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**DM: 3&4** –refers to Development Matters: 3 & 4 Year Olds

**DM: ELG** – refers to the Early Learning Goals

- From the Baseline results of the existing cohort
- In consultation with the Lancashire County Council Primary English & Literacy Team USE THE LAPS
- Looking at the Schemes of work/learning opportunities provided within school e.g. KAPOW, Coram Life Education (SCARF) and Rising Stars – Switched on Learning





## EYFS Checkpoints

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PHYSICAL DEVELOPMENT (Gross & Fine Motor Control)	Mealtimes	Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand <b><i>DM: Rec – Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: knives</i></b>														
		Further develop the skills they need to manage the school day successfully <b><i>DM: Rec - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</i></b>														



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LITERACY (Transcription)		Red Rose Letters and Sounds Learning and Progression Steps for Writing/Classroom Practice		Autumn 2															
		Segment phonemes orally to say Phase 2 words.																	
		Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.																	
		Uses appropriate letters for initial sounds in words.																	
		Segment sounds in simple words.																	
		Segment to spell VC and CVC words using Phase 2 GPCs. <b>DM: Rec – Spell words by identifying the sounds and then writing the sound with letter/s.</b>																	
		Write phonetically decodable words within sentence is using Phase 2 words.																	
		Write Phase 2 common exception words (tricky).																	
		Write sentences including Phase 2 common exception words (tricky).																	



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LITERACY (Handwriting)	Red Rose Letters and Sounds Learning and Progression Steps for Writing/Classroom Practice	Knows that in English print is written from left to right and top to bottom and that print conveys meaning in a range of texts.																	
		Respond to questions (who, what, where, when) using drawings linked to text and illustrations.																	
		Recognise their name and make marks to represent it.																	
		Writes some letters in their name.																	
		Makes marks, drawings and symbols with increasing control.																	
		Use some recognisable letters and own symbols.																	
		If appropriate, use handwriting patter/phrase to support formation.																	
		Form letters from their name correctly. <b>DM: Rec – Form lower-case and capital letters correctly.</b>																	
		Write left to right and top to bottom.																	

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UTW	Geography Classroom Practice	Talk about where they live and what it is like. (Describe their house and its surroundings, what is near their house? E.g. park, shop																
		Draw information from a simple map. (Draw a simple map showing their journey to school)																
		Recognise and talk about some similarities and differences between life in this country and life in other countries. (Russia – Yuri Gagarin Space exploration)																
		Recognise and talk about the differences between some environments and the one in which they live. (Planet Earth and the Moon).																

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EXPRESSIVE ARTS (Music)	KAPOW / Classroom Practice	To learn about music from another culture, particularly when related to the festival of Kwanzaa															
		To take part in a traditional call and response song	ex	ex	ex	ex	ex	ex	ex	ex	ex	ex	ex	ex	ex	ex	
		To find classroom objects to use as drums and play in response to African music															
		To learn about traditional Christmas music															
		To take part in a group song involving singing, voice sounds and playing instruments															
		To sing and move to a Christmas song															
		To suggest appropriate actions to match song lyrics															
		To sing and move to Christmas songs															

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EA	KAPOW Art/DT	Make child-led collages using mixed media.															
		Create landscape collages inspired by the work of Megan Coyle.															
		Create natural paintbrushes using found objects.															
		Create a large piece of group artwork based around fireworks.															

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