



## Sequence of Knowledge and Skills Progression and Termly Assessment Checkpoints for Reception

Communication and Language	Education Programme	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<b>Listening, Attention and Understanding</b>	<p><b>Communication and language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with</p>	<p>Follows a series of instructions. Listens to stories and can recall the main events. Contributes sensible comments to discussions and conversations.</p>	<p>Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions.</p>	<p>Can switch attention from one task to another. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in whole school Assembly and recall some of the themes and comments at a later stage.</p>	<p>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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Speaking</b>	<p>extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Engages in conversation with adults and peers. Uses plurals and some tenses correctly. Can ask questions.</p>	<p>Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.</p>	<p>Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</p>	<p>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</p>

					experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<b>Personal, Social and Emotional Development</b>	<b>Personal, social and emotional development</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Self-Regulation</b>		Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.	Can become engrossed in an activity and finds it difficult to switch attention to another task. Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult or challenging.	Can label and talk about own and others' emotions. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.	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 an activity, and show an ability to follow instructions involving several ideas or actions.
<b>Managing Self</b>		Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some	Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows	More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance.	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

	resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.	reminders to wash hands and help with fastenings.	instructions to dress and undress for PE and Forest School. Washes hands without reminders.	Knows some ways to keep healthy.	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.
<b>Building Relationships</b>		Can play with other children as part of a game or activity, without adult support. Can take turns and share sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity.	Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of children and is building good relationships with adults and other children. Is able to identify when another child is upset and respond appropriately.	Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
<b>Physical Development</b>	<b>Physical development</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
Gross Motor Skills		Has good coordination and balance when negotiating equipment and other people. Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil.	Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding. Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build.	Can throw, kick, pass and catch a large ball. Able to balance on and off equipment. Can jump safely from a piece of equipment.	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.

	ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.				
Fine Motor Skills		Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).	Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools.	Sits at a table to write. Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, e.g. split pin characters.	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.
Literacy	<b>Literacy</b> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
Comprehension		Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book. Joins in with familiar rhymes and songs.	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts.	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

	word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		resources, using some story language.		vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading		Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Is able to recognise own name. Can say the initial sound in a word. Can orally blend some simple cvc words.	Can match Phase 2 graphemes and phonemes. Can blend and read Phase 2 cvc words. Can read Phase 2 captions. Can read Phase 2 tricky words.	Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read. Reads all Phase 2 and 3 tricky words. Says the sound for each Phase 2 and 3 grapheme.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing		Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Can orally segment some simple cvc words.	Can segment and spell Phase 2 cvc words. Can match Phase 2 graphemes and phonemes. Writes cvc words and labels. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters, e.g. for own name, Mum and Dad.	Writes some upper case letters correctly. Writes most lower case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 grapheme. Writes cvc words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write captions. Is starting to write short sentences. Uses finger spacing between words. Reads sentences back to an adult.	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.
<b>Mathematics</b>	<b>Mathematics</b> Developing a strong grounding in number	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>

<p>Number</p>	<p>is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10 and subitises to 3.</p>	<p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p>	<p>Developing sense of numbers beyond 5 and can subitise to 6. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Recalls some double facts to 10.</p>	<p>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>
<p>Numerical Patterns</p>	<p>is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount. Orders numbers to 5.</p>	<p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than. Recognises numbers to 10 and puts them in order.</p>	<p>Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Recognises patterns within number.</p>	<p>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.</p>
<p>Shape, Space and Measure</p>	<p>is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<p>Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.</p>	<p>Uses mathematical language to compare and talk about shape and size.</p>	<p>Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</p>

<b>Understanding of the World</b>	<p><b>Understanding the world</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Past and Present</b>		Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.	Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.	Talks about significant historical events and how things were different in the past.	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 own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>People, Culture and Communities</b>		Talks about the world around and the people are places that are familiar.	Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. Knows that Assemblies are part of the life of the school community.	Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Looks at, and makes maps, of local environment. Describes a journey within the local environment. Talks about some features of a Christian Church.	Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities 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.
<b>The Natural World</b>	Explores the natural world and talk about out the things that are noticed. Recognises change and can describe what is happening.	Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes.	Has a good general knowledge about living things and the natural world and can describe features of different plants and animals	Explore the natural world around them, making observations and drawing pictures of animals and plants.	

				recognising when they are the same and different. Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.	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.
<b>Expressive Arts and Design</b>	<b>Expressive arts and design</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	<b>Baseline Checkpoint</b>	<b>End of Autumn Term Checkpoint</b>	<b>End of Spring Term Checkpoint</b>	<b>End of EYFS Checkpoint</b>
<b>Creating with Materials</b>		Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.	Makes some independent choices about the resources needed and talks about creations. Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings.	Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories
<b>Being Imaginative and Expressive</b>		Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.	Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.	Plays a range of percussion instruments and glockenspiel. Uses instruments to compose own music. Along with others, collects resources to develop own role play storylines.	Invent, adapt and recount narrative and stories with peers and their teachers 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



Exemplification Materials can be found at [https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials?utm\\_medium=email&utm\\_campaign=govuk-notifications-topic&utm\\_source=5cdd6634-3950-4eac-bbbd-8527f46fe1e8&utm\\_content=daily](https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=5cdd6634-3950-4eac-bbbd-8527f46fe1e8&utm_content=daily)

Strike Lane