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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.
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| 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.
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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.
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| * 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.
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