



St Joseph's Catholic Primary School EYFS Checkpoints

	Entry to Preschool	Midway through Preschool	End of Preschool/ Entry to Reception Checkpoint 1	Midway through Reception Checkpoint 2	End of Reception - Year 1 ready Checkpoint 3
Prime Areas	Focus on prime areas initially so that the children are ready to access all 7 AoL in Reception. All of these development points are promoted and developed throughout the setting (both indoors and outdoors) and are based upon the 7 educational programmes from the EYFS Statutory Framework.				
Personal, Social & Emotional Development	<p>I can share or take turns with the support of an adult</p> <p>I am becoming outgoing with unfamiliar people in the safe context of the setting</p> <p>I can play with others extending and elaborating play ideas</p> <p>I can use the toilet independently</p>	<p>I can identify feelings using words like happy, sad, angry</p> <p>I can follow rules and don't always need adult support</p> <p>I am more confident in new social situations and with new people</p> <p>I can talk with others to resolve conflicts and resolve issues (some support needed)</p> <p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p>	<p>I can talk about my feelings and feelings of others</p> <p>I can follow basic instructions and the "rules" of the setting</p> <p>I am starting to handle new experiences with more confidence</p> <p>I can play with others cooperatively</p> <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p>	<p>I can identify a range of different feelings</p> <p>I can say how others are feeling based on their expressions and actions</p> <p>I can keep on trying when I find something difficult</p> <p>I can say what I am good at and what I would like to improve</p> <p>I am starting to sit and listen more consistently during adult focus time</p> <p>I can follow simple instructions</p> <p>I can follow instructions with two or more parts</p>	<p>I can say how I and others are feeling</p> <p>I can show my understanding of feelings by changing my behaviour</p> <p>I can set myself goals</p> <p>I can wait for my requests and needs to be met</p> <p>I can listen to and respond to adults</p> <p>I can follow instructions accurately (several ideas/ actions)</p>
Physical Development	<p>I can use the toilet independently</p> <p>I can run, jump and hop</p> <p>I can climb stairs using alternate feet</p>	<p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p>	<p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> <p>I can make healthy choices</p>	<p>I can talk about different ways of staying fit and healthy.</p>	<p>I recognise the importance of healthy living and the effect it has on my body.</p>



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	<p>I can show a preference for a dominant hand</p>	<p>I can handle some of my own hygiene needs e.g. hand washing</p> <p>I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.</p>	<p>I can balance (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg</p> <p>I can use large scale muscle movements</p> <p>I can use one handed tools confidently</p> <p>I can use a comfortable grip with good control when using pencils</p>	<p>I can use lots of different ways of moving appropriately</p> <p>I can climb over, under and through obstacles</p> <p>I can throw, kick, pass and catch a large ball</p> <p>I can move and use both large and smaller scale equipment (building blocks etc)</p> <p>I can show good pencil control when mark making and drawing</p> <p>I can use cutlery and other one handed equipment</p> <p>I can sit at a table to write</p> <p>I can hold a pencil in a tripod grip</p> <p>I can use scissors</p>	<p>I can travel around space and obstacles safely</p> <p>I can show strength, balance and co-ordination in movement</p> <p>I can move in different ways- run, jump, skip, climb</p> <p>I can hold a pencil effectively (tripod)</p> <p>I can use a range of tools e.g. scissors</p> <p>I can draw with accuracy</p>
<p>Communication & Language</p>	<p>I can listen to simple stories and use pictures to help me know what is happening</p> <p>I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p> <p>I can follow simple instructions with up to two key words</p>	<p>I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.</p> <p>I can follow instructions with two key words accurately</p> <p>I can answer a range of questions. I am starting to understand 'why?' in</p>	<p>I can listen carefully to songs, stories and rhymes and respond by joining in</p> <p>I can follow a one or two part instructions</p> <p>I can understand and respond to instructions with: *2 key words- Put on your hat</p>	<p>I can demonstrate good listening behaviours</p> <p>I can follow simple instructions (with two or more parts) reliably</p> <p>I can respond to what I have heard by asking questions and saying what I think</p> <p>I engage in story times</p>	<p>I can listen carefully</p> <p>I can respond with questions, comments and actions</p> <p>I can make comments about what I have heard</p> <p>I can ask questions to help me understand</p> <p>I can engage in conversation with my friends and teachers</p>



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	<p>I can answer questions using who, what, when, where</p>	<p>terms of investigations etc.</p>	<p>*3 key words- Can you wash dolly's face?</p> <p>I can understand and respond to 'why' questions</p>	<p>I like to join in with familiar songs and rhymes</p> <p>I can say what I think I ask questions about what I have heard</p> <p>I can wait and take turns in conversation I can respond to what others say</p>	
Expressive Arts	<p>I can use different art materials and am starting to refine my ways of creating art</p> <p>I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make</p> <p>I can engage in simple pretend play, using some objects to represent others</p>	<p>I can use self- chosen materials to create my own ideas</p> <p>I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose</p> <p>I can create more complex small world set ups to adapt and create stories</p>	<p>I can use a range of art materials, joining and colour mixing purposefully and freely</p> <p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</p> <p>I can start to develop my own stories linked to what I know through role & small world play</p>	<p>I can use various tools for artwork and design e.g. playdough tools I can select my own art and design materials to create with I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p> <p>I am starting to recreate familiar stories (with adult support)</p> <p>I can talk about my artwork or designs- linked to some of the materials/ techniques I used</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I am able to combine different techniques e.g. collage, paint, crayon, clay to create art I can design art/ a product thinking about colour, texture and function</p> <p>I can explain what I have made I can talk about how I made it</p> <p>I can use props and materials when I am role playing familiar stories</p>



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				I can use materials and props to retell stories and create imaginary situations linked to what I know	
Literacy	<p>I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p>I can tune into sounds during listening games I can show awareness of alliteration e.g. the ssssliperry ssssnake</p> <p>I can add marks to pictures giving meaning to them I can add marks to show my name</p>	<p>I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>I can tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting</p> <p>I can apply some print knowledge to writing e.g. m for mummy I can write the first letter of my name</p>	<p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>I can write some letters with good formation e.g. the letters from my name</p> <p>I can segment words in the order in which they occur (with support) I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words</p> <p>I apply print knowledge to my emergent writing I can write my own name</p>	<p>I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip I can match phase 2 and 3 letters and sounds</p> <p>I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words</p> <p>I can write captions I can write short sentences I can start to use finger spaces between my words I can read sentences back</p>	<p>I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip</p> <p>I can write CVC words with sounds and letters I know I can write phase 2 and 3 tricky words</p> <p>I can write simple sentences I can read my own sentences My teacher can read my sentences</p>
Understanding the world	<p>I can talk about myself and my immediate family</p> <p>I can talk about different occupations and job roles</p>	<p>I can talk about some of the ways I have changed over my life</p> <p>I can name other countries in the world</p>	<p>I can talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>I can talk about the differences I have seen</p>	<p>I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</p>	<p>I can talk about the lives of people I am familiar with I can talk about the roles of people in society</p>



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	<p>I can talk about natural materials using a wide vocabulary linked to all my senses</p>	<p>I am positive about the differences between people</p> <p>I can show care for my environment and plant and care for plants</p>	<p>in people, countries and communities</p> <p>I can talk about the key features of life cycles using key vocabulary</p> <p>I can talk about the world around us observing animals and plants</p>	<p>I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</p> <p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>	<p>I can give similarities and differences between the past and now</p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p>
Maths	<p>I can recite numbers to 5 and beyond</p> <p>I am starting to subitise up to two</p> <p>I can make comparisons between objects- size, length, weight and capacity</p>	<p>I can say one number name for each item</p> <p>I can show 'finger' numbers to 5</p> <p>I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p> <p>I can make comparisons between quantities</p>	<p>I can count, order, recognise and use numbers to 5</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p>	<p>I can count objects, claps, movements up to 10</p> <p>I can match numeral and quantity (within 10)</p> <p>I can quickly say how many there are (up to 5)</p> <p>I can recall number bonds to 5</p> <p>I can start to give some linked subtraction facts</p> <p>I can start to recall some double facts e.g. 1 and 1 is 2</p>	<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame</p> <p>I can recognise the numerals to 10 and match to quantity consistently</p> <p>I can recognise quantities up to 5 without counting</p> <p>I can recall number bonds up to 5 and some to 10</p> <p>I can match subtraction facts with number bonds</p> <p>I can recall some double facts within 10</p>