

Reception Checkpoints Autumn Term Using Development Matters-Specific Areas

Literacy: Comprehension	Literacy: Word Reading	Literacy: Writing	Mathematics: Number	Mathematics: Numerical Patterns	Understanding the World: Past and Present	Understanding the World: People, Culture & Communities	Understanding the World: The Natural World	Expressive Arts & Design: Creating with Materials	Expressive Arts & Design: Being Imaginative & Expressive
Expectation for 'on-track' in Autumn Term									
Engage in extended conversations about stories, learning new vocabulary	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Begin to make sense of their own life-story and family's history.	Continue developing positive attitudes about the differences between people.	Use all their senses in hands-on exploration of natural materials.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Take part in simple pretend play, using an object to represent something else even though they are not similar.
	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Write some or all of their name	Recite numbers past 5.	Understand position through words alone – for example, "The bag is under the table," – with no pointing		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Explore collections of materials with similar and/or different properties.	Develop their own ideas and then decide which materials to use to express them.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
		Write some letters accurately	Say one number for each item in order: 1,2,3,4,5.	Describe a familiar route.		Show interest in different occupations.	Talk about what they see, using a wide vocabulary	Join different materials and explore different textures.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park
			Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Discuss routes and locations, using words like 'in front of' and 'behind'.			Plant seeds and care for growing plants.	Explore colour and colour-mixing	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
			Show 'finger numbers' up to 5.	Make comparisons between objects relating to size, length, weight and capacity.			Understand the key features of the life cycle of a plant and an animal.		Draw with increasing complexity and detail, such as representing a face with a circle and including details.
			Experiment with their own symbols and marks as well as numerals.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.			• Begin to understand the need to respect and care for the natural environment and all living things		Use drawing to represent ideas like movement or loud noises.

Reception Checkpoints Autumn Term Using Development Matters-Specific Areas

			Solve real world mathematical problems with numbers up to 5.	Combine shapes to make new ones – an arch, a bigger triangle, etc			Explore and talk about different forces they can feel.		Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
			Compare quantities using language: 'more than', 'fewer than'.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.			Talk about the differences between materials and changes they notice		Listen with increased attention to sounds.
				Extend and create ABAB patterns – stick, leaf, stick, leaf.			Explore how things work.		Respond to what they have heard, expressing their thoughts and feelings
				Notice and correct an error in a repeating pattern.					Remember and sing entire songs.
				Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					Sing the pitch of a tone sung by another person ('pitch match').
									Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
									Create their own songs, or improvise a song around one they know