




Reception 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 CLLD	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understand a question or instruction that has two parts Understand 'why' questions. Understand how to listen carefully and why listening is important. <p>Learn new vocabulary linked to daily routine / theme.</p> <ul style="list-style-type: none"> Begin to engage in story time Listen to and begin to talk about stories to build familiarity and understanding Listen carefully to rhymes and songs and begin to pay attention to how they sound <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary throughout the day Begin to ask questions to find out more and to check they understand what has been said to them Begin to articulate their ideas and thoughts in well-formed sentence Begin to connect one idea or action to another using a range of connectives Begin to describe events in some detail Develop social phrases Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems, and songs Listen to and talk about stories to build familiarity and understanding. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour e.g., nonsense rhymes / jokes <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence. Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g., nonsense rhymes/jokes <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Prime Area	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
PSHE	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries. ▪ Begin to express feelings and consider the feelings of others ▪ Begin to set own goals and show resilience and perseverance in the face of challenge ▪ Begin to identify and moderate own feelings socially and emotionally <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ▪ Develop confidence to try new activities and show independence ▪ Know and begin to talk about the different factors that support their overall health and wellbeing <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Begin to see self as a valuable individual ▪ Begin to build constructive and respectful relationships 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge ▪ Identify and moderate own feelings socially and emotionally ▪ Think about the perspectives of others <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual ▪ Build constructive and respectful relationships 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ▪ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Work and play cooperatively and take turns with others ▪ Form positive attachments to adults and friendships with peers ▪ Show sensitivity to their own and to others' needs. ▪ Continue to see self as a valuable individual

Prime Area PD	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired. Begin to develop overall body-strength, balance, co-ordination and agility. Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Begin to combine different movements with ease and fluency. Begin to use a range of large and small apparatus indoors and outside confidently and safely, alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking Further develop the skills they need to manage the school day successfully: /lining up and queuing □ mealtimes / personal hygiene <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Continue to develop small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Begin to progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination, and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including passing, batting, and aiming <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons Begin to develop the foundations of handwriting style, which is fast, accurate and efficient, consolidating. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 

Specific Areas: Literacy Comp/ Reading Writing	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. • Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Understand the five key concepts about print. <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to develop P1 phonological awareness. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known GPCs. • Begin to read a few common exception words matched to the school's phonic programme. • Begin to read simple phrases / sentences. • Read guided reading books aligned to phonic knowledge <p>Writing:</p> <ul style="list-style-type: none"> • Write name correctly. • Use some of their print and letter knowledge in their early writing. • Begin to form lower-case letters correctly. • Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs. 	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Begin to anticipate - where appropriate - some key events in stories. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to develop P1 phonological awareness. • Begin to read words consistent with their phonic knowledge. • Read some common exception words matched to the school's phonic programme. • Read simple phrases / sentences. • Read guided reading books aligned to phonic knowledge <p>Writing:</p> <ul style="list-style-type: none"> • Form most lower-case and capital letter correctly • Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words. • Write captions/phrases and begin to write simple sentences using known GPCs. • Re-read what they have written to make sure it makes sense. 	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate-where appropriate-key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say the sound for each letter of the alphabet and for at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. <p>Writing:</p> <ul style="list-style-type: none"> • Write recognisable letters (lower case and capital) most of which are formed correctly. • Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs. • Write simple phrases and sentences that can be read by others.

Specific Areas:	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
Mathematical Development	<p>Number/ Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Recite numbers to 10 ▪ Count objects, actions and sounds ▪ Subitise 3 / 4 objects (quick recall without counting) ▪ Link the number symbol (numeral) with its cardinal number value to 5 ▪ Compare quantities up to 5 ▪ Understand 'one more/less than' to 5 ▪ Explore the composition of numbers to 5 ▪ Begin to explore number bonds to 5 <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ▪ Continue, copy and create repeating patterns ▪ Begin to compare length, weight and capacity 	<p>Number / Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Recite numbers to 20 ▪ Count objects, actions and sounds ▪ Begin to estimate number of objects up to 10 then check by counting ▪ Subitise 5 objects (quick recall without counting) ▪ Link the number symbol (numeral) with its cardinal number value to 10 ▪ Compare quantities up to 10 ▪ Understand 'one more/less than' to 10 ▪ Begin to explore the composition of numbers to 10 ▪ Recall number bonds to 5 ▪ Begin to share, double and half up to 10 objects <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ▪ Begin to compose and decompose shapes within practical activities ▪ Continue, copy and create repeating patterns ▪ Compare length, height, weight and capacity ▪ Begin to order and sequence familiar events ▪ Measure short periods of time 	<p>Number</p> <ul style="list-style-type: none"> ▪ Have a deep understanding of number to 10, including the composition of each number ▪ Subitise (recognise quantities without counting) up to 5 ▪ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Verbally count beyond 20, recognising the pattern of the counting system ▪ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ▪ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Areas:	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
Understanding the World History Geography Science Computing RE	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family's history ▪ Begin to comment on images of familiar situations in the past <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community ▪ Name and describe people who are familiar to them ▪ Begin to understand that some places are special to members of their community ▪ Begin to recognise that people have different beliefs and celebrate special times in different ways <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them <p>Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> ▪ Understand the effect of changing seasons on the natural world around them – Autumn into Winter • Explain what the 5 senses are. Explore what they see, hear and feel. • Explore where space is through reading stories, watching clips and looking at pictures. • Explore the idea of light/dark and night/day. 	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Comment on images of familiar situations in the past <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community ▪ Name and describe people who are familiar to them ▪ Understand that some places are special to members of their community ▪ Recognise that people have different beliefs and celebrate special times in different ways ▪ Recognise some similarities and differences between life in this country and other countries <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them ▪ Describe what they see, hear and feel whilst outside ▪ Understand the effect of changing seasons on the natural world around them 	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society ▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ▪ Understand the past through settings, characters, and events encountered in books read in class and storytelling. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ▪ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and – when appropriate – maps. <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants ▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<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 and use of Mash cams to talk about use of technology in role as a chef or refuse collector. • 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. • in the wider world such as a toy shopping till, calculator, barcode reader, QR code, spacecraft or doctors set and use Mash cams to talk about technology in different job roles. 		

Specific Areas:	(Baseline Assessment Data Completed in Autumn 1) Autumn Term 2	Spring Term 2	Summer Term 2 Early Learning Goals
Expressive Art & Design Art DT Music	Creating with Materials <ul style="list-style-type: none"> ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details ▪ Show different emotions in drawings and paintings ▪ Continue to explore colour and colour mixing. ▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques ▪ Talk about new creations ▪ Begin to return to and build upon previous learning Being Imaginative & Expressive <ul style="list-style-type: none"> ▪ Take part in simple pretend play ▪ Begin to develop complex stories using small world equipment ▪ Begin to develop storylines in their pretend play – including those linked to focus text ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses ▪ Begin to watch and talk about dance and performance art ▪ Sing in a group or on their own ▪ Begin to explore and engage in music making and dance 	Creating with Materials <ul style="list-style-type: none"> ▪ Explore and use a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills. Being Imaginative & Expressive <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play. 	Creating with Materials <ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ▪ Share their creations, explaining the process they have used ▪ Make use of props and materials when role playing characters in narratives and stories. Being Imaginative & Expressive <ul style="list-style-type: none"> ▪ Invent, adapt, and recount narratives and stories with peers and their teacher. ▪ Sing a range of well-known nursery rhymes and songs. ▪ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.