

Reception EYFS 'checkpoints' Autumn Term

We have clear "checkpoints" for each Prime and Specific Area that we assess children against throughout the year. These are used in school to regularly assess children's progress and to implement a support program for children who are not yet meeting the checkpoints at the required times. Details of our checkpoints at this time of the year can be found below:

Checkpoint 1: Where your child should be by the end of Autumn Term 2

Communication and Language Prime area	- Knows how to show they are listening - Understands why it is important to listen - Asks relevant questions in response to what they have heard, wanting to find out more information - Speech is clear and understood - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' - Asks meaning of new words - Understands a longer list of instructions
Physical Development Prime area	- Progresses towards a more fluent style of moving, with developing control and grace. - Pedals and maintain balance for a few feet on a flat surface - Can break at a specific point with control - Walks along a low, wide balance beam independently - Holds a controlled static balance on one leg - Throws ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. - Catches a large ball between extended arms - Catches a large ball by bringing hands in towards chest - Bounces and catch a large ball using 2 hands - Walks towards and kick a ball towards a target - Jumps forward, taking off and landing on 2 feet, showing increasing control - Hops on one foot 3 to 5 times - Climbs upstairs using alternative feet - Climbs up apparatus using two feet
PSED Prime area	- Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. - Explain to an adult what has happened when they are upset. - "Bounces back" quicker after upsets and with more independence. - Sees themselves as a valuable individual - keeps trying when they can't do something first time - Thinks of other ways of doing things if something hasn't worked.

	-Follows familiar, routine instructions independently (e.g. choosing lunch and putting things away)
Literacy Comprehension Specific area	- Joins in with repeated refrains and key phrases. - Identifies the main setting, characters and happening in the story is. - Orders 4 pictures or props from a story -Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' -Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary.
Literacy word reading Specific area	-Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. -Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Begins to orally blend sounds they can hear in words. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, naming and sounding letters of the alphabet - Begins to segment 2 letter and CVC words and blend them together, using sound buttons. - Knows words 'a', 'to', 'I', 'the', 'no' and 'go' by sight. -Reads phonetically decodable words and labels in books.
Writing Specific area	-Use some of their print and letter writing. For example writing a pretend shopping list starts at the top of the page, writing m for mummy. -Writes their name -Writes some letters accurately -Begins to spell words identifying phase 2 sounds -Begins to write some phase 2 tricky words.
Mathematics Specific area	-Count objects, actions and sounds -Subitise -Link the number and symbol (numeral) to its cardinal number value -Understand one more and one less relationship between consecutive numbers -Compare weight, length and capacity

UOW (Understanding of the World) Specific area	-Describes who is in their family and discusses similarities, differences and changes (e.g. notices changes such as a new haircut or something they could not do before that they now can, food they like but others may not). - Discusses different occupations of family members - Can sequence family members by size and name (e.g. baby, child, adult) - Can talk about a past event in their life (e.g. a birthday, Nursery, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). - Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then - Understands times of the day go in order and repeat every day (e.g. morning is before lunch time) - Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations - Talks about how some people in the past have shaped today (e.g. Guy Fawkes)
EAD (Expressive arts and design) Specific area	-Knows primary colours - Chooses colour for a purpose - Makes marks using shape and pattern on a range of surfaces - Develops simple patterns by printing with objects using range of materials - Uses paints and brushes to make a range of marks - dots, dabs, zig zags, wavy -Explores and uses a range of artistic effects to express themselves -Refine ideas in designs created - Articulates what they are doing to an adult - Can open up camera to take pictures of their work on an iPad -Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) - Uses fabric, boxes, tubes and joining materials to make props - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) - Makes up own situations - Retells well known stories