St Maria Goretti Checkpoint Tracker

Communication & Language

Listening, Attention and Understanding - ELG

Baseline	Autumn	Spring	Summer
• I can follow a one-part instruction. • I can talk to others. • I can show some interest about what is being talked about. • I can listen to stories.	• I can follow instructions with two or more parts. • I can respond to what others say. • I can sometimes look at the person who is talking. • I can recall some events from stories I have heard.	• I can respond to what I have heard by asking questions and saying what I think. • I can wait and take turns in conversations. • I can show that I am ready to learn by sitting quietly. • I can switch attention from one task to another. • I can recall main events and characters from stories I have heard.	• I can listen carefully. • I can respond with questions, comments and actions. • I can engage and take turns in conversations with my friends and teachers. • I can show that I am listening and on task straight away.

ELG
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions.
Make comments about what they have heard and ask questions to clarify understanding.
Hold conversation when engaged in back and forth exchanges with their teachers and peers.

Communication & Language

Speaking- ELG

Baseline	Autumn	Spring	Summer
• I can use talk to share what I think. • I can use a sentence of 4-6 words. • I can use speech as a way of starting to my express myself.	• I can share my ideas with adults and other children. • I can organise my thoughts using simple sentences. • I can use talk to communicate my needs. • I can use talk to say how I feel. • I can use new vocabulary.	• I can use new vocabulary in the correct context. • I can use talk in different ways such as in imaginative play, develop ideas and collaborate and plan with others. • I can explain events that have already happened using the past tense correctly.	• I can use the past, present and future tense correctly. • I can use the conjunctions 'and' and 'because' to connect my ideas. • I can use vocabulary from stories, poems, rhymes and non-fiction texts. • I can take part in whole class and group discussions.

ELG
Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhyme and poems when appropriate.
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult.

PSED

Self-Regulation - ELG

Baseline	Autumn	Spring	Summer
• I can talk about feelings (happy, sad, angry). • I can find an adult or peer to help me when something is difficult or challenging.	• I can talk about how I'm feeling. • I can access the calm area with support. • I can keep trying if something is difficult or challenging. • I can verbalise the goals I have set for myself.	• I can say how others are feeling based on their expressions and actions. • I can access the calm spaces independently. • I can have a go at solving challenging problems independently. • I can wait for what I want and control my impulses. • I can set and work towards simple goals.	• I can show my understanding of feelings by changing my behaviour. • I can regulate my behaviour in new environments and situations. • I can explain how I need help from an unfamiliar adult.

ELG
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Get and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

PSED

Managing Self- ELG

Baseline	Autumn	Spring	Summer
• I can access the toilet independently. • I can come into the classroom with some support. • I am showing some awareness of how to behave in the classroom.	• I can wash my hands at appropriate times. • I can dress and undress for PE with some independence. • I can come into the classroom independently. • I am starting to try new activities.	• I can say how I keep myself healthy and clean. • I can follow the school rules consistently. • I can talk about what is right and wrong.	• I can dress and undress for PE independently. • I can manage my own basic hygiene and personal needs. • I can explain healthy food.

ELG
Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

PSED

Building Relationships - ELG

Baseline	Autumn	Spring	Summer
• I can play with one or more child cooperatively. • I can name my teachers, familiar adults and some of peers. • I can initiate play offering cues to my friends to join me.	• I can play with a small group of children sharing ideas. • I am starting to form some relationships in my class. • I am aware of my needs.	• I can work well with others listening and sharing ideas. • I have formed good relationships with adults and children. • I am aware of how others needs and respond appropriately.	• I can play with others, take turns and share. • I have formed good relationships with the adults in the classroom and around school. • I have positive friendships. • I am sensitive to the needs of others.

ELG
Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and other's needs.

Physical Development

Gross Motor Skills - ELG

Baseline	Autumn	Spring	Summer
• I have good coordination and balance when negotiating equipment and other people. • I can use equipment confidently and effectively e.g. spades, brushes, bikes.	• I can attempt different ways to move e.g. jumping, hopping, sliding. • I can use large construction to build. • I can climb over, under and through obstacles.	• I can throw, kick, pass and catch a large ball. • I can use large and small equipment for different purposes.	• I can move around my classroom and school safely • I can show strength, balance and coordination in movement. • I can successfully move in different ways e.g. run, jump, skip, climb.

ELG
Negotiate space and obstacles safely, with consideration for themselves and others.
Demonstrate strength, balance and co-ordination.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills- ELG

Baseline	Autumn	Spring	Summer
• I can show a preference for a dominant hand with comfortable pencil grip. • I can draw a picture.	• I am developing a tripod grip when mark making and drawing. • I am attempting to use a knife and fork at the same time. • I can form numbers 0 – 9 correctly.	• I can use a tripod grip when writing and drawing. • I am beginning to use scissors to cut different materials. • I am beginning to control the size of my writing. • I can form most letters correctly.	• I can use scissors to cut different materials. • I can use a range of tools effectively for different purposes. • I can write on the line and my letters are an appropriate size.

ELG
Hold a pencil effectively in preparation for writing (nearly always tripod grip).
Use a range of small tools e.g. scissors paint brushes, cutlery.
Begin to show accuracy and care when drawing.

Literacy

Word Reading - ELG

Baseline	Autumn	Spring	Summer
• I can orally hear and say initial sounds in words. • I can say the sounds for some letters from familiar words e.g. my name, mum, dad. • I can recognise my name.	• I can identify and say most set phase 2 GPC'S. • I can orally blend CV and CVC words. • I can read ***the, I, no, go, to and into.*** • I am starting to read captions.	• I can identify and say all phase 2 GPC's. • I can identify and say the phase 3 digraphs qu ch sh th th ng ai ee igh oa oo oo ar & or. • I am beginning to independently blend CVC and CVCC words. • I can read ***he, she, we, be, me, was, my, you, they, her, all, are.*** • I can read simple sentences.	• I can identify and say all phase 2 GPC'S • I can identify and say the phase 3 digraphs I can confidently blend independently ur ow oi ear air ure er. • I can **read like, said, when, have, one, *come, do, so, were, some, there, out, little & what.*** • I can read a series of sentences.

ELG
Say a sound for each letter and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy

Comprehension - ELG

Baseline	Autumn	Spring	Summer
• I can listen to stories and recall key characters and key events. • I can join in with some familiar rhymes, songs and repetitive phrases in stories.	• I can talk to others about stories. • I can predict what might happen next. • I can retell a story using role play or small world equipment using story language.	• I can identify and talk about the beginning, middle and end of a story. • I can make up my own stories using story language, settings, character and plots that I have learnt. • I can identify a non-fiction texts. • I can identify rhymes and poems.	• I can understand and use recently introduced vocabulary during discussions about stories, poems and non-fiction. • I can remember some facts from a non-fiction text. • I can recall poems I have been taught. • I can understand a series of sentences I have read.

ELG
Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary.
Anticipate key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy

Writing - ELG

Baseline	Autumn	Spring	Summer
• I can write some letters from my name. • I can write some initial sounds.	• I can write my name. • I can write some lower case letters correctly. • I can write some CVC words and labels. • I can write letters to match initial sounds.	• I can attempt to write my full name. • I can write lower case letters and some upper case letters correctly. • I can write sentences using the sounds and words I have been taught sometimes with support. • I can sometimes use finger spaces between words.	• I can write my first name and surname. • I can write all lower case and upper case letters correctly. • I can write sentences independently using the sounds and words I have been taught. • I can use finger spaces between words. • I can use a capital letter and a full stop. • I can read my own sentences and they can also be read by my teacher.

ELG
Write letters which are mostly well formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by themselves and others.

Mathematics

Number and Numerical patterns - ELG

Baseline	Autumn	Spring	Summer
• I am beginning to touch count. • I can count to five. • I can show numbers using concrete materials.	• I can count from 1 – 10. • I can recognise numerals 1 – 5. • I can write numerals 1 – 5 • I can name circles and triangle's. • I can compare the weight, height and length of 2 objects or more.	• I can recognise numerals 1 – 10. • I can recall double facts to 5. • I can recall number bonds to 5. • I can compare two different groups using the correct language. • I can name 2d shapes – square, rectangle, triangle and circle. • I can use the correct language to compare distance, mass, weight, volume and capacity.	• I can count from 1 – 20 starting at any given number. • I am beginning to count beyond 20. • I can recognise and write numerals 1-20. • I can subitise to 5. • I can find one more and one less than a given number. • I can add numbers by combining two groups together. • I can recall some number bonds to 10.

ELG - Number
Have a deep understanding of number to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG – Numerical patterns
Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present - ELG

Baseline	Autumn	Spring	Summer
• I can talk about members of my family I live with. • I can talk about some things I enjoyed at nursery.	• I can talk about changes that have happened to me throughout my life. • I can talk about changes that have happened within my family's lifetime. • I am becoming more aware of the past linked to myself and my family.	• I can talk about people in the community and their roles. • I can explain how people in the community help us. • I can talk about the past e.g. how the clothes or uniforms are different. • I can talk about what I have heard and seen in stories and picture books and how this is different/the same	• I can talk about similarities and differences between things in the past and now. • I can use what we have read in class to answer questions about the past and present. • I can talk about the past through characters, settings and events from books and stories.

ELG
Talk about the lives of people around them and their role in society.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books and storytelling.

Understanding the World

People, cultures and communities - ELG

Baseline	Autumn	Spring	Summer
• I can be accepting and positive about people's differences. • I am beginning to explore the world around me with all my senses. • I know the name of my new school.	• I can talk about my celebrations and how other people celebrate. • I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell. • I can comment and ask questions about my immediate environment. • I am familiar with the layout of our school. • Begin to identify and use symbols on a map. • I know which county I live in.	• I can talk about some special places for people in our and other communities. • I can comment and ask questions about the natural world using what I know from stories/non-fiction. • I can draw information from a simple map. • I am beginning to compare similarities and differences between different places. • I can start to talk about the differences in people's lives in other countries.	• I can talk about religion and culture within my country (UK). • I can describe a place using what I know from; observations, discussions, stories/ non-fiction and maps. • I can talk about what is the same and different in life in this country and in other countries.

ELG
Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps.
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

Understanding The World

The Natural World - ELG

Baseline	Autumn	Spring	Summer
• I can change materials e.g. adding water to powder paint. • I can talk about what I can see outside using appropriate vocabulary.	• I can create a simple life cycle of a child, baby, toddler & child. • I can describe what I can see, hear and feel outside using appropriate vocabulary. • I can use my senses and simple equipment to make observations. • I can talk about the area I live in, including the weather etc. • I can talk about the weather linked to the current seasons.	• I can talk about forces I feel e.g. push, pull etc. • I can talk about the differences in materials. • I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) • I can describe my own environment and local area. • I can talk about the weather linked to the current seasons.	• I can describe animals and plants from photos and experiences. • I can make observations of animals and plants and draw pictures. • I can contrast the natural world around me with different environments. • I can describe another environment e.g. desert, Artic etc. • I can verbally recount an experiment we have carried out. • I can name all the seasons and talk about what makes them different.

ELG
Explore the natural world around them, making observations and drawing pictures of animals and plants.
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with materials - ELG

Baseline	Autumn	Spring	Summer
• I can start to join materials together. • I can explore art materials and colour mixing freely. • I can develop my own ideas for art and start to talk about them (with adult support). • I can start to develop my own stories linked to what I know through role & small world play.	• 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. • I can begin to recreate familiar stories (with adult support).	• I can use scissors and one handed tools to create art safely and more accurately (play-dough tools, paintbrushes etc.) • I am able to combine different techniques e.g. collage, paint, crayon, clay to create art. • I can talk about my artwork or designs- linked to some of the materials/ techniques I used. • I can use materials and props to retell stories and create imaginary situations linked to what I know.	• I can safely use tools e.g. scissors. • I can explore using materials and techniques. • I can design art/ a product thinking about colour, texture and function. • I can explain what I have made. • I can talk about how I made it • I can use props and materials when I am role playing familiar stories.

ELG
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations explaining the processes they have used.
Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design

Being imaginative and expressive - ELG

Baseline	Autumn	Spring	Summer
• I can use my imagination in play to help me role play and create small world set ups. • I can remember and sing songs with some support.	• I can recount and retell familiar stories with my friends and adults (small world/ role play). • I can role play imaginary scenarios linked to experiences. • I know songs/nursery rhymes and can sing them independently. • I can listen and respond to sounds.	• I can adapt well known stories and narratives and small world/ role play them with others. • I can use what I know and have read to help create my own stories. • I can sing well known songs in a group or alone and match the pitch and melody. • I can listen carefully to music and start to move to it. • I can join in with singing and dancing.	• I can adapt and recount narratives and stories with my friends and adults. • I can invent my own stories. • I can sing well known nursery rhymes. • I can sing some familiar songs (Nativity and taught nursery rhymes etc.) • I can use actions and words to perform songs, rhymes, poems and stories alone and with others. • I can try to move in time with music.

ELG
Invent, adapt and recount narratives and stories with peers and their teacher.
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others and try to move in time to music.