



EYFS Curriculum Checkpoints Nursery

Last reviewed February 2025



| | BASELINE | Christmas - CHECKPOINT | | Easter – CHECKPOINT | | Summer – CHECKPOINT 3 | |
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| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| PSED | <p>Self-Regulation</p> <ul style="list-style-type: none"> Leave carers with a growing confidence as they begin to settle into school life. Expresses feelings of happy and sad. Settled at an activity of their choice Accesses different areas of the provision with a growing confidence. <p>Managing Self</p> <ul style="list-style-type: none"> Begin to engage purposefully with resources. Start to eat independently. Begins to listen and respond to some routine instructions <p>Building Relationships</p> <ul style="list-style-type: none"> Seeks company of an adult when needed. Begin to play with the help of an adult or independently Tolerates others playing beside them, with the same toys. Uses parallel play and seeks to be near others. <p>Jigsaw – Being me in my world Learning intentions</p> <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different. I understand how feeling happy and sad can be expressed. I can work together and consider other people's feelings. I can use gentle hands and understand that it is good to be kind to people. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means. | <p>Self-Regulation</p> <ul style="list-style-type: none"> Uses some skills of self-regulation e.g. going to a familiar adult for comfort or to express their own needs. Begins to tolerate sharing and allowing others to have a turn of a toy <p>Managing Self</p> <ul style="list-style-type: none"> Eats independently and learning how to use a spoon and fork. Begin to be increasingly independent in meeting their own care needs, e.g. pulling their own clothes down and using the toilet, washing and drying their hands thoroughly, putting their coat on their peg. Begins to follow the daily routines with less adult support e.g. puts their own coat and bag away. Begins to tidy up after themselves with less adult support. <p>Building Relationships</p> <ul style="list-style-type: none"> Begin to develop friendships with other children. Seeks to play with other children. <p>Jigsaw - Celebrating Difference Learning intentions:</p> <ul style="list-style-type: none"> I know how it feels to be proud of something I am good at. I can tell you one way I am special and unique. I know that all families are different. I know there are lots of different homes. I can tell you how I could make new friends. I can use my words to stand up for myself. | <p>Self-Regulation</p> <ul style="list-style-type: none"> Beginning to bounce back after facing a disappointment. <p>Managing Self</p> <ul style="list-style-type: none"> Enjoys responsibilities e.g. helping to tidy up, give the snack out, complete a job from the teacher Discuss sensible choices Negotiate indoor and outdoor space safely to avoid falling over. <p>Building Relationships</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. May begin to form a special friendship with at least one other child. Keeps play going, responding appropriately to what others are doing. <p>Jigsaw - Dreams and Goals Learning intentions:</p> <ul style="list-style-type: none"> I understand what a challenge means. I can keep trying until I can do something. I can set a goal and work towards it. I know some kind words which can encourage people. I can start to think about the jobs I might like to do when I'm older. I can feel proud when I achieve a goal. | <p>Self-Regulation</p> <ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Expresses how they feel when somebody upsets them. Calms self and bounces back when somebody apologises. <p>Managing Self</p> <ul style="list-style-type: none"> Be increasingly able to talk about and manage their emotions – "I want my mummy" and say why they feel this way Enjoys responsibilities e.g. helping to tidy up, give the snack out, complete a job from the teacher Discuss sensible choices. Work on short activities independently, e.g. a challenge. <p>Building Relationships</p> <ul style="list-style-type: none"> Begin to understand how others might be feeling He's crying, he's sad'. 'He's laughing, he's happy'. Shows confidence in asking adults for help Help a friend to follow the classroom rules. Plays with one or more other children making some attempts to strike up or join in with a conversation. <p>Jigsaw – Healthy Me Learning intentions:</p> <ul style="list-style-type: none"> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. I can tell you some of the things I need to do to be healthy. I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and that sleep is good for me. I can wash my hands and know it is important to do this before I eat and after I go to the toilet. I know who my safe adults are and how to stay safe if they are not close by me. | <p>Self-Regulation</p> <ul style="list-style-type: none"> To begin to find solutions to quarrels and rivalries Willing to persist and not be daunted by failure. <p>Managing Self</p> <ul style="list-style-type: none"> To be able to follow the rules without an adult reminding me To be able to follow rules and know why they are important Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. <p>Building Relationships</p> <ul style="list-style-type: none"> To understand how others might be feeling Plays in a group with friends, and make up ideas of things to do and games to play including and inviting others. Strikes up conversations with different children within play time. <p>Jigsaw – Relationships Learning intentions:</p> <ul style="list-style-type: none"> I can tell you about my family. I understand how to make friends if I feel lonely. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can use Calm Me time to manage my feelings. I can work together and enjoy being with my friends. | <p>Self-Regulation</p> <ul style="list-style-type: none"> Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> Finds solutions to quarrels and rivalries <p>Managing Self</p> <ul style="list-style-type: none"> To learn how to be assertive whilst following the rules. E.g. 'It's your turn next, you can't snatch'. <p>Building Relationships</p> <ul style="list-style-type: none"> Show empathy in simple ways, e.g. finding an adult for a child who is hurt. <p>Jigsaw – Changing me Learning intentions:</p> <ul style="list-style-type: none"> I can name parts of my body and show respect for myself. I can tell you some things I can do and some food I can eat to be healthy. I understand that we all start as babies and grow into children and then adults. I know that I grow and change I can talk about how I feel moving to School from Nursery. I can remember some fun things about Nursery this year. | |



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| | <ul style="list-style-type: none"> Repeat words and phrases from familiar stories/rhymes. Can identify parts within an illustration e.g. Can you find the flower? <p>Reading</p> <ul style="list-style-type: none"> Notice some print or symbols such as the picture on their tray, their age number, or a familiar logo. Looks at some books independently. Enjoys looking at the illustrations in books. Names pictures and talks about some of the things they see in illustrations Explores instrumental and environmental sounds. Discriminates between sounds in the environment e.g. rain, animal sounds, footsteps etc Body percussion – can use their body parts to make sounds using body percussion. Can recognise the sounds made using body percussion. <p>Writing</p> <ul style="list-style-type: none"> Explores ways of making marks within the environment | <ul style="list-style-type: none"> Listen to a story and comment on some of the events. <p>Reading</p> <ul style="list-style-type: none"> In phonics, joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Knows some familiar songs and rhymes, Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Holds a book carefully, turning pages from front to back. Recognises and discriminates between different instrumental and environmental sounds. Voice sounds – hears and copies different types of sounds by changing their voice. Hears initial sounds s a t p i n Begins to orally blend CVC words. <p>Writing</p> <ul style="list-style-type: none"> Enjoy drawing freely. | <ul style="list-style-type: none"> Begins to learn a short story or poem by heart. Name the characters from a familiar story. Can answer some questions about a familiar story e.g. Who, what Begins to sequence a familiar story. <p>Reading</p> <ul style="list-style-type: none"> Claps out syllables in words Hears initial sounds m d g o c k e Practices oral blending CVC words. Recognises their name by sight. <p>Writing</p> <ul style="list-style-type: none"> Make marks on their picture to stand for their name. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." "That's mummy's handbag" Begins to copy letter from their name. Explores creating different types of lines e.g. straight, zigzag, bumpy, wavy, vertical, horizontal | <ul style="list-style-type: none"> Has conversations about stories and learns new vocabulary Listen to a story and comment on the events. <p>Reading</p> <ul style="list-style-type: none"> Begins to understand that print carries meaning. Develop their phonological awareness, so that they can begin to spot and suggest rhymes Begins to recognise a rhyming pair. <ul style="list-style-type: none"> Knows that stories have beginnings and endings and sometimes guess how the story will end Hears initial sounds u r h b f l j Can orally blend CVC words. Begins to segment CVC words <p>Writing</p> <ul style="list-style-type: none"> Begins to write their name independently forming some letters correctly. Begins to write some letters independently. | <ul style="list-style-type: none"> Sequences a familiar story To understand that different words and print have different purposes <p>Reading</p> <ul style="list-style-type: none"> May remember some letter patterns in familiar print by sight 'Miss, this says mum' Knows that stories have beginnings and endings and sometimes guess how the story will end. Hears initial sounds v w y z qu ch <p>Writing</p> <ul style="list-style-type: none"> Attempts to write their name independently forming some letters correctly. Shows intention within their drawings makes marks and gives them different purposes, which can be identifiable | <ul style="list-style-type: none"> Engages in extended conversations about stories. <p>Reading</p> <ul style="list-style-type: none"> Able to say lots of words that rhyme with a word like 'cat' Recognise a rhyming pair. Begins to recognise that we read English text from left to right and from top to bottom Uses their voice to make different pure sounds of the alphabet, most of which are made correctly. Hears initial sounds ck x ch ng nk Can orally segment CVC words. <p>Writing</p> <ul style="list-style-type: none"> May remember some letter patterns 'Miss, this says mum' Writes their first name independently. Writes some letters accurately Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy |
| Math | <p>Counting:</p> <ul style="list-style-type: none"> I can say some counting words I join in with some simple number songs I can count by rote to 5. <p>Cardinality:</p> <ul style="list-style-type: none"> I can recognise my age number <p>Spatial awareness</p> <ul style="list-style-type: none"> I can begin to remember their way around familiar environments I enjoy filling and emptying containers and exploring spaces <p>Shape</p> <ul style="list-style-type: none"> I choose puzzle pieces and tries to fit them in I can notice and recognises shape in their environment and explores e.g building with shapes. <p>Colours</p> <ul style="list-style-type: none"> I can recognise the colours red, blue, green, yellow, purple and other colours. <p>Matching and sorting</p> | <p>Counting:</p> <ul style="list-style-type: none"> I can use counting as part of my everyday play and may show fascination with large numbers I can recognise that anything can be counted I can count up to 10 verbally. I can say one number for each item in order: 1,2. I can count out 2 objects. I can recognise numerals 1 and 2. I can match 1 and 2 to the correct amount. I can recognise 2 number bond. <p>Cardinality</p> <ul style="list-style-type: none"> I can show finger numbers up to 2. <p>Subitising</p> <ul style="list-style-type: none"> I have fast recognition of up to 2 objects, without having to count them individually ('subitising') (including different size objects). <p>Shape</p> | <p>Counting</p> <ul style="list-style-type: none"> I can count up to 5 objects I can recognise numerals up to 5. I can begin to understand the composition of 3, 4 and 5. I am beginning to count beyond 10 by rote. <p>Cardinality</p> <ul style="list-style-type: none"> I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can show finger numbers up to 5. <p>Subitising</p> <ul style="list-style-type: none"> I am able to subitise, look at a group of objects up to 3 and know how many there are I can predict/move/rotate objects to fit the space. <p>Shape</p> <ul style="list-style-type: none"> I can recognise and name 2d shapes - triangles, squares, rectangle and pentagon.. | <p>Counting</p> <ul style="list-style-type: none"> I can count up to 6 objects I can recognise numerals to 6 I can arrange 6 objects on a tens frame. <p>Cardinality</p> <ul style="list-style-type: none"> I can begin to notice numerals in my environment <p>Subitising</p> <ul style="list-style-type: none"> I can subitise up to 5 with a dice pattern and on a fives frame. <p>Measures</p> <ul style="list-style-type: none"> I can compare the height of two objects and use the words tall and short correctly. I can compare the length of two objects and use the words long and short correctly. I can explore mass using the balance scales and use the words heavier and lighter correctly. I can explore capacity and use the words full/nearly full and empty/nearly empty correctly. I can compare capacity by pouring from one container to another. | <p>Comparing</p> <ul style="list-style-type: none"> I can compare quantities using language more than, fewer than <p>Spatial awareness</p> <ul style="list-style-type: none"> I can understand and use positional language in/on/under/out/in front/behind. <p>Shape</p> <ul style="list-style-type: none"> I can name a circle and talk about some properties. I can name a triangle and talk about some properties. I can name a rectangle (and square) and talk about some properties. I can identify cubes and cuboids and begin to talk about some properties. I can identify cylinders and begin to talk about some properties. I can identify spheres and begin to talk about some properties. I enjoy partitioning and combing shapes to make new shapes eg. An arch, a bigger triangle <p>Pattern</p> <ul style="list-style-type: none"> I can notice and correct errors in repeating patterns | <p>Counting</p> <ul style="list-style-type: none"> I can understand the composition of numbers up to 5. <p>Cardinality</p> <ul style="list-style-type: none"> I can recognise some pairs of number that make up 3, 4 and 5. I can count along a number track and say what comes before and after. I can sequence number on a number track up to 5. I can identify a missing number on a number track by jumping forwards and backwards. I can sequence counting cards up to 5. I can match number to quality up to 5. I can solve real-world mathematical problems with numbers up to 5 <p>Spatial awareness</p> <ul style="list-style-type: none"> I can describe a familiar route. Discuss routes and locations, using words like in front of and behind. <p>Pattern</p> <ul style="list-style-type: none"> I can describe patterns made up of 2d shapes and 3d shapes. |



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| | <ul style="list-style-type: none"> I can match buttons. I can match shoes I can recognise and create matching towers. I can match the same size. I can match prints I can sort by size. I can sort by colour. I can sort by shape. I can talk about how objects have been sorted. | <ul style="list-style-type: none"> I can make simple constructions e.g builds a house/familiar object out of shapes <p>Pattern</p> <ul style="list-style-type: none"> I can talk about and identifies patterns in the environment e.g. a stripy t-shirt, a spotty bag I can describe and continue an AB/ABC colour pattern. I can describe and continue an AB/ABC pattern with natural materials. I can describe and continue an AB movement pattern. I can fix a mistake in an AB pattern. <p>Measures</p> <ul style="list-style-type: none"> I am beginning to understand some talk of immediate past and future | <ul style="list-style-type: none"> I can recognise that a triangle has 3 sides, a rectangle/square have 4 sides and a pentagon has 5 sides.. I can select shapes appropriately <p>Pattern</p> <ul style="list-style-type: none"> I am interested in using the pattern of everyday routines I can begin to describe a sequence of events using first, then etc <p>Measures</p> <ul style="list-style-type: none"> I can recall a sequence of events in stories | | <p>Measures</p> <ul style="list-style-type: none"> I can sequence pictures from a nursery rhyme. I can sequence pictures from their daily routine. I can sequence pictures from a familiar story. | |
| UW | <p>Past and Present</p> <ul style="list-style-type: none"> Talk about myself and what I like. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Talk about who lives in my house. Talks about self/interests/appearance Begin to make connections between the features of their family and other families. <p>The Natural World</p> <ul style="list-style-type: none"> Explore their environment e.g. water, sand, sensory toys, nature. Explore the autumn season | <p>Past and Present</p> <p>Talks about family roles-what do individuals do at home.</p> <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Joins in with routines, like going shopping, and times that are special to them and their family like birthdays Begin to notice the differences between people and can begin to talk about how people look different. <p>The Natural World</p> <ul style="list-style-type: none"> Uses all of their senses to explore natural materials. | <p>Past and Present</p> <ul style="list-style-type: none"> Begins to talk about their own recent history e.g. 'I went to the park with my mum', 'We had McDonald's for tea', I went to grandmas house'. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Shows an interest in different occupations <p>The Natural World</p> <ul style="list-style-type: none"> Explore the winter season | <p>Past and Present</p> <ul style="list-style-type: none"> Talks about places that are special to them and their family and friends, like "We went to the Trafford centre. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Begin to know that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families. <p>The Natural World</p> <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Comments and observes growth and change in plants and animals Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently Begin to understand the key features of the life cycle of a plant and an animal. Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed, ice melting, how a plant grows. Explore the spring season | <p>Past and Present</p> <ul style="list-style-type: none"> Talks about their own recent history e.g. 'I went to the park with my mum', 'We had McDonald's for tea', I went to grandmas house'. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p>The Natural World</p> <ul style="list-style-type: none"> Explores and talks about floating and sinking, magnetic and not magnetic Uses all of their senses of smell to explore difference: smelling chocolate, toast, herbs, flowers etc Explore collections of materials with similar and/different properties. Begin to talk about the differences between materials and changes they notice. Explore how things work. Explore and talk about different forces they feel. | <p>Past and Present</p> <ul style="list-style-type: none"> Begin to make sense of their own history which didn't happen recently e.g. a long time ago, when I was a baby", I went on a holiday.. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> Knows that there are different places in the community and can talk about the different places they have experienced or seen. <p>The Natural World</p> <ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore the summer season. |



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| EAD | <p>Creating with Materials</p> <p>To join materials using chunky glue sticks.</p> <ul style="list-style-type: none"> • Begin to collage materials to a flat surface. • Explores using colour when they make marks. • Explores painting with ready-made paints with thick brushes and outside with water and large brushes. • Explore print painting using hands and feet. • Explores playdough with hands. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. | <p>Creating with Materials</p> <ul style="list-style-type: none"> • To join materials using PVA glue and brushes. • Manipulates playdough by using hands to roll, pinch, squeeze and press to shape it • Explores printing with objects and sponges (larger). • Explores paint with fingers. • Explores using a variety of mark making media – pencils, pens, chalk, pastels ... • Explore and create artwork in the style of Damian Hurst. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • Enjoys playing with small world equipment. • Explores blocks and construction kits. • Listen with increased attention to sounds. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Begin to remember and sing songs. | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Explores paint with thinner brushes. • Explores materials by tearing, scrunching and rolling them <p>Being Expressive and Imaginative</p> <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. • Plays instruments with increasing control to express feelings and ideas. | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Draw with increasing complexity using detail such as a drawing a circle for a face and making marks for facial features. • Explore colour and colour mixing. • To join materials using PVA glue and spreaders. • Begin use masking tape to stick materials together. • Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough. • Explores paint with cotton buds. • Prints using natural objects – eg fruit and vegetables.. • Explores printing with objects and sponges (smaller). • Explore and create artwork in the style of Alma Thomas. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • Begin to make 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Remember and sing whole songs. • Sing the pitch of a tone sung by another person (pitch match) • Remember and sing entire songs. | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Join different materials • Use drawing to represent ideas like movement or loud noises • Make simple 3d models which express their ideas • Use masking tape to stick materials together. • Use water colour paints to paint. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • Respond to what they have heard expressing their thoughts and feelings | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and painting like happiness, sadness, fear ect. • Develop own ideas and then decide which materials to use to express them • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • If ideas don't work, they can choose something else or change the way they do something • Begin to choose a particular colours for a purpose. • Begin to use Sellotape to stick materials together. • Explore and create artwork in the style of George Seurat. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Use their imaginations and consider what they could do with different materials. • Create their own songs or improvise a song around one they know. |
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