CHECKPOINTS GUIDANCE
December 2025

- Our checkpoints provide an indication (a guide) as to whether a child is 'on track' to meet the Early Learning Goal for that aspect of learning.
- As with all 'best-fit' judgements, as professionals, we know which aspects of the ELGs have more 'weight' in terms of key foundational knowledge and skills, and we use this knowledge to inform our provision and planning and our summative judgements.
- The checkpoints are a guide to help us know what we should be aiming for - they are not a 'curriculum' or a 'tick sheet' tool - our EYFS curriculum is SO much more than this.
- This Trust tool will support conversations about our children, help us to validate our assessments when we moderate and identify possible next steps.
- Consistent use across the Trust will help ensure our summative judgements are aligned and our data is accurate.

EYFS Statutory Framework July 2025:

1.7 The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development.

1.9 Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

1.10 Practitioners working with children below reception age do not need to use the ELGs as, for the vast majority of children, the EYFS Profile will be carried out by their school teacher at the end of the reception year. A group-based provider may need to use the ELGs to complete the EYFS Profile assessment for children aged 4-5 if this is not being done in reception year at school, however this is very rare (please see paragraph 2.13 below).

1.11 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's 12 individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.

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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Building Relationships

Children at the expected level of development will:

- **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 others' needs.**

PSED	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Building Relationships **NURSERY**	Feel confident to explore the environment with a familiar adult. Play with increasing confidence on their own, and with other children.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	Begin to understand how others might be feeling. Play alongside new peers and 'with' familiar peers. Show interest in their new peers.
Building Relationships **RECEPTION**	Can play alongside new peers and 'with' familiar peers. Can take turns and share sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity.	Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of children and is building good relationships with adults and other children. Is able to identify when another child is upset and respond appropriately Can take turns and share resources.	Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.

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ELG: Managing Self

Children at the expected level of development will:

- **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.**

PSED	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Managing Self **NURSERY**	Beginning to manage their emotions. Beginning to talk about their emotions e.g. 'sad', 'happy' or 'upset'. Learning to use the toilet with help.	Develop their sense of responsibility and membership of a community. Learning to use the toilet independently. Can wash their hands independently.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Can put their coat on independently. Begin to talk about the importance of oral health.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Be able to use the toilet independently. Can talk about the importance of hand washing. Can talk about the importance of oral health.
Managing Self **RECEPTION**	Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.	Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School. Washes hands without reminders. Usually abides by most of the rules of the classroom.	More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and beginning to talk about their importance. Knows some ways to keep healthy. Beginning to become more confident dressing and undressing.	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.

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ELG: Self-Regulation

Children at the expected level of development will:

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

PSED	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Self-Regulation **NURSERY**	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or mlone which is suggested to them.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
Self-Regulation **RECEPTION**	Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. Can seek help through finding an adult.	Can become engrossed in an activity and can sometimes switch attention to another task. Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult or challenging. Beginning to show concern for others and awareness of how their actions may impact on others and how they may be feeling.. .	Can label and talk about own and others' emotions. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Sometimes completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. Wait with increased patience, when necessary, e.g. When waiting for a turn on the bike	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

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Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

CLL	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Listening, Attention and Understanding **NURSERY**	Can listen to simple stories and understand what is happening. Can understand simple questions about 'who', 'what' and 'where'. Can identify familiar objects and properties, for example: Can you show me the big boat? Can understand simple instructions like 'Where's your hat?' or 'What's the boy in the picture doing? Can understand action words by pointing to the right picture in the book. For example: 'Who's jumping?'	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Listening, Attention and Understanding **RECEPTION**	Follows one step instructions Listens to stories and can recall the main events. Contributes sensible comments to discussions and conversations.	Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions.	Can switch attention from one task to another. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in Collective Worship time and recall some of the themes and comments at a later stage.	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.

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ELG: Speaking

Children at the expected level of development will:

- 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.

C&L	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Speaking **NURSERY**	Listen to other people's talk with interest but can be easily distracted by other things. Start to develop a conversation, jumping from topic to topic. Start to say how they are feeling, using words as well as actions. Demonstrates an understanding of time e.g. 'now' and 'later', space e.g. 'over there' and function e.g. a cup is for drinking. Can link 5 words together. Can use pronouns ('me', 'him', 'she'), and uses plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with. Can follow instructions with three key words.	Developing their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Use longer sentences of four to six words.	Starts to speak in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Speaking **RECEPTION**	Engages in conversation with adults and peers. Uses plurals and some tenses correctly. Can ask simple questions.	Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	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.

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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills

Children at the expected level of development will:

- **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.**

PD	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Gross Motor Skills **NURSERY**	• Can run confidently. Explores different materials and tools. • Can kick a ball. • Can jump with both feet off the ground at the same time. • Can catch a large ball. • Can pedal a tricycle.	• Continue to develop their movement, balancing, riding • (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks	• Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether • to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Draws lines and circles using gross motor movements.
Gross Motor Skills **RECEPTION**	• Has good coordination and balance when negotiating equipment and other people. • Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. • Uses trikes and scooters confidently. • Uses brooms to brush and spades to dig in sand and soil.	• Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding. • Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. • Uses large construction to build.	• Can throw, kick, pass and catch a large ball. • Able to balance on and off equipment. • Can jump safely from a piece of equipment.	• 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.

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ELG: Fine Motor Skills

Children at the expected level of development will:

- **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.**

PD	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Fine Motor Skills **NURSERY**	Explores different materials and tools. Develop manipulation and control, for example tearing paper.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. May be beginning to show preference for dominant hand.	Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Ca copy some letters eg letters in their names. Hol pencil between thumb and 2 fingers, no longer using whole hand grip.
Fine Motor Skills **RECEPTION**	Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).	Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools.	Sits at a table to write. Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, e.g. split pin characters.	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.

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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and

songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- **Demonstrate understanding of what has been read to them by retelling stories 14 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.**

LITERACY	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Comprehension **NURSERY**	Enjoys sharing books with an adult. Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Name the characters from a familiar story.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events.	Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear
Comprehension **RECEPTION**	Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book. Can make a simple prediction about what might happen next Joins in with familiar rhymes and songs.	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen. Can connect with the story/characters "it reminds me of..." Can retell a story using role play or small world resources, using some story language.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts.	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.

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ELG: Writing

Children at the expected level of development will:

- **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.**

LITERACY	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Writing **NURSERY**	• Children tend to demonstrate preference for a particular hand. • Children begin to understand that their marks carry meaning by talking about marks they have made. • Draws freely	• Children may show interest in looking at their name, make marks to represent their name, and/or begin to attempt to form the first letter of their name. • They show awareness of the difference between pictures and words by imitating writing, which may take the form of directional scribble. They talk about the marks they have made, explaining their meaning to others. • Children consistently demonstrate preference for a dominant hand.	• Children use circles and lines to create closed shapes, to which they add details so that pictures become increasingly recognisable. • Children move towards small scale, 'pen to paper' mark making. • Children are able to write at least the first letter of their name, which should be recognisable to others. • Where appropriate their are able to copy some or all of the name from their name card, with some recognisable letters. • Pictures to become increasingly detailed and coherent, with children taking into account what they would like to represent. • Their writing attempts/directional scribbles run from left to right, starting at the top of the page. • They ascribe meaning to their 'writing.'	• Write some or all of their name, increasingly from memory, with recognisable letters and some correct letter formation. • Match some letters to phonemes in words they want to write, and use these to record what they want. • Children discuss the marks they make, e.g. "this is a car". • They use an increasingly sophisticated repertoire of small, controlled marks in their drawings – dashes, crosses, dots, diagonal lines. Use these cohesively to create recognisable and detailed drawings
Writing **RECEPTION**	• Can say the initial sound in a word. • Uses some recognisable letter shapes when writing own name. • Can orally segment some simple cvc words.	• Can segment and spell some cvc words containing set 1 sounds. • Can match set 1 graphemes and phonemes. • Writes cvc words and labels. • Is starting to write simple captions. • Holds a simple sentence for writing • Writes some lower case letters correctly. • Uses some upper case letters, e.g. for own name, Mum and Dad.	• Writes some upper case letters correctly. • Writes most lower case letters correctly using a tripod grip. • Says the sound for all set 1 sounds and graphemes. Writes cvc words and labels using set 1 sounds. • Spells some tricky words. • Write captions. • Is starting to write short sentences. • Uses finger spacing between words. • Reads sentences back to an adult.	• **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. From writing framework: To meet ELG • Sentences and phrases can be transcribed (from dictation) rather than independently composed • Sentences and phrases can be simple and do not need to be in extended form • Sentences and phrases must be readable, but may contain some mistakes in letter formation • Sentences and phrases do not need to contain punctuation or capital letters • Not all words need to be correctly spelt The development of core strength, stability, balance and spatial awareness, alongside gross and fine motor skills, are critical to meeting this.

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songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Word Reading

Children at the expected level of development will:

- **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.**

LITERACY	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Word Reading **NURSERY**	• Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. • Identify an object when given the initial sound. • Say the initial sound in a given word. • Clap the syllables in a word.
Word Reading **RECEPTION**	• Can discriminate between sounds. • Can keep a simple rhythm and match rhyming words. • Is able to recognise own name. • Can say the initial sound in a word. • Can orally blend some simple cvc words.	• Can say all set 1 sounds speedily • Can blend and read simple words e.g. in, am, red, bin, yes. • Can read some words from first set of phonics programme identified words.	• Reads books containing cvc words with set 1 sounds • Shows a good understanding of what has been read. • Reads some words with special friends • Reads green words 1.1 – 1.5 • Beginning to sound out some words.	• Say a sound for each letter in the alphabet and at least 10 digraphs (sh, th, ch, qu, nk, ng, ph, wh, kn, ck). • Read words consistent with their phonic knowledge by sound-blending. • Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Yorkshire Learning Trust

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

ELG: Number

Children at the expected level of development will:

- **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.**

MATHS	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Number **NURSERY**	React to changes of amount in a group of up to 3 items. Count in everyday contexts, sometimes skipping numbers.	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 4. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.
Number **RECEPTION**	Have a good understanding of numbers to 5 Can represent 1-3 on fingers, on a tens frame and with objects. Can subitise to 3.	Can subitise to 5. Beginning to explore the composition of numbers 1-5 . showing some automatic recall of number facts. Can match number and quantity to 5	Developing sense of numbers beyond 5 and can subitise to 6 (conceptual subitising for 5 & 6). Confidently explain and reason about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Beginning to recall some numbers to 10 including some double facts and subtractions facts.	Have a deep understanding of number to 10, including the composition of each number. Subitise 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.

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ELG: Numerical Patterns

Children at the expected level of development will:

- **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.**

MATHS	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Numerical Patterns **NURSERY**	• Compare sizes, weights etc. using gesture and language –bigger/little/smaller, high/low, tall, heavy. • Notice patterns, for example, spots and stripes and arrange things in patterns. • Complete inset puzzles. • Joins in with finger rhymes with numbers.	• Sorting/matching - sort groups of objects according to different • criteria • Explore 2D and 3D shapes (for example, circles, rectangles, • triangles and cuboids) using language such as big and little, small and large. Show some understanding of tall, short or long. • Can make comparisons relating to size. • Can talk about 'My day' Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	• Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to length and weight. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	• Join in with number songs, attempting to represent numbers using fingers where appropriate. • Recite numbers to 10 or beyond. • Demonstrate understanding that we use one number for each item, when counting. • Attempt to count objects, actions and sounds. • Use and understand the term "more" in practical contexts. • Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small,round/straight. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. • Shape - Understand and use correct mathematical lang to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).Shape - Know some common 2D and 3D shapes. • Time - understand first/next
Numerical Patterns **RECEPTION**	• Compares amounts using the language of 'more' and 'fewer' • Reads numerals to 3 and matches to a quantity. • Orders numerals to 3. • Rote counts to 10 • Can demonstrate understanding that we use one number for each item when counting (1:1 correspondence)	• Counts objects accurately to 10 using 1:1 correspondence • Understands cardinality (understanding that the last number tells us how many) • Can identify when quantities are equal, fewer than or more than • Recognises numerals to 5 and some up to 10 and can order some accurately	• Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. • Recognises patterns within number. • Can count back from 10	• 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, fewer than or equal • Can explore sharing into equal groups in practical contexts, commenting on what they notice

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: The Natural World

Children at the expected level of development will:

- **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.**

Understanding the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
The Natural World **NURSERY**	Explore materials with different properties. Explore natural materials, inside and out. Repeat actions that have an effect.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".
The Natural World **RECEPTION**	Uses their senses to explore the natural world and talks about what they notice (e.g. "That tree is really big"). Recognises change and can describe what is happening. (e.g. "The leaves are turning brown").	Describes some features of plants and animals and identifies when things are the same and different. e.g. "That leaf is a different shape to that one." Notices, observes and talks about seasonal changes.e.g. "The weather is getting colder." Uses senses to explore materials and the environment around them. Begins to use topical vocabulary (e.g. soil, roots, temperature). Make simple drawings of natural objects, e.g. a leaf.	Recognises change and can offer simple, logical explanations for observations (e.g. "Maybe it melted because the weather is warmer"). Drawings show close observation of details, e.g. represent the veins on a leaf. Uses topical vocabulary like camouflage, predator, nocturnal. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.	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.

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ELG: Past and Present

Children at the expected level of development will:

- **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.**

Understanding the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Past and Present **NURSERY**	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history Show interest in different occupations.	Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. "*I was born first and then the twins*"
Past and Present **RECEPTION**	Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London".	Understands the difference between past and present, that the past is the 'time before now' Is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day. Discusses past and upcoming events within their own family (e.g. "When I was a baby, I had a Christening"). Begins to build knowledge of key historical events through topics, stories and community events.	Talks about significant historical events and how things were different in the past. Discusses images of the past and contrasts them (e.g. "They are travelling on a horse and cart because there were no cars like we have then"). Responds to fiction and non-fiction books about characters from the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

Understanding the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
People, Culture and Communities **NURSERY**	Notice differences between people.	Begin to make sense of their own life story and family's history. Show interest in different occupations.	Show interest in different occupations Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. roleplaying police or doctors.
People, Culture and Communities **RECEPTION**	Talks about the world around them and the people and places that are familiar, such as members of their immediate family and community. Notices similarities and differences between people, reflecting on differences positively. Shows interest in different occupations.	Listens carefully to stories about different places and begins to recognise that different places have different features. Knows about some celebrations and can talk about how they might be celebrated (e.g. Christmas, Diwali, Eid). Know the church is special to Christians. Discusses roles of people in the community (e.g. nurses, firefighters).	Makes simple maps and describes journeys. T alks about features of a Christian Church and, if applicable, knows the school is connected to a church. Recognise that people have different beliefs and celebrate different times in different ways. Listens carefully to stories about different places and is beginning to recognise that different places have different features. Shares knowledge of different countries and compares them (e.g. "There are no lions in England but there are in Africa").	Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities 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, nonfiction texts and ,when appropriate, maps.

Yorkshire Learning Trust

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials

Children at the expected level of development will:

- **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.**

Expressive Arts and Design	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Creating with Materials **NURSERY**	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. Explores different materials and tools. Develop manipulation and control, for example tearing paper. Make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use one-handed tools and equipment,for example, making snips in paper with scissors.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Make healthy choices about food,drink Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings.
Creating with Materials **RECEPTION**	Use one-handed tools and equipment Use a comfortable grip with good control when holding pens and pencils Show preference for a dominant hand Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Explore how things work Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Explore how things work Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Shows some understanding that good practices with regard to eating and hygiene can contribute to good health. Handles tools, objects, construction and malleable materials safely and with increasing control and intention Uses simple tools to effect changes to materials Uses loose parts with a range of joining strategies. Uses a range of shapes and colours to represent observational drawings.	During construction, they choose materials for a planned effect, using a range of joining techniques Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. Can explain how they created something to their peers including why they chose a particular technique / material and how it is fit for purpose, (e.g. "I used sellotape because the glue was too runny to hold something heavy).	Use a range of small tools, including scissors, paint brushes and cutlery 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;

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ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- **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.**

Expressive Arts and Design	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer term/EYFS Checkpoint
Being Imaginative and Expressive **NURSERY**	Join in with songs and rhymes, making some sounds. Explores a range of instruments and play them in different ways. Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.	Remember and sing entire songs. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop storylines through small-world or role-play. . Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas
Being Imaginative and Expressive **RECEPTION**	Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.	Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.	Plays a range of instruments. . Uses instruments to compose own music. Along with others, collects resources to develop own role play storylines.	Invent, adapt and recount narrative and stories with peers and their teachers 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

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