



## North Clifton Primary

### Early Years Progression Mapping

### Nursery (3-4 Years)

#### Prime areas

Communication and Language	Nursery Baseline	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>I can focus on an activity of my own choice</li> <li>I can understand simple instructions (1 part- wash your hands)</li> <li>I am beginning to understand simple questions and respond</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to simple stories and talk about what is happening</li> <li>I can understand and follow simple instructions</li> <li>I can understand and respond to who, what, where questions</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to listen longer to stories and join in with repeated refrains</li> <li>I can accurately follow instructions with more than one key word</li> <li>I can answer a range of questions of questions and am starting to understand 'why' in some scenarios</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to longer stories and talk about what has happened</li> <li>I am starting to understand and respond to instructions</li> <li>I understand and respond to why questions</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>I can pronounce words clearly, with some immature speech sounds</li> <li>I can say key words of things that are important to me</li> <li>I can have a simple conversation about something which interests me</li> <li>I am starting to develop my pretend play and use key words within this</li> </ul>	<ul style="list-style-type: none"> <li>I can use words for things of personal importance (linked to hobby, pet, family)</li> <li>I can talk about things that interest me</li> <li>I can show an awareness of new vocabulary during carpet time.</li> <li>I can start a conversation but may still interrupt</li> <li>I can use talk when taking part in pretend play</li> <li>I can sing songs and action rhymes linked to a theme or topic</li> </ul>	<ul style="list-style-type: none"> <li>I can use some new vocabulary (story and scientific)</li> <li>I can talk in short sentences that people understand</li> <li>I am beginning to use conjunctions in speech such as because, or, and</li> <li>I can start a conversation and am beginning to take turns to talk</li> <li>I am starting to use talk to take on a role play with others</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wider range of vocabulary</li> <li>I can use a sentence of 4-6 words</li> <li>I can start a conversation and continue for many turns.</li> <li>I can use talk to organise myself and my play</li> </ul>

Personal, Social and Emotional Development	Nursery Baseline	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>I can express emotion</li> <li>I am beginning to say how I feel</li> <li>I am working to show 'effortful control' such as waiting my turn</li> <li>I can take turns with some help from adults</li> </ul>	<ul style="list-style-type: none"> <li>I can express a range of emotions and am starting to talk about them</li> <li>I can take turns with a shared resource with adult support</li> <li>I can join in with some routines and boundaries</li> <li>I am starting to sit and listen more consistently during adult focus time</li> <li>I can follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about different emotions I am feeling</li> <li>I can say how others are feeling based on their expressions and actions</li> <li>I am beginning to share resources in my play independently</li> <li>I can follow agreed rules in our classroom, sometimes with support</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about feelings (happy, sad, angry)</li> <li>I can take turns when playing games with a friend</li> <li>I can follow the agreed rules in our classroom</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>I can come into the setting with some support from my familiar adults</li> <li>I can use the toilet with some help</li> </ul>	<ul style="list-style-type: none"> <li>I can explore different activities knowing that an adult is close by</li> <li>I can complete self-care tasks with some support</li> </ul>	<ul style="list-style-type: none"> <li>I can select new activities and use resources with help when needed</li> <li>I can complete self-care tasks with independence</li> <li>I try new foods at snack time</li> </ul>	<ul style="list-style-type: none"> <li>I can choose new activities and resources, using them safely and appropriately</li> <li>I am starting to become more confident in a range of new situations, and when things are new</li> </ul>
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>I show an interest in other children and start to join in</li> </ul>	<ul style="list-style-type: none"> <li>I enjoy the company of other children</li> <li>I can share and take turns with support</li> </ul>	<ul style="list-style-type: none"> <li>I can play in a group and share resources</li> <li>I am starting to find ways to solve conflict and rivalries with support</li> </ul>	<ul style="list-style-type: none"> <li>I can play with a group of children</li> </ul>

Physical Development	Nursery Baseline	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>I am steady on my feet and can move in different ways e.g. run, hop, skip</li> <li>I can use some wheeled toys such as a trike</li> <li>I am starting to gain independence in self-care tasks such as putting on my coat and washing my hands</li> </ul>	<ul style="list-style-type: none"> <li>I can negotiate space when running, hopping and climbing</li> <li>I can carry objects safely once shown</li> <li>I can follow sequences of movement</li> </ul>	<ul style="list-style-type: none"> <li>I can choose movement to match tasks safely when given 2 options</li> <li>I can confidently negotiate space to run, jump and climb</li> <li>I can work with a friend to move a large plank with adult support</li> <li>I am beginning to use sequences of movements independently</li> <li>I can use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul>	<ul style="list-style-type: none"> <li>I can work with my friends to manage large items such as moving planks safely</li> <li>I can choose movements to match tasks such as whether to walk or run across a plank</li> <li>I can skip, hop, balance on one leg</li> <li>I can increasingly remember sequences and patterns of movements which are related to music and rhythm</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>I can start using mark making tools, (I may still use palmer grasp)</li> </ul>	<ul style="list-style-type: none"> <li>I can hold my pencil with my fist or 4 fingers</li> <li>I may still switch between hands when making marks</li> <li>I can draw zig-zag lines, crossed lines and simple people</li> </ul>	<ul style="list-style-type: none"> <li>I can use three fingers to hold my pencil but may still lack control</li> <li>I mostly use the same hands when using mark making tools</li> <li>I can copy triangles, circles and squares</li> <li>I am beginning to develop control when mark making</li> <li>I am attempting to form the shape of letters</li> </ul>	<ul style="list-style-type: none"> <li>I can use a comfortable 3 finger grip with good control when holding a pencil</li> <li>Most of the time I have a preferred hand when making marks</li> <li>I am beginning to form letters in my own name and forming an increasing number of letters</li> </ul>

## Nursery (3-4 Years)

### Specific Areas

Literacy	Nursery Baseline	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>I enjoy sharing books with adults</li> <li>I can say a word linked to the story</li> </ul>	<ul style="list-style-type: none"> <li>I can start to engage in play, around familiar stories and props.</li> <li>I can say how a picture from the story makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in play around familiar stories.</li> <li>I can sequence key events from stories that are familiar.</li> <li>I can say from the front cover who might be in the story.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to retell some familiar stories.</li> <li>I am beginning to talk about stories I have heard.</li> </ul>
<b>Grapheme Phoneme matching</b>	<ul style="list-style-type: none"> <li>I can talk about sounds in the environment</li> <li>I can enjoy Rhyme Time and begin to join in with the rhymes</li> <li>I can engage in 'What's in the box?' (initial sounds pictures cards)</li> </ul>	<ul style="list-style-type: none"> <li>I can notice some print such as the first letter of my name</li> <li>I can engage in 'What's in the box?' (initial sounds pictures cards)</li> <li>I can identify the initial sounds: s, a, t, p, l, m, n</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to identify the initial sound of familiar words</li> <li>I am starting to identify words with the same initial sound.</li> <li>I can identify the initial sounds: d, g, o, c, k, e u, r, h, b, f, l</li> </ul>	<ul style="list-style-type: none"> <li>I can spot words with the same initial sound</li> <li>I can identify initial sounds (sounds we have learnt) u, r, h, b, f, l J, v, w, y, z, q, c</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>I can add marks to my drawings which give meaning</li> </ul>	<ul style="list-style-type: none"> <li>I can make marks to represent my name and am starting to copy some letters from my name</li> </ul>	<ul style="list-style-type: none"> <li>I can copy some of the letters in my name</li> </ul>	<ul style="list-style-type: none"> <li>I can write some or all of my name (first name only)</li> </ul>

Maths	Nursery Baseline	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
	<ul style="list-style-type: none"> <li>I can count in my play (I may skip some numbers)</li> <li>I can show numbers to 5 using concrete resources</li> <li>I can quickly say how many there are (up to 3) in different arrangements</li> </ul>	<ul style="list-style-type: none"> <li>I can say more than, fewer than, the same of a collection of objects</li> <li>I can explore and build shapes with objects</li> <li>I can explore pattern repeats</li> <li>I can count, hear and say number names to 5</li> <li>I can begin to order some number names</li> <li>I can subitise 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>I can subitise – showing 1, 2, 3</li> <li>I can explore position and space</li> <li>I can make my own patterns</li> <li>I can take and give 1, 2, 3</li> <li>I can match shapes</li> </ul>	<ul style="list-style-type: none"> <li>I can make patterns</li> <li>I can subitise and talk about dots</li> <li>I can compare and sort collections of objects</li> <li>I can count and ‘show me 5’</li> <li>I can match, sort and compare objects</li> </ul>

Understanding the World	Nursery Baseline	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Past and Present	<ul style="list-style-type: none"> <li>I can say who I am and what I like/dislike</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about myself and my immediate family</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about some of the ways I have changed since I was a baby</li> <li>I can talk about now and next</li> </ul>	<ul style="list-style-type: none"> <li>I can name some members of my family and talk about them</li> </ul>
People, Culture and Community	<ul style="list-style-type: none"> <li>I can start to notice some of the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my family and the people who are important to me.</li> </ul>	<ul style="list-style-type: none"> <li>I am positive about the differences in people</li> <li>I am aware that people can live in different places and that there are other places in the world</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about different jobs</li> <li>I am beginning to know that there are different countries and put a name to some of these.</li> </ul>
Natural World	<ul style="list-style-type: none"> <li>I enjoy exploring natural materials indoors and outdoors</li> <li>I can explore natural things going on around me</li> </ul>	<ul style="list-style-type: none"> <li>I can explore natural and man-made materials</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about natural and man-made materials using vocabulary linked to my senses</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the key features of life cycles using appropriate vocabulary (covering chicks and cress)</li> </ul>

Expressive Arts and Design	Nursery Baseline	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<b>Being imaginative and expressive</b> -Playing and exploring	<ul style="list-style-type: none"> <li>I can take part in simple pretend play</li> </ul>	<ul style="list-style-type: none"> <li>I enjoy taking part in pretend play</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a story when using small world resources such as a farm or dolls house</li> </ul>	<ul style="list-style-type: none"> <li>I can make an imaginative small world using a range of resources with adult support</li> </ul>
<b>Creating with materials</b>	<ul style="list-style-type: none"> <li>I can explore and experiment with paint and other materials</li> <li>I can make simple models and say what it is that I have made</li> </ul>	<ul style="list-style-type: none"> <li>I can explore colours and what happens if I mix them</li> <li>I can choose materials to begin to create my own ideas</li> <li>I can create closed shapes with continuous lines and begin to represent these as objects</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to mix colours to achieve a planned effect with support I can use different art materials and am starting to refine ways of creating art</li> <li>I can draw with increasing complexity, such as representing a face with a circle and including features</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of art materials to achieve a planned effect</li> </ul>
<b>Listening/singing/dancing/music/drama</b>	<ul style="list-style-type: none"> <li>I can begin to join in with action songs</li> <li>I can use instruments to make a sound</li> <li>I can take part in simple pretend play</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a range of songs as part of a group with adult support</li> <li>I enjoy moving to music</li> <li>I can explore different sounds instruments make</li> <li>I can listen to sounds with increasing attention</li> <li>I enjoy taking part in pretend play</li> </ul>	<ul style="list-style-type: none"> <li>I can make up own songs when playing or change the words in a known song</li> <li>I can play instruments with greater control and purpose.</li> <li>I can talk about sounds/music I have heard and how they make me feel.</li> <li>I can develop a story when using small world resources such as a farm or dolls house.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to sing to the same pitch and tone of another person singing</li> <li>I can remember a sequence of movements /patterns, related to music</li> <li>I can create music with instrument</li> <li>I can talk about sounds/music I have heard and how they make me feel.</li> <li>I can make an imaginative small world using a range of resources with adult support</li> </ul>

## Reception 4-5 Years

### Prime Areas

Communication and Language	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint	ELG (Early learning Goal)
	<ul style="list-style-type: none"> <li>I can remember and join in with rhymes and stories I like</li> <li>I can follow a story with props and pictures</li> <li>I can contribute relevant comments in discussions</li> <li>I can begin to understand other questions e.g. how, when, what etc.</li> <li>I know how to listen carefully and why listening is important</li> <li>I can show good sitting and listening during story time</li> <li>I can listen carefully to rhymes and songs, paying attention to how they sound</li> <li>I can learn new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can switch attention from one task to another</li> <li>I can remember key points from a story told without props or pictures</li> <li>I can have a conversation with an adult or peer</li> <li>I can listen and responds to ideas expressed by others in conversation or discussion</li> <li>I can learn new vocabulary</li> <li>I can use new vocabulary through the day</li> <li>I can ask questions to find out more and to check I understand what has been said to me.</li> <li>I can articulate my ideas and thoughts in well-formed sentences</li> <li>I can listen to a whole story and comment on what is happening.</li> <li>I can listen carefully to rhymes and songs, paying attention to how they sounds</li> <li>I can learn rhymes, poems and songs</li> <li>I can engage in non-fiction books</li> <li>I understand questions such as who; why; when; where and how</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to and talk about stories to build familiarity and understanding</li> <li>I can use new vocabulary in different contexts</li> <li>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>I understand a range of complex sentence structures including negatives, plurals and tense markers</li> <li>I can have a conversation and I can respond to other children's opinions</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use talk to communicate needs, news, feelings and ideas.</li> <li>• I can learn new vocabulary.</li> <li>• I can use new vocabulary through the day</li> <li>• I can use social phrases</li> <li>• I can use language to imagine and recreate roles and experiences in play situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can articulate my ideas and thoughts in well-formed sentences.</li> <li>• I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words</li> <li>• I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• I can ask questions to find out more.</li> <li>• I can use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• I can link statements and stick to a main theme or intention</li> <li>• I can Introduce a storyline or narrative I into my imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to and talk about stories to build familiarity and understanding</li> <li>• I can use new vocabulary in different contexts I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• I can connect one idea or action to another using a range of connectives</li> <li>• I can describe events in some detail</li> <li>• I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering my 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</li> <li>• Express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</li> </ul>
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Personal, Social and Emotional Development	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint	ELG
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>I can usually adapt my behaviour to different events, social situations and changes in routine.</li> <li>I am aware of the boundaries set and of behavioral expectations in the class.</li> <li>I accept the needs of others and take turns and share resources, sometimes with support.</li> <li>I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</li> <li>I can become engrossed in an activity and finds it difficult to switch attention to another task.</li> <li>I can complete set challenges/tasks independently.</li> <li>I can focus attention in a whole class group for a teaching session</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of my own feelings, and know that some actions can hurt others' feelings</li> <li>I understand that my own actions affect other people</li> <li>I am starting to negotiate and solve problems without aggression</li> <li>I can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful</li> <li>I can identify and moderate my feelings and consider the feelings of others</li> <li>I am more able to manage my feelings and tolerate situations in which my wishes cannot be met</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my own and others' feelings and behaviour and its consequences</li> <li>I can find ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control my immediate impulses when appropriate</li> <li>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</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>I can make independent choices and am confident to try new things although I prefer to choose activities that are within my capability</li> </ul>	<ul style="list-style-type: none"> <li>I am confident to speak to others about my own needs, wants, interests and opinions</li> <li>I can describe myself in positive terms and talk about my abilities</li> </ul>	<ul style="list-style-type: none"> <li>I can describe my competencies, what I can do well and are getting better at; describing myself in positive but realistic terms</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>

	<ul style="list-style-type: none"> <li>• I am outgoing towards unfamiliar people and more confident in new social situations</li> <li>• I show confidence in asking adults for help</li> <li>• I can persevere with fastenings on coats and follow instructions to dress and undress</li> <li>• I can wash my hands without reminders</li> <li>• I am willing to keep trying if something is difficult or challenging</li> </ul>	<ul style="list-style-type: none"> <li>• I see themselves as a valuable individual</li> <li>• I can seek support, “emotional refueling” and practical help in new or challenging situations.</li> <li>• I have a clear idea about what I want to do in my play and how I want to go about it</li> <li>• I show confidence in choosing resources and perseverance in carrying out a chosen activity</li> <li>• I can manage my own needs</li> <li>• I can follow school and class rules and can talk about their importance</li> <li>• I know some ways to keep healthy</li> <li>• I can talk about ways that skills can be improved and to demonstrate pride in my achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• I show resilience and perseverance in the face of challenge</li> <li>• I can talk about healthy food choices</li> <li>• I am aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• I can initiate play, offering cues to my friends to join me.</li> <li>• I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults</li> <li>• I can identify when another child is upset and respond appropriately</li> <li>• I can represent and recreates what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>• I can take steps to resolve conflicts with other children, e.g. finding a compromise</li> <li>• I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</li> <li>• I can build constructive and respectful relationships using words to solve conflicts</li> <li>• I can identify how others feel and respond appropriately</li> <li>• I am increasingly flexible and cooperative as I am more able to understand other people’s needs, wants and behaviours</li> <li>• I can develop particular friendships with other children, and understand different points of view</li> </ul>	<ul style="list-style-type: none"> <li>• I can build constructive and respectful relationships</li> <li>• I can understand and express my own and other people’s feelings, offering empathy and comfort</li> <li>• I try to repair a relationship or situation where I have caused upset and understand how my actions impact other people</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to my own and to others’ needs</li> </ul>

Physical Development	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint	ELG
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>I can negotiate space and obstacles safely, with consideration for myself and others</li> <li>I can demonstrate strength, balance and coordination when playing</li> <li>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> <li>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>I can roll, throw, kick and catch a ball</li> <li>I can travel with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>I can practice and refine the fundamental movement skills I have already acquired: <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> </li> <li>I can move with increasing fluency moving, with developing control and grace</li> <li>I can - develop my overall body strength, co-ordination, balance and agility needed to engage successfully</li> <li>I can combine different movements with ease and fluency</li> <li>- dance</li> </ul>	<ul style="list-style-type: none"> <li>I can throw, catch, kick and hit a ball accurately.</li> <li>I can throw a ball in different ways</li> <li>I can practice and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully</li> <li>I can use core muscle strength to achieve good posture when sitting at a table or on the floor.</li> <li>I can combine different movements with ease and fluency</li> </ul> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>I can develop my overall body-strength, balance, co-ordination and agility</li> <li>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>I can use small motor skills to use a range of tools competently and safely</li> <li>I can know and talk about health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, Hopping, skipping and climbing</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>I can use simple tools to effect changes to materials I am beginning to use a tripod grasp</li> <li>I can continue to develop my small motor skills so that I can use a range of tools competently, safely and confidently</li> <li>I can use scissors to cut along curved lines, holding scissors in the correct position</li> </ul>	<ul style="list-style-type: none"> <li>Shows a preference for a dominant hand</li> <li>I can continue to develop my small motor skills so that I can use a range of tools competently, safely and confidently</li> <li>I can use more difficult tools e.g. hole punch and stapler</li> <li>I am developing use of a knife and fork</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of tools competently, safely and confidently</li> <li>I can develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>I can form letters correctly and independently</li> <li>I am beginning to sit my writing on a line, forming letters in the</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>I can use a range of small tools, including scissors, paint brushes and cutlery</li> <li>I am beginning to show accuracy and care when drawing</li> <li>I can copy a square</li> </ul>

	<ul style="list-style-type: none"> <li>• I can mould and shape modelling materials with fingers and tools.</li> <li>• I am beginning to form</li> <li>• recognisable letters independently</li> <li>• I can draw, representing recognisable objects or shapes in my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can hold a pencil and use it effectively to form recognisable letters, most of which are correctly formed</li> <li>• I can use scissors to cut around more complex shapes, e.g. split pin characters</li> </ul>	correct direction, using ascenders and descenders	<ul style="list-style-type: none"> <li>• I am beginning to draw diagonal lines</li> <li>• I can draw pictures that are recognizable</li> </ul>
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## Reception 4-5 Years Specific Areas

Literacy	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint	ELG
Comprehension	<ul style="list-style-type: none"> <li>• I can learn and recite our class story</li> <li>• I can talk about the main events in the story and predict what might happen</li> <li>• I can retell a story using role play or small world resources, using some story language</li> <li>• I can handle books carefully</li> <li>• I can join in with story refrains</li> <li>• I can describe main story settings, events and principal characters</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions about events, settings and characters in my reading book, predicting what might happen next</li> <li>• I can talk about my favourite book</li> <li>• I can use vocabulary and events from stories in my play</li> </ul>	<ul style="list-style-type: none"> <li>• I can retell and make up own stories using vocabulary that has been learnt.</li> <li>• I know that information can be retrieved from books, computers and mobile digital devices</li> <li>• I can recall and discuss stories or information that has been read to me, or I have read myself</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using my own words and recently introduced vocabulary.</li> <li>• Anticipate –where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>

Word Reading Little Wandle Phonics	<ul style="list-style-type: none"> <li>• I know the majority of level 2 phonemes</li> <li>• I can read Level 2 tricky words.</li> <li>• I can orally blend simple words demonstrating my knowledge of sounds.</li> <li>• I can blend and read Level 2 cvc words.</li> <li>• I can blend to read a simple sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the majority of level 3 phonemes</li> <li>• I can read Level 3 tricky words</li> <li>• I can blend and read Level 3 cvc words</li> <li>• I can decode 2 syllable words using level 2 phonemes</li> <li>• I can read simple words and simple sentences</li> <li>• I know and can apply some digraphs when reading.</li> <li>• I can blend to read a simple sentence</li> <li>• I can re-read the sentence after blending</li> </ul>	<ul style="list-style-type: none"> <li>• I know all the level 3 phonemes</li> <li>• I can read Level 3 tricky words</li> <li>• I know the majority of level 3 phonemes</li> <li>• I can read Level 3 tricky words</li> <li>• I can blend and read Level 3 cvc words</li> <li>• I can decode 2 syllable words using level 2 phonemes</li> <li>• I can read simple words and simple sentences</li> <li>• I can read cvcc/ccvc words</li> <li>• I can read words with adjacent consonants</li> <li>• I can read polysyllabic words</li> <li>• I can read words with three letter adjacent consonants</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with my phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words</li> </ul>
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Writing	<ul style="list-style-type: none"> <li>• I can identify sounds in words</li> <li>• I can segment and spell Level 2 cvc words</li> <li>• I can orally segment the graphemes in words</li> <li>• I can write Phase 2 tricky words</li> <li>• I can say a simple sentence for writing (oral and count words).</li> <li>• I can write some lower/upper case letters correctly.</li> <li>• I can use an uppercase letter for the start of my name.</li> <li>• I can use some identifiable letters to communicate meaning and uses them to write captions and labels.</li> </ul>	<ul style="list-style-type: none"> <li>• I can orally segment the sounds in words using Phase 2 and 3 graphemes</li> <li>• I can write phase 2 and 3 tricky words</li> <li>• I can orally rehearse writing and then read back my writing I can write cvc words and simple sentences using Phase 2 and 3 graphemes</li> <li>• I can write some phrases that are phonetically plausible with increasing independence (may need some support to keep going).</li> <li>• I can re-read what I have written to check that it makes sense.</li> <li>• I can hold and write a sentence.</li> <li>• I can use finger spaces to separate words.</li> <li>• I can use a full stop at the end of some of my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can orally segment the sounds in words using Phase 2, 3 and 4 graphemes</li> <li>• I can write tricky words from Phase 2 and 3, including some from 4.</li> <li>• I can orally rehearse writing</li> <li>• I can write cvc words and simple sentences using Phase 2 and 3 graphemes</li> <li>• I can write some phrases that are phonetically plausible with increasing independence</li> <li>• I can re-read what I have written to check that it makes sense</li> <li>• I can hold and write a sentence</li> <li>• I can use finger spaces to separate words</li> <li>• I can use a full stop at the end of some of my sentences</li> <li>• I can write cvcc/ccvc words</li> <li>• I can write polysyllabic words.</li> <li>• I can write words with three letter adjacent consonants.</li> <li>• I can write 2 sentences with mostly correct letter formation</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> <li>• I can write 3 sentences with beginning, middle and end, using correct letter formation</li> </ul>
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Mathematics	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint	ELG
Mathematics White Rose	<ul style="list-style-type: none"> <li>I can subitise to 4</li> <li>I can recognise numerals to 5</li> <li>I can count using 1:1 correspondence</li> <li>I can demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects</li> <li>Show accuracy when counting a group of up to 5 objects</li> <li>I know how to match and sort objects into sets of up to 5 objects</li> <li>I can create sets of 1-5 and match numerals</li> <li>I can compare sets of 1-5 and say which set has more and less</li> <li>I can partition a set of 1-5 to find two numbers which equal 1-5</li> <li>I know some number bonds 1-5.</li> <li>I can say a number that is 1 more and 1 less using numbers up to 5.</li> <li>I can make 3 colour repeating patterns and identify and correct mistakes in a pattern</li> <li>Positional language</li> <li>I can talk about the properties of 4 sided shapes circles and triangles.</li> <li>I can sequence 3-5 events from a school day.</li> <li>I can compare size, mass &amp; capacity and say which is bigger/smaller/heavy/light/full and empty.</li> </ul>	<ul style="list-style-type: none"> <li>I can subitise to 4</li> <li>I can recognise zero and understand that it has no quantity</li> <li>I can recognise numerals to 10</li> <li>I can make sets of up to 10 objects</li> <li>I can make sets with more/less objects than a given number</li> <li>I can compare sets of 1-5 and say which set has more, less and the same</li> <li>I can partition a set of 1-10 to find two numbers which equal 1-10</li> <li>I can make a set and say how many more objects I need to equal 10</li> <li>I know some number bonds 1-10</li> <li>I can sort objects into pairs.</li> <li>I can combine 2 groups and name the total.</li> <li>I can sort and talk about the properties of 3d shapes.</li> <li>I can compare size, mass &amp; capacity and say which is bigger/smaller/heavier/lighter/full, half full and empty.</li> <li>I can compare capacity and mass using non -standard measures.</li> <li>I can count an irregular arrangement of up to ten objects.</li> <li>I can estimate how many objects I can see and check by counting them.</li> <li>I understand there are different ways to make numbers up to 10.</li> <li>I can discuss composition of numbers to 5, showing some automatic recall of number facts</li> </ul>	<ul style="list-style-type: none"> <li>I can make and explain repeating patterns e.g. BAABAAB</li> <li>I can build numbers 10-20 and understand that a teen number is 10 added to a single digit number</li> <li>I can count on and back beyond 10</li> <li>I can count on and back from a given number</li> <li>I know that the quantity of a group can be changed by adding more</li> <li>I can take away from a set and say how many are left</li> <li>I can double numbers</li> <li>I can share a set of objects equally into groups</li> <li>I can share objects into 2 groups and say which numbers are odd and even.</li> <li>I can follow instructions to replicate a model or picture.</li> <li>I can create/follow a map showing the position of things.</li> <li>I can select and rotate shapes to fill a given space.</li> <li>I can match rotated shapes.</li> <li>I can combine shapes to make a new shape.</li> <li>I have a deep understanding of number to 10, including the composition of each number;</li> <li>I can subitise (recognise quantities without counting) up to 5;</li> <li>I can 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.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of number</li> <li>Subitise (recognise quantities with counting) up to 5</li> <li>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</li> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns with numbers up to 10, including evens</li> <li>odds, double facts and how quantities can be distributed equally.</li> </ul>

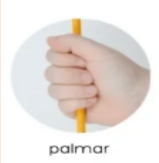

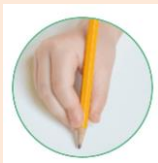
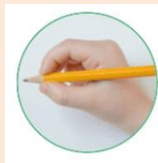
Understanding of the World	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint	ELG
Past and Present	<ul style="list-style-type: none"> <li>I can remember and talk about significant events in my own experience.</li> <li>I can talk about my own development and how I have changed.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and describe special times or events for family or friends.</li> <li>I can compare and contrast characters and settings from stories, including figures from the past.</li> <li>I can comment on images of familiar situations in the past.</li> <li>I can talk about past and present events in their own life and in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about significant historical events and how things were different in the past.</li> <li>I understand the difference between past and present and am building up knowledge of key historical events through topics, stories and community events.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture and Communities	<ul style="list-style-type: none"> <li>I can talk about members of my immediate family.</li> <li>I can name and describe people who are familiar to me. I enjoy joining in with family customs and routines</li> <li>I know that other children do not always enjoy the same things, and am sensitive to this.</li> <li>I can recognise and comment on similarities and differences between people.</li> <li>I know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali, Hannukah</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about members of my community.</li> <li>I know about similarities and differences between themselves and others, and among families communities, cultures and traditions <ul style="list-style-type: none"> <li>I know that people have different beliefs and celebrate special times in different ways.</li> </ul> </li> <li>I understand that some places are special to members of my community.</li> <li>I can describe a journey within the local environment.</li> <li>I can talk about different versions of fairy tales</li> <li>I can talk about different occupations</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how people have different beliefs and celebrate special times in different ways.</li> <li>I can name and describe people who are familiar to me</li> <li>I can draw information from a simple map.</li> <li>I can recognise some similarities and differences between life in this country and life in other countries.</li> <li>I can talk about key features of life in other countries and compare them to my own life.</li> <li>I recognise that some people have different beliefs and celebrate special times in different ways</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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;</li> <li>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.</li> <li>I can talk with knowledge about different occupations</li> </ul>

<b>The Natural World</b>	<ul style="list-style-type: none"> <li>• I can explore the natural world around me</li> <li>• I can describe what I see, hear and feel whilst outside.</li> <li>• I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• I can notice, observe and talk about seasonal changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I am developing an understanding of growth, decay and changes over time.</li> <li>• I can describe some features of plants and animals and identify when things are the same and different.</li> <li>• I can talk about the effect of changing seasons on the natural world around me.</li> <li>• I can make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>• I know that some environments are different to the one in which I live.</li> <li>• I can talk about similarities and differences in relation to places, objects, materials and living things.</li> <li>• I can talk about the features of my own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on my experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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<b>Expressive Arts and Design</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of Summer Term Checkpoint</b>	<b>ELG</b>
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>• I can experiment with different drawing media and techniques. <ul style="list-style-type: none"> <li>○ pencil</li> <li>○ pen</li> <li>○ chalk/pastels</li> <li>○ charcoal</li> <li>○ oil pastels</li> </ul> </li> <li>• I can explore colour and how colours can be changed.</li> <li>• I know what equipment I need to mix powder paint successfully</li> <li>• I can make some independent choices about the resources I need and can talk about my creations.</li> <li>• I can use a range of shapes and colours to represent observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different techniques and materials to achieve the desired effect and can talk about what has been created</li> <li>• I can confidently use a range of tools and equipment</li> <li>• I can select the most appropriate tool or joining material for the job.</li> <li>• I can use the joining tray resources independently and effectively</li> <li>• I can experiment with collage resources and can use different textures and media within my work</li> </ul> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings</p>	<ul style="list-style-type: none"> <li>• I am developing my understanding of the difference between 2D and 3D art.</li> <li>• I can use clay and clay tools effectively, independently and safely</li> <li>• I can explore the work of various artists and am beginning to say what I like and don't like and why</li> <li>• I can select and use natural resources and use them to create my own environmental art</li> <li>• I am beginning to plan a design before starting</li> <li>• I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>



<p><b>Being Imaginative and Expressive</b></p>	<ul style="list-style-type: none"> <li>• I can imagine and recreate roles and experiences in play situations</li> <li>• I can begin to move rhythmically to music</li> <li>• I can dance to music with my friends</li> <li>• I can join in with ring games and songs</li> <li>• I can sing familiar songs</li> <li>• I can tap out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop storylines in my pretend play.</li> <li>• I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</li> <li>• I can play a range of percussion instruments and describe the different sounds they make</li> <li>• I can explore and learn how sounds can be changed.</li> <li>• I can explore rhythm and beat in a piece of music</li> <li>• I can keep the beat by clapping</li> <li>• I can keep the beat using an instrument</li> <li>• I am beginning to understand dynamics and can play an instrument quietly and loudly</li> <li>• I am beginning to understand tempo and can play an instrument slowly and quickly</li> <li>• I can respond imaginatively to different music e.g. this music sounds like dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and engage in music making and dance.</li> <li>• I can listen to different types of music and talk about how it makes me feel</li> <li>• I can watch and talk about dance and performance art, expressing my feelings and responses</li> <li>• I can sing in a group or on my own</li> <li>• I can suggest ideas to make up a new group song</li> <li>• I can make up a simple song with a partner and perform it to a group</li> <li>• I can make up a simple dance with a partner and perform it to a group</li> <li>• I can choose and use particular movements, instruments, and sounds</li> <li>• I can make up a dance with a partner and perform it to a group</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and my teacher</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and, when appropriate try to move in time with music.</li> </ul>
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<p><b>Pencil Grip development:</b></p>	<p><u>Palmer grip</u></p> <p>Typically seen in age 1-1.5 years</p>  <p>palmar</p>	<p><u>Digital Pronate Grip</u></p> <p>Typically seen in age 2-3 years</p>  <p>digital pronate</p>	<p><u>Static Tripod Grip</u></p> <p>(Quadropod Grasp if adding 4<sup>th</sup> finger)</p> <p>Typically seen in age 3-4 Years:</p> 	<p><u>Dynamic Tripod Grip</u></p> <p>Typically seen in age 4-5 Years:</p> 
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