Kirkby C of E Primary School

EYFS Learning and Development Checkpoints  
  
Autumn Term 2021

What are we looking for?

**AM Children** – Starting Nursery Sept 2021 – Level 1 (Autumn 1) then to Level 2 (Autumn 2)

**30 hr Children** – Level 2 – 3

Reception Children – Autumn and Spring birthdays - Level 4   
 - Summer birthdays – Level 3 to Level 4   
Reception Children – Differentiation for Autumn-born and Jessica Jacobs (August 2016 birthday) – aspects of Level 5?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| “Typical” Development Trajectory  2 year old 3 year old 4 year old 5 year old | | | | | |
|  | Pre N observation checkpoint  Level 1 | N1 observation checkpoints  Level 2 | N2 observation checkpoints  Level 3 | Reception observation checkpoints  Level 4 | End of Reception  ELGs  Level 5 |
| Communication and Language | - Shows an interest in what other children are doing  - Understands lots of different phrases such as “shoes on”  - Generally focus on own interests and finds it difficult to be directed by an adult  - Can make themselves understood  - Starts to say how they are feeling using words  - Is using some multi syllabic words  - Using more than 50 words  -Can put 2 or 3 words together | - Can shift their attention from one task to another with support  - Using around 300 words (including descriptive language / time / space / function words)  - Linking up to 5 words together  - Uses pronouns (me, him, she) and plurals and prepositions (may not be correct all the time to start with)  - Can follow up to 3 word instructions (e.g. Can you wash dolly’s face?”)  - Listen to simple stories and understand what is happening with the help of pictures  - Understand simple questions (not why) | - Enjoys listening to longer stories and can remember much of what happens  - Can pay attention to more than one thing at a time  - Using a wider range of vocabulary  - Understands a question with 2 parts  - Understands questions with “why”  - Knows many rhymes and songs and can tell a long story  - Is developing their pronunciation but still may have problems with some sounds  - Uses longer sentences of around 6 words  - Can engage in conversation with an adult or a friend and can take turns  - Uses talk to organise their play  - Learning about rhyme | - Understands how to listen carefully and why this is important  - Learning new vocabulary and using this through the day and in different contexts  - Asks questions to find out more and to check they understand what has been said to them  - Articulates their sentences in well formed sentences  - Uses a range of connectives in speech  - Describes some events in detail  - Uses talk to help work out problems and organise thinking and activities  - Uses talk to explain how things work and why they may happen  - Developing use of social phrases (Good Morning)  - Enjoys story time and talks about stories  - Retells stories showing deep familiarity with the text  - Learns some poems  - Engages with non fiction books and uses these to develop knowledge and vocabulary | **Listening, Attention and Understanding**  -  Listens 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;  -  Makes comments about what they have heard and ask questions to clarify their understanding;  -  Holds conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking**  - Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  -  Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - Expresses 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. |
| Personal, Social and Emotional Development | - Curious about the world around them  - Wants to explore the world  - Want to be noticed by you  - Starting to see themselves as a separate person  - Growing in independence (sometimes leading to frustration and possibly tantrums ) | - Starting to enjoy the company of other children  - Plays alongside others  - Sometimes shares or takes turns with others with adult guidance  - Sometimes settles to activities for a while  - Begins to show “effortal control”  - Can start to talk about their emotions and can explore these through play and stories | - Engages in pretend play  - Plays with other children extending ideas  - Can generally resolve conflict in their play  - Showing more confidence in social situations  - Selects and uses activities and resources to help them achieve a goal which they have chosen (or suggested to them)  - Developing their sense of responsibility and membership of their Crew | - Sees themselves as a valuable individual  - Builds constructive and respectful relationships  - Expresses their feelings and considers the feelings of others  - Showing resilience in the face of challenge  - Identifies and moderates their own feelings socially and emotionally  - Thinks about the perspectives of others  - Manage their own needs | **Self-Regulation** - Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  - Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  - Gives focused attention to what the teacher says, responds appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.  **Managing Self**:  - Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge;   * -  Explains the reasons for rules, knows right from wrong and tries to behave accordingly; * - Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.   **Building Relationships**  :   * -  Works and plays cooperatively and takes turns with others; * -  Forms positive attachments to adults and friendships with peers; * -  Shows sensitivity to their own and to others’ needs. |
| Physical Development | - Can run well, kick a ball and jump with both feet off the ground at the same time  - Can climb confidently  - Can catch a large ball and pedal a tricycle  -Shows an increasing desire to be independent in dressing etc  - Starting to use the toilet independently | - Goes up stairs or appropriate climbing equipment using alternate feet  - Uses large muscle movements to wave flags , streamers, brushes , paint and make marks  - Skips, hops and holds a pose  - Starts to enjoy some group games  - Can remember a small sequence of movements | - Chooses the right resources to carry out a plan (tools etc)  - Collaborates with others to manage large items (e.g. planks / hollow blocks)  - Uses one handed tools  - Developing a comfortable grip when holding pens/ pencils  - Starting to use knife and fork when eating  - Showing a preference for a dominant hand  - Shows increasing independence when getting dressed  - Making healthy choices about food, drink, activity and tooth brushing | - Refining movement skills they have already acquired  - Developing overall body strength and agility  - Developing small motor skills to use a range of tools competently and safely  - Has good posture when sitting on the floor or at a table  - Combines different movements with ease and fluency  - Confidently uses a range of apparatus indoors and outsider and in a group  - Developing a range of ball skills (kicking, throwing, catching, aiming and batting)  - Developing the foundations of a handwriting style which is fast, accurate and efficient  - Knows and can talk about the factors which affect overall health and well being  - Has the skills to be able to manage the school day successfully (lining up / mealtimes / personal hygiene) | * **Gross Motor Skills** * -  Negotiates space and obstacles safely, with consideration for themselves and others; * -  Demonstrates strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. * **Fine Motor Skills** * -  Holds 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 |
| Literacy | - Enjoys songs and rhymes, tuning in and paying attention  - Joins in with rhymes and songs copying sounds , rhythms, tunes and tempo  - Enjoys sharing books with an adult  - Has favourite books and seeks them out to share with an adult, a child or to look at alone  - Notices print such as the first letter of their name, a bus number or familiar logo  - Enjoys drawing freely  - Adds some marks to their drawing | Beginning to show understanding of the 5 key concepts of print  - Print has meaning  - Print can have different purposes  - English is read from left to right / top to bottom  - The names for different parts of the book  - Page sequencing  - Has developing phonological awareness and can tune into rhymes  - Can clap syllables in a word  - Makes marks on their drawing to represent their name  - Uses mark making to represent experiences or recall information | Understands the 5 key concepts of print  - Print has meaning  - Print can have different purposes  - English is read from left to right / top to bottom  - The names for different parts of the book  - Page sequencing  - Has continued phonological awareness and can generate a rhyming string (onset / rime)  - Recognises and sorts words / objects which begin with the same sound  - Knows the alphabet and can recognise letters in the environment  - Uses some of their print or letter knowledge in early writing for a range of purposes  - Writes all or some of their name and some letters accurately  - Follows some handwriting patterns from left to right | - Reads individual letters by saying the sounds they make  - Blends sounds into words  - Can read some letter groups (diagraphs)  - Reads some common exception words  - Can read some simple phrases made up from known GPC and known CE words  - Rereads books to build up confidence, enjoyment and fluency  - Forms lower and upper case letters correctly  - Segment phonetically plausible words to spell them out.  - Hold a short sentence in their heads and be able to write it out using their phonic knowledge and CE words known.  - Understand about and use capital letters and full stops in sentences.  - Be able to read their sentence back | **Comprehension**  - Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipates – where appropriate – key events in stories;  - Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **Word Reading**  - Says a sound for each letter in the alphabet and at least 10 digraphs;  - Reads 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.  **Writing**  - Writes recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Writes simple phrases and sentences that can be read by others. |
| Mathematics | - Counts in everyday contexts (may sometimes skip numbers)  - Completes inset puzzles  - Builds with a range of resources  - Compares sizes, weights - using gestures and language  - Notices patterns and arranges things in patterns  - Climbs and squeezes themselves into different spaces | - Takes part in finger rhymes with numbers  - Compares amounts, saying lots, more or same  - Develop counting behaviours (pointing / moving objects and saying numbers in sequence)  - Has a fast recognition of up to 3 objects without having to count them | - Says 1 number for each item in order and knows that the last number said represent the amount in the set (cardinality)  - Recites numbers beyond 5  - Matches numerals and amounts  - Compares quantities using language (more than/ fewer than)  - Solves real world mathematical practical problems  - Talks about and explores 2D and 3D shapes and uses informal mathematical language (corner / straight / flat etc)  - Selects shapes appropriately for building  - Understands position / direction using words alone  - Compares objects according to size, length, weight and capacity  - Talks about, identifies and creates simple patterns  - Can sequence real and fictional events using words such as first / then / next | - Counts objects, actions and sounds  - Can subitise in a range of contexts  - Links the number symbol to its cardinal value  - Count beyond 10  - Compare numbers (using more than / less than etc)  - Understands the one more / one less relationship between consecutive numbers  - Starting to understand the composition of 10 (begin with 2,3,4,5 then 10)  - Recalls number bonds from 0-10  - Uses shapes in different ways to develop spatial reasoning skills  - Copy, continue and create repeating patterns  - Compare length, weight and capacity | **Number**  - Has a deep understanding of number to 10, including the composition of each number;  - Subitises (recognise quantities without counting) up to 5;  - Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns**  - Verbally counts beyond 20, recognising the pattern of the counting system;  -  -Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explores and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Understanding of the World | - Makes connections with the features of their families and other families  - Notices differences between people  - Uses their senses to explore the natural world | - Explores collections of materials with similar or different properties  - Talks about what they see with a growing vocabulary  - Begins to make sense of their own life story and their family history  - Shows an interest in how things work  - Is interested in different occupations  - | - Understands the need to respect and care for the environment  - Plants seeds and cares for plants  - Understands the key features of plant and animal life cycles  - Explore and talk about different forces they can feel  - Talk about the differences between materials and changes they notice  - Continues to develop positive attitudes to the differences between people  - Knows there are different countries in the world | - Talks about members of their immediate family and community  - Names and describe people who are familiar to them  - Comments on images and familiar situations from the past.  - Compare and contrast characters from stories (inc figures from the past)  - Draw information from a simple map  - Understand that some places are special for members of the community  - Recognise that people have different beliefs and celebrate special times in different ways  - Recognise some differences and similarities between life in this countries and others  - Explore the natural world around them  - Describe what they see, hear and feel while outside  - Understand the effect of the changing seasons on the world around them | **Past and Present**  - Talks about the lives of the people around them and their roles in society;  - Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understands the past through settings, characters and events encountered in books read in class and storytelling.  **People, Culture and Communities**  - Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  - Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  - Explains 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.  **The Natural World**  - Explores the natural world around them, making observations and drawing pictures of animals and plants;  - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  - Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Expressive Arts and Design | - Joins in with songs and rhymes  - Explores a range of sound makers and instruments  - Starts to make marks intentionally, giving a meaning to them  - Starting to develop some pretend play / representational play  - Creates simple models / representations using their imagination | - Takes part in pretend play  - Developing small world play using animal sets / dolls houses etc  - Explores different materials , developing ideas about how to use them  - Creates closed shapes with continuous lines  - Explores colour and colour mixing  - Listens and responds to what they have heard and feel  - Explores the sounds instruments make | - Makes own imaginative and complex small worlds using different materials (blocks / construction etc)  - Joins different materials and explores different textures  - Uses drawn shapes to begin to represent objects  - Draws with increasing complexity and detail and represents emotion in drawings  - Remembers and sings entire songs  - Can sing the melodic shape (up / down)  - Plays instruments with increasing control | - Explores and refines a variety of artistic effects to express their ideas and feelings  - Creates collaboratively, sharing ideas, resources and skills  - Listens attentively, move to and talk about music, expressing their feelings and responses  - Watches and talks about dance and performance art  - Sings - matching pitch and following the melody  - Engages in music making and dance, performing solo or in a group  - Develops storylines in their pretend play | * **Creating with Materials** * **-** Safely uses and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; * **-**Shares their creations, explaining the process they have used;   + -  Makes use of props and materials when roleplaying characters in narratives and stories.   + **Being Imaginative and Expressive**   + **-** Invents, adapts and recounts narratives and stories with peers and their teacher;     1. - Sings 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. |

**NB/ Children who do not yet demonstrate the “best fit” in L1 would be noted as 0 - this would be significantly below ARE and therefore other approaches to tracking may be needed (e.g. small steps document). Parents would be consulted and SENDCO would be involved as soon as possible to plan for additional support**.