

The Emmaus Federation EYFS Checkpoints: 'I Can Statements' Year B

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

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

			<ul style="list-style-type: none"> I can begin to articulate my thoughts into well-formed sentences. 	<ul style="list-style-type: none"> I can respond to new experiences using a wide range of vocabulary. I can articulate my thoughts about my experiences in Forest School into well-formed sentences 	
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<p style="text-align: center;">PSED Self-Regulation</p>	<ul style="list-style-type: none"> I can express and talk about feelings (happy/sad) – I want mummy. I can give attention for a short period of time. I can follow simple instructions. I can explain to an adult what has happened when they are upset. I can show empathy in simple ways, e.g. finding an adult for a child who is hurt. 	<ul style="list-style-type: none"> 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. I can accept the needs of others and I can take turns and share resources, sometimes with support from others. I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. I am beginning to understand how play helps me to learn by answering questions about my task. I can adapt my behaviour to different 	<ul style="list-style-type: none"> 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. I can verbalise the goals I have set for myself during child-initiated tasks. 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> I can wait with increased patience, when necessary, e.g. when waiting my turn to use equipment. I can moderate my feelings socially and emotionally during Forest School. I can take turns most of the time during Forest School. 	<ul style="list-style-type: none"> I can work on short activities independently. I can show understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. 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. I can concentrate and persevere for a period during Forest School. I understand how to take turns during Forest School. 	<ul style="list-style-type: none"> I can show an understanding of my own feelings and those of others and regulate my behaviour accordingly. I can talk about how change makes me feel and about some of things I can do to control my feelings. I can consistently regulate my own behaviour in new environments and situations. I can explain how I need help from an unfamiliar adult.

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

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

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

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

		<ul style="list-style-type: none">• I can jump from two feet to two feet.• I can move around the Forest School safely.	<ul style="list-style-type: none">• I can manage toilet routines independently.• I can improve and enhance my gross motor skills during Forest School.• I can begin to negotiate obstacles within Forest School.• I can follow instructions about how to move safely around Forest School.	<ul style="list-style-type: none">• I can complete a simple orienteering course.	
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Literacy – Comprehension	<ul style="list-style-type: none"> I can engage in conversations about stories. 	<ul style="list-style-type: none"> I can join in with rhymes and stories. I can talk about events and characters in books. I can tell a story using pictures. I can listen to stories and use the environment to recreate and role play what we have read. I can understand basic symbols and pictures in Forest School. I can use parts of a familiar story through my Forest School activities. 	<ul style="list-style-type: none"> I can understand and respond to what I have read, e.g. 'The cat is red.' I can use vocabulary and events from stories in my play. I can join in with a group retelling of a familiar story. I can talk about events and characters in books and make suggestions about what might happen next. I can listen to stories and retell them in sequence. I can follow symbols and pictures and understand the meaning. I can begin to respond to questions linked to a familiar story through my Forest School activities. 	<ul style="list-style-type: none"> I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I can anticipate key events in stories. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems I can use and understand recently introduced vocabulary during role play. I can listen to stories and retell them in sequence using a wide range of vocabulary. I can explain and expand upon symbols and 	<ul style="list-style-type: none"> I can understand a series of sentences I have read. I can demonstrate confidence when reading and talking about stories. I can answer questions to show an understanding of what I have read.

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

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

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">• I can order key events in our daily routine.• I can measure time in simple ways.• I can begin to use the shapes and symbols for Forest School.• I can use the natural environment to achieve the objectives above.	<ul style="list-style-type: none">• I can use the language of size and weight.• I can use the natural environment to achieve the objectives above.		
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Understanding the World - Past and Present	<ul style="list-style-type: none"> I can talk about myself and my family 	<ul style="list-style-type: none"> I can say who my family members are and what they do. I know some differences between my family and the family of others. I can say why we celebrate Bonfire Night. I can talk about my experiences outside of school and how they relate to my Forest School learning. 	<ul style="list-style-type: none"> I can say what astronauts do. I can talk about people in the past and what they did. I can talk about the changing seasons and how they impact on the natural environment. I can predict the changes that will happen in the future in my natural environment. 	<ul style="list-style-type: none"> I can talk about the lives of people around me and their role in the community 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. I understand some events in the past and some characters that I have encountered in books and storytelling I can explain the changes to past and present in the natural environment. 	<ul style="list-style-type: none"> I can talk about experiences I have had during my first year in school. I know that some things happened recently and some things happened long ago
Understanding the World - People and Communities	<ul style="list-style-type: none"> I can say some similarities and differences in my friends. 	<ul style="list-style-type: none"> I can talk about some of the jobs that different people in the community carry out. I can say that different people will believe different things 	<ul style="list-style-type: none"> I can name some celebrations and say what happens at them. I can name some things that are special to me. 	<ul style="list-style-type: none"> I can explain some similarities and differences between life in Swineshead/ Sutterton life in a town and life in other countries 	<ul style="list-style-type: none"> I know my way around school. I can talk confidently about people who live and work in my community.

	<ul style="list-style-type: none"> I can talk about places I have visited and what I did there. 	<ul style="list-style-type: none"> I can say when I am happy and sad I can say what makes me special I can talk about how I get to school. I can create a simple map of where I live. I can talk about my local area. I can draw my house. I can talk about what makes a good friend I can say how different people celebrate harvest, Bonfire Night and Christmas. I can begin to understand how the Creation story links to the natural world around me in the Forest School. 	<ul style="list-style-type: none"> I can talk about Easter and how we celebrate this special occasion. I can discuss the technology in my home. I can explain different beliefs and special times through my Forest school activities. I can experience awe and wonder within the natural environment. 	<ul style="list-style-type: none"> I can talk about farms and farmers and why they are important. I can talk about where my food comes from. I can demonstrate how to keep healthy. I can look after my teeth. I can explain what a dentist is for. I can identify healthy and unhealthy food. I can say how wonderful our world is and why. I can recognise that you must pay to buy goods from a shop. I can talk about different religious people in this country. I can articulate my feelings of awe and wonder in the natural environment in depth. I can be a custodian for God's natural world. 	
<p>Knowledge and Understanding of the World - The Natural World</p>	<ul style="list-style-type: none"> I can talk about the world around me. 	<ul style="list-style-type: none"> I can name my different body parts. I can explore my five senses and talk 	<ul style="list-style-type: none"> I can name some materials. I can describe what the materials feel like. 	<ul style="list-style-type: none"> I can name some foods that grow locally I can identify hot and cold places. 	<ul style="list-style-type: none"> I can ask and answer questions about the world around me including; animals,

		<p>about the body parts used for them.</p> <ul style="list-style-type: none"> • I can name the four seasons and describe some features of each. • I can talk about the weather • I can talk about the natural world around me. • I can explore my Forest school environment using my senses • I can say how the seasons change the natural world in my Forest school • I can create maps in Forest School • I can identify the difference between a tree and a plant. • I can explore a range of minibeasts and wildlife in the Forest School area. 	<ul style="list-style-type: none"> • I am beginning to understand how materials change-eg ice, jelly, chocolate • I can suggest what a material could be used for. • I can say which animals are pets and which are wild • I can talk about how we care for our pets. • I can explain what happens in Spring • I know, through my Forest School activities, how to respect and care for the natural world • I can say how to plant seeds and care for plants. • I can identify a range of minibeasts and wildlife in the Forest School area. • I can recognise the difference between a deciduous and evergreen tree. 	<ul style="list-style-type: none"> • I know some land animals and some sea animals and can describe how and where they like to live. • I can explore the natural world around me and draw pictures of animals and plants to represent it. • I can identify land and sea on a world map. • I will know about our local environment. • I can identify and name some trees and plants. • I can explain the effect of changing seasons. • I can make observations of nature. • I know the key features of life cycles. • I understand the need to care for our natural world by respecting the natural environment around me. • I can talk about the characteristics of different minibeasts and wildlife in the Forest School area. 	<p>human body, weather and seasons.</p>
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	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"> I can develop my own ideas using different materials. I can draw with some detail. I can explore different colour and colour mixing. 	<ul style="list-style-type: none"> I can use lines to create different shapes, such as circles for eyes. I can draw a simple representation of myself. I can choose colours appropriately. I can explore different ways to join materials together including using glue and tape. I can choose materials appropriate for making a moving vehicle. I can create artwork with natural materials. I can use drawing to represent my findings. I can join materials. I can explore natural materials and identify 	<ul style="list-style-type: none"> I can explore different ways to join materials together including use of split pins and flange joins. I can select appropriate materials to create a representation of a rocket. I can discuss what I have selected and why. I can create shapes, pictures and patterns using natural resources. I can make different marks using a paintbrush, including, lines, swirls and other shapes. I can use materials to add texture to my own ideas. 	<ul style="list-style-type: none"> I can draw detailed pictures of a physical object. I can develop my own ideas based on inspiration from other artists. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the processes I used. I can explore different materials freely. I can use objects to represent something else. 	<ul style="list-style-type: none"> I can plan what I want to make before I can make something safely using a range of materials, tools and techniques.

		their suitability for different purposes.	<ul style="list-style-type: none">• I can decide which material to use and explain why.• I can explore different materials and textures.• I can create artwork and sculptures with natural materials.	<ul style="list-style-type: none">• I can create pieces of artwork and sculpture in Forest School and evaluate my design.• I can create artwork that is inspired by other artists.	
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	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"> I can take part in pretend play including role play or small world. I can remember and sings songs. 	<ul style="list-style-type: none"> I can engage in meaningful role-play and small world activities. I can sing familiar songs and nursery rhymes. I can move in time to music. I can sing songs around the log circle. I can explore the colour and textures of natural materials. I can develop a storyline in my pretend play. I can be still and silent when listening to the natural environment and comment on what I can hear. 	<ul style="list-style-type: none"> I can re-enact narratives with familiar stories, using given resources. I can play a percussion instrument to add sound effects to music. I can sing new songs that have been taught. I can use body percussion in music. I can listen carefully to music and hear a change of tempo. I can create different tempos in my own music. I can develop a storyline in my pretend play with others. I can explore and describe the different 	<ul style="list-style-type: none"> I can invent, adapt and recount narratives and stories with peers and my teacher. I can recall new songs and dances. I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others. I can move in time with music. I can make imaginative and complex 'small worlds' using natural objects. I can use different materials imaginatively. I can work collaboratively with my 	<ul style="list-style-type: none"> I can tell my story to an adult as they scribe it for me. I can sing a range of well-known nursery rhymes and songs, some with actions. I can perform in front of a small group confidently.

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