

St Clare's Catholic Primary School

Early Years Foundation Stage Checkpoints

	Entry to Nursery CHECKPOINT 1	Mid way through Nursery CHECKPOINT 2	Exit Nursery / Reception entry CHECKPOINT 3	Mid way through Reception CHECKPOINT 4	End of Reception / Year 1 ready CHECKPOINT 5
PRIME AREAS	<i>Big focus on Prime Areas in Nursery so that children are well prepared and ready to access all areas of learning in Nursery.</i>				
Personal, Social & Emotional Development PSED	<p><i>PSED 1.1 - Beginning to be aware of Nursery rules and routines.</i></p> <p><i>PSED 2.1 - Behind to recognise they are unique and can talk about their likes and dislikes.</i></p> <p><i>PSED 3.1 - Separates from the main carer with support and begins to form relationships with adults.</i></p> <p><i>PSED 4.1 - Plays alongside other children and begins to form friendships.</i></p> <p><i>PSED 5.1 - Can use the toilet independently, with some support when needed. Eats and drinks independently.</i></p>	<p><i>PSED 1.2 - Increased confidence in following Nursery rules and routines.</i></p> <p><i>PSED 2.2.- Selects and uses activities/areas with support. Begins to have preferred areas within the setting and stays engaged in an activity for longer periods of time.</i></p> <p><i>PSED 3.2 - Separates from the main carer and shows confidence in setting. Is able to cope with changes in routine (new people/events)</i></p> <p><i>PSED 4.2 - Begins to play with other children and engages in the same play, sharing ideas and resources.</i></p> <p><i>PSED 5.2 - Confident in self care (toileting, hand washing). Begins to show awareness of the importance of healthy eating and oral hygiene.</i></p>	<p><i>PSED1.3 - Follow the rules and routines of the setting and can talk about why rules are important.</i></p> <p><i>PSED 2.3 - Independent in choosing specific tasks and becomes engaged and focussed on activities for extended periods of time.</i></p> <p><i>PSED 3.3 - Confidently and happily comes into school.</i></p> <p><i>PSED 4.3 - Extends and elaborates play ideas with other children. Begins to solve conflicts and understand other children's feelings.</i></p>	<p><i>PSED 1.4 - Follows rules and routines and can express and manage own feelings, both socially and emotionally - talks to an adult when needed.</i></p> <p><i>PSED 2.4 - Tries something new and shows resilience when challenged. Manages their own needs and is able to ask for support to further their own learning.</i></p> <p><i>PSED 4.4 - Continues to build strong relationships with children and adults and can talk about others feelings.</i></p>	<p><i>PSED 1.5 - Follows rules, routines and 2/3 part instructions independently. Knows right from wrong and can talk about choices.</i></p> <p><i>PSED 2.5 - Confident when trying new activities and can work towards a set goal, demonstrating resilience, perseverance, resourcefulness and patience.</i></p> <p><i>PSED 4.5 - Positive relationships with children and adults. Sensitive to the feelings of others and can talk about this.</i></p> <p><i>PSED 5.5 - Independent in completing tasks and know how to keep themselves safe and healthy.</i></p>

<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">PD</p>	<p>Enjoys moving around. Has increased control over their own body when practising large movements (kicking, rolling, jumping, throwing etc). Begins to use bikes and scooters.</p> <p>Explores different tools to make marks.</p> <p>Begins to put own coat on and off, managing zips and buttons.</p> <p>Can use scissors to make snips in paper.</p>	<p>Enjoys moving around and has increased control over body when practising large movements (skipping, hopping, balancing, riding, painting, making marks).</p> <p>Shows increasing control over tools and beginning to use one handed tools more confidently. Shows a preference for a dominant hand and has a comfortable grip when using pens and pencils.</p> <p>Becomes increasingly independent with dressing self (coats, jumper, wellies)</p> <p>Holds scissors correctly and makes snips in paper.</p>	<p>Shows good control when moving using large movements. Matches physical skills to activities in setting.</p> <p>Shows good control when making marks, with a preference for a dominant hand and strong pencil grip.</p> <p>Put on own coat, shoes, wellies etc independently.</p> <p>Manages self care.</p> <p>Uses non dominant hand to guide when cutting a line on paper</p>	<p>Develop skills with balls and other equipment (throwing, catching, kicking etc).</p> <p>Develops physical movement skills, core and body strength, agility, balance and coordination.</p> <p>Beginning to develop good fine motor skills to form the foundations for handwriting.</p> <p>Can use a range of tools competently and confidently.</p> <p>Cuts different shapes and lines with increasing accuracy.</p>	<p>Has the physical movement skills, core strength, spatial awareness, overall body strength, coordination, balance and agility for good posture.</p> <p>Uses fine motor skills to use equipment correctly with accuracy and confidence.</p> <p>Hold a pencil effectively for fluent writing.</p> <p>Cuts complex shapes such as figures following an outline.</p>
<p style="text-align: center;">Communication & Language</p>	<p>Enjoy listening to simple stories and can talk about what is happening.</p> <p>Knows some nursery rhymes and songs. Can communicate with others using simple vocabulary.</p> <p>Beginning to speak in simple sentences and developing conversational skills. Names known objects, uses some description.</p> <p>Can follow one instruction/request.</p> <p>Understands simple questions - who, what, when and where.</p>	<p>Listens to longer stories and recall what is happening.</p> <p>Begins to use a wider range of vocabulary, can talk about known books and has a larger repertoire of nursery rhymes and action songs.</p> <p>Can speak in longer sentences and start conversations with adults and children.</p> <p>Beginning to follow 2 part instructions/request.</p> <p>Beginning to understand and answer why questions.</p>	<p>Listens to stories and recalls main characters and storylines.</p> <p>Continuing to develop a wider range of vocabulary and has a library of well known nursery rhymes and action songs.</p> <p>Speaks confidently in sentences and uses talk to organise play and be in role.</p> <p>Able to answer 5w questions confidently.</p>	<p>Listen and talk about stories, non fiction, rhymes and songs, developing deep understanding and knowledge.</p> <p>Learns and uses new vocabulary continuously and uses this in different contexts.</p> <p>Uses more complex sentences.</p> <p>Ask questions to find out more information and check answers.</p>	<p>Listens carefully and can talk confidently about what they hear, asking questions to deepen their own understanding.</p> <p>Uses recently taught vocabulary within their learning - writing, storytelling, rhymes etc.</p> <p>Confidently hold a conversation with adults and children, showing an awareness of the listener</p> <p>Follows 2/3 part instructions with clear understanding and focus.</p> <p>Pays attention for a sustained period of time.</p>

SPECIFIC AREAS	<i>Areas are more focussed when children reach Reception as prime areas are fully embedded.</i>				
Literacy Early Reading	<i>Enjoys and joins in with rhymes and rhythms. Beginning to notice some print - e.g own name, numbers, logos.</i>	<i>Develops phonological awareness and begins to hear initial sounds in words and syllables in words. Recognises favourite and known books in the environment and can recall refrains.</i>	<i>Can spot initial sounds, syllables and rhyme in words. Recognises some letters of personal significance. Developing an understanding of books and print.</i>	<i>Becoming confident in GPC. Blending and segmenting to read simple words and phrases made up of known phonemes. Has an understanding of books and print and knows text is read from left to right.</i>	<i>Recognise letters of the alphabet and some digraphs (GPC). Read using phonic knowledge. Read books that match phonic ability, including common exception words. Can choose a favourite book and explain why it is their favourite book, retelling it independently.</i>
Literacy Early Writing	<i>Enjoys mark making with a range of equipment, giving meaning to their marks.</i>	<i>Beginning to demonstrate early writing skills - letters from own name etc.</i>	<i>Writes some or all of their names - some letters formed accurately.</i>	<i>Begin to write simple words and phrases. Beginning to form lower and uppercase letters correctly. Captions beginning to contain key words taught in LW.</i>	<i>Can write simple phrases and sentences that can be read by themselves and others, showing Y1 readiness. Can write recognisable letters, most correctly formed. Spells some key words correctly within their writing.</i>
Maths (WRM & Mastering Number)	<i>Starting to use some number names. Begins to count, sometimes missing numbers or jumbled sequence. Beginning to join in with number songs. Shows an awareness of mathematical language to compare colour, size, weight,</i>	<i>Beginning to count in sequence and can say which number comes next. Identifies 1 and then 2 objects when asked. Recite numbers to 5 and can show up to 5 on fingers. Beginning to recognise some numerals, particularly those of</i>	<i>Counts in sequence beyond 5 and can count up to 5 objects, understanding the cardinal principle. Beginning to subitise to 3. Uses numbers spontaneously in play. Identifies numerals to 5 - matching numerals to amount. Uses symbols and</i>	<i>Can count beyond 10 and can count up to 10 objects, actions, sounds, marks. Matches numeral to amount. Beginning to use language of one more/one less to compare numbers and subitise to 5. Recognises some number bonds and the</i>	<i>Can count accurately beyond 20. Has a well developed and deep understanding of numbers to 10. Subitise 0-5 and recall number bonds to 10. Can compare amounts to 10, recalls doubling and halving facts. Understands odd and even numbers.</i>

	<p><i>height and positional language.</i> Shows an awareness of shape in the environment and notices patterns. Can complete a simple puzzle,</p>	<p><i>personal significance.</i> Beginning to use mathematical language to compare colour, size, weight, height and positional language. Can match and name some shapes. Can sort items. Can recognise and continue a simple pattern.</p>	<p><i>marks to represent numbers.</i> Uses the language of more than and fewer than to compare quantities. Begins to solve problems. Can use shape names to talk about 2D and some 3D shapes. Can continue a 3 item continuous pattern.</p>	<p><i>composition of numbers</i> Can compare length, weight and capacity. Develop an awareness of spatial reasoning and make and dissect shapes. Create own repeating patterns.</p>	<p><i>Confidently compares length, weight and capacity and uses technical vocabulary taught.</i> Has spatial reasoning skills that allow them to select, rotate and manipulate shapes.</p>
<p>Understanding the World</p>	<p><i>Children begin to be curious about the world around them. They explore natural materials, both indoor and outdoor.</i> Can talk about own family and can compare similarities and differences to others. Know that where they live is their home and can talk about who lives in their home.</p>	<p><i>Begin to use their senses to explore the world around them. Explore different materials found indoor and outdoor.</i> Show an interest in their life story and family tree. Develop a positive attitude towards different families and places. Begin to understand that we need to care for our world. Has some understanding that there are other places in the world (holidays etc)</p>	<p><i>Use their senses to explore the world around them. Continue to be confident when exploring properties, and begin to notice differences.</i> Begin to make sense of their own family and history and can discuss this with others. Begin to understand how living things grow and develop. Know what part of the world they live in and talk about and have knowledge that there are other places in the world. Use a simple programme on the computer with support.</p>	<p><i>Explore the world around them describing what they can see, hear and feel.</i> Beginning to talk about community and describe, comment, compare and contrast familiar people and places (past/present). Recognise changes in their immediate environment including change in seasons. Compare and contrast to other places in our world. Recognise that our world is made up of land and sea. Use tools to create something independently on a computer/whiteboard.</p>	<p><i>Explore the world around them making observations of living things. Recognise similarities and differences in our world through first hand experiences and books.</i> Talk about important people and events from past and present. Understand how to help look after our world. Talk about similarities and differences between Middlesbrough and the wider world and discuss different religions using knowledge from books, maps, observations and own experiences. Use a globe/map to identify land and sea. Select and use technology for a reason.</p>
<p>Expressive Art and Design</p>	<p><i>Shows an awareness of sounds, music, dance, rhymes, action songs.</i> Beginning to explore with a range of musical</p>	<p><i>Beginning to take part in songs, rhymes, dance, music.</i> Beginning to role play stories. Beginning to listen with</p>	<p><i>Join in with songs, rhymes and dance and role play. Can recall and sing entire songs, keeping to the tune. Makes up some songs.</i></p>	<p><i>Expresses feelings and emotions through song, dance, art, performances and role play.</i> Draws with detail, using</p>	<p><i>Can recall and perform confidently.</i> Shares what they have made with others, discussing the process and why they chose</p>

	<p><i>instruments. Makes marks with a range of tools - paintbrush, dabber, pipette etc). Beginning to engage in pretend play</i></p>	<p><i>increased attention to sounds made with musical instruments. Creates a simple picture with some detail. Takes part in imaginative play and begins to develop stories. Beginning to use materials to develop play in other areas.</i></p>	<p><i>Draws with increasing complexity and detail. Takes part in role play both in role play areas and small world</i></p>	<p><i>different tools for a purpose - has a plan in mind of what the finished piece will look like and how this will be achieved. Develops own storylines in play and creates props to support this.</i></p>	<p><i>to do it that way. Explores different tools and techniques. Uses new learning to enhance role play and pretend play using media and materials to support.</i></p>
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