



EYFS Curriculum Checkpoints Reception.

Last reviewed September 2025



	BASELINE	Christmas - CHECKPOINT	Easter – CHECKPOINT		Summer – CHECKPOINT	
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> Leave carers with confidence as they begin to settle into school life at the main school/their new school Express their feelings and give simple reasons, e.g. I want my Mummy. Seeks help through finding a familiar adult. Allows an adult to comfort them. Expresses how they feel when somebody upsets them. Recognise when a peer is upset 'He is sad, he's crying'. Starts to develop patience in waiting for a turn. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Settles at an activity of their choice during provision time. Accesses different areas of the provision with a growing confidence. Begins to engage purposefully with resources. Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, removing appropriate clothing to use the toilet, washing and drying their hands thoroughly. Puts their coat and bag in a familiar safe place and collects them when necessary. Selects resources they want or need for a task. Follows a simple instruction as part of a group, e.g. sit down, let's go outside, line up. Eats independently using a fork and spoon Puts their own coat on and takes it off. Walks through school during transitions Takes their own jumper off. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Seeks company of an adult when needed Plays alongside new peers and 'with' familiar peers. Show an interest in their new peers. Joins in with an activity when invited by an adult. <p><u>Jigsaw – Being me in my world</u> Learning intentions:</p> <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different] I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands 	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routines instructions independently. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Is independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly and knows why these routines are important.. Helps to tidy up with less adult guidance. Talks about and manages their own emotions and can say why they feel this way. Confidently talks in front of a smaller group. Uses a knife and fork to hold and cut their food but may still need help with harder to cut foods. Undress / dress independently for P.E. with help for buttons Zip or button up their own coat. Abide by most of the rules of the classroom. Try new activities independently or with peers. Shows confidence in asking adults for help Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Work on short activities independently, e.g. a challenge <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Becomes more outgoing with unfamiliar people, in the safe context of their setting e.g. welcoming visitors and new teachers into their classroom. Join in with a group of children who are playing. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game. <p><u>Jigsaw - Celebrating Difference</u> Learning intentions:</p> <ul style="list-style-type: none"> I can identify something I am good at and understand everyone is good at different things. 	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes. Recognises and starts to practice some calm down strategies e.g. telling an adult, counting to 10, taking deep breaths, reading a book, yoga. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Learns that mistakes are part of life and bounces back, recognising that if they try again they might get a better outcome. Enjoys responsibilities e.g. helping to tidy up, give the snack out, complete a job from the teacher Dress and undress for PE independently. Zip or button up their own coat. Confidently talks in front of a smaller group. Shows a willingness to join in with whole class discussions. Discuss sensible choices. Begin to persevere when something is challenging. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Forms some closer friendships and seeks them out to initiate play. Take turns with a little support from an adult or with the systems in place, e.g. sand timers. When playing with friends, make up own ideas of things to do and games to play including and inviting others. <p><u>Jigsaw - Dreams and Goals</u> Learning intentions:</p> <ul style="list-style-type: none"> I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it. I can use kind words to encourage people 	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> Show a good understanding of their own feelings and those of others. Set and work towards simple goals, being able to wait for what they want. 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 Practices and can talk about some calm down strategies e.g. telling an adult, counting to 10, taking deep breaths, reading a book, yoga. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence and resilience in the face of challenge. Know right from wrong and try to behave according without being reminded. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Discuss healthy food choices. Sort healthy foods from less nutritional food. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Isn't reliant on one friend and is still settled when their 'best friend' isn't in school that day. Form positive attachments to adults and friendships with peers. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. <p><u>Jigsaw – Healthy Me</u> Learning intentions:</p> <ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me 	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Develop appropriate ways of being assertive and finds a solution to quarrels and rivalries. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> 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 and repercussions of bad food choices Confidently speak in a large group context, e.g. answering a question in class. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs <p><u>Jigsaw – Relationships</u> Learning intentions:</p> <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend 	<p><u>EARLY LEARNING GOALS</u></p> <p><u>Self-Regulation:</u></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><u>Managing Self</u></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><u>Building Relationships</u></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 <p><u>Jigsaw – Changing me</u></p> <ul style="list-style-type: none"> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception



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	<ul style="list-style-type: none"> I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means 	<ul style="list-style-type: none"> I understand that being different makes us all special I know we are all different but the same in some way I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud 			
	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Knows how to show they are listening Learn new rhymes. Develop new vocabulary focused on objects and people who are important Understands 'why' and can answer why questions in relation to events e.g. why is the boy crying? Learns new vocabulary. Engages in story times. Focuses on a chosen activity for at least ten minutes <p><u>Speaking</u></p> <ul style="list-style-type: none"> Joins in with repeated refrains and key phrases. Builds up on vocabulary that reflects on their experiences – e.g. story language, trips, new learning Uses new vocabulary through the day. Asks relevant questions in response to what they have heard. 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 sentences that include "because", "or", "and". Enjoys sharing news with their friends and speaking in front of a familiar group. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listens to what has been said and responds appropriately. Listen to and talk about stories to build familiarity and understanding. Asks meaning of new words Uses a wide range of verbs to describe events in their own lives of within stories e.g. played, walked, ate, read, jumped, ran, danced. Follows instructions consisting of four-word sentences e.g. Make Batman 'jump on the table'. Learns new vocabulary. Learns new rhymes and songs. Listens carefully to rhymes and songs, paying attention to how they sound. Learns a new poem. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Uses longer sentences of six or more words when talking. Asks relevant questions in response to what they have heard, wanting to find out more information who, 'what', 'how' Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' Uses new vocabulary through the day. Use new vocabulary in different contexts 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understands spoken instructions and can listen without stopping what they are doing. Waits for the person talking to stop before responding Understands 'either' and 'or' Begin to predict what might happen next. Learns new vocabulary. Learns new rhymes and songs. Engages in non-fiction books. Understands and follow two part-instructions <p><u>Speaking</u></p> <ul style="list-style-type: none"> Can use some plurals. Uses a wide range of verbs Repeats new vocabulary in a context of a story. Retells stories simply Can explain the meaning of new words which have been learned. Uses new vocabulary through the day. Connect one idea or action to another using a range of connectives. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Understands humour Understands they and their. Understands 'same' and 'different' Understands the meaning of 'after'. Learns new vocabulary. Learns new rhymes and songs. Learns a new poem. Asks questions to find out more and to check they understand what has been said to them. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Uses longer sentences and links ideas. Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. They might go to the park.' Retells a story through roleplay, using some new vocabulary and some exact words from the text Retells how the story started, the main happening, and how ended. Using irregular verb tenses e.g thought, think, ate, eat. Make, made Begins to use modelled vocabulary during role play and small world. Uses talk to explain how things work and why they might happen. Uses new vocabulary through the day. Describe events in some detail. Develop social phrases. Use new vocabulary in different contexts. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Enjoys listening to longer stories and can remember what happens in them. Takes turns in much longer conversations Understanding more complex language including prepositions, sequencing, time Understands a longer list of instructions. Can remember and respond to five things e.g. 'wash the dolls face and hands' Understands passive sentences e.g. the dolls hair is brushed by Dora. Understands periods of time e.g. 'at the weekend I...'/ After school I... Learns new vocabulary. Learns new rhymes and songs. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Uses a range of tenses correctly. Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions Makes up their own stories Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answer Uses new vocabulary through the day. Use talk to help work out problems and organise thinking and activities. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Learns new vocabulary. Learns new rhymes and songs. Learns a new poem. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Uses new vocabulary through the day. Use talk to explain how things work and why they might happen. Use new vocabulary in different contexts. <p>EARLY LEARNING GOALS</p> <p><u>Listening, Attention and Understanding</u></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 asks questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></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. 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
C&L						
PD	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Explore and use a variety of mark making media – pencils, pens, charcoal, chalk, pastels, paint. Manipulates playdough using tools such as a rolling pins, cutters, extruders Writes some letters accurately <p><u>Gross Motor</u></p>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Use tripod grip when writing and mark-making. Makes simple representations of objects or people in drawing. Shapes and moulds dough or other malleable materials to purposefully to creates a representation of an object seen or imagines using. Use scissors to cut materials and shapes. 	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Develops an increasing control in sizing a drawn image Forms all letters of the alphabet. Attempts to use a more controlled size of writing. Uses some ascenders and descenders in writing. 	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Use a range of tools competently, safely and confidently. Makes drawings of things seen or imagined starting to use more detail in drawings. <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired. 	<p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Sits with a good position for writing, using correct posture and flat feet on the floor. Form all letters of the alphabet – most of them correctly starting and ending in the correct place. <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education session and other physical disciplines. Combines different movements with ease and fluency.



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	<ul style="list-style-type: none"> Negotiate indoor and outdoor space safely to avoid falling over Climbing onto and apparatus without assistance. Pedal a bicycle / tricycle. 	<ul style="list-style-type: none"> Uses a knife, fork and spoon to eat independently. Can line-up and queue as part of school routine. Can use the toilet and wash hands independently. Can manage lunchtime independently. Can dress and undress independently (excluding shoe laces) <p>Gross Motor</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Runs around obstacles. Confidently hops and skips <p>PE – Me and myself</p> <ul style="list-style-type: none"> Move in a variety of different ways Change direction when moving Participate in PE games 	<p>Gross Motor</p> <ul style="list-style-type: none"> Uses larger outdoor equipment confidently and safely, alone and in a small group. Confidently balances on a range of equipment. Continue to develop core strength <p>PE – Working with others</p> <ul style="list-style-type: none"> Run into space, avoiding obstacles. Take turns playing different roles and using different equipment. Play games in pairs and groups. 	<ul style="list-style-type: none"> Complete obstacle course using different movements e.g. crawling, balancing, jumping, running. Be able to change direction and speed quickly; e.g. walking in a circle, stopping, running, walking on knees, changing direction. Jumps over an objects landing with both feet together. <p>PE – Ball skills</p> <ul style="list-style-type: none"> Explore a ball Move the ball around the body Travel with the ball Throw a ball 	<ul style="list-style-type: none"> Progresses towards a more fluent style of moving, with developing control and grace. <p>PE – Throwing and catching</p> <ul style="list-style-type: none"> Move with a ball Explore different body parts to move the ball Explore how the ball moves Play command games 	<p>EARLY LEARNING GOALS</p> <p>Fine Motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. <p>Gross Motor</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.
Lit	<p>Comprehension</p> <ul style="list-style-type: none"> Listen to a story and comment on the events. Name the characters from a familiar story. Join in with the repeated refrain from a familiar story. Can answer questions about a familiar story e.g. Who, what <p>Reading</p> <ul style="list-style-type: none"> Clap the syllables in a word. Orally blend simple CVC words. Recognises and says the correct sound for Little Wandle Aut 1 sounds. Recognise Graphemes for Little Wandle Aut 1 sounds. Reads simple words (Little Wandle Aut 1) Reads tricky words (Little Wandle Aut 1) <p>Writing</p> <ul style="list-style-type: none"> Write their name with correct formation. Discuss the marks they make, e.g. "this is a car". Enjoys drawing freely and draws different parts within a picture to add some minor details. Hear and says the first sound in a word when you say the word Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy May remember some letter patterns 'Miss, this says mum' 	<p>Comprehension</p> <ul style="list-style-type: none"> Identify the characters and setting of a familiar book. Begin to use language from the story when discussing it. Can tell the story to another person using the book or images. <p>Word Reading</p> <ul style="list-style-type: none"> Recognises and says the correct sound for Little Wandle Aut 2 sounds. Recognise Graphemes for Little Wandle Aut 2 sounds. Reads simple words (Little Wandle Aut 2) Reads tricky words (Little Wandle Aut 2) Reads sentences (Little Wandle Aut 2) <p>Writing</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet. Begins to form some letters correctly. Segment CVC words orally for spelling. Writes some CVC words correctly. Makes some attempts to write a short simple caption with adult guidance/pre-teaching. 	<p>Comprehension</p> <ul style="list-style-type: none"> Can identify the different parts of a book – cover front / back, title, Identifies the good and bad characters in a story. Can sequence a familiar short story using images or objects. (beginning, middle and end) Use the language from a story within role play and discussions. Relates events from within a story to their own experiences. Can answer some questions about a familiar story e.g. Who, what, where, why <p>Word Reading</p> <ul style="list-style-type: none"> Starts to recognise some capital letters. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Recognises and says the correct sound for Little Wandle Spr 1 sounds. Recognise Graphemes for Little Wandle Spr 1 sounds. Reads simple words (Little Wandle Spr 1) Reads tricky words (Little Wandle Spr 1) Reads sentences (Little Wandle Spr 1) <p>Writing</p> <ul style="list-style-type: none"> Forms all letters of the alphabet. Attempts to use a more controlled size of writing. 	<p>Comprehension</p> <ul style="list-style-type: none"> Can identify the characters, setting and problem within a familiar story. Can identify the different parts of a book – page numbers and author. Make a simple prediction based on the events of a story so far. Can answer some questions about a familiar story e.g. Who, what, where, why and how. 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"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Recognises and says the correct sound for Little Wandle Spr 2 sounds. Recognise Graphemes for Little Wandle Spr 2 sounds. Reads simple words (Little Wandle Spr 2) Reads tricky words (Little Wandle Spr 2) Reads sentences (Little Wandle Spr 2) <p>Writing</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Attempts to write simple sentences. Attempts to make writing sit on the line. Makes attempts to start using a new line when their line is filled. May attempt to write sentences with more independence. Some children may start to use a full stop when they have finished writing a sentence. 	<p>Comprehension</p> <ul style="list-style-type: none"> Can suggest a solution for the end of a story. Retell the story to another person from memory. Some children may start to notice some basic punctuation, capital letters and full stops. <p>Word Reading</p> <ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Recognises and says the correct sound for Little Wandle Sum 1 sounds. Recognise Graphemes for Little Wandle Sum 1 sounds. Reads simple words (Little Wandle Sum 1) Reads tricky words (Little Wandle Sum 1) Reads sentences (Little Wandle Sum 1) <p>Writing</p> <ul style="list-style-type: none"> Form all letters of the alphabet – most of them correctly starting and ending in the correct place. Write simple phrases and sentences that can be read by others. Attempts to use some common irregular words within their writing and uses phonics knowledge to help with spelling. Re-read what they have written to check that it makes sense. Attempts to write some multisyllabic words. Starts to build more stamina and attempts to write more than one sentence 	<p>Word Reading</p> <ul style="list-style-type: none"> Recognises and says the correct sound for Wandle Sum 2 sounds. Recognise Graphemes for Little Wandle Sum 2 sounds. Reads simple words (Little Wandle Sum 2) Reads tricky words (Little Wandle Sum 2) Reads sentences (Little Wandle Sum 2) <p>EARLY LEARNING GOALS</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate 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 during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and 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 phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.



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			<ul style="list-style-type: none"> • Uses some ascenders and descenders in writing. • Makes some attempts to make their writing sit on the line. • Knows that they need to start at the top left of a page when writing. • Write VC/CVC words that can be read by themselves or others. • Makes some attempts to write a short simple sentence with some adult guidance or pre-teaching. <p>May attempt to use finger spaces between words..</p>	<ul style="list-style-type: none"> • Spells some Little Wandle tricky words within their sentences. • Makes some attempts to make their writing sit on the line. 	<ul style="list-style-type: none"> • Spells some Little Wandle tricky words within their sentences. 	
Maths	<p>Number</p> <p>Subitising:</p> <ul style="list-style-type: none"> • I can subitise within 3 • I can subitise objects and sounds up to 3. <p>Counting, ordinality and cardinality</p> <ul style="list-style-type: none"> • I can represent quantities on my fingers in different ways up to 3. • I can hear join in with the counting sequence to 5, including songs and rhymes. • I can count objects and sounds up to 4 • I can recognise that the last number in the sequence tells me how many altogether. <p>Composition:</p> <ul style="list-style-type: none"> • I can explore how all numbers are made of 1's up to 4 • I can identify when a small collection is rearranged or the quantity is changed. • I can make my own collection of objects up to 4 and identify the composition of these collections. <p>Comparison:</p> <ul style="list-style-type: none"> • I can compare sets of objects just by looking • I can use the language more than and fewer than when comparing objects <p>Numerical Pattern -</p> <p>Shape</p> <ul style="list-style-type: none"> • I can build and play with shapes. I can make shape pictures. At first these will be simple and then they will become more complex. • I can recognise name and typical shapes (circle, square, triangle, square) • I can select a particular named shape. • I can recognise 2d shapes in the environment. 	<p>Number</p> <p>Subitising:</p> <ul style="list-style-type: none"> • I can subitise up to 4 <p>Counting, ordinality and cardinality:</p> <ul style="list-style-type: none"> • I can hear and join in with the counting sequence up to 5, including songs and rhymes. • I can use my fingers to represent numbers up to 5 and begin to use them to represent numbers up to 10. • I can match different representation of quantities up to 5 with amounts shown on my fingers. • I collections of 5 in different ways. • I can use counters and a die frame to represent 5 • I can begin to recognise numbers up to 5. • I can represent 5 in more abstract ways such as clapping. • I can begin to understand that when a set of objects is rearranged, its quantity remains the same. <p>Composition:</p> <ul style="list-style-type: none"> • I can explore the concepts of 'whole' and 'parts' • I can investigate ways to compose and decompose 3 and 4. • I can explore how 1 and 2 are parts of 3. • I can explain that different parts can make the same whole. <p>Comparison:</p> <ul style="list-style-type: none"> • I can compare sets of objects and say when there are more than and fewer than by looking. • I can say when sets have an equal number • I can compare groups of 3 objects by matching them 1:1. 	<p>Number</p> <p>Subitising</p> <ul style="list-style-type: none"> • I can use my fingers to quickly show quantities on 1 hand. • I can subitise up to 5. • I can create arrangements of up to 5 dots and match to the correct number. • I can recognise dot arrangements up to 6 and match to numbers shown on fingers. <p>Counting, ordinality and cardinality:</p> <ul style="list-style-type: none"> • I can recognise number 1-5 • I can order numbers 1-5 • I can match numbers to quantities in order. • I can recognise and order towers/staircase patterns of 1-5 and recognise that each tower is 1 more. <p>Composition:</p> <ul style="list-style-type: none"> • I know that 4 can be partitioned into 4 and 1. • I know that there are five dots on a die frame. • I can represent up to 4 dots on a die frame. • I can represent 5 and 4 and 1 more, 6 as 5 and 1 more and recognise 7 and 5 and 2 more. • I can count out 6 from a collection. <p>Comparison:</p> <ul style="list-style-type: none"> • I can use more and fewer than to describe quantities (including the same kind of objects). • I can recognise when there is an equal number and use the words an equal number. <p>Numerical Pattern -</p> <p>Spatial awareness</p>	<p>Number</p> <p>Subitising</p> <ul style="list-style-type: none"> • I can subitise up to 6 <p>Counting, ordinality and cardinality:</p> <ul style="list-style-type: none"> • I can begin to order numbers 1-10, noticing the 5 and a bit structure. • I can talk about the 1 more/1 less relationship of numbers up to 10. <p>Composition:</p> <ul style="list-style-type: none"> • I can use subitising to describe part of a whole set. • I can make 7 with 2 parts in a variety of ways, including on my fingers. • I can identify a double up to 5 and 5. • I can represent doubles using objects and fingers. • I can describe the attributes of numberblocks. • I can sort numberblocks using 'odd blocks' and 'even tops'. <p>Comparison:</p> <ul style="list-style-type: none"> • I can order numberblock images to 10. • I can represent 8 and 5 and 3 more. • I can explain how to order quantities to 10. • I can recognise when numbers are increasing or decreasing and talk about this. <p>Numerical Pattern -</p> <p>Measures</p> <ul style="list-style-type: none"> • I can explore the differences weight. • I can compare weights using gestures and language such as 'heavy, light' • In meaningful contexts, I can find the heavier or lighter of two items. • I can explore the differences in capacity and make comparisons. • In meaningful contexts, I can find the more / less full of two items. 	<p>Number</p> <p>Subitising</p> <ul style="list-style-type: none"> • I can recognise numberblocks and double patterns on fingers without counting. • I can subitise doubles shown on a 10's frame. <p>Counting, ordinality and cardinality:</p> <ul style="list-style-type: none"> • I can count sounds, actions and periods of time that cannot be seen. • I can practice counting larger sets. • I can represent collections of larger amounts. • I can count on from a given number. • I can order towers or numbers up to 10. <p>Composition:</p> <ul style="list-style-type: none"> • I can identify a missing part of 5 and 10. • I can represent 6-9 on my fingers as 5 and a bit. • I can represent the composition of 10 using dice frames and finger patterns. • I can solve problems using the composition of 10. <p>Comparison:</p> <ul style="list-style-type: none"> • I can describe positions on a number track. • I can identify when numbers are before and after 5 on a number track. <p>Numerical Pattern</p> <p>Measures</p> <ul style="list-style-type: none"> • I can explore the differences in length and height. • I can compare length and heights using gestures and language such as 'tall/short', long/short' 	<p>Numerical Pattern -</p> <p>Subitising</p> <ul style="list-style-type: none"> • I can explain shape arrangements. • I can compose and decompose shapes. • I can find 2d shapes within 3d shapes. <p>Shape</p> <p>Spatial awareness</p> <ul style="list-style-type: none"> • Select, rotate and manipulate objects in order to develop spatial reasoning skills. <p>EARLY LEARNING GOALS</p> <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.



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		<ul style="list-style-type: none"> I can build towers with an equal number of squares. <p style="text-align: center;">Numerical Pattern –</p> <p>Measures</p> <ul style="list-style-type: none"> I can compare size using gestures and language 'bigger/ smaller' <p>Pattern</p> <ul style="list-style-type: none"> I can explore pattern I can copy, continue and create a simple pattern. I can join in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. I can recognise and repeat repeating patterns, including AB and some patterns with core units such as AAB, ABC, AABC <p>Shape</p> <ul style="list-style-type: none"> I can recognise 3d shapes. I can identify properties such as sides, points, corners, vertex/vertices. I can recognise 3d shapes in the environment. I can distinguish between 2D and 3D shapes. I enjoy composing and decomposing shapes, learning which shapes combine to make other shapes. 	<ul style="list-style-type: none"> I can use language to describe position (for example, under, on, next to ...) <p>Sequencing</p> <p>I can recall a sequence of events in everyday life and stories.</p> <ul style="list-style-type: none"> I am increasingly able to order and sequence events. 			
UoW	<p>Past and Present</p> <ul style="list-style-type: none"> Can talk about myself and my interests Can talk about my family, including my grandparents. Can <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Can talk about my family, including my grandparents. Talks about how their family may be different to other people's families. May share information and experiences about their home life. May talk about their own immediate environment; The Trafford Centre, the leisure centre, the park, Aldi etc <p>The Natural World</p>	<p>Past and Present</p> <ul style="list-style-type: none"> Talks about what they did at home recently in the past, e.g. at the weekend, what they had for tea ... <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Talks about special times that they celebrate e.g. a birthday, Christmas, wedding, Talks about people's roles at home for example – mum makes dinner, dad drives the car. Continue to develop positive attitudes about the differences between people. 	<p>Past and Present</p> <ul style="list-style-type: none"> Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs" I can talk about experiences that have happened to me throughout my life "I went on holiday..." "I had a party" <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special Begin to recognise that people have different beliefs and celebrate special times in different ways. 	<p>Past and Present</p> <ul style="list-style-type: none"> I can talk about my own past e.g. a long time ago, when I was 4, when I was a baby etc <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Continue to recognise that people have different beliefs and celebrate special times in different ways. <p>The Natural World</p> <ul style="list-style-type: none"> Continue to talk about seasonal changes. Make observations and drawing of minibeasts. Make observations and drawings of plants in the environment. 	<p>Past and Present</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. I can give similarities and differences between the past and now. Compare and contrast characters from stories, including figures from the past. Talk about members of their community. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Talk about members of their community. Talks about people's roles in the community e.g. I give money to the shop keeper, the fire fighter helps to put the fires out. Talks about people's roles in school 	<p>Past and Present</p> <ul style="list-style-type: none"> I can talk about myself and some of the ways I have changed. E.g. when I was a baby I... <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. <p>The Natural World</p> <ul style="list-style-type: none"> Recognises some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Make observations and drawing of animals. <p style="text-align: center;">EARLY LEARNING GOALS</p>



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	<ul style="list-style-type: none"> Discusses natural phenomena in their setting, for example, notices the weather changing, talks about when they see a rainbow, 	<p>The Natural World</p> <ul style="list-style-type: none"> Begin to talk about seasonal changes. 	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. 		<ul style="list-style-type: none"> Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. 	<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 and 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>The 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.
EAD	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Develop own ideas and then decide which materials to use to express them Explore different materials freely, in order to develop their ideas about how to use them and what to make. If ideas don't work, they can choose something else or change the way they do something Begin to choose a particular colours for a purpose Explores using a range of media e.g. paint, pencils, chalk, paper, playdough and collage. Makes simple representations of objects or people in drawing. Explores using a variety of mark making media – pencils, pens, charcoal, chalk, pastels, paint. Manipulates playdough using tools such as a rolling pins, cutters, extruders 	<p>Creating with Materials:</p> <p>Collage:</p> <ul style="list-style-type: none"> Explores ripping and scrunching skills when creating a collage. Creates an image using collage skills e.g. a poppy for Remembrance Day Cuts, bends and folds paper to create an image. Uses different types of adhesives to stick their work together e.g. glue sticks, PVA, masking tape and Sellotape. Chooses colour for a purpose. Makes simple representations of objects or people in drawing. Make simple models which express their ideas e.g. when junk modelling making a phone or laptop from a box Shapes and moulds dough or other malleable materials to purposefully to creates a representation of an object seen or imagines using. 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Develops an increasing control in sizing a drawn image Uses different types of media to stick their work together e.g. Elastic bands and paper clips. When painting, choose the correct paint brush to match the purpose. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Take part in role-play as part of a small group. <p>Charanga – Everyone</p> <p>1 – Listen and Respond: Everyone! The children can</p> <ul style="list-style-type: none"> Enjoy listening to the music and responding to music through dancing or other movement. Enjoy listening to the music and responding to different speeds through dancing or other movement. Others will find the pulse naturally. 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Makes drawings of things seen or imagined starting to use more detail in drawings. Develops simple patterns by printing with objects using range of materials learn about shades of colours e.g. light / dark shades. Plans what they will create and what materials they will need and prepares them readily. Creates their own products and begins to self-correct any mistakes. Begins to review their own work and makes improvements, explaining why changes are better Uses different types of adhesives to stick their work together e.g. string, hole punch and treasury tags. Use props and materials as part of role-play. Explore and create artwork in the style of Wassily Kandinsky 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Uses different types of adhesives to stick their work together e.g. split pins. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Makes up own stories. Retells well know stories in great detail, using new language Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Explore and create artwork in the style of Piet Mondrain <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Perform a group poem. <p>Charanga – Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> This theme covers, reviews and reflects on previous teaching points to ensure children can embed their learning. <p>EARLY LEARNING GOALS</p> <p>Creating with Materials:</p> <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.



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<ul style="list-style-type: none"> • Uses paints and different size brushes to make a range of marks – dots, dabs, zig zags, wavy <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of nursery rhymes • Enjoy taking part in role-play. <p>Charanga – Me</p> <p>1 — Listen and Respond: Me! The children can</p> <ul style="list-style-type: none"> • Enjoy listening to the music and respond through dancing or other movement. • Others will find the pulse naturally. • Recognise and name some of the characters and stories in the songs. <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> • Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. • Enjoy thinking up and sharing their own ideas for actions. <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> • Copy back the rhythm of their name. • Clap the name of a friend for others to copy. High and Low Games • Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • Enjoy finding and moving the pitch of their voices. <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> • Learn to sing the song in unison with support. • Add actions or substitute a word in some sections. • Enjoy singing a song from memory. <p>4 — Share and Perform</p> <ul style="list-style-type: none"> • Choose one of the songs and perform it with any actions you have created. • Enjoy the challenge of performing with just the backing track. 	<ul style="list-style-type: none"> • Use scissors to cut materials and shapes. • Explore and create artwork in the style of Jackson Pollock. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Begin to develop storylines in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Perform a group poem. • Perform in the Christmas show. • Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) <p>Charanga – Stories</p> <p>1 — Listen and Respond: My Stories The children can</p> <ul style="list-style-type: none"> • Enjoy listening to the music and respond through dancing or other movement. • Others will find the pulse naturally. • Recognise and name some of the characters and stories in the songs. • Invent imaginary characters through movement or dancing. <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> • Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. • Enjoy thinking up and sharing their own ideas for actions. <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> • Copy back a rhythm from the words of the song. • Clap some of the words from the song for others to copy. <p>High and Low Games</p> <ul style="list-style-type: none"> • Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. • Enjoy finding and moving the pitch of their voices within the songs. <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"> • Play a pitched note or sound in time with the pulse. • Enjoy finding a pattern on the instrument. <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> • Learn to sing the song in unison with support. • Add actions or substitute a word in some sections. • Enjoy singing a song from memory. <p>4 — Share and Perform Others will clap or play their own rhythm pattern.</p> <ul style="list-style-type: none"> • Choose one of the songs and perform it with any actions you have created. • Enjoy the challenge of performing with just the backing track. 	<p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> • Find the pulse in different ways and show this through actions eg marching, jumping, moving. • Enjoy thinking up and sharing their own ideas for actions. Copycat Rhythm Games • Copy back the rhythms of phrases in the song. • Choose one phrase from the song and have a go at clapping the rhythm. High and Low Games • Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • Enjoy exploring the pitch of their voices. Create your own sounds using instruments • Play a 1-note pattern in time with the pulse. • Enjoy inventing a 2-note repeated pattern. <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> • Learn to sing or rap the songs in unison with support. • Add actions or substitute a word in some sections. • Enjoy singing or rapping a song from memory. <p>4 — Share and Perform</p> <ul style="list-style-type: none"> • Choose one of the songs or the rap and perform it with any actions you have created • Listen back to the performance. • Enjoy the challenge of performing with just the backing track. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Perform a group poem. <p>Charanga – Our World</p> <p>1 — Listen and Respond: Everyone! The children can</p> <ul style="list-style-type: none"> • Enjoy listening to the music and responding through dancing or other movement. • Others will find the pulse naturally. <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> • Find the pulse in different ways and show this through actions eg marching, jumping, moving. • Enjoy thinking up and sharing their own ideas for actions. Copycat Rhythm Games • Copy back the rhythms of phrases in the song. • Choose one phrase from the song and have a go at clapping the rhythm. High and Low Games • Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • Enjoy exploring the pitch of their voices. Create your own sounds using instruments • Play a 1-note pattern in time with the pulse. • Enjoy inventing a 2-note repeated pattern. <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> • Learn to sing the songs in unison with support. • Add appropriate actions or substitute a word in some sections. • Enjoy singing a song from memory. <p>4 — Share and Perform</p> <ul style="list-style-type: none"> • Choose one of the songs and perform it with any actions you have created. • Listen back to the performance. • Enjoy the challenge of performing with just the backing track and adding actions to the songs. 	<p>Charanga – Big Bear Funk</p> <p>1 — Listen and Respond: Big Bear Funk The children can</p> <ul style="list-style-type: none"> • Enjoy listening and dancing to funk music. • Others will be able to talk about funk music. <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> • Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. • Enjoy thinking up and sharing their own ideas for actions. Rhythm Games • Copy back the rhythm of words from the video. • Clap the rhythm of words from the song. • Clap a whole line of the song. High and Low Games A Play Together • Play the pulse with a pitched note or untuned percussion instrument. B Pitch Activities • Add one pitched sound to the rhythm of words and short phrases from the song. • Enjoy playing and experimenting with 2-note or 3-note patterns. 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <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
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