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| Checkpoint | Communication & Language | PSED | Physical development |
| Nursery (3-4) Spring 2 Checkpoint | * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Develop appropriate ways of being assertive. * Understand gradually how others might be feeling. | * 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. * 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. |
| End of Nursery (3-4) Checkpoint | * Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” * Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? * Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? * Can the child answer simple ‘why’ questions? * Sing a large repertoire of songs. * Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. | * Develop their sense of responsibility and membership of a community. * Does the child play alongside others or do they always want to play alone? * Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) * Does the child take part in other pretend play with different roles – being the Gruffalo, for example? * Can the child generally negotiate solutions to conflicts in their play? * Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * Make healthy choices about food, drink, activity and toothbrushing | * 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. |

Nursery Checkpoints – Spring & Summer Term

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| Literacy | Maths | UTW | EAD |
| * Develop their 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 money and mother. * Engage in extended conversations about stories, learning new vocabulary. | * 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.’ | * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Talk about the differences between materials and changes they notice. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. | * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |
| * Use some of their print and letter knowledge in their early writing. 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. * Write some letters accurately. | * Develop fast recognition of up to 3 objects(‘subitising’). * Recite numbers past 5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * 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. * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5 * Compare quantities using language: ‘more than’, ‘fewer than’. * Talk about and explore 2D using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Understand position through words alone.Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Talk about and identify the patterns around them | * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Explore and talk about different forces they can feel. | * 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. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Explore colour and colour-mixing. * Listen with increased attention to sounds. |