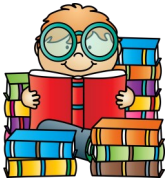




Autumn Checkpoint	End of Spring Term Checkpoint
Specific Area: Literacy	
Comprehension	
- Enjoys listening to stories. - Retells a simple story using pictures. - Sequences familiar stories. - Independently looks at books - Listens attentively to stories. - Talks about the main events in the story. - Answers questions about favourite stories.	- Enjoys listening to stories. - Retells a simple story using pictures. - Sequences familiar stories. - Independently looks at books - Listens attentively to stories. - Talks about the main events in the story. - Answers questions about favourite stories 
Word Reading and Phonological Awareness	
- Experiments with sounds and words - Can orally blending and segment words - Shows an awareness of rhyme, rhythm and alliteration - Blends, reads and manipulates CVC words including known phonemes / graphemes. - Has knowledge of 20 of the common consonants and vowels and blends them together in reading simple CVC words - Sounds-Write Initial Code Units 1-5 - Reads aloud simple graded books applying their knowledge of phonics and common exception words - Re-reads books, building fluency and deepening understanding	- Blends, reads and manipulates CVC words including known phonemes / graphemes. - Blends, reads and manipulates VCC and CVCC words including known phonemes / graphemes. - Sounds-Write Initial Code Units 6 – 9 - Applies phonic knowledge and skills as a route to decode words, and reads common exception words - Re-reads books, building fluency and deepening understanding  
Writing	
- Ascribes meaning to signs, symbols and words. - Talks about ideas they want to write about. - Writes some letters accurately. - Writes some or all of their name. - Knows phonemes are represented by graphemes. - Segments common consonants and vowels. - Says a simple sentence for writing (oral and count words).	- Creates simple sentences / texts to communicate meaning - Articulates ideas before writing - Writes words, simple phrases and sentences using phonic knowledge and learnt common exception words. - Starting to use capital letters, full stops and spaces between words. - Forms some lower case and capital letters correctly. - Re-reads what they have written with some adult support.
Specific Area: Mathematics	
Number and Numerical Pattern	
- Recites numbers to 10 It's me 1, 2, 3 - Find 1, 2 and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 1 more / 1 less (within 3) - Composition of 1, 2 and 3 1, 2, 3, 4, 5 - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more / 1 less (within 5) - Composition of 4 and 5 - Composition of 1-5	- Find, subitise and represent 0 to 5 1 more / 1 less within 5 - Composition within 5 - Find and represent 6, 7, 8, 9 and 10 - Composition of 6, 7 and 8 - Make pairs – odd and even - Doubles to 10 - Combine two groups - Compare numbers to 10 - Conceptual subitising to 10 1 more / 1 less within 10 - Composition to 10 - Explore even and odd 



Autumn Checkpoint	End of Spring Term Checkpoint
Specific Area: Understanding the World	
Past and Present	
•Talk about sequences relevant to them and sequence stories. •Knows the days of the week and their order •Sequence family members, explaining who they are. Explain the key differences in what family members of different ages can and can't do. •Notice and celebrate things they can do now that they could not do when they started school. •Talk about past and present events in their own life and in the lives of family members.	•Knows the order of the seasons •Knows 'then' and 'now' as a concept •Uses ordering language e.g. first, next, after that. •Compares personal experiences with the past. •Can identify similarities and differences in jobs •Understands wider roles in society e.g. student, parent, retired •Identifies the role of the emergency services and knows how to call for help •Can talk about their aspirations for their own role in society.
People, Cultures & Communities	
•Talk about the people and places that are familiar. •Know some of the things that makes them unique. •Know that other children do not always enjoy the same things and be sensitive to this. •Know about similarities and differences between themselves and others. •Shows positive attitudes about differences between people. •Discover what might happen on some special days. •Joins in with celebrations.	•Name some places of worship. •Know why religious venues are special and who goes there. •Articulate what others celebrate and understand that some special days repeat annually. 
The Natural World	
•Explore the natural world around them. •Through stories begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries •Identifies some features on a map •Name different settings in familiar stories (e.g. hill / forest / town/ farm/ pond) •Talk about the features of their own immediate environment and how environments might vary from one another.	•Know some similarities and differences between the natural world around them and contrasting environments. •Develop an understanding of the effect their behaviour can have on the environment. •Understands the effect of changing seasons on the natural world. •Observes some features in the natural world in a contrasting environment from where they live and draw what is seen •Knows that organic things decay over time e.g. compost. •Know what plants and animals need to survive. •Talk about a range of different life cycles. 
Specific Area: Arts & Design	
Creating with Materials	
Drawing: Mark Making and Printing • Use a range of different techniques and materials, • Cut continuously with scissors to make lines or snips • Use drawing materials to create pictures • Independent choices about the resources • Talk about creations. • Use different textures and combine media. • Use moulding tools with malleable materials. • Use shapes and colours in observational drawings.	Painting and Mixed Media: Paint My World • Use different techniques and materials to achieve the desired effect and talk about what has been created. • Mix colours to produce different shades and combine materials to create different textures. • Begin to plan a design before starting. • Use a range of tools and equipment and selects the most appropriate tool or joining material for the job. • Cut along curved lines with scissors 
Being Imaginative	
•Experiments with a range of instruments. •Joins in with singing in a familiar group. •Accesses role play and small world resources. •Play alongside others to develop storylines. •Works with others to enhance small world play •Sings and performs familiar songs. •Moves in response to music.	•Plays a range of percussion instruments and glockenspiel. Uses instruments to compose own music. •Collects resources to develop own role play storylines. •Works with others to engage in and develop creative role play and small world play, which sometimes develops over time •Sings calls and responds to songs, echoing phrases sung to them 