

|  |  |  |  |  | 느 | - ! ! | <u> </u> | 1100 | <u>JNP</u> | <u>UIII</u> | 13 |  |
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| COI | DES      |
|-----|----------|
| Em  | Emerging |
| Ex  | Expected |

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

EVES Chacknoints

*DM: Rec* – refers to Development Matters: Reception

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

## These checkpoints have been devised:

- 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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|   | Autumn Te   | rm     |        |     |  |  |  |  |  |  |
|---|---|--------|--------|-----|--|--|--|--|--|--|
|   | Listening, Attention 8  | & Unde | rstand | ing |  |  |  |  |  |  |
|   | Knows how to show they are listening  |        |        |     |  |  |  |  |  |  |
| 9                                       | Understands why it is important to listen   |        |        |     |  |  |  |  |  |  |
| JAGE Classroom Practice                 | Asks relevant questions in response to what they have heard, wanting to find out more information   |        |        |     |  |  |  |  |  |  |
| JAGE                                    | Speech is clear and understood  |        |        |     |  |  |  |  |  |  |
| I & LANGUAGE & Language / Classroo      | 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   |        |        |     |  |  |  |  |  |  |
| ATIO                                    | Understands a longer list of instructions   |        |        |     |  |  |  |  |  |  |
| IUNICATION                              | Uses talk to communicate emotions   |        |        |     |  |  |  |  |  |  |
| COMMUNICATION Steps for Communication 8 | Asks relevant questions in response to what they have heard   |        |        |     |  |  |  |  |  |  |
| Ssion S                                 | Speaki  | ng     |        | ı.  |  |  |  |  |  |  |
| Progression                             | Joins in with repeated refrains and key phrases   |        |        |     |  |  |  |  |  |  |
|   | Talks about the meaning of new vocabulary   |        |        |     |  |  |  |  |  |  |
|   | Speech is clear in sentences  DM: Rec – Articulate their ideas and thoughts in well-formed sentences.   |        |        |     |  |  |  |  |  |  |



| Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."    DM: Rec - Develop storylines in their pretend play. |  |
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| driver."   |  |
| driver."   |  |
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DM: Rec – Build constructive and respectful relationships

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|  | Me and My   | y Relations | hips |    |  |  |  |  |  |      |
|--|---|-------------|------|----|--|--|--|--|--|------|
|  | Talk about similarities and differences to others.  DM: Rec – See themselves as a valuable individual.                                  |             |      |    |  |  |  |  |  |      |
| AND HEALTH EDUCATION sation SCARF/Classroom Practice                           | Name special people in their lives.   |             |      |    |  |  |  |  |  |      |
| DUCA   | Describe different feelings.  |             |      |    |  |  |  |  |  |      |
| LTH E  | Identify who can help if they are sad, worried or scared.   |             |      |    |  |  |  |  |  |      |
| HEAL   | Identify ways to help others or themselves if they are sad or worried.  |             |      |    |  |  |  |  |  |      |
| AND  | Valuing   | Difference  | e    | ļ. |  |  |  |  |  |      |
| NAL, SOCIAL AND HEALTH EDUCATION Coram Life Education SCARF/Classroom Practice | Be sensitive towards others and celebrate what makes each person unique.  **DM: Rec - Think about the perspectives of others**          |             |      |    |  |  |  |  |  |      |
| VAL, S   | Recognise that we can have things in common with others.  |             |      |    |  |  |  |  |  |      |
| PERSONAL,  | Use speaking and listening skills to learn about the lives of their peers.  |             |      |    |  |  |  |  |  |      |
| PE 89  | Know the importance of showing care and kindness towards others.  DM: Rec – Express their feelings and consider the feelings of others. |             |      |    |  |  |  |  |  |      |
|  | Demonstrate skills in building friendships and cooperation.   |             |      |    |  |  |  |  |  | <br> |



| <b>EYFS</b> | Checkp | oints                                   |
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|                             | Rosie's   | Walk    |    |  |  |  |  |  |  |
|-----------------------------|---|---------|----|--|--|--|--|--|--|
|                             | Jump and land appropriately   | VVaik   |    |  |  |  |  |  |  |
|                             | Experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.  DM: Rec – Revise and refine the fundamental movement skills they have already acquired: walking, skipping, hopping, running, jumping, crawling |         |    |  |  |  |  |  |  |
| ice                         | Climb under over and through climbing equipment.  DM: Rec – Revise and refine the fundamental movement skills they have already acquired: climbing  |         |    |  |  |  |  |  |  |
| Passport/Classroom practice | Experiment with different ways of travelling on hands and feet.   |         |    |  |  |  |  |  |  |
| om                          | How to Cat  | ch a Si | ar |  |  |  |  |  |  |
| assro                       | Balance on small and large body parts in the shape of a star  |         |    |  |  |  |  |  |  |
| rt/Cl                       | Send a ball/ throwing equipment with increasing accuracy.   |         |    |  |  |  |  |  |  |
| asspc                       | Climb under over and through climbing equipment.  |         |    |  |  |  |  |  |  |
| PE P                        | Make the correct action to throw overarm.   |         |    |  |  |  |  |  |  |
|                             | Use good posture  DM: Rec - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.   |         |    |  |  |  |  |  |  |



|  |  |  |  |  |  | <u> </u> | EYF | <b>-S</b> ( | Che | ckp | ooi | <u>nts</u> |  |
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|                         | Uses a dominant hand  |  |  |   |  |  |  |  |
|-------------------------|---|--|--|---|--|--|--|--|
|                         | May mark make in palmer grip  |  |  |   |  |  |  |  |
|                         | Mark makes in different directions  |  |  |   |  |  |  |  |
| (lo                     | Makes repeated marks on paper   |  |  |   |  |  |  |  |
| Control)                | Mark makes left to right  |  |  |   |  |  |  |  |
| lotor                   | Imitates simple marks such as lines   |  |  |   |  |  |  |  |
| ine M                   | Imitates shapes that use multiple movements such as x   |  |  |   |  |  |  |  |
| DEVELOPMENT (Fine Motor | Start to move towards tripod grip  DM: Rec – Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for writing |  |  |   |  |  |  |  |
| AL DEVELO               |   |  |  | · |  |  |  |  |
| PHYSICAL                |   |  |  |   |  |  |  |  |



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|   | Holds a pair of scissors correctly  |   |   |  |  |  |  |  |  |
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|   | Snips paper moving forward  |   |   |  |  |  |  |  |  |
|   | Uses helping hand to hold and help to guide the paper (non-dominant hand)   |   |   |  |  |  |  |  |  |
| ontrol)   | Cuts curved line (a ¼ inch curved line, within ¼ inch from the line drawn)  DM: Rec – Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: scissors |   |   |  |  |  |  |  |  |
| Aotor C   |   | · | · |  |  |  |  |  |  |
| DEVELOPMENT (Fine Motor Control) Scissor skills |   |   |   |  |  |  |  |  |  |
| PMENT (F  |   |   |   |  |  |  |  |  |  |
| DEVELO  |   |   |   |  |  |  |  |  |  |
| PHYSICAL [                                      |   |   |   |  |  |  |  |  |  |
| PHY   |   |   |   |  |  |  |  |  |  |

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| Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand  DM: Rec — Develop their small motor skills so that they can use a range of tools  competently, safely and confidently. Suggested tools: knives  Further develop the skills they need to manage the school day successfully  DM: Rec - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. |   |   |   |   |   |   |   |   |   |  |  |  |   |   |   |
|  | one hand  DM: Rec – Develop their small motor skills so that they can use a range of tools  competently, safely and confidently. Suggested tools: knives  Further develop the skills they need to manage the school day successfully  DM: Rec - Further develop the skills they need to manage the school day successfully: | one hand  DM: Rec – Develop their small motor skills so that they can use a range of tools  competently, safely and confidently. Suggested tools: knives  Further develop the skills they need to manage the school day successfully  DM: Rec - Further develop the skills they need to manage the school day successfully: | one hand  DM: Rec – Develop their small motor skills so that they can use a range of tools  competently, safely and confidently. 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|   | 1 г            | Draws potato people (no neck or body)  | 1 |  |  |  |  |  |  |   |
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|   | '              | oraws potato people (no neck or body)  |   |  |  |  |  |  |  | 1 |
|   | [              | Demonstrates more control  |   |  |  |  |  |  |  |   |
|   |                | OM: Rec – Develop their small motor skills so that they can use a range of tools |   |  |  |  |  |  |  | l |
|   |                | competently, safely and confidently. Suggested tools: pencils for drawing        |   |  |  |  |  |  |  |   |
|   |                | Draws with detail (bodies with sausage limbs and additional features)            |   |  |  |  |  |  |  | 1 |
| PHYSICAL DEVELOPMENT (Fine Motor Control) | [              | Draws bodies of an appropriate size for what they're drawing                     |   |  |  |  |  |  |  |   |
| Con                                       | _              |  |   |  |  |  |  |  |  |   |
| or (                                      |                |  |   |  |  |  |  |  |  |   |
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| ne [                                      |                |  |   |  |  |  |  |  |  |   |
| (Fi                                       | kills          |  |   |  |  |  |  |  |  |   |
| Ι   | Drawing Skills |  |   |  |  |  |  |  |  |   |
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| SAL                                       |                |  |   |  |  |  |  |  |  |   |
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|   | Autum  | n 1 |  |  |   |  |  |  |  |
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|   | Listen to stories or information that has been read to them.  DM: Rec - Listen to and talk about stories to build familiarity and understanding. |     |  |  |   |  |  |  |  |
|   | Recite simple rhymes.  |     |  |  |   |  |  |  |  |
| actice  | Understand the difference between text and illustrations.  |     |  |  |   |  |  |  |  |
| oom Prõ   | Knows that in English print is read from left to right and top to bottom.  |     |  |  |   |  |  |  |  |
| Classro   | Hold a book correctly and turn pages from front to back.   |     |  |  |   |  |  |  |  |
| ding/   | Talk about the front cover, title and illustrations in stories   |     |  |  |   |  |  |  |  |
| ion)<br>for Read  | Discuss specific information in non-fiction texts e.g. labels, images <b>DM: Rec – Engage in non-fiction books</b>                               |     |  |  |   |  |  |  |  |
| ens   | Look closely at the illustrations to develop understanding of a story  |     |  |  |   |  |  |  |  |
| reho  | Activate knowledge linked to own experiences, e.g. tell me about your family   |     |  |  |   |  |  |  |  |
| LITERACY (Comprehension) and Sounds Learning and Progression Steps for Reading/Classroom Practice | Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes.   |     |  |  |   |  |  |  |  |
| C G   | DM: Rec – Learn new vocabulary   |     |  |  |   |  |  |  |  |
| ERA   | DM: Rec – Use new vocabulary through the day DM: Rec – Learn new vocabulary in different contexts.   |     |  |  |   |  |  |  |  |
| TIT spun  | Use recently introduced vocabulary appropriately during discussions.   |     |  |  |   |  |  |  |  |
| d Sou   | DM: Rec – Learn new vocabulary   |     |  |  |   |  |  |  |  |
| sano  | DM: Rec – Use new vocabulary through the day   |     |  |  |   |  |  |  |  |
| etter   | DM: Rec – Learn new vocabulary in different contexts.  |     |  |  | 1 |  |  |  |  |
| se L  | Say how they feel about stories.  DM: Rec – Engage in story times.   |     |  |  |   |  |  |  |  |
| Red Rose Letters  | zin nee Engage in story times.   |     |  |  |   |  |  |  |  |
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|--------------------------|--|--|---|--|--|---|--|--|---|---|--|
|                          |  | Listen to and discuss stories or information that has been read to them.   |   |  |  |   |  |  |   |   |  |
|                          | Practice   | Recite simple rhymes and songs   |   |  |  |   |  |  |   |   |  |
|                          | Issroom F  | Knows that in English print is read from left to right and top to bottom and that print conveys meaning                          |   |  |  |   |  |  |   |   |  |
|                          | Rose Letters and Sounds Learning and Progression Steps for Reading/Classroom | Make predictions and anticipate key events based on illustrations and title in stories that have been read to them               |   |  |  |   |  |  |   |   |  |
| sion)                    | s for Rea  | Look closely and discuss the illustrations to develop understanding of the story   |   |  |  |   |  |  |   |   |  |
| LITERACY (Comprehension) | ion Step   | Activate knowledge linked to own experiences, e.g. What do you know about where you live?  |   |  |  |   |  |  |   |   |  |
| ompr                     | rogress  | Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. |   |  |  |   |  |  |   |   |  |
| CY (C                    | ng and F   | Use recently introduced vocabulary appropriately during discussions about texts  |   |  |  |   |  |  |   |   |  |
| ITER/                    | ds Learn   | Respond to questions using who and what linked to texts and illustrations.   |   |  |  |   |  |  |   |   |  |
| _                        | ounos pu   | Identify the main characters in stories  |   |  |  |   |  |  |   |   |  |
|                          | etters ar  | Explore what a character might say   |   |  |  |   |  |  |   |   |  |
|                          | d Rose L   | Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story.                     |   |  |  |   |  |  |   |   |  |
|                          | Red  | Use actions and pictures to orally retell stories in their own words.  |   |  |  |   |  |  |   |   |  |
|                          |  | Role play stories using simple props and recently introduced vocabulary.   |   |  |  |   |  |  |   |   |  |



| <b>EYFS</b> | Checkp | oints         |
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|---|---|---|--|--|--|--|--|--|--|
| Blend phonemes orally within VC and CVC words.  |   |   |  |  |  |  |  |  |  |
| Recognise and correctly enunciate GPCs introduced.                                    |   |   |  |  |  |  |  |  |  |
| DM: Rec – Read individual letters by saying the sounds for them.                      |   |   |  |  |  |  |  |  |  |
| Read words consistent with their phonic knowledge by accurately sound blending.       |   |   |  |  |  |  |  |  |  |
| Read words, sentences and decodable texts containing the graphemes: s a t             |   |   |  |  |  |  |  |  |  |
| DM: Rec – Blend sounds into words so that they can read short words made up of known  | 1 |   |  |  |  |  |  |  |  |
| letter-sound correspondence.  |   |   |  |  |  |  |  |  |  |
| Read words, sentences and decodable texts containing the graphemes: p i n             | 1 |   |  |  |  |  |  |  |  |
| DM: Rec – Blend sounds into words so that they can read short words made up of known  | 1 |   |  |  |  |  |  |  |  |
| letter-sound correspondence.  |   |   |  |  |  |  |  |  |  |
| Read words, sentences and decodable texts containing the graphemes: m d g             | 1 |   |  |  |  |  |  |  |  |
| DM: Rec – Blend sounds into words so that they can read short words made up of known  | 1 |   |  |  |  |  |  |  |  |
| letter-sound correspondence.  | 1 |   |  |  |  |  |  |  |  |
| Read words: sentences and decodable texts containing the graphemes: o c k             | 1 |   |  |  |  |  |  |  |  |
| DM: Rec – Blend sounds into words so that they can read short words made up of known  | 1 |   |  |  |  |  |  |  |  |
| letter-sound correspondence.  | 1 |   |  |  |  |  |  |  |  |
| Begin to recognise upper case letters alongside lower case GPCs introduced to support | 1 |   |  |  |  |  |  |  |  |
| decoding.   |   |   |  |  |  |  |  |  |  |
| Distinguish between a word, a letter and a space.                                     |   | · |  |  |  |  |  |  | ·  |
| Read word, sentences and decodable texts with the tricky word: the                    |   |   |  |  |  |  |  |  |  |
| Read High Frequency Words as is his has linked to s pronounced /z/ where appropriate. |   |   |  |  |  |  |  |  | , and the second |

LITERACY (Word Reading)

Red Rose Letters and Sounds Learning and Progression Steps for Reading/Classroom Practice

| FVES | Checkpo | nints |
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| LIIJ | CHECKP  |       |

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| 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.  DM: Rec – Spell words by identifying the sounds and then writing the sound with letter/s.  Write Phase 2 common exception words (tricky). |
|--|
| 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.  DM: Rec – Spell words by identifying the sounds and then writing the sound with letter/s.  Write phonetically decodable words within sentence is using Phase 2 words.   |
| Segment sounds in simple words.  Segment to spell VC and CVC words using Phase 2 GPCs.  DM: Rec – Spell words by identifying the sounds and then writing the sound with letter/s.  Write phonetically decodable words within sentence is using Phase 2 words.  |
| Segment to spell VC and CVC words using Phase 2 GPCs.  DM: Rec – Spell words by identifying the sounds and then writing the sound with letter/s.  Write phonetically decodable words within sentence is using Phase 2 words.   |
| DM: Rec – Spell words by identifying the sounds and then writing the sound with letter/s.  Write phonetically decodable words within sentence is using Phase 2 words.  |
| 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).   |

LITERACY (Transcription)



| <b>EYFS</b> | Check | points |
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|---------------|--|--|---|---|---|---|---|---|---|-----|---|----------|----------|------|
|               | uc   | Understands that thoughts and ideas can be written down using pictures, letters, words, sentences.   |   |   |   |   |   |   |   |     |   |          |          |      |
|               | rogressic<br>e   | Gives meanings to marks they make as they draw, write, paint and type using technology.  |   |   |   |   |   |   |   |     |   |          |          |      |
| ition)        | g and Pr<br>n Praction   | Have their own ideas and reasons for writing.  |   |   |   |   |   |   |   |     |   |          |          |      |
| (Composition) | Red Rose Letters and Sounds Learning and Progression<br>Steps for Writing/Classroom Practice | Show some understanding of writing for different purposes and copies adults writing behaviours e.g. writing on the whiteboard, writing a 'register'. |   |   |   |   |   |   |   |     |   |          |          |      |
|               | d Sound:<br>/riting/C  | Independently uses writing in play.  |   |   |   |   |   |   |   |     |   |          |          |      |
| LITERACY      | tters and<br>ps for M  | Writes letters and strings, in cluster like words.   |   |   |   |   |   |   |   |     |   |          |          |      |
|               | Rose Le<br>Ste   | Builds word using letter sounds in their writing.  |   |   |   |   |   |   |   |     |   |          |          |      |
|               | Red  | Create a simple narrative using drawings.  |   |   |   |   |   |   |   |     |   |          |          |      |
|               |  |  | I | 1 | ı | 1 | l | l | l | l . | 1 | <u> </u> | <u> </u> |      |



| · | <u>EYI</u> | <u>-S (</u> | Che | ck | <u> 100</u> | <u>nts</u> | <u>.</u> |
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|   |            |             |     |    |             |            |          |

| for  | 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. |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|
| on Steps for   | Respond to questions (who, what, where, when) using drawings linked to text and illustrations.                                  |  |  |  |  |  |  |  |
| rogressi<br>e  | Recognise their name and make marks to represent it.  |  |  |  |  |  |  |  |
| g and Pı<br>ı Practic  | Writes some letters in their name.  |  |  |  |  |  |  |  |
| Learnin<br>assroom   | Makes marks, drawings and symbols with increasing control.  |  |  |  |  |  |  |  |
| Red Rose Letters and Sounds Learning and Progression<br>Writing/Classroom Practice | Use some recognisable letters and own symbols.  |  |  |  |  |  |  |  |
| ters and<br>Wr   | If appropriate, use handwriting patter/phrase to support formation.   |  |  |  |  |  |  |  |
| e Lett   | Form letters from their name correctly.   |  |  |  |  |  |  |  |
| Rose   | DM: Rec – Form lower-case and capital letters correctly.  |  |  |  |  |  |  |  |
| Red  | Write left to right and top to bottom.  |  |  |  |  |  |  |  |

|   |   |  |  |  |  | <u>EY</u> | FS ( | Che | ck | ooi | nts | <u>;</u> |
|---|---|--|--|--|--|-----------|------|-----|----|-----|-----|----------|
|   |   |  |  |  |  |           |      |     |    |     |     |          |
|   |   |  |  |  |  |           |      |     |    |     |     |          |
| D   | Use talk to organise, sequence an clarify thinking, ideas, feelings and events.  DM: Rec – Describe events in some detail.  DM: Rec – Develop social phrases. |  |  |  |  |           |      |     |    |     |     |          |
| D   | Begin to recognise and know there needs to be spaces between words in a simple sentence.  |  |  |  |  |           |      |     |    |     |     |          |
| LIT (VCOP)  Red Rose Letters and Sounds Learning and Progression Steps for Writing/Classroom practice |   |  |  |  |  |           |      |     |    |     |     |          |



|             |   | Autum  | un 1 |  |   |  |     |  |   |     |  |  |
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|             |   |  |      |  | T |  | T I |  | T | T I |  |  |
|             |   | Count up to five objects or actions  DM: Rec - Count objects, actions and sounds   |      |  |   |  |     |  |   |     |  |  |
|             |   | Recognise and use numerals 1–5  DM: Rec – Link the number symbol (numeral) with its cardinal number value  |      |  |   |  |     |  |   |     |  |  |
|             |   | Subitise to 5  DM: Rec - Subitise  |      |  |   |  |     |  |   |     |  |  |
|             | m Practice  | Understand numbers within numbers; separating a small group of objects 1-5 in different ways (part-part whole/number bonds to 5)  DM: Rec – Automatically recall number bonds for numbers 0-5          |      |  |   |  |     |  |   |     |  |  |
| CS          | ng /Classroo  | Use the language of comparison: 'more', 'less', 'fewer', 'the same, 'enough', 'not enough' and 'too much'  DM: Rec – Compare numbers   |      |  |   |  |     |  |   |     |  |  |
| Mathematics | NCETM plus bespoke maths planning /Classroom Practice | Compare quantities of objects and find one more and one fewer  DM: Rec – Understand the 'one more than/one less than' relationship between consecutive numbers   |      |  |   |  |     |  |   |     |  |  |
| Σ           | spoke r   | Order numbers and quantities from 0–5 and introduce zero   |      |  |   |  |     |  |   |     |  |  |
|             | lus be  | Autum  | n 2  |  |   |  |     |  |   |     |  |  |
|             | СЕТМ р  | Order short sequences of familiar events; use everyday language to talk about time   |      |  |   |  |     |  |   |     |  |  |
|             | Z   | Recognise, describe and name 2-D shapes; choose a shape for a particular purpose based on its properties  DM: Rec - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. |      |  |   |  |     |  |   |     |  |  |
|             |   | Recognise common patterns  |      |  |   |  |     |  |   |     |  |  |
|             |   | Recognise, continue and create repeating patterns  DM: Rec – Continue, copy and create repeating patterns.   |      |  |   |  |     |  |   |     |  |  |



|  |  |  |  | <u>E</u> | YF | S Cl | <u>neck</u> | <u>poi</u> | <u>nts</u> |  |
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|  |  |  |  |          |    |      |             |            |            |  |
|  |  |  |  |          |    |      |             |            |            |  |

|  | Use and respond to everyday language about position  |  |   |  |   |  |   |  |      |  |
|--|--|--|---|--|---|--|---|--|------|--|
|  | Group objects according to a particular criterion  |  |   |  |   |  |   |  |      |  |
|  | Count up to six, 7, 8, 9 objects and actions.  DM: Rec – Count objects, actions and sounds               |  |   |  |   |  |   |  |      |  |
|  | Recognise numerals to 6-9  |  |   |  |   |  |   |  |      |  |
| ractice  | Recognise mistakes in counting and correct them  |  |   |  |   |  |   |  |      |  |
| sroom P  | Deconstruct numbers 7-9 using the part-part whole model  |  |   |  |   |  |   |  |      |  |
| Mathematics plus bespoke maths planning / Classroom Practice | Count up to ten objects and actions; read numerals up to 10 and match with the correct number of objects |  |   |  |   |  |   |  |      |  |
| Mathematics<br>e maths planning/                             | Recognise number bonds to 10  DM: Rec – Explore composition of numbers to 10.                            |  |   |  |   |  |   |  |      |  |
| Mat<br>oke ma  | Count the objects in two groups to find the total  |  |   |  |   |  |   |  |      |  |
| us besp  |  |  | 1 |  | ı |  | 1 |  | <br> |  |
| NCETM pli  |  |  |   |  |   |  |   |  |      |  |



| EYFS Checkpoints |
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|   | I am Spe   | cial |  |  |  |  |  |  |  |
|---|--|------|--|--|--|--|--|--|--|
| _ | Talk about themselves, their likes, dislikes, and what makes them special. | cial |  |  |  |  |  |  |  |
|   |  | cial |  |  |  |  |  |  |  |
|   | Talk about themselves, their likes, dislikes, and what makes them special. | cial |  |  |  |  |  |  |  |

UNDERSTANDING THE WORLD

Questful RE / Classroom Practice

| ı a   | iii Speciai |  |  |  |  |  |  |  |
|---|-------------|--|--|--|--|--|--|--|
| Talk about themselves, their likes, dislikes, and what makes them special.  |             |  |  |  |  |  |  |  |
| Talk about feelings they have experienced.                                  |             |  |  |  |  |  |  |  |
| Talk about the names Christians give to God.                                |             |  |  |  |  |  |  |  |
| talk about Muslim prayer beads and how they are used.                       |             |  |  |  |  |  |  |  |
|   | Harvest     |  |  |  |  |  |  |  |
| Talk about the food they enjoy.   |             |  |  |  |  |  |  |  |
| Talk about harvest around the world.  |             |  |  |  |  |  |  |  |
| Talk about why we celebrate harvest.  |             |  |  |  |  |  |  |  |
| Talk about why it is important to help others, particularly at harvest time |             |  |  |  |  |  |  |  |



Learn about the Eatwell plate

wellbeing: Healthy eating

DM: Rec - Know and talk about the different factors that support their overall health and

| EYFS Checkpoints |
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|---|---|-------|----|---|---|---|---|--|--|--|--|
|   | Dough Ba  | bies  |    |   |   |   |   |  |  |  |  |
|   | Talk about what they see, using a wide range of vocabulary.   |       |    |   |   |   |   |  |  |  |  |
|   | Talk about the differences between materials and changes they notice.                               |       |    |   |   |   |   |  |  |  |  |
|   | Describe what they see, hear and feel (Dough Babies)  |       |    |   |   |   |   |  |  |  |  |
|   | Use all their senses in hands-on exploration of natural materials.                                  |       |    |   |   |   |   |  |  |  |  |
| tice  | Food of the   | Seaso | าร |   |   |   |   |  |  |  |  |
| Science – Rising Stars / Classroom Practice | Begin to understand the need to respect and care for the natural environment and all living things. |       |    |   |   |   |   |  |  |  |  |
| /Classro                                    | Explore the natural world around them.  |       |    |   |   |   |   |  |  |  |  |
| g Stars /                                   | Understand the effect of changing seasons on the natural world around them.                         |       |    |   |   |   |   |  |  |  |  |
| Science – Rising Stars /Cl                  | Describe what they see, hear and feel whilst outside.   |       |    |   |   |   |   |  |  |  |  |
| Science                                     | Explore and talk about different forces they can feel.  |       |    |   |   |   |   |  |  |  |  |
|   | Explore collections of materials with similar and/or different properties.                          |       |    |   |   |   |   |  |  |  |  |
|   | Recognise some environments that are different to the one in which they live.                       |       |    |   |   |   |   |  |  |  |  |
|   | Explore how things work.  |       |    |   |   |   |   |  |  |  |  |



| EYFS Checkpoints |
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|                               |                             | Talk about their immediate family and discuss similarities and differences.  |  |  |  |  |  |  |  |  |
|-------------------------------|-----------------------------|--|--|--|--|--|--|--|--|--|
|                               |                             | Talk about members of the community e.g. teachers, doctors, dentists, Rainbow/Beaver leaders.                                  |  |  |  |  |  |  |  |  |
|                               |                             | Sequence family members by size and age (e.g. baby, child, adult)  |  |  |  |  |  |  |  |  |
| (W                            |                             | Show an understanding that they have grown from a baby into a child and that they will get older.                              |  |  |  |  |  |  |  |  |
| D (UT                         |                             | Use vocabulary for time e.g. today, yesterday, tomorrow, old, new, now, then   |  |  |  |  |  |  |  |  |
| UNDERSTANDING THE WORLD (UTW) | Practice                    | Comment on images of familiar situations in the past (Homes, toys, Bonfire night in the past, Black History Month inventors)   |  |  |  |  |  |  |  |  |
| THE                           | History /Classroom Practice | Compare and contrast characters from stories, including figures from the past (Remembrance Day, Grandparents, Remembrance Day) |  |  |  |  |  |  |  |  |
| IDING                         | ory /Cla                    | Comment on images of familiar situations in the past (Space exploration)   |  |  |  |  |  |  |  |  |
| RSTAN                         | Hist                        | Compare and contrast characters from stories, including figures from the past ( Neil Armstrong, Buzz Aldrin, Yuri Gagarin)     |  |  |  |  |  |  |  |  |
| UNDE                          |                             |  |  |  |  |  |  |  |  |  |
|                               |                             |  |  |  |  |  |  |  |  |  |



|  |  |  |  |  | <u> </u> | <u>:Y</u> | <u> </u> | <u>ne</u> | CK | <u>ooir</u> | <u>nts</u> |  |
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|  |  |  |  |  |          |           |          |           |    |             |            |  |

| 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).                                |  |  |  |  |  |  |  |  |

Geography Classroom Practice



| E | Y | F | S | ( | C | h | e | C | k | p | 0 | i | n | ts | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|
|   |   |   | _ |   | _ |   | _ | _ |   | _ | _ |   |   |    |   |

|  | Explorin  | ng Sound |   |   |  |  |  |  |  |  |   |
|--|---|----------|---|---|--|--|--|--|--|--|---|
|  | To explore using our voices to make a variety of sounds.  |          |   |   |  |  |  |  |  |  | ] |
|  | To explore how to use our bodies to make sounds   |          |   |   |  |  |  |  |  |  |   |
|  | To explore different sounds and think about tempo   |          |   |   |  |  |  |  |  |  |   |
|  | To explore the sounds of different instruments  |          |   |   |  |  |  |  |  |  | ] |
| <u> </u>   | To experiment with tempo and dynamic when playing instruments                                     |          |   |   |  |  |  |  |  |  | ] |
| Music  | To identify sounds in the environment and differentiate between them.                             |          |   |   |  |  |  |  |  |  | ] |
| VRTS (   | To use musical vocabulary when describing environmental sounds.                                   |          |   |   |  |  |  |  |  |  |   |
| EXPRESSIVE ARTS (Music) KAPOW / Classroom Practice | To identify and describe familiar nature sounds and differentiate between them                    |          |   |   |  |  |  |  |  |  |   |
| PRES!  | To use voices to imitate natural sounds   |          |   |   |  |  |  |  |  |  |   |
|  | Celebrati   | ion Musi | С | ı |  |  |  |  |  |  |   |
|  | To learn about music from another culture, particularly when related to the festival of Diwali    |          |   |   |  |  |  |  |  |  |   |
|  | To respond to music with movement   |          |   |   |  |  |  |  |  |  |   |
|  | To learn about music from another culture, particularly when related to the festival of Hanukkah. |          |   |   |  |  |  |  |  |  |   |
|  | To learn the names of some traditional Jewish musical instruments.                                |          |   |   |  |  |  |  |  |  |   |
|  | To play and move to traditional Jewish Hanukkah music.  |          |   |   |  |  |  |  |  |  |   |



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| EYF5 | Cneck | points            |
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|  |  |  | · | · |  |  |  |  |  |
|--|--|--|---|---|--|--|--|--|--|

|         | 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 |  |
|         | 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            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| (Music) | To sing and move to a Christmas song  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|         | To suggest appropriate actions to match song lyrics   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| VE ARTS | To sing and move to Christmas songs   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |

EXPRESSIV



|   | Drawing: M  | arvellous I | Marks |       |   |  |  |  |  |  |
|---|---|-------------|-------|-------|---|--|--|--|--|--|
|   | To explore making marks with wax crayons.                         |             |       |       |   |  |  |  |  |  |
|   | To investigate the marks and patterns made by different textures. |             |       |       |   |  |  |  |  |  |
|   | Explore making marks with felt tips.                              |             |       |       |   |  |  |  |  |  |
|   | Use a felt tip to make patterns.                                  |             |       |       |   |  |  |  |  |  |
|   | Explore making marks with chalk.                                  |             |       |       |   |  |  |  |  |  |
| . & DT)                                       | To make controlled large and small movements.                     |             |       |       |   |  |  |  |  |  |
| RESSIVE ARTS (Art & KAPOW AClassroom Practice | To compare different ways of making marks and drawing.            |             |       |       |   |  |  |  |  |  |
| E ART   | Create a simple observational drawing.                            |             |       |       |   |  |  |  |  |  |
| EXPRESSIVE KAPOW AC                           | Explore mark making using pencils.                                |             |       |       |   |  |  |  |  |  |
| EXPRI   | Create a simple observational drawing.                            |             |       |       |   |  |  |  |  |  |
|   | Use a variety of colours and materials to create a self-portrait. |             |       |       |   |  |  |  |  |  |
|   | Express their own self-image through art.                         |             |       |       |   |  |  |  |  |  |
|   | Painting & Mixed I  | Media: Pai  | nt My | World | d |  |  |  |  |  |
|   | Explore paint through finger painting.                            |             |       |       |   |  |  |  |  |  |
|   | Respond to music through the medium of painting.                  |             |       |       |   |  |  |  |  |  |



|  |  |  |  |  | <u>E</u> | YF | S Ch | eck | <u>poi</u> ı | <u>nts</u> |  |
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|    |        | Make child-led collages using mixed media.                     |  |  |  |  |  |  |  |  |
|----|--------|--|--|--|--|--|--|--|--|--|
| 4  | Art/DT | Create landscape collages inspired by the work of Megan Coyle. |  |  |  |  |  |  |  |  |
| [/ | APOW   | Create natural paintbrushes using found objects.               |  |  |  |  |  |  |  |  |
|    |        | Create a large piece of group artwork based around fireworks.  |  |  |  |  |  |  |  |  |