


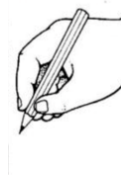


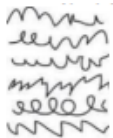
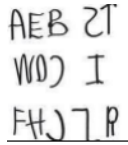
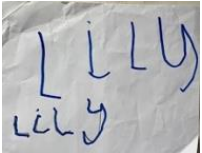


Nursery Assessment Checkpoints.

COEL	<p>In assessing what the children know, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <p>Playing and exploring: - children investigate and experience things, and 'have a go'.</p> <p>Active learning: - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p> <p>Creating and thinking critically: - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>			
Prime Area	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
CLLD	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Listen with interest to the noises adults make when they read stories.• Listen to simple stories/rhymes and understand what is happening, with the help of the pictures.• Identify familiar objects and properties for practitioners when they are described: for example: 'blue car', 'shiny apple'.• Understand and act on longer sentences like "Can you show me the red car"• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). <p>Speaking</p> <ul style="list-style-type: none">• Use gestures with limited talk.• Copy sounds and words like 'all gone'.• Use everyday words to talk about people known to them.• Beginning to build vocabulary with support.• Enjoying using unfamiliar words.• Repeat unfamiliar language from a book.• Beginning to sing songs and rhymes.• Can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye mummy'• Slowly developing language skills with correct tense. (Consider is a child mixes up tenses 'ranned' instead of 'run')• Will repeat a modelled sentence. (May have problems saying some sounds.)• Beginning to use talk in play.	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Ability to concentrate for around 3 minutes.• Join in with rhymes and songs by making sounds and by moving body.• Respond to adults making sounds and moving their bodies.• Responds to my own name.• Match objects to names and will bring my favourite toy when asked.• Respond to very simple requests especially when shown first by an adult.• Anticipate actions and sounds from an action toy.• Explore objects using my senses.• Understand more simple questions and instructions. E.g., 'Where is your shoe?'• Identify my own friends.• Operate some ICT or mechanical toys. <p>Speaking</p> <ul style="list-style-type: none">• Make requests using two words.• Use everyday words to talk about people I know.• Copies sounds and words a lot.• Use 50 or more single words. These will also become more recognisable to others.• Start to compose short sentences together with 2-3 words.	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Concentrate for around 6 minutes.• Respond to my own name and will change my activity when encouraged to by adults.• Identify characters and actions in my favourite books.• Respond to two requests: "Get your water bottle and coat".• Respond to simple questions.• Identify objects according to simple properties.• Initiate some actions in play that are familiar from home.• Understand between 200 and 500 words.• Understand 'why' questions, like: "Why do you think the boy is sad?"• Focus on adults as they read or sing, responding with sounds and movements.• Enjoy listening to longer stories and can remember much of what happens. <p>Speaking</p> <ul style="list-style-type: none">• Express feelings, desires and needs.• Begin to hold a conversation.• Remember and use new words. My vocabulary increases rapidly.• Ask questions and I can respond to questions using simple sentences.• Play make-believe games.	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Turn my head and focus on adults and friends as I speak and play, responding to comments.• Listen to and follow directions.• Remember and join in with rhymes and familiar stories.• Find the right tool for a job.• Follow instructions using prepositions.• Respond to a string of requests one after another (not quickly).• Ask and respond to 'why' questions.• Follow a story with props and pictures.• Show interest in the lives of other people or events.• Recognise some similarities and differences between people.• Show interest in other technological items. <p>Speaking</p> <ul style="list-style-type: none">• Start to link simple sentences.• Explain in simple sentences what happened and what might happen.• Use tense, intonation and rhythm to enhance meaning.• Use vocabulary to express imaginary events in play.• Engage in imaginary role play sometimes building stories around toys and objects.

	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
Prime Area PSHE	Self-Regulation <ul style="list-style-type: none"> Starts to separate from main carer with support and encouragement from a familiar adult. Express own likes and interests. Demonstrate a sense of self as an individual Explore new toys and environments, still need to 'check in' regularly with a familiar adult as and when needed. Managing Self <ul style="list-style-type: none"> Express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle. Respond to a few appropriate boundaries, with encouragement and support. Seek comfort from familiar adults when needed. Building Relationships <ul style="list-style-type: none"> Play alongside others. Use a familiar adult as a secure base from which to explore independently in new environments Play cooperatively with a familiar adult. Show affection and concern for people who are special to me. Start to form a special friendship with another child. 	Self-Regulation <ul style="list-style-type: none"> Explore new toys and environments, support from familiar adult as and when needed. Separate from my main carer with support and encouragement from a familiar adult. Join in a range of activities that interest me. Managing Self <ul style="list-style-type: none"> Begin to learn that some things are mine, some things are shared, and some things belong to other people. Seek comfort from familiar adults, when needed. Respond to the feelings and wishes of others. Show a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g., may have tantrums. Develop the ability to distract myself when upset, e.g., by engaging in a new play activity Building Relationships <ul style="list-style-type: none"> Play alongside others. Use a familiar adult as a secure base from which to explore independently in new environments, e.g., venture away to play and interact with others but return for a cuddle or reassurance if I become anxious. 	Self-Regulation <ul style="list-style-type: none"> Engage in pretend play with toys. Express own preferences and interests. Confident to talk to other children when playing together. Demonstrate a sense of self as an individual, e.g., want to do things independently. Select and use resources with support Managing Self <ul style="list-style-type: none"> Aware of others' feelings, e.g., meaning of crying or look excited on hearing a familiar happy voice. Respond to a few appropriate boundaries, with encouragement and support. Express my own feelings such as sad, happy, cross, scared, worried. Aware that some actions can hurt or harm others. Try to help or give comfort when others are distressed. Control my own actions/behaviours, e.g., stop myself from doing something I shouldn't do. Building Relationships <ul style="list-style-type: none"> Play cooperatively with a familiar adult, e.g., rolling a ball back and forth. Interested in others' play and start to join in. Seek out others to share experiences. Form a special friendship with another child. Show affection and concern for people who are special to me. 	Self-Regulation <ul style="list-style-type: none"> Select and use activities and resources. Confident to talk to other children when playing. More outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help. Welcome and value praise for what I have done. Managing Self <ul style="list-style-type: none"> Aware of own feelings and know that some actions and words can hurt others' feelings. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. Usually tolerate delay when needs are not immediately met. Usually adapt behaviour to different events, social situations, and changes in routine Building Relationships <ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas, e.g., building up a roleplay activity with other children. Initiate play, offering cues to peers to join me. Keep play going by responding to what others are saying or doing. Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Prime Area	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
PD	<p>Gross Motor</p> <ul style="list-style-type: none"> •Develop their movement skills (walk/run) •Develop their balancing skills (squat/climb) •Develop their riding skills (scooters, trikes, and bikes). •Develop their coordination skills (kick/throw a ball) •Go up steps and stairs, or climb up apparatus, using alternate feet. •Skip, hop, stand on one leg, and hold a pose for a game like musical statues. •Use large-muscle movements to wave flags and streamers, paint and make marks. <p>Fine Motor</p> <ul style="list-style-type: none"> •Can start to turn pages in a book, sometimes several at once. •Can use one-handed tools and equipment, for example, making snips in paper with scissors. •Start to eat independently and learning how to use a knife and fork. •Use a comfortable grip with good control when holding pens and pencils. •Show a preference for a dominant hand. 	<p>Gross Motor</p> <ul style="list-style-type: none"> •Ability to walk confidently and climb onto furniture. •Ability to walk upstairs with my hand held. •Ability to run, squat, climb, carry objects. •Attempt to kick a ball. •Stand on one foot with support. •Use my feet to scoot along on a strike. •Control my whole body and able to negotiate space and objects. •Run safely on my whole foot <p>Fine Motor</p> <ul style="list-style-type: none"> •Use skills to manage button, zip coat and pour drinks. •Independently use a knife and fork. •Develop manipulation and control such as paintbrushes, jugs, scissors. •Explore different materials and tools such as playdough using a rolling pins and knives for cutting. 	<p>Gross Motor</p> <ul style="list-style-type: none"> •Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. •Go up steps and stairs, or climb up apparatus, using alternate feet. •Skip, hop, stand on one leg and hold a pose for a game like musical statues. <p>Fine Motor</p> <ul style="list-style-type: none"> •Begin to use a five finger grasp and pincer grip. •Confidently manipulate and control such as paintbrushes, jugs, scissors. •Continue to explore different materials and tools such as playdough using a rolling pins and knives for cutting. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. •Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand 

Specific Area	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
Literacy Phase 1 Option 1	Phase 1 Aspect 1 Environmental sounds Phase 1 Aspect 2 Instrumental sounds	Phase 1 Aspect 3 Body percussion Phase 1 Aspect 4 <i>Rhythm & Rhyme</i>	Phase 1 Aspect 5 Alliteration Phase 1 Aspect 6 Voice sounds	Revision of Aspects 1-6 Phase 1 Aspect 7 Oral blending & segmenting
Option 2	Phase 1 Aspect 1- Aspect 6	Phase 1 Aspect 1- Aspect 6	Phase 1 Aspect 1- Aspect 6	
Literacy Reading	Comprehension Understand key concepts about print: •Shows an interested in books and rhymes and may have favourites. •Handles books and printed material with interest. •Shows an interest in books and rhymes and may have favourites. Reading Developing a phonological awareness: •Shows an interest in rhymes and may have favourites. •Joins in with clapping along to songs and rhymes. •Notices and repeat sounds.	Comprehension Understand key concepts about print: •Know books have words and pictures. •Know words have meaning. •Enjoy sharing books with an adult. Reading Developing a phonological awareness: •Recognise my name •Point to print in the classroom environment. •Recognise signs from local environment (shops, fast food, bus stop, metro) •Enjoy songs and rhymes, tuning in and paying attention. •Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. •Say some of the words in songs and rhymes. •Copy finger movements and other gestures. •Sing songs and say rhymes independently, for example, singing whilst playing	Comprehension Understand key concepts about print: •Recognise my name in line up of names. •Pay attention and respond to the pictures or the words. •Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. •Repeat words and phrases from familiar stories. •Ask questions about the book. Makes comments and shares their own ideas. •Develop play around favourite stories using props Reading •Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. •Listens for rhyming words. •Counts or clap syllables in a word. •Recognise words with the same initial sounds such as snake, sausage, sock.	Comprehension Understand key concepts about print: •Recognise my name in line up of names. •Holds a book, turn the pages and indicate an understanding of pictures and print. •Tell a story to friends. •Talk about events and characters in books. •Make suggestions about what might happen next in a story. Reading Developing a phonological awareness: so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as snake, sausage, sock •can orally segments and blend
Literacy Writing	Exploratory Mark Making •Enjoys mark making experiences as a sensory aspect (using fingers) and notice the marks and traces their actions leave behind. E.g. a child making marks in shaving foam may notice that marks are left behind when they move their fingers through the mixture and may repeat this action or vary their movements in response to the experience. Intentional Mark Making •Deliberately mark makes and can give meaning to their marks by talking to themselves or others as they make marks or share their creations and tell others about their mark making to which they attribute specific meaning. E.g. "That's daddy" •Mark makes on their picture to stand for their name.	Intentional Mark Making •Enjoy drawing freely. •Add some marks to their drawings, which they give meaning to. For example: "That says mummy." •Make marks on their picture to stand for their name 	Intentional Mark Making •Turns pages in a book. •Use a range of tools to make marks and show an interest in my own marks and others marks. 	Intentional Mark Making •Use some of their print and letter knowledge in their early writig. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. •Write some or all of their name. •Can recognise the capital letter at the start of name. •Write some letters accurately. 

Specific Areas:	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
Mathematical Development	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Beginning to organise and categorise objects. (e.g. sorting by colour) Say some counting words randomly. (1, 2, 3 when pointing to objects) Selects a small number of objects from a group when asked. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create my own simple structures and arrangements. Fills and empties containers. Associates a sequence of actions with daily routines. (milk time and then home time) Can compare quantities using language: 'more than', 'fewer than' (e.g. filling up and emptying containers) Beginning to use positional language (bag under table.) Talks about and identifies the patterns around them. (E.g. stripes on clothes, design on rugs, wallpaper.) 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers to 5 Say one number for each item in order: 1,2,3,4,5 Experiment with their own symbols and marks as well as numerals. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Start to fit shapes into board puzzles or shape sorters. Begin to build using simple blocks. Compare quantities using language: 'more than', 'fewer than' such as filling and emptying a container. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total. ('cardinal principle'). Recite numbers past 5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing Make comparisons between objects relating to size, length, weight and capacity 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Recite numbers to 10 and sometimes count accurately. Represent numbers using marks, fingers or digits. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...

Specific Areas:	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
Understanding the World History Geography Science Computing	People, Culture & Communities Past and Present <ul style="list-style-type: none"> • Begins to make sense of their own life-story and family's history. Can tell you about my family who live in my house. • Curious about people and show interest in stories about myself and my family. • Enjoy pictures and stories about myself my family and other people. • Show interest in different occupations and knows who can help them in school. • Knows who helps them in our immediate world. (Mum and Dad) Natural World <ul style="list-style-type: none"> • Explore their senses in hands on exploration of natural materials, linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Talk about what they see, using a wide vocabulary. (It's snowing) • Explore how things work. (Explore wind-up toys or buttons on books making sound. 	People, Culture & Communities Past and Present <ul style="list-style-type: none"> • Look at personal chronology since birth with photographs. • Talk about self and my family • What are our favourite celebrations each year? • Naming significant family members (own families) Natural World <ul style="list-style-type: none"> • Can play with small-world models such as a farm, a garage, or a train track. • Understand the effect of changing seasons on the natural world around them – Autumn into Winter • Explore where space is through reading stories, watching clips and looking at pictures. • Explore the idea of light/dark and night/day. <p>To have role play opportunities for exploring technology around them:</p> <ul style="list-style-type: none"> • in the home such as toy microwave, cameras & clocks. 	People, Culture & Communities Past and Present <ul style="list-style-type: none"> • Talking about the lives of the people around them and their roles in society. • Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understanding the past through settings, characters and events encountered in books read in class and storytelling. Natural World <ul style="list-style-type: none"> • Notice features of objects in the environment • Understand the effect of changing seasons on the natural world around them – Spring such as new life and growth. <p>To have role play opportunities for exploring technology around them:</p> <ul style="list-style-type: none"> • in the outdoors such as traffic lights, walkie talkies and construction sites or magnifying tools and use of Mash cams to talk about outdoor technology such as a farmer or police officer. 	People, Culture & Communities Past and Present <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to me. • Recognise and describe special times or events for family or friends. <p>Read stories about kings and queens.</p> <ul style="list-style-type: none"> • Examine pictures of the King and his family-who are they? • Show an interest in different occupations and ways of life. Natural World <ul style="list-style-type: none"> • Can show care and concern for living things and the environment • Can talk about some of the things I have observed such as plants, animals, natural and found objects. • Can talk about why things happen and how things work. • Understand the effect of changing seasons on the natural world around them – Summer • Explain what the 5 senses are. Explore what they see, hear and feel. <p>To have role play opportunities for exploring technology around them:</p> <ul style="list-style-type: none"> • in the wider world such as a toy shopping till, calculator, barcode reader, QR code, spacecraft or doctors set.

Specific Areas:	Baseline	Autumn Term 2	Spring Term 2	Summer Term 2
Expressive Art & Design Art DT Music	Creating with Materials <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. (block as a phone) • Explore different materials freely, to develop their ideas about how to use them and what to make. (junk modelling, sticking things together with glue/tape) Being Imaginative & Expressive <ul style="list-style-type: none"> • Joins in singing favourite songs. • Create sounds by banging, shaking, tapping or blowing. • Dances to music 	Creating with Materials <ul style="list-style-type: none"> • Join in singing favourite songs. • Create sounds by banging, shaking, tapping or blowing. • Explore different ways of joining materials. • Explore different materials and combine them to make different models for a purpose. • Use pictures as inspiration to create structures with different building materials inside and outside. Being Imaginative & Expressive <p>Draw lines and circles with meaning:</p> <ul style="list-style-type: none"> • Study the details of the face. • Experimenting with colour mixing 	Creating with Materials <ul style="list-style-type: none"> • Show an interest in the way musical instruments sound. • Experiment with blocks, colours and marks • Express their ideas in a variety of ways – through drawing and painting. • Understand what an outline is. • Practice cutting out shapes with straight and curved edges. • Use split pins with support to make a moving part. Being Imaginative & Expressive <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Listen with increased attention to sounds. • Remember and sing entire songs. 	Creating with Materials <ul style="list-style-type: none"> • Be confident in their selection and use of a range of media to enable them to express themselves. • Can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. • I can sing a song. • Draw a person. Being Imaginative & Expressive <ul style="list-style-type: none"> • Build stories around toys • Use available resources to create props to support role-play. <p>Creating own songs.</p> <ul style="list-style-type: none"> • Using Instruments to show simple emotions. • Listening to simple and known melodies