

St.Gerard's Primary EYFS Checkpoints

	Nursery Entry	Nursery Midpoint	N2 End Reception Entry	Reception Midpoint	Y1 Ready
Communication and language	<p>Can listen for short periods of time and join in with nursery rhymes and songs using words and actions</p> <p>Listens to simple stories and understands what is happening</p> <p>Will try to engage with new people through talk about wants, needs and interests.</p> <p>Can follow one step instructions</p> <p>Can identify familiar objects.</p> <p>Beginning to speak in a simple sentence.</p> <p>Begins to take on roles during role play situations.</p> <p>Can understand simple questions 'what' and 'who'.</p>	<p>Can recite some nursery rhymes independently and join in and talk about familiar stories</p> <p>Can listen to longer stories and remember what is happening.</p> <p>Beginning to speak in a simple sentence and start to develop a conversation.</p> <p>Can show understanding by following instructions using newly acquired vocabulary</p> <p>Can identify familiar objects and describing words.</p> <p>Beginning to speak in a simple sentence and start to develop a conversation.</p> <p>Begins to use language to negotiate roles and actions during role play situations.</p> <p>Understands simple questions 'what', 'who', 'when' and 'where'</p>	<p>Can recite some nursery rhymes independently (ongoing)</p> <p>Can listen to stories and talk about the characters and where the story is set or retell familiar stories</p> <p>Can engage in conversation taking several turns to talk and listen</p> <p>Listen and respond to simple instructions which include newly acquired vocabulary.</p> <p>Can use some new vocabulary whilst talking to others</p> <p>Can speak in a longer sentence and start conversations with adults and friends.</p> <p>Use language to engage in cooperative play, and begin to negotiate rules and roles.</p> <p>Begins to ask simple questions.</p>	<p>Can recite a number of nursery rhymes independently (ongoing)</p> <p>Can talk about and retell books including fiction, poetry and non-fiction and explore new vocabulary.</p> <p>Understand how to listen carefully and shows an understanding of why listening is important (ongoing).</p> <p>Can understand and follow two part instructions (ongoing).</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Can describe events in some detail</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Begins to ask questions to find out more and to check they understand what has been said to them.</p>	<p>Can recite a number of nursery rhymes independently (ongoing)</p> <p>Can demonstrate understanding of books and new vocabulary retell books in their own words</p> <p>Understands how to listen carefully, shows an understanding of why listening is important. working on responses to questions.</p> <p>Can understand and follow two part instructions (ongoing).</p> <p>Can comment upon and clarify understanding when involved in discussion, conversation or whilst listening to stories.</p> <p>Articulate their ideas and thoughts in well-formed sentences connecting ideas with connectives.</p> <p>Use language to imagine and recreate roles and experiences in play situations, to discuss feelings and respond appropriately to their peers.</p> <p>Asks questions to find out more and to check they understand what has been said to them.</p>

PSED	Beginning to be aware of nursery rules and boundaries.	Understands the importance of rules and is able to follow rules and routines sometimes with support	Able to follow rules rarely needing support in the setting and in unfamiliar surroundings	Can follow rules and routines.	Explain the reasons for rules and act accordingly.
	Shows an interest in joining in with other children	Can play with one or more other children beginning to take turns	Can play with a small group of children beginning to develop role play situations	Can play with a group of children extending and developing play based on what is said and responding to it	Can play cooperatively with others during roleplay and other situations sometimes showing sensitivity to others needs and making adaptations accordingly
	Is beginning to try new things and be more confident with new people	Can select activities and resources and ask for help when required	Can independently carry out activities with a goal (either given or independently set).	Can persevere with and try different methods of achieving end goals	Can set themselves goals with a plan how they are going to achieve the desired outcome, showing resilience in achieving the end result
	Beginning to understand own feelings	Beginning to talk about feelings they see or hear within stories and pictures and through what they identify in themselves	Beginning to have some awareness of others feelings and how their actions have an impact on others feelings	Can begin to regulate and express own feelings and begin to express the perspectives of others	Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.
	Beginning to use the toilet independently	Beginning to attend to toileting needs and hand washing only occasionally needing support and beginning to understand the importance to their health	Is independent in toileting and handwashing and is beginning to demonstrate an awareness of healthy and unhealthy foods and practises	Can manage own personal hygiene needs and is beginning to demonstrate an awareness about different factors that support overall health and wellbeing	Is more confident in expressing knowledge about different factors that support good health.

<p>P.D.</p>	<p>Enjoys moving around inside and outside.</p> <p>Is showing increasing control through continued practice of: kicking,rolling, walking, running, climbing, stepping up, throwing, jumping, catching</p> <p>Beginning to use a scooter or bicycle with support.</p> <p>Explore simple tools such scissors, pencils, paint brushes and materials to make marks.</p> <p>Beginning to manage zips, buttons, taking coat on/off.</p>	<p>Enjoys moving around inside and outside.</p> <p>Has control over their whole body through continual practice of large movements such as: skipping, hopping, balancing, kicking, throwing, painting and making marks.</p> <p>Beginning to use a balance bike and a pedal bike.</p> <p>Showing increasing development of control of different tools and is beginning to use one handed tools more confidently.</p> <p>Uses a comfortable grip when using pencils and pens.</p> <p>Becoming increasingly independent with coats, jumpers, shoes, wellies, using knives and forks.</p>	<p>Showing good control when moving around inside and outside using large movements and matches their physical skills to tasks in the nursery /Reception.</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can use a balance bike and pedal bike independently.</p> <p>Is beginning to develop fine motor skills so that they can use a range of tools competently.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to form some recognisable letters independently.</p> <p>Can put on their own coat, wellies, shoes etc.</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace (slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping).</p> <p>Travels with confidence and skill - around, over, under and through balancing and climbing equipment.</p> <p>Shows good control of different tools and materials.</p> <p>Uses a pencil and holds it effectively to form recognisable letters.</p> <p>Applies sufficient pressure to a pencil to draw and write effectively.</p> <p>Develops an independence and awareness of keeping themselves safe and healthy.</p>	<p>Master basic movements and begin to apply these in different activities, testing out ideas and adapting movements to reduce risk.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>Can handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>Uses a tripod grip to hold a pencil.</p> <p>Has developed an efficient handwriting style.</p> <p>Know about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian (ongoing).</p>
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<p>Maths</p>	<p>Start to use some number names.</p> <p>Counts in everyday contexts sometimes missing numbers or sequence.</p> <p>Beginning to join in with counting rhymes and songs.</p> <p>Shows an awareness of comparison language to compare colour, size, weight, height and positional language.</p> <p>Shows an awareness of shapes all around and notices patterns and arrangements.</p> <p>Can complete an inset puzzle.</p>	<p>Recite numbers past five and count one number for each item in order knowing the last number reached is the amount that there are.</p> <p>Can say which number comes next.</p> <p>Can identify 1 and 2 objects when asked.</p> <p>Beginning to recognise some numerals.</p> <p>Beginning to use language of comparison to compare colour, size, weight, height, routes, locations and positional language.</p> <p>Can match shapes and name some shapes and use them in their play.</p> <p>Can sort using simple criteria.</p> <p>Starts to identify and continue simple patterns.</p>	<p>Can count in sequence beyond 5 and can count up to 5 starting to understand cardinal principles.</p> <p>Beginning to subitise to 3.</p> <p>Can identify numerals to 5 and can link numerals and amounts.</p> <p>Beginning to use own symbols to represent numbers.</p> <p>Uses number in play.</p> <p>Can use language of comparison to compare: colour, size, weight, height, routes, locations and positional language.</p> <p>Can use more than and fewer to compare quantities.</p> <p>Can use simple shape names and talk about and explore some 2D and 3D shapes.</p> <p>Can extend and create simple repeating patterns.</p>	<p>Can count beyond ten verbally as well as objects, actions and sounds up to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Begin to subitise up to 5</p> <p>Begin to use one more, one less.</p> <p>Begin to recognise number bonds 0 - 10 and the compositions of numbers to 10.</p> <p>Solve real world problems using numerals up to 5.</p> <p>Can compare</p> <ul style="list-style-type: none"> ● Length ● weight ● capacity ● amounts <p>Develop and awareness of spatial reasoning.</p> <p>Select, rotate and manipulate shapes to compose and decompose shapes.</p> <p>Extend, copy and create repeating patterns (including AB, ABB etc.)</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Subitise up to 5.</p> <p>Has a deep understanding of 1-10 including the composition of each number.</p> <p>Recalls number bonds to 5 and some to 10.</p> <p>Verbally counts beyond 20 and is able to recognise the patterns of the counting system.</p> <p>Understands 'one more/one less than' between consecutive numbers.</p> <p>Recall some doubling facts.</p> <p>Can confidently compare length, weight, amounts and capacity using new vocabulary introduced.</p> <p>Has spatial reasoning skills so they can select, rotate and manipulate shapes to be ready for Year 1.</p> <p>Create patterns with numbers.</p> <p>Use reasoning skills to solve problems and independently record learning.</p> <p>Confident to have a go and correct mistakes.</p>
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<p>Literacy</p>	<p>Says some words in songs and rhymes and join in with some actions.</p> <p>Likes to read and listen to favourite stories independently or with other children</p> <p>Beginning to develop vocabulary to repeat words and phrases from books.</p> <p>Can develop play around stories.</p> <p>Beginning to notice some print e.g. own name, numbers, logos.</p> <p>Enjoys drawing freely with a range of tools and equipment and gives meaning to their mark making.</p>	<p>Developing phonological awareness by enjoying joining in with songs, rhymes, rhythms, tunes and sounds.</p> <p>Beginning to hear rhyme, initial sounds and syllables in words.</p> <p>Likes to read and listen to familiar stories and is beginning to use vocabulary from books.</p> <p>Is beginning to understand the five key concepts about print: meaning, purpose, direction, name of parts of book and page sequencing</p> <p>Is beginning to use some of their knowledge of print and letters for early writing e.g. letters from own name,</p>	<p>Has phonological awareness by enjoying joining in with songs, rhymes, rhythms, tunes and sounds.</p> <p>Can spot and suggest rhyme, initial sounds and syllables in words.</p> <p>Begins to orally segment and blend.</p> <p>Can follow a story.</p> <p>Knows that information can be retrieved from books.</p> <p>Talk about the characters and events in stories and suggest how the story might end.</p> <p>Use some of their knowledge of print and letters to write some or all of their name and some letters are correctly formed.</p> <p>Begin to record some initial sounds in words.</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Can read simple phrases.</p> <p>Is beginning to clap or tap the syllables in words independently (ongoing)</p> <p>Starts naming and sounding the letters of the alphabet.</p> <p>Begins to read some high frequency words.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Begin to identify characters, settings and talk about the basic storylines of unfamiliar books after hearing them</p> <p>Can talk about some elements of non-fiction books.</p> <p>Form letters in their name correctly.</p> <p>Use their developing phonic knowledge to write some CVC words.</p> <p>Use their developing phonic knowledge to produce phonetically plausible attempts when producing labels and captions/short phrases e.g final/end sounds.</p>	<p>Uses phonic knowledge to decode regular words and read them aloud accurately and also read some common irregular words that match phonic ability.</p> <p>Read and reread books to build fluency, understanding and confidence.</p> <p>Can clap the syllables in words</p> <p>Is able to recall, discuss and verbally answer questions about stories or information which has been read to them.</p> <p>Forms most letters correctly.</p> <p>Begins to break the flow of speech into words, orally composing before writing.</p> <p>Writes simple sentences which can be read by themselves and others (Some words are spelt correctly and others are phonetically plausible).</p> <p>Shows awareness of full stops in their writing.</p> <p>Uses finger spaces in writing.</p>
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UTW	<p>Children start to be curious about and explore the world around them.</p> <p>Begin to explore natural materials with different properties indoor and outdoors.</p> <p>Begin to talk about themselves and their family and begin to show curiosity about other people.</p> <p>Shows an awareness of similarities between and differences between people and places.</p> <p>Beginning to talk about what they can see, hear, smell, taste and feel.</p>	<p>Explore how things work using all of their senses in discovery.</p> <p>Explore natural materials and materials with different properties indoors and outdoors.</p> <p>Show an interest in own life story and family history.</p> <p>Begin to develop a positive attitude of similarities and differences between people and places.</p> <p>Show an interest in different people and different occupations.</p> <p>Begin to understand that we need to care for our world.</p> <p>Begin to understand there are different Countries in the world.</p>	<p>Children can use their senses to explore the world around them.</p> <p>Explore natural materials and materials with different properties indoors and outdoors.</p> <p>Beginning to make sense of their own life story and family history.</p> <p>Knows some of the things that make them unique.</p> <p>Enjoys joining in with family customs and routines (ongoing).</p> <p>Shows an interest in different occupations and ways of life indoors and outdoors (ongoing).</p> <p>Understand that we need to care for our world and understand how things grow and develop.</p> <p>Understand there are different countries in the world.</p> <p>Beginning to understand the effect of changing seasons on the natural world around them (ongoing).</p> <p>Draw information from simple maps including their immediate environment.</p>	<p>Explores the natural world around them describing what they see, hear and feel.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family or communities.</p> <p>Enjoys joining in with family customs and routines (ongoing).</p> <p>Shows an interest in different occupations and ways of life indoors and outdoors (ongoing).</p> <p>Knows there are different countries in the world and talks about the differences they have experienced or seen in photos or videos.</p> <p>Understand there are different countries in the world and knows where they live in the world.</p> <p>Understands the effect of changing seasons of the natural word around them.</p>	<p>Explores the natural world around them making observations of living things.</p> <p>Recognise differences and similarities in our world through real life experiences and knowledge developed from books.</p> <p>Talks about the past and present events in the lives of family members.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Shows an interest in different occupations and ways of life indoors and outdoors (ongoing).</p> <p>Recognise some similarities and differences between themselves and others and among families, communities, cultures and traditions - life in this country and other countries, understanding that people have different beliefs, celebrations and special places.</p> <p>Understand there are different countries in the world and knows where they live in the world. Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Understands the effect of changing seasons on the natural world around them (ongoing).</p>

				Draw information from simple maps including immediate environment and from stories (ongoing).	Creates simple maps including simple features of their environment or from stories.
EA&D	<p>Shows an awareness of sounds, music, dance rhymes, action songs and voice sounds.</p> <p>Beginning to join in with nursery rhymes, action rhymes and songs.</p> <p>Beginning to explore a with a wide range of instruments.</p> <p>Beginning to make marks and explore with a range of tools.</p> <p>Beginning to engage in pretend play and use their imagination.</p> <p>Start to use objects to represent another during pretend play.</p> <p>Beginning to make simple models with a range of materials and construction toys.</p>	<p>beginning to take part in song time, rhyme time, dance, music and role play stories.</p> <p>Beginning to listen with increased attention to sounds, pitch, tone and musical instruments.</p> <p>Can draw, paint or create a simple picture with some details to represent objects sound and emotion.</p> <p>Can take part in pretend play and begin to develop imaginative stories.</p> <p>Beginning to use construction, small world and different materials to develop their own ideas.</p>	<p>Join in with song, rhymes, dance, music and role play.</p> <p>Can remember and sing entire songs and rhymes and sing the pitch and melodic shape.</p> <p>Beginning to create own songs and express ideas.</p> <p>Can draw with increasing complexity and detail.</p> <p>Shows different emotions sounds and movement.</p> <p>Begins to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Role play in role play areas, small world and construction toys.</p> <p>Use different materials to create and develop own ideas.</p>	<p>Listen attentively, watch, move to and talk about dance and music, expressing their feelings and emotions.</p> <p>.</p> <p>Continues to build on previous learning to develop, share and talk about ideas.</p> <p>Can draw with some detail and can explore colour and how colours can be changed.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop own storylines throughout their pretend play listening and reacting to others.</p>	<p>Perform songs, rhymes, poems and stories with others.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively, sharing ideas, resources and skills, using a wide range of materials creatively, whilst developing various techniques.</p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to explore their interests and enquiries and develop their thinking.</p> <p>Can develop own cultural awareness and storylines in pretend play, using different media and materials.</p>

