

Reception Checkpoints Spring 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 Spring Term									
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read individual letters by saying the sounds for them.	Form lower-case and capital letters correctly.	Count objects, actions and sounds.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Comment on images of familiar situations in the past.	Talk about members of their immediate family and community.	Explore the natural world around them	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses.
	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Spell words by identifying the sounds and then writing the sound with letter/s.	Subitise.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare and contrast characters from stories, including figures from the past.	Name and describe people who are familiar to them.	Describe what they see, hear and feel whilst outside.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Watch and talk about dance and performance art, expressing their feelings and responses.
	Read some letter groups that each represent one sound and say sounds for them	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Link the number symbol (numeral) with its cardinal number value.			Understand that some places are special to members of their community.	Recognise some environments that are different to the one in which they live.	Create collaboratively, sharing ideas, resources and skills.	Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Read a few common exception words matched to the school's phonic programme	Re-read what they have written to check it makes sense.	Count beyond ten.			Recognise that people have different beliefs and celebrate special times in different ways.	Understand the effect of changing seasons on the natural world around them		Develop storylines in their pretend play.
	Read simple phrases and sentences made up of words with known letter-sound correspondences &, where necessary, a few exception words.		Compare numbers.			Recognise some similarities and differences between life in this country and life in other countries.			Explore and engage in music making and dance, performing solo or in groups.
			Explore the composition of numbers to 10.	Explore the composition of numbers to 10.					
			Automatically recall number bonds for numbers 0–5 and some to 10	Automatically recall number bonds for numbers 0–5 and some to 10					
			Explore the composition of numbers to 10.	Explore the composition of numbers to 10.					

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