



## St Mary's C of E Primary School EYFS Checkpoints

	<b>Check Point 1 - Baseline</b>	<b>Check Point 2 Midpoint Reception</b>	<b>Check Point 3 - Year 1 Ready</b>
<p><b><u>Communication and Early language</u></b></p> <p><i>Expressive Art and Design</i></p> <p><i>Reading</i></p>	<p>To recognise words with the same initial sound</p> <p>To understand that print has different meaning and purposes.</p> <p>To count and clap syllables.</p> <p>To use talk to organise themselves in play.</p> <p>Make imaginative worlds being able to justify and discuss.</p>	<p>To blend sounds into words in order to read short words (CVC).</p> <p>To read a few common exception words.</p> <p>To listen to and talk about stories showing familiarity and understanding.</p> <p>To articulate ideas and thoughts in increasingly well-formed sentences.</p> <p>Develop storylines in pretend play.</p>	<p>To effectively follow rules of conversation showing an awareness of the listener.</p> <p>To speak in full sentences using a range of tense.</p> <p>To read simple sentences and show an understanding of content.</p> <p>To use phonetic knowledge to read simple sentences.</p> <p>Talk about their creations, explaining the process they have used.</p>
<p><b><u>Me in my World</u></b></p> <p>Personal social and Emotional development</p> <p>Understanding the world</p>	<p>Talk with others to solve conflicts.</p> <p>Talks about and expresses feeling appropriately</p> <p>Shows confidence in the setting and increasing confidence in new social situations.</p> <p>Knows that there are different countries in the world and is developing positive attitudes between people.</p> <p>Can talk in depth of things they have observed including plants, animals and natural objects.</p>	<p>Manage own needs</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Build constructive and respectful relationships.</p> <p>Talk about member of immediate family and community.</p> <p>Recognise similarities and differences in this country and know that people have different beliefs and celebrate in different ways.</p> <p>Explore the natural world around them.</p>	<p>To demonstrate a good understanding of past and present.</p> <p>To be able to describe their immediate environment and talk about what they observe around them.</p> <p>To be able to talk about the natural world and make observations.</p> <p>Regulate their own behaviour and show sensitivity to the needs for others.</p> <p>To independently make choices and show resilience and perseverance.</p>



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<p><i>Early Writing and Development</i></p> <p><i>Physical development</i></p>	<p>Write some or all of their name. Use some print and letter knowledge in their early writing. Use consistent comfortable grip. Cuts along a line. Beginning to use an effective tripod grip for mark making. Matches developing physical skills to tasks and activities in the setting. Makes healthy choices about food, drink and hygiene.</p>	<p>Developing small motor skills to use a range of tools competently. Developing all over body strength, co-ordination, balance and agility. Cuts around a shape, following the line. Uses clearly identifiable letters to communicate meaning. Representing some sounds correctly and in sequence. Usually form lowercase and capital letters correctly. Breaks the flow of speech into words.</p>	<p>To write a sentence that is phonetically plausible. To be able to read own written sentences that can be read by others. Most letters to be recognisable and formed correctly.</p>
<p><u>Early Mathematics</u></p>	<p>Knows that the last number reached when counting a set of objects tells you how many (cardinal value). Recites numbers in order to 10. Links numerals and quantities up to 5. Talk about and identifies patterns around them. Solves real world mathematical problems with numbers to 5.</p>	<p>Subitise numbers to 5. Counts objects, actions and sounds. Use mathematical names for 2D and 3D shapes and use mathematical terms to describe them. Identifies and recreates patterns of increasing complexity. Use mathematical language to compare number. Links numeral with its cardinal - numbers to 10. Compare lengths, weight and capacity.</p>	<p>To know number bonds to 5. To have a deep understanding of numbers to 10. To be able to count beyond 20. To recognise patterns in counting and see patterns in numbers.</p>