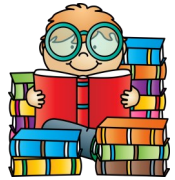




Baseline Checkpoint	End of Autumn Term Checkpoint
Specific Area: Literacy	
Comprehension	
- Enjoys listening to stories and retell a simple story using visual clues, e.g. talking through a familiar book. - Joins in with familiar rhymes and songs.	- Enjoys listening to stories. - Retells a simple story 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	
- Can discriminate between sounds. - Can keep a simple rhythm and match rhyming words. - Is able to recognise own name. - Can say the initial sound in a word. - Can orally blend some simple cvc words. 	- 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
Writing	
- Can say the initial sound in a word. - Uses some recognisable letter shapes when writing own name. - Can orally segment some simple cvc words.	- 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). 
Specific Area: Mathematics	
Number and Numerical Pattern	
- Has some understanding of numbers to 5 - Knows that the amount stays the same however objects are arranged. - Rote counts to 10 - Subitises to 3. - Compares amounts using the language of 'more'.	- 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 



Baseline Checkpoint	End of Autumn Term Checkpoint
Specific Area: Understanding the World	
Past and Present	
• Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.	• 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.
People, Cultures & Communities	
• Talks about the world around and the people and places that are familiar. 	• Talk about the world around and the people and places that are familiar. • Know some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family. • 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, and among families, communities and traditions. • Shows positive attitudes about differences between people. • Discover what might happen on some special days. • Joins in with celebrations and recalls what happened last time.
The Natural World	
• Explores the natural world and talk about out the things that are noticed. • Recognises change and can describe what is happening. 	• 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) • Know what plants and animals need to survive. • Talk about a range of different life cycles. • Talk about the features of their own immediate environment and how environments might vary from one another.
Specific Area: Arts & Design	
Creating with Materials	
• Uses a range of different techniques and variety of materials, e.g. paint, collage. • Can cut with scissors to make lines or snips • Uses a paintbrush to form lines and circles. • Uses drawing materials to create pictures with a range of lines and shapes.	Drawing: Mark Making and Printing • Use a range of different techniques and variety of materials, e.g. paint, collage. • Cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. • Use drawing materials to create pictures with a range of lines and shapes. • Craft and Design: Let's get Crafty • Independent choices about the resources • Talk about creations. • Use different textures in creations and combine media. • Cut along curved lines with scissors • Use moulding tools with malleable materials. • Use shapes and colours in observational drawings. 
Being Imaginative	
• Experiments with a range of percussion instruments. • Joins in with singing in a familiar group. • Accesses role play and small world resources, sometimes playing with others to develop storylines.	• Experiments with a range of percussion instruments. • Joins in with singing in a familiar group. • Accesses role play and small world resources. • Play alongside others to develop storylines in role play • Works with others to enhance small world play with a range of props used flexibly and with imagination • Sings and performs familiar songs. • Moves in response to music. 