

Reception Checkpoints Autumn Term Using Development Matters-Prime Areas

C&L: Listening, Attention & Understanding	C&L: Speaking	PSED: Self-regulation	PSED: Managing Self	PSED: Building Relationships	PD: Gross Motor Skills	PD: Fine Motor Skills
Expectation for 'on-track' in Autumn Term						
Enjoy listening to longer stories and can remember much of what happens.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Develop appropriate ways of being assertive.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Use one-handed tools and equipment, for example, making snips in paper with scissors.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Increasingly follow rules, understanding why they are important.	Develop their sense of responsibility and membership of a community.	Talk with others to solve conflicts.	Go up steps and stairs, or climb up apparatus, using alternate feet.	Use a comfortable grip with good control when holding pens and pencils.
Enjoy listening to longer stories and can remember much of what happens.	Able to use sentences of four to six words – "I want to play with cars" or "What's that thing called?"	Remember rules without needing an adult to remind them.	Show more confidence in new social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Show a preference for a dominant hand.
Is able to answer simple 'why' questions?	Start a conversation with an adult or a friend and continue it for many turns.	Talk about their feelings using words like 'happy',	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Play with one or more other children, extending and elaborating play ideas.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		Make healthy choices about food, drink, activity and toothbrushing.	Understand gradually how others might be feeling.	Start taking part in some group activities which they make up for themselves, or in teams.	
					Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	
					Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	
					Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	
					Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	

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