

Reception Checkpoints Spring 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 Spring Term						
Understand how to listen carefully and why listening is important.	Learn new vocabulary.	See themselves as a valuable individual.	Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Build constructive and respectful relationships.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Engage in story times.	Use new vocabulary through the day.	Show resilience and perseverance in the face of challenge.		Express their feelings and consider the feelings of others.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
Listen to and talk about stories to build familiarity and understanding.	Ask questions to find out more and to check they understand what has been said to them.	Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	
Listen carefully to rhymes and songs, paying attention to how they sound.	Articulate their ideas and thoughts in well-formed sentences.	Manage their own needs.			Combine different movements with ease and fluency.	
Engage in non-fiction books	Learn rhymes, poems and songs.				Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
Listen to and talk about selected non-fiction to develop a deep	Connect one idea or action to another using a range of connectives.				Develop overall body-strength, balance, co-ordination and agility.	
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail.				Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	
Use new vocabulary in different contexts.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.				Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
	Develop social phrases.					
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.					