrases and sentences made up of words with known letter-sound correspondences and some exception words.</li> <li>*Knows that sentences are made up of words, separated by spaces and make sense.</li> <li>*Knows that a sentence starts with a capital letter and ends with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>*Names letters of the alphabet.</li> <li>*Blend sounds into words so that they can read short words made up of known letter-sound correspondences (Phase 4).</li> <li>*Read some common exception words (Phase 4).</li> <li>*Sight read some decodable high frequency words (Phase 4).</li> <li>*Read and re-read books to build confidence, fluency, understanding and enjoyment.</li> <li>*Enjoys an increasing range of print and digital books, both fiction and non-fiction.</li> <li>*Read simple phrases and sentences made up of words with known letter-sound correspondences and some exception words.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Writing</b>	<ul style="list-style-type: none"> <li>*Give meaning to the marks, drawing and paintings that they make.</li> <li>*Distinguishes between the different marks that they make.</li> <li>*Able to retrace lines and make circles using anticlockwise direction.</li> <li>*Use some of their print and letter knowledge in their early writing – random but some recognisable letters.</li> <li>*Some letters correctly written.</li> <li>*Write some or all of their name.</li> <li>*Imitates adult writing with lines, shapes and symbols from left to right.</li> </ul>	<ul style="list-style-type: none"> <li>*Ascribes meaning to marks that they make, including early writing in their play.</li> <li>*Claps syllables in words.</li> <li>*Hears and says the initial sounds of words.</li> <li>*Spell words by identifying the sounds and beginning to write the corresponding letter.</li> <li>*Attempts to write their name and other words.</li> <li>*Break the flow of speech into words.</li> <li>*Imitates adult writing from left to right.</li> <li>*Enjoys creating texts to communicate meaning for a wide range of purposes (e.g. lists, cards, tickets...).</li> </ul>	<ul style="list-style-type: none"> <li>*Show awareness of rhyme and alliteration.</li> <li>*Spell words by identifying the sounds and then writing the corresponding letters (Phase 2 and some Phase 3).</li> <li>*Write short sentences with words with known sound-letter correspondences.</li> <li>*Re-read what they have written to check that it makes sense.</li> <li>*Enjoys creating texts to communicate meaning for a wide range of purposes (e.g. lists, cards, tickets...).</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower-case letters and capital letters correctly.</li> <li>*Spell words by identifying the sounds and then writing the corresponding letters (Phase 2 and 3).</li> <li>*Independently writes short sentences using capital letter and full stop.</li> <li>*Re-read what they have written to check that it makes sense.</li> <li>*Enjoys creating texts to communicate meaning for a wide range of purposes (e.g. lists, cards, tickets...).</li> <li>*Creates own stories and books with images (drawn and digital) and print.</li> <li>*Type using a keyboard.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Number</b>	<ul style="list-style-type: none"> <li>*Begin to say numbers in the correct order.</li> <li>*Recite numbers past 5.</li> <li>*Say one number for each item in order.</li> <li>*Repeats the last number said when counting objects, knowing this is the total.</li> <li>*Show fingers up to 5.</li> <li>*Link numerals and amounts up to 5.</li> <li>*Takes or gives 2 or 3 objects from a bigger group.</li> <li>*Begins to notice numerals.</li> <li>*Beginning to count on their fingers.</li> <li>*Fast recognition of up to 3 objects (subitising).</li> </ul>	<ul style="list-style-type: none"> <li>*Uses number language in their play.</li> <li>*Says the number names to 10 in the correct order.</li> <li>*Points one-to-one, saying one number for each item.</li> <li>*Understands cardinality, that the last number said represents the total amount counted.</li> <li>*Uses marks and symbols to represent numbers and amounts.</li> <li>*Subitises up to 3 objects (without counting).</li> </ul>	<ul style="list-style-type: none"> <li>*Recites numbers, forwards and backwards.</li> <li>*Counts on and back from a given number.</li> <li>*Recognises numerals to 10.</li> <li>*Link numerals up to 10 with its cardinal number.</li> <li>*Separate a group of objects in different ways, recognising that the total is the same.</li> <li>*Count out up to 10 objects from a larger group.</li> <li>*Subitises numbers to 10, linking the composition of numbers.</li> <li>*Automatically recall number bonds and subtraction facts for numbers 0-5.</li> </ul>	<ul style="list-style-type: none"> <li>*Estimates, showing understanding of relative size, and checks by counting.</li> <li>*Explores the composition of numbers to 10, knowing that numbers are made up of smaller numbers.</li> <li>*Automatically recall number bonds and subtraction facts for numbers 0-10.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>*Begin to say numbers in the correct order.</li> <li>*Recite numbers past 5.</li> <li>*Compare quantities using language “more than”, “fewer than” and “same”.</li> <li>*Experiments with their own symbols and marks to represent quantity, as well as numerals.</li> <li>*Solve real world mathematical problems with numbers up to 5.</li> <li>*Understands the concept of addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise that each counting number is one more than the one before.</li> <li>*Compare numbers, using vocabulary “more than/less than”, “fewer”, “same” and “equal”.</li> </ul>	<ul style="list-style-type: none"> <li>*Count objects, actions and sounds.</li> <li>*Understand “one more/one less than”.</li> <li>*Orders numbers.</li> <li>*Know and understand doubles to 10.</li> <li>*Calculate addition and subtraction problems using objects and fingers.</li> <li>*Works out mathematical problems using signs and strategies (including numerals, + and -).</li> </ul>	<ul style="list-style-type: none"> <li>*Rote counts to 10 and beyond.</li> <li>*Compare quantities in different contexts: measuring and comparing length, height, weight and capacity using non-standard units.</li> <li>*Know and understand number patterns.</li> <li>*Know and understand odd and even numbers within 10.</li> <li>*Know and understand how quantities can be shared.</li> <li>*Add and subtract two single digit numbers by adding on and counting back.</li> </ul>
On Track				
Not on Track				

## Mathematics

### NO RELATED ELG

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Shape, Space and Measure</b>	<ul style="list-style-type: none"> <li>*Fits objects into spaces, including puzzles.</li> <li>*Select shapes appropriately.</li> <li>*Combine shapes to make new ones.</li> <li>*Talk about and explore 2D and 3D shape, using informal (e.g. triangle, pointy, curvy) and mathematical language (e.g. straight edge, corner, cube).</li> <li>*Talk about patterns around them.</li> <li>*Copy and continue a simple repeating pattern.</li> <li>*Notice and correct an error in a repeating pattern.</li> <li>*Sort objects using given and own criteria.</li> <li>*Understand position in context through words alone.</li> <li>*Knows familiar location and describe a familiar route.</li> <li>*Describe locations using language such as “behind” and “in front”.</li> <li>*Make comparisons between objects relating to size, length, weight and capacity.</li> <li>*Begin to describe a sequence of events using language such as “first”, “then and “finally”.</li> <li>*Begin to use language relating to time (e.g. morning, lunchtime, later, yesterday...).</li> <li>*Begin to know days, months and seasons.</li> </ul>	<ul style="list-style-type: none"> <li>*Select, rotate and manipulate shapes (2D and 3D) in order to develop spatial reasoning skills.</li> <li>*Chooses items based on their shape which are appropriate for purpose.</li> <li>*Name and describe 2D and 3D shapes, showing awareness similarities and differences.</li> <li>*Compose and decompose shapes, recognising that shapes can have other shapes within it (including finding 2D shapes within 2D).</li> </ul>	<ul style="list-style-type: none"> <li>*Notices patterns in the environment.</li> <li>*Continue, copy and create repeating patterns.</li> <li>*Create own pattern showing some organisation and regularity.</li> <li>*Sorts objects using own criteria explaining their choices.</li> <li>*Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</li> <li>*Responds to and uses language of position and direction.</li> </ul>	<ul style="list-style-type: none"> <li>*Understands and uses language relating to size, weight and capacity (e.g. bigger, longer, heavier, more full...).</li> <li>*Understands and uses language relating to sequence of events and time (e.g. before, after, later).</li> <li>*Knows days, months and seasons.</li> <li>*Measures time using visual timetable, timers and clock.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Past and Present</b>	<p>*Has a sense of own immediate family, relations and pets.</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>*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>	<p>*Talk about members of their immediate family.</p> <p>*Name and describe people who are familiar to them.</p> <p>*Remembers and talks about significant events in their own experience.</p>	<p>*Comment on images of familiar situations in the past.</p> <p>*Remembers and talks about significant events in their own experience.</p>	<p>*Show interest in different occupations and ways of life.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p> <p>*Remembers and talks about significant events in their own experience.</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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>People, Cultures and Communities</b>	<p>*Explore and talk about what they see in their immediate environment, building vocabulary and knowledge.</p> <p>*Continue developing positive attitudes about the differences between people.</p> <p>*Learns that they have similarities and differences that connect them to, and distinguish them from, others.</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>*Enjoys joining in with family customs and routines.</p> <p>*Knows some things that makes them unique.</p> <p>* Can talk about some of the similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>* Can talk about some of the similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>*Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>*Draw information from a simple map.</p> <p>*Understand that some places are special to members of their community.</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Recognise some similarities and differences between life in this country and life in other countries.</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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>The Natural World</b>	<ul style="list-style-type: none"> <li>*Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life.</li> <li>*Uses all their senses in hands-on exploration of natural materials.</li> <li>*Explore collections of materials with similar and/or different properties.</li> <li>*Talk about what they see.</li> <li>*Recognise some environments that are different from the one in which they live.</li> <li>*Plant seeds and care from growing plants.</li> <li>*Understand the key features of the life cycle of a plant and animal.</li> <li>*Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>*Explore and talk about different forces they can feel.</li> <li>*Talk about differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe what they see, hear and feel whilst outside.</li> <li>*Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>*Explores the natural world around them, making comments and asking questions.</li> <li>*Make observations of animals and plants.</li> <li>*Show care and concern for living things and the environment.</li> <li>*Recognise and talk about some environments that are different from the one in which they live.</li> <li>*Understand the effect of changing seasons on the natural world around them.</li> <li>*Develop and understanding of growth, decay and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about why things happen and how things work.</li> <li>*Begin to understand the effect their behaviour can have on the environment.</li> <li>*Recognise and talk about some environments that are different from the one in which they live.</li> <li>*Understand the effect of changing seasons on the natural world around them.</li> </ul>
On Track				
Not on Track				

## Understanding The World

### **NO RELATED ELG**

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Technology</b>	<ul style="list-style-type: none"> <li>*Explores how things work (e.g. wind up toys, pulleys and cogs).</li> <li>*Explores objects by linking together different approaches: hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>*Matches parts of objects that fit together.</li> <li>*Operates mechanical toys (e.g. wind up and pull back toys).</li> <li>*Plays with water to understand “low technology” (e.g. transporting water, washing and cleaning).</li> <li>*Use pipes, funnels and other tools to carry/transport water.</li> <li>*Show basic skills for turning on and operating some digital equipment.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>*Know that information can be retrieved from digital devices and the internet.</li> <li>*Completes a simple program on electronic devices.</li> <li>*Uses ICT hardware to interact with age-appropriate computer software.</li> <li>*Can create content such as video recording, stories and draw a picture on screen.</li> <li>*Develop digital literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Knows how to operate simple equipment.</li> <li>*Plays with a range of materials to learn cause and effect (e.g. make a string puppet).</li> <li>*Shows interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices.</li> <li>*Show skill in making toys work by pressing parts and lifting flaps to achieve an effect such as a sound, movement or new image.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>*Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>*Join different materials and explore different textures.</li> <li>*Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>*Draw with increasing detail, such as representing a face with a circle and including details.</li> <li>*Show different emotions in their drawings and painting.</li> <li>*Explore colour and colour mixing.</li> <li>*Develop their own ideas and then decide which materials to use to express them.</li> <li>*Make imaginative small worlds with blocks and construction kits, using them to tell stories.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses various construction materials, joining pieces, staking vertically and horizontally, balancing, making enclosures and creating spaces.</li> <li>*Uses tools for a purpose.</li> <li>*Uses available resources to create props to support play.</li> </ul>	<ul style="list-style-type: none"> <li>*Explores colour and how colours can be changed.</li> <li>*Develops understanding of using lines to enclose space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</li> <li>*Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>
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 Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>*Take part in pretend play, using an object to represent something else even though they are not similar.</li> <li>*Begin to develop stories using small world equipment.</li> <li>*Remember and sing entire songs.</li> <li>*Listen with increased attention to sounds.</li> <li>*Sing the pitch of a tone sung by another person (pitch match).</li> <li>Sing the melodic shape of familiar songs.</li> <li>*Respond to what they have heard, expressing their thoughts and feelings.</li> <li>*Create own songs or improvise a song around one that they know.</li> <li>*Create rhythmic sounds and movements.</li> <li>*Play instruments with increasing control to express their feelings and ideas.</li> <li>*Creates sounds by rubbing, shaking, tapping, striking and blowing.</li> <li>*Experiments in the way instruments can be played (e.g. loud/quiet, fast/slow).</li> </ul>	<ul style="list-style-type: none"> <li>*Engages in imaginative play based on fist-hand or peer experiences.</li> <li>*Sing a range of well-known nursery rhymes and songs.</li> <li>*Tap out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>*Plays alongside other children who are engaged in the same theme.</li> <li>*Sing a range of well-known nursery rhymes and songs.</li> <li>*Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>*Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>*Explore how sounds and movements can be changed.</li> <li>*Explore moving in a range of ways, mirroring or creating own movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop storylines and narrative in their pretend play.</li> <li>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>*Explore and engage in music making and dance, performing solo or in groups.</li> <li>*Develop an understanding how to create and use sounds intentionally.</li> <li>*Creates sounds, movements, drawing to accompany stories.</li> </ul>
On Track				
Not on Track				

