

## The Emmaus Federation EYFS Checkpoints: 'I Can Statements' Year A

	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
Communication and language Listening, attention and understanding	<ul style="list-style-type: none"> <li>I can listen to songs, stories and rhymes and respond by joining in.</li> <li>I can respond to a simple question or instruction.</li> <li>I can respond to 'why' questions.</li> </ul>	<ul style="list-style-type: none"> <li>I am interested in new words I hear in stories.</li> <li>I can ask and respond to 'why' and 'how' questions.</li> <li>I can follow a story with props and pictures.</li> <li>I am beginning to respond to a two-part question or instruction.</li> <li>I can listen to my friends or my teacher when they are speaking.</li> <li>I can concentrate for a short period of time on an activity and on the carpet.</li> <li>I can listen to and then follow a simple instruction when in a class group.</li> <li>I can begin to learn and join in with simple nursery rhymes.</li> <li>I can listen to our Forest School rules.</li> <li>I can become more familiar with routines.</li> </ul>	<ul style="list-style-type: none"> <li>I can have a conversation and I can respond appropriately.</li> <li>I will ask if I don't understand</li> <li>I can listen to a whole story, remember the key points and comment on what is happening.</li> <li>I can play and listen to my friends at the same time.</li> <li>I can listen to and then follow a more complex instruction when in a class group such as "group 1, put your coats on, group 2 get your whiteboard".</li> <li>I can initiate simple nursery rhymes based on familiar rhymes taught.</li> <li>I can listen to and talk about familiar rules and routines.</li> <li>I can begin to listen to my peers and their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>I can make comments about what I have heard and ask questions to clarify my understanding.</li> <li>I can hold conversations when engaged in back and forth exchanges with my teachers and peers.</li> <li>I can select simple nursery rhymes for a purpose.</li> <li>I can predict sequences after listening to rules and routines.</li> <li>I can listen to my peers and consider their ideas when working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen attentively in a large group such as assembly.</li> <li>I can listen and respond appropriately during transition periods.</li> </ul>

	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
Communication and Language – Speaking	<ul style="list-style-type: none"> <li>I can speak in sentences of 4 to 6 words.</li> <li>I can start and continue a one-to-one conversation with an adult or friend.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to say words with more syllables. E.g. Elephant, tomato.</li> <li>I can explain in simple sentences, including ordering, stating what happened and what might happen next.</li> <li>I can ask the meaning of new words and may use them in my own speech.</li> <li>I can participate in one-to-one and small group discussions.</li> <li>I can talk about how to keep safe.</li> <li>I can talk about what I have found.</li> <li>I can discuss my own ideas</li> <li>I can talk about my likes and dislikes</li> <li>I can begin to communicate effectively with my peers when working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</li> <li>I understand a range of related words to describe concepts. E.g. soon/early/late, soft/hard/smooth.</li> <li>I frequently ask the meaning of new words and may use them in my own speech.</li> <li>I am beginning to say words with blends more clearly. E.g. spot, pram.</li> <li>I can participate in one-to-one, small group and class discussions.</li> <li>I can talk about what I observe using some relevant vocabulary, for example, the names of trees, plants and some natural objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in one-to-one, small group and class discussions, offering my own ideas.</li> <li>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>I can express my ideas and feelings about my experiences using full sentences, including use of correct tenses and conjunctions, with modelling and support from my teacher.</li> <li>I can talk about my plans for Forest School activities, for example, den building and deciding which materials to use.</li> <li>I can communicate effectively with my peers when working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in whole group discussions making relevant comments and remaining on topic.</li> <li>I can use a range of taught vocabulary in context.</li> <li>I can express my ideas and feelings about my experiences using full sentences, including use of correct tenses and conjunctions.</li> </ul>

			<ul style="list-style-type: none"> <li>I can begin to articulate my thoughts into well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to new experiences using a wide range of vocabulary.</li> <li>I can articulate my thoughts about my experiences in Forest School into well-formed sentences.</li> </ul>	
	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSED Self-Regulation</p>	<ul style="list-style-type: none"> <li>I can express and talk about feelings (happy/sad) – I want mummy.</li> <li>I can give attention for a short period of time.</li> <li>I can follow simple instructions.</li> <li>I can explain to an adult what has happened when they are upset.</li> <li>I can show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> </ul>	<ul style="list-style-type: none"> <li>I can be aware of my own feelings and know that some actions and words can hurt others' feelings for example, I might become upset or try to comfort another child when I realise, I have upset them.</li> <li>I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</li> <li>I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</li> <li>I am beginning to understand how play helps me to learn by answering questions about my task.</li> <li>I can adapt my behaviour to different</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise, I have upset them.</li> <li>I can verbalise the goals I have set for myself during child-initiated tasks.</li> <li>I can link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i></li> <li>I can wait with increased patience, when necessary, e.g. when waiting my turn to use equipment.</li> <li>I can moderate my feelings socially and emotionally during Forest School.</li> <li>I can take turns most of the time during Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I can work on short activities independently, e.g. a phonics game.</li> <li>I can show understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</li> <li>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses where appropriate I can give focussed attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas.</li> <li>I can concentrate and persevere for a period during Forest School</li> </ul>	<ul style="list-style-type: none"> <li>I can show an understanding of my own feelings and those of others and regulate my behaviour accordingly.</li> <li>I can talk about how change makes me feel and about some of things I can do to control my feelings.</li> <li>I can consistently regulate my own behaviour in new environments and situations.</li> <li>I can explain how I need help from an unfamiliar adult.</li> </ul>

		<p>events, social situations and changes in routine.</p> <ul style="list-style-type: none"><li>• I can problem solve and persevere during Forest School.</li></ul>		<ul style="list-style-type: none"><li>• I understand how to take turns during Forest School.</li></ul>	
--	--	--	--	--	--

	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
PSED - Managing Self	<ul style="list-style-type: none"> <li>I can select activities with support.</li> <li>I can follow rules and simple instructions.</li> <li>I can use the toilet/wash my hands independently.</li> <li>I can take my coat off and put it on.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and use activities and resources.</li> <li>I can try new activities independently or with peers.</li> <li>I can show confidence in asking adults for help.</li> <li>I am aware of the boundaries set and of behavioural expectations in the class and school.</li> <li>I can find and collect my own belongings at appropriate times of the day.</li> <li>I know some ways to keep healthy – food/drink, exercise</li> <li>I can use the toilet independently and wash hands, knowing why this is important.</li> <li>I am beginning to follow school routines.</li> <li>I know some of our school rules and values.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to ask, negotiate, give opinions and discuss ideas and feelings. E.g. Are we going to assembly today? Can I help set up Forest School? I like to be helpful.</li> <li>I can independently dress and undress for PE.</li> <li>I can discuss ways to keep my body healthy</li> <li>I can seek out new activities and challenges independently.</li> <li>I can begin to persevere when something is challenging.</li> <li>I can 'talk and explore' with my friends and adults.</li> <li>I can talk about good choices.</li> <li>I can make independent choices during Forest School.</li> <li>I can show resilience and perseverance when challenged during Forest School.</li> <li>I can begin to feel more confident about coming up with our own ideas during Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>I can explain the reason for rules, know right from wrong and try to behave accordingly.</li> <li>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding of healthy food choices.</li> <li>I can celebrate my success in EYFS.</li> <li>I can come up with my own ideas in Forest School</li> <li>I can show further reliance and perseverance when challenged in Forest School</li> <li>I can make independent choices to carry out a plan to produce an end result at Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>

		<ul style="list-style-type: none"> <li>I can begin to feel more confident in a new environment.</li> <li>I can develop appropriate ways to be assertive in Forest School</li> </ul>		<ul style="list-style-type: none"> <li>I can see myself as a valuable individual in Forest School</li> <li>I follow the health and safety rules for Forest School.</li> </ul>	
	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
PSED – Building Relationships	<ul style="list-style-type: none"> <li>I can play alongside new peers and 'with' familiar peers.</li> <li>I can show interest in my new peers.</li> <li>I can take turns with adult support</li> <li>I can join in an activity when invited by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>I can name my teachers, familiar adults and some of my peers.</li> <li>I can initiate play, offering cues to my friends to join me.</li> <li>I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>I can take turns, with adult support, e.g. when playing a board game.</li> <li>I can share my toys and equipment and start to take turns.</li> <li>I can start to understand that some things make us the same and some things make us different.</li> </ul>	<ul style="list-style-type: none"> <li>I can start conversations, attend to and take account of what others say.</li> <li>I can explain my knowledge and understanding and ask appropriate questions of others.</li> <li>I can take steps to resolve conflicts with other children. E.g. finding a compromise.</li> <li>I can play in a group, extending and elaborating play ideas. E.g. building a role-play activity with other children.</li> <li>I can take turns with a little support from an adult or with the systems in place, e.g. sand timers.</li> <li>I can be proud of others and I can celebrate my own success.</li> <li>I can think about the perspective of others during Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I can work and play co-operatively and take turns with others.</li> <li>I can form positive attachments to adults and friendships with peers.</li> <li>I can show sensitivity to their own and to others' needs.</li> <li>I can have positive friendships and resolve conflicts.</li> <li>I can work collaboratively with my peers in Forest School and consider their views and opinions.</li> <li>I can show confidence when working with my peers in a collaborative manner in Forest School</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about being respectful of others I can say what went wrong and how to improve my treatment of others when needed.</li> </ul>

		<ul style="list-style-type: none"><li>• I can begin to collaborate with others during Forest School.</li><li>• I can work alongside my peers in team games during Forest School.</li><li>• I can begin to build constructive and respectful relationships with my peers in Forest School sessions.</li></ul>	<ul style="list-style-type: none"><li>• I can build constructive and respectful relationships with my peers during Forest School.</li><li>• I can collaborate with others during Forest School.</li></ul>		
--	--	--	---	--	--

	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
Physical – Fine Motor skills	<ul style="list-style-type: none"> <li>I can show preference for a dominant hand.</li> <li>I can use a spoon and fork.</li> <li>I can do up a zip with support.</li> <li>I can use scissors to make snips.</li> <li>I can draw horizontal/vertical lines and circles.</li> <li>I can use mark making tools.</li> <li>I can hold a pencil with fingers (not palmar grasp).</li> </ul>	<ul style="list-style-type: none"> <li>I can hold my writing media correctly when asked.</li> <li>I can write letters that can be recognised.</li> <li>I can make consecutive cuts with a forward motion of the scissors, without tearing the paper.</li> <li>I can take part in Dough Disco for up to 5 minutes to strengthen my fingers.</li> <li>I can begin to use a knife to cut my food.</li> <li>I can develop my fine motor skills when creating natural art in Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I can form most of my letters correctly, knowing where to start and finish.</li> <li>I can thread a simple shape independently.</li> <li>I can cut out lines with more than one direction change. I can follow dough disco moves/instructions with control</li> <li>I can take part in Dough Disco for over 5-minutes.</li> <li>I can take part in regular letter formation sessions.</li> <li>I can use a range of tools with increasing independence. <ul style="list-style-type: none"> <li>I can improve and enhance my fine motor skills during Forest School.</li> <li>I can use tools safely during Forest School with the support of an adult.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip where able.</li> <li>I can use a range of tools, including scissors, paintbrushes and cutlery.</li> <li>I am beginning to show accuracy and care when drawing.</li> <li>I can further develop my fine motor skills when using tools in Forest School with increasing confidence.</li> <li>I can use tools safely in Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I can hold my writing media correctly without prompts.</li> <li>I am beginning to write my letters on a line. I can form all lower and uppercase letters correctly.</li> </ul>



	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June & ELG's	Transition to Year 1
Physical - Gross Motor skills	<ul style="list-style-type: none"> <li>I can move in a range of ways – crawl, walk, jump, run.</li> <li>I can attempt to avoid obstacles/stop.</li> <li>I can stand/balance on one leg.</li> <li>I can practise getting changed for PE with help if required.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw lines and circles in the air and on the floor, balancing well and using whole arm and body.</li> <li>I like to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>I can move with purpose such as directed to the left, right, backwards and forwards and follow a simple pattern.</li> <li>I can sit on the carpet unaided for at least 10 minutes.</li> <li>I can bounce and start to catch a ball.</li> <li>I can sit correctly on a chair when prompted.</li> <li>I can get changed for PE with more independence</li> </ul>	<ul style="list-style-type: none"> <li>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>I am beginning to throw equipment at a target.</li> <li>I can jump off a step and land on the floor with two feet and bend my knees.</li> <li>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>I can show good hygiene when working with food.</li> <li>I can join movements together.</li> <li>I can follow a leader around a course.</li> <li>I can talk about the effect of exercise on my body.</li> <li>I can start to develop teamwork and independent thinking when completing outdoor activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can negotiate space and obstacles safely with consideration for myself and others</li> <li>I can demonstrate strength, balance and co-ordination when playing.</li> <li>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>I can demonstrate good personal hygiene.</li> <li>I can talk about the effect of exercise on my body and how exercise makes me feel.</li> <li>I can demonstrate strength, balance and coordination.</li> <li>I can further develop my gross motor skills when using tools and equipment in Forest School</li> <li>I can confidently negotiate obstacles within Forest School and balance on Forest School equipment.</li> <li>I can safely climb following supervision.</li> </ul>	<ul style="list-style-type: none"> <li>I can sit on a chair with a straight back and my feet on the floor. I can sit on the carpet, unaided, for at least 15 minutes.</li> <li>I can line up and move round the school safely.</li> </ul>

		<ul style="list-style-type: none"><li>• I can jump from two feet to two feet.</li><li>• I can move around the Forest School safely.</li></ul>	<ul style="list-style-type: none"><li>• I can manage toilet routines independently.</li><li>• I can improve and enhance my gross motor skills during Forest School.</li><li>• I can begin to negotiate obstacles within Forest School.</li><li>• I can follow instructions about how to move safely around Forest School.</li></ul>	<ul style="list-style-type: none"><li>• I can complete a simple orienteering course.</li></ul>	
--	--	---	---	--	--

	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June ELG's	Transition to Year 1
Literacy – Comprehension	<ul style="list-style-type: none"> <li>I can engage in conversations about stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with rhymes and stories.</li> <li>I can talk about events and characters in books.</li> <li>I can tell a story using pictures.</li> <li>I can listen to stories and use the environment to re-create and role play what we have read.</li> <li>I can understand basic symbols and pictures in Forest School.</li> <li>I can use parts of a familiar story through my Forest School activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and respond to what I have read, e.g. 'The cat is red.'</li> <li>I can use vocabulary and events from stories in my play.</li> <li>I can join in with a group retelling of a familiar story.</li> <li>I can talk about events and characters in books and make suggestions about what might happen next.</li> <li>I can listen to stories and retell them in sequence.</li> <li>I can follow symbols and pictures and understand the meaning.</li> <li>I can begin to respond to questions linked to a familiar story through my Forest School activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</li> <li>I can anticipate key events in stories.</li> <li>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</li> <li>I can use and understand recently introduced vocabulary during role play.</li> <li>I can listen to stories and retell them in sequence using a wide range of vocabulary.</li> <li>I can explain and expand upon symbols and</li> </ul>	<ul style="list-style-type: none"> <li>I can understand a series of sentences I have read.</li> <li>I can demonstrate confidence when reading and talking about stories.</li> <li>I can answer questions to show an understanding of what I have read.</li> </ul>

				<p>pictures in Forest School and add my own examples.</p> <ul style="list-style-type: none"> <li>I can respond to questions linked to familiar stories through my Forest School activities.</li> </ul>	
Literacy – Word Reading	<ul style="list-style-type: none"> <li>I can recognise rhyme in songs and stories.</li> <li>I can recognise my name.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise all Phase 2 GPCs.</li> <li>I can read all Phase 2 tricky words.</li> <li>I can orally blend sounds together when heard.</li> <li>I can sound-talk and blend a word I have read.</li> <li>I can read a simple phrase.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise all Phase 2 and Phase 3 GPCs.</li> <li>I can recognise all Phase 2 and Phase 3 tricky words.</li> <li>I can read longer words.</li> <li>I can read simple sentences consistent with my phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>I can read words with adjacent consonants.</li> <li>I can recognise all Phase 2, Phase 3 and Phase 4 tricky words.</li> <li>I can read longer sentences consistent with my phonic knowledge.</li> <li>I can read unfamiliar words with my phonic knowledge by sound-talking and blending.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise all Phase 2 and Phase 3 GPCs.</li> <li>I can recognise all Phase 2, Phase 3 and Phase 4 tricky words.</li> <li>I can read a range of words and sentences from Phase 3 and 4.</li> </ul>
Literacy - Writing	<ul style="list-style-type: none"> <li>I can write some or all my name.</li> <li>I can write some recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>I can have my own ideas to compose a sentence.</li> <li>I can write my first name.</li> <li>I can sound-talk Phase 2 words.</li> <li>I can form some letters correctly.</li> <li>I can write simple words.</li> <li>I can begin to make marks using a variety of tools.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell words by identifying sounds in them and representing the sounds with a letter.</li> <li>I can write some tricky words from Phase 2 and 3.</li> <li>I can form most letters correctly.</li> <li>I can write simple phrases and captions.</li> <li>I can use writing tools to write labels, lists and captions related to Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>I can write most tricky words from Phase 2 and 3.</li> <li>I can write simple phrases and sentences that can be read by others.</li> <li>I can form all letters correctly.</li> <li>I can write a simple sentence about my</li> </ul>	<ul style="list-style-type: none"> <li>I can write most tricky words from Phase 2 and 3.</li> <li>I can begin to write some Phase 4 tricky words.</li> <li>I can write sentences independently using my phonic knowledge that can be read by others.</li> <li>I can begin to use finger spaces between words.</li> <li>I have an awareness of capital letters and full stops.</li> </ul>

		<ul style="list-style-type: none"><li>I can use a clipboard and writing tools to mark make and write simple words related to Forest School.</li></ul>		experience in Forest School.	
--	--	---	--	------------------------------	--

	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June ELG's	Transition to Year 1
Maths - Number	<ul style="list-style-type: none"> <li>I can subitise up to 3.</li> <li>I can show 'finger numbers' up to 3.</li> <li>I can show the right number of objects to match the numeral up to 3.</li> <li>I can count 1:1, objects up to 3.</li> </ul>	<ul style="list-style-type: none"> <li>I can match objects which are the same.</li> <li>I can sort sets of objects based on their colour, shape or size.</li> <li>I can sort a set of objects in different ways.</li> <li>I can use the language more than, that same as, or fewer than when comparing sets of objects.</li> <li>I can identify different representations of 1, 2, 3, 4 and 5.</li> <li>I can match the number names we say to numerals and quantities to 5.</li> <li>I can use a 5 frame to represent '5'.</li> <li>I can make 2 and 3 in different ways.</li> <li>I can count with natural objects to 5.</li> <li>I can compare natural objects using the language 'more', 'fewer' and 'same'.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise number 0 and how this represents nothing.</li> <li>I can subitise amounts to 5.</li> <li>I can make 4 and 5 in different ways.</li> <li>I can count forwards to 10.</li> <li>I can count backwards from 10.</li> <li>I can order the digits 1-10.</li> <li>I can use real objects to demonstrate number bonds to 10.</li> <li>I can double amounts to 10.</li> <li>I can compare quantities up to 10.</li> <li>I can make 9 and 10 in different ways.</li> <li>I can count with natural objects to 10.</li> <li>As above within the Forest School environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can count forwards and backwards within 10 and beyond.</li> <li>I can count on and back from different starting points.</li> <li>I can make numbers to 10 in different ways.</li> <li>I can use real objects to change the quantity of a group (adding/taking away).</li> <li>I can subitise to 5.</li> <li>I can double numbers to 10.</li> <li>I can recall numbers bonds up to 5.</li> <li>I can share equally.</li> <li>I can describe where objects are in relation to other objects.</li> <li>I can count with natural objects to 10 and beyond.</li> <li>As above within the Forest School environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall number bonds to 5 (including subtraction facts).</li> <li>I can make numbers to 10 in different ways. E.g. 8 and 2 or 2 and 4 and 4.</li> <li>I can use resources to add and take-away.</li> <li>I can sequence numbers in order.</li> </ul>

Maths Numerical Patterns

- I can recite numbers past 5.

- I can compare quantities using the language 'more than' and 'less than'.
- I can name some 2D shapes.
- I can use positional language e.g. under, on top, between, in front, behind
- I can copy an ABAB pattern.

- I can order and compare objects according to size.

- I can use the language big, little, large and small to describe objects.
- I can copy and continue a simple ABAB repeating pattern.
- I can recognise a pattern in a range of ways including colour, shapes, sizes, actions and sounds.
- I can build my own repeating pattern.
- I can recognise some 2D shapes – circle, triangle, rectangle and square.
- I can identify the properties of some 2D shapes e.g. a circle has a curved side, a triangle has 3 straight sides.
- I can use positional language to describe how items are positioned in relation to other items.

- I can compare the weight of objects using the language heavy, heavier, heaviest, light, lighter, lightest.

- I can use balancing scales to compare weights.
- I can use the language, full, empty, half full, nearly full and nearly empty.
- I can make direct comparisons pouring one container to another.
- I can explore different sized and shaped containers using the language tall, think, narrow, wide and shallow.
- I can create a repeating pattern which use items more than once e.g. ABB, AAB, AABB, AABBB
- I can describe a pattern.
- I can notice patterns with natural objects.

- I can rotate shapes to fill a given space.

- I can talk about the properties of shapes.
- I can count to 20 and beyond.
- I can recognise the pattern in the counting system.
- I can compare quantities, recognising when one quantity is greater than, less than or the same as.
- I can explore and represent patterns within numbers up to 10.
- I can recognise odd and even numbers.
- I can use the natural environment to achieve the objectives above.

- I can count forwards and backwards to 20.

- I can recognise the numerals 1-9 repeat after every full 10.
- I can use my knowledge of odd and even numbers to determine if a number between 10 and 20 is odd or even.
- I can compare quantities and recognise when a group is equal.

		<ul style="list-style-type: none"><li>• I can order key events in our daily routine.</li><li>• I can measure time in simple ways.</li><li>• I can begin to use the shapes and symbols for Forest School.</li><li>• I can use the natural environment to achieve the objectives above.</li></ul>	<ul style="list-style-type: none"><li>• I can use the language of size and weight.</li><li>• I can use the natural environment to achieve the objectives above.</li></ul>		
--	--	---	---	--	--



	Checkpoint 1 - Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June ELG's	Transition to Year 1
Understanding the World – Past and Present	I can talk about self and my family	<ul style="list-style-type: none"> <li>I can say who my family members are and what they do.</li> <li>I know some differences between my family and the family of others.</li> <li>I can name and describe people familiar to me</li> <li>I can talk about some people from the past</li> <li>I can say how to keep myself safe.</li> <li>I can talk about my experiences outside of school and how they relate to my Forest School learning.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about pictures and stories from the past and say how they are different to today</li> <li>I can talk about people in the past and what they did.</li> <li>I can talk about the changing seasons and how they impact on the natural environment.</li> <li>I can predict the changes that will happen in the future in my natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the lives of people around me and their role in the community</li> <li>I know some similarities and differences between things in the past and things now, based on what I have experienced and what has been read in the class.</li> <li>I understand some events in the past and some characters that I have encountered in books and storytelling including stories from the bible</li> <li>I can explain the changes to past and present in the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about experiences I have had during my first year in school.</li> <li>I know that some things happened recently and some things happened long ago</li> </ul>
Understanding the World- People and Communities	<ul style="list-style-type: none"> <li>I can say some similarities and differences in my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what makes different people special</li> <li>I can talk about celebrations and how different people</li> </ul>	<ul style="list-style-type: none"> <li>I can name some celebrations and say what happens at them.</li> <li>I can name some times that are special to me.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about different religious people in this country.</li> <li>I can talk about different religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li>I know my way around school.</li> <li>I can talk confidently about people who live and work in my community .</li> </ul>

	<ul style="list-style-type: none"> <li>I can talk about places I have visited and what I did there.</li> </ul>	<p>celebrate different things</p> <ul style="list-style-type: none"> <li>I can say what makes a good friend</li> <li>I can name some people who are important in my community</li> <li>I can begin to understand how the Creation story links to the natural world around me in Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about Easter and how we celebrate this special occasion.</li> <li>I can talk about my local area and how to get to local landmarks.</li> <li>I can think about God and the world he made</li> <li>I can explain different beliefs and special times through my Forest school activities</li> <li>I can experience awe and wonder within the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can say which foods are healthy</li> <li>I know how to look after my teeth</li> <li>I can say some things about different countries in the world-including customs, and food</li> <li>I can articulate my feelings of awe and wonder in the natural environment in depth.</li> <li>I can be a custodian for God's natural world.</li> </ul>	
<p>Knowledge and understanding of the world-The Natural World</p>	<ul style="list-style-type: none"> <li>I can talk about the world around me.</li> </ul>	<ul style="list-style-type: none"> <li>I can name the four seasons and describe some features of each.</li> <li>I can talk about the weather</li> <li>i can name some wild and some pet animals</li> <li>I know how to take care of my pets</li> <li>I can talk about the natural world around me.</li> <li>I can explore my Forest school environment using my senses</li> </ul>	<ul style="list-style-type: none"> <li>I can name some materials and what they are used for.</li> <li>I can describe what the materials feel like.</li> <li>I am beginning to understand how materials change-eg ice, jelly, chocolate.</li> <li>I can explain what happens in Spring and how it makes me feel</li> <li>I can make simple maps of the area</li> <li>I know, through my forest school activities, how to respect and care for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about some natural landmarks in other countries.</li> <li>I can talk about changes in the environment</li> <li>I can name some differences between how and where animals live</li> <li>I will know about our local environment.</li> <li>I can identify and name some trees and plants.</li> <li>I can explain the effect of changing seasons.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the world around me including; animals, human body, weather and seasons.</li> </ul>

		<ul style="list-style-type: none"><li>• I can say how the seasons change the natural world in my Forest school</li><li>• I can create maps in Forest School.</li><li>• I can identify the difference between a tree and a plant.</li><li>• I can explore a range of minibeasts and wildlife in the Forest School area.</li></ul>	<ul style="list-style-type: none"><li>• I can say how to plant seeds and care for plants</li><li>• I can identify a range of minibeasts and wildlife in the Forest School area</li><li>• I can recognise the difference between a deciduous and evergreen tree.</li></ul>	<ul style="list-style-type: none"><li>• I can make observations of nature.</li><li>• I know the key features of life cycles.</li><li>• I understand the need to care for our natural world by respecting the natural environment around me.</li><li>• I can talk about the characteristics of different minibeasts and wildlife in the Forest School area.</li></ul>	
--	--	--	---	--	--

	Checkpoint 1 – Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June ELG's	Transition to Year 1
Expressive Arts and Design – Creating with Materials	<ul style="list-style-type: none"> <li>• I can develop my own ideas using different materials.</li> <li>• I can draw with some detail.</li> <li>• I can explore different colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use lines to create different shapes, such as circles for eyes.</li> <li>• I can draw a simple representation of myself.</li> <li>• I can choose colours appropriately.</li> <li>• I can explore different ways to join materials together including using glue and tape.</li> <li>• I can choose materials appropriate for making a moving vehicle.</li> <li>• I can create artwork with natural materials.</li> <li>• I can use drawing to represent my findings.</li> <li>• I can join materials.</li> <li>• I can explore natural materials and identify their suitability for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore different ways to join materials together including use of split pins and flange joins.</li> <li>• I can select appropriate materials to create a representation of a rocket.</li> <li>• I can discuss what I have selected and why.</li> <li>• I can create shapes, pictures and patterns using natural resources.</li> <li>• I can make different marks using a paintbrush, including, lines, swirls and other shapes.</li> <li>• I can use materials to add texture to my own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw detailed pictures of a physical object.</li> <li>• I can develop my own ideas based on inspiration from other artists.</li> <li>• I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• I can share my creations, explaining the processes I used.</li> <li>• I can explore different materials freely.</li> <li>• I can use objects to represent something else.</li> <li>• I can create pieces of artwork and sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan what I want to make before</li> <li>• I can make something safely using a range of materials, tools and techniques.</li> </ul>

			<ul style="list-style-type: none"> <li>I can decide which material to use and explain why.</li> <li>I can explore different materials and textures.</li> <li>I can create artwork with natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>in Forest School and evaluate my design.</li> <li>I can create artwork that is inspired by other artists.</li> </ul>	
--	--	--	--	---	--

	Checkpoint 1 – Baseline	Checkpoint 2 - December	Checkpoint 3 - April	Checkpoint 4 June ELG's	Transition to Year 1
Expressive Arts and Design – Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>I can take part in pretend play including role play or small world.</li> <li>I can remember and sings songs.</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in meaningful role-play and small world activities.</li> <li>I can sing familiar songs and nursery rhymes.</li> <li>I can move in time to music.</li> <li>I can sing songs around the log circle.</li> <li>I can explore the colour and textures of natural materials.</li> <li>I can develop a storyline in my pretend play.</li> <li>I can be still and silent when listening to the natural environment and comment on what I can hear.</li> </ul>	<ul style="list-style-type: none"> <li>I can re-enact narratives with familiar stories, using given resources.</li> <li>I can play a percussion instrument to add sound effects to music.</li> <li>I can sing new songs that have been taught.</li> <li>I can use body percussion in music.</li> <li>I can listen carefully to music and hear a change of tempo.</li> <li>I can create different tempos in my own music.</li> <li>I can develop a storyline in my pretend play with others.</li> <li>I can explore and describe the different</li> </ul>	<ul style="list-style-type: none"> <li>I can invent, adapt and recount narratives and stories with peers and my teacher.</li> <li>I can recall new songs and dances.</li> <li>I can sing a range of well-known nursery rhymes and songs.</li> <li>I can perform songs, rhymes, poems and stories with others.</li> <li>I can move in time with music.</li> <li>I can make imaginative and complex 'small worlds' using natural objects.</li> <li>I can use different materials imaginatively.</li> <li>I can work collaboratively with my</li> </ul>	<ul style="list-style-type: none"> <li>I can tell my story to an adult as they scribe it for me.</li> <li>I can sing a range of well-known nursery rhymes and songs, some with actions.</li> <li>I can perform in front of a small group confidently.</li> </ul>

			sounds within the natural environment.	peers to develop a storyline in pretend play. <ul style="list-style-type: none"><li>• I can create a simple composition from creating my own percussion instruments using natural objects.</li></ul>	
--	--	--	--	--	--