



Moorside Primary School and Nursery Reception Milestone Checkpoints

[Development Matters in collaboration with Ripon Cathedral Primary School]

Communication and Language	<p>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.</p>			
Listening, Attention and Understanding	<p>Baseline Checkpoint</p> <ul style="list-style-type: none"> • Listen and respond to a simple instruction. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' 	<p>Autumn Checkpoint</p>	<p>Spring Checkpoint</p>	<p>End of Year Checkpoint (ELG)</p> <ul style="list-style-type: none"> • Listen to stories, remember the key points and recall key events. • Pay attention to more than one thing at a time. • Understand and follow two-part questions and instructions. • Understand 'why' questions. • Make sensible contributions to discussions.
Speaking				<ul style="list-style-type: none"> • Engages in conversation with adults and peers. • Use talk to organise themselves and their play. Use sentences joined with words like 'because', 'or', 'and'.
Personal, Social and Emotional Development	<p>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.</p>			
Self-regulation		<ul style="list-style-type: none"> • Talk about their feelings using a wider range of vocabulary, for example, 	<ul style="list-style-type: none"> • Express their feelings and begin to show consideration for the feelings of others. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

		<p>nervous, worried, excited, disappointed.</p> <ul style="list-style-type: none"> • Think about the perspectives of others. • Can usually tolerate delay when needs are not instantly met. • Can listen to others and respond appropriately. • Can sustain concentration in whole class situations. • Can listen to and follow two-part instructions. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Can tolerate delay when needs are not instantly met. • Can listen and respond to others, • Understands and follows multi-step instructions and can say when they don't understand. 	<ul style="list-style-type: none"> • Shows some awareness of how others might be feeling. • Can work to achieve a goal with some adult support. • Can focus attention in a group situation for a short period of time. • Can follow two-part instructions. •
Managing Self		<ul style="list-style-type: none"> • Participates, with some adult support, in new activities and begins to show some resilience and perseverance in the face of challenge. • Understands and follows the school behaviour expectations without any adult intervention. • See themselves as a valuable individual. • Manage their own personal hygiene needs. • Can talk about some ways of keeping healthy. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Understands and independently follows the school behaviour expectations. • Know and talk about the different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Talk with others to solve conflicts. • 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. • Can usually negotiate solutions to conflicts in their play.
Building Relationships	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people in the setting. • Show more confidence in new social situations. • Develop appropriate ways of being assertive. • Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Can share and take turns during independent play with very little need for adult intervention. • Listens to the ideas of others and responds appropriately with some adult support. 	<ul style="list-style-type: none"> • Works and plays happily with peers, communicating their own ideas and responding appropriately to the ideas of others. • Can cooperate with others, listening and sharing some ideas and following advice about how to solve disagreements. 	<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.

	<ul style="list-style-type: none"> • Can share and take turns, sometimes requiring adult support. 			
Physical Development	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.			
	Baseline Checkpoint	Autumn Checkpoint	Spring Checkpoint	End of Year Checkpoint (ELG)
Gross Motor Skills	<ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Move in a variety of ways, including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Begin to show some control when rolling, hitting, throwing, catching and kicking a large ball. • Develop overall body strength, co-ordination, balance and agility to engage successfully in PE sessions. • Move with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Follow the direction of adults to safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> • Can change and speed and direction when moving in a variety of ways. • Knows how to keep themselves and others safe when climbing and balancing on equipment, including recognising their own capabilities and how to jump and land safely. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (of varying size), including rolling, hitting, throwing, catching and kicking. 	<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.
Fine Motor Skills	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Holds a pencil in a comfortable grip to form recognisable letters, some of which are correctly formed. • Holds scissors with a correct grip in their dominant hand to make snips in paper. 	<ul style="list-style-type: none"> • Holds a pencil effectively in a tripod grip to form recognisable letters, many of which are correctly formed and beginning to be well positioned on a line. • Shows some control when cutting with scissors. 	<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;

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Holds cutlery in the correct hands and makes attempts to cut food with a knife. 	<ul style="list-style-type: none"> Holds cutlery in the correct hands and can use a knife to cut softer foods with increasing control, Holds a paintbrush in a comfortable and effective grip for painting. 	<ul style="list-style-type: none"> Begin to show accuracy and care when drawing. <p>(Correct letter formation of all letters; letters sit correctly on a line; becoming increasingly independent when dressing and undressing, including managing zips and larger buttons.)</p>
Literacy	<p>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 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).</p>			
	Baseline Checkpoint	Autumn Checkpoint	Spring Checkpoint	End of Year Checkpoint (ELG)
Comprehension	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> 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 resources, using some story language. 	<ul style="list-style-type: none"> Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. 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. 	<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 and during role-play.
Word Reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds to read three letter CVC words; 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least two digraphs; Blend sounds to read three-letter CVC words, some CVCC/CCVC words and some words containing adjacent consonants; 	<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

	<ul style="list-style-type: none"> the names of the different parts of a book page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p>(Orally blend CVC words)</p>		<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	with their phonic knowledge, including some common exception words.
Writing	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Form most lower-case letters correctly; Begin to be able to spell words by identifying some of the sounds and writing the sounds with letter/s. Write first name correctly with letters correctly formed. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<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.
Mathematics	Developing a strong grounding in number 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.			
	Baseline Checkpoint	Autumn Checkpoint	Spring Checkpoint	End of Year Checkpoint (ELG)
Number	<ul style="list-style-type: none"> Subitise up to 3 objects; Understand the cardinal principle; Match number of objects to numeral (up to five); 	<ul style="list-style-type: none"> Subitise Link numerals with their cardinal number value. Understand the 'one more than/one less than' 	<ul style="list-style-type: none"> Begin to be able to subitise (up to five) by grouping and combining. Say the number that is one more than/less than another number to 10) 	<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

	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5; (Recognise numerals 1-10) 	<p>relationship between consecutive numbers.</p> <ul style="list-style-type: none"> Explore the composition of numbers to 5. Recall some number bonds for numbers 0-5. (Recognise numerals 0-20) 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. (Recognise many numerals to 100) 	<ul style="list-style-type: none"> 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.
Numerical Patterns	<ul style="list-style-type: none"> Recite numbers past 5. Say one number for each item in order; Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> Recite numbers past 10. Say one number for each item in order; Count objects, actions and sounds Count beyond 10 Compare numbers, saying which is greater/than less than. 	<ul style="list-style-type: none"> Confidently recite numbers to 20. Say one number for each item in order; Compare numbers and quantities to 10, recognising when one quantity is greater than, less than or the same as the other quantity; Say whether a number is odd or even; Double numbers to 10 and recall some doubles facts. Explain how some quantities can be distributed equally. 	<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.
Shape, Space and Measures (not assessed at ELG)	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns (AAB/ABB/ABC) Compare length, weight and capacity. 	<ul style="list-style-type: none"> Identify, name and describe the properties of some 2D and 3D shapes. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns (AAB/ABB/ABC) Compare length, weight and capacity and suggest suitable non-standard and standard measurements. 	

	<p>new ones - an arch, a bigger triangle, etc.</p> <ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 			
Understanding the World	<p>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>			
	Baseline Checkpoint	Autumn Checkpoint	Spring Checkpoint	End of Year Checkpoint (ELG)
Past and Present	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 		<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"> • Show interest in different occupations. • 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. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • 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 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries. 	<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"> • Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary • Explore how things work. • 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. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Make observations about the natural world and begin to record in different ways. • Talk about contrasting environments. • Describe the effect of changing seasons on the natural world around them. 	<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.

Expressive Arts and Design	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.			
	Baseline Checkpoint	Autumn Checkpoint	Spring Checkpoint	End of Year Checkpoint (ELG)
Creating with Materials	<ul style="list-style-type: none"> Explore different materials freely, 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. 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. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Explore, and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<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; Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<ul style="list-style-type: none"> Move to music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the 	<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 -

	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Show different emotions in their drawings - happiness, sadness, fear, etc. • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing in a group or on their own. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>pitch and following the melody.</p> <ul style="list-style-type: none"> • Develop and perform storylines in their pretend play. 	<p>when appropriate - try to move in time with music.</p>
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