

Bench Marking Document F1 – F2 .

Communication and Language Listening,	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
<b>Attention and Understanding</b>	<p>Listen to a short story for 5 minutes max.</p> <p>Can retain attention for a short period of time i.e at adult short input time/ circle time game.</p> <p>Can understand and follow instructions that has 3 key words .e.g Can you wash Dolly’s face .</p>	<p>Enjoy listening to longer stories and can remember much of what happen.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Can understand and follow instructions that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Can understand action words by pointing to the right picture in a book “ whose Jumping ? “</p>	<p>Can show understanding of simple questions. i.e What, where, who,</p>	<p>Follows a simple 1 step instruction Listen to a story and answer a simple question as to what has happened or what they notice</p> <p>Contributes relevant comments to discussions and conversations if asked by teacher</p> <p>Can answer simple why questions</p>	<p>Listens to stories and can recall the main events.</p> <p>Responds to a 2 step instructions</p> <p>Can respond to a range of questions- not always why or how</p> <p>Contributes relevant comments in discussions.</p> <p>Can briefly describe how they carried out an activity or made a model.</p>	<p>Can switch attention from one task to another. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Communication and Language Speaking</b>	<p>Can join in with some words in songs or rhymes?</p> <p>Can speak in simple sentences linking 5 words together.</p> <p>Can use the pronouns me,</p>	<p>I can sing a small repertoire of songs.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>	<p>I can sing a larger repertoire of songs.</p> <p>Are able to talk about familiar books, and be able to tell a long story.</p> <p>I can use longer sentences of four to six words.</p> <p>I can start a conversation with an adult or a friend and</p>	<p>Be able to talk about a familiar book.</p> <p>Engages in a short conversation with adults and peers about something that is directly relevant to them</p> <p>Uses plurals and some tenses correctly. Can ask simple questions Can I ... When is ...</p>	<p>Communicates more confidently with peers and adults.</p> <p>Uses talks to communicate needs, news, feelings and ideas. Uses some new vocabulary.</p>	<p>Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</p>	<p>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, rhymes and poems when appropriate. Express their ideas and feelings about</p>

Bench Marking Document F1 – F2 .

		<p>Can use the pronouns me she. and prepositions such as In on under</p> <p>I can use a wider range of vocabulary. Understand a question such as how do you think the character is feeling? What do you think will happen next? – Answers can be simple.</p>	<p>continue it for many turns.</p>	<p>Speak about themselves in the first person Answers simple questions about themselves.</p> <p>To speak on sentences of 4- 6 words</p> <p>To be able to be understood by an adult Use talk to organise themselves or their play. “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Can use the word “because “ to explain .</p>			<p>their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
--	--	--	------------------------------------	---	--	--	--

Bench Marking Document F1 – F2 .

Personal, Social and Emotional Development	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
<b>Self-Regulation</b>	I can say goodbye to my family when coming to nursery. I can settle into nursery myself.	Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.	Become more confident with unfamiliar people, in the safe context of their setting.  Begin to understand how others might be feeling.  Begin to listen to and follow the rules .	Can focus attention in a group situation for a short period of time  Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.  Do not always need an adult to remind them of a rule.  Shares resources with others – sometimes with help from an adult  Be assertive towards others if necessary.	Can become engrossed in an activity and finds it difficult to switch attention to another task.  Can recognise simple emotions in others and express how they are feeling . Begin to show empathy for others and the impact of their own actions Shares resources with others – with very little help from an adult  Will put hand on head during class discussion  Can focus attention in a whole class group for a teaching session, e.g. phonics.  Is willing with support to keep trying if something is difficult or challenging.	Can label and talk about own and others' emotions. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
<b>Managing Self</b>	Is beginning to show some 'effortful control.'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front	I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.  Beginning to show more effort and control i.e waiting a turn or resisting to grab what they want.	Increasingly follow class rules, understanding why they are important.  To put own coat on.	Confident to access the environment with minimal support and follows the rules as part of the new routine.  Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.	Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.  Perseveres with fastenings on coats and collecting their possessions for home time	More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and



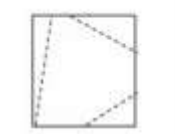

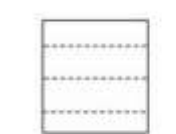

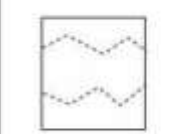
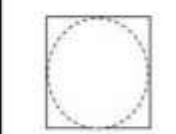


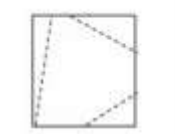

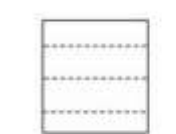

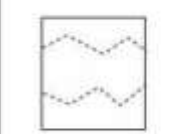
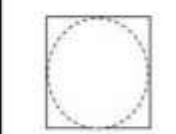


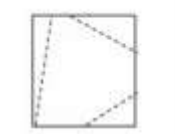

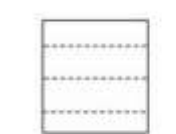

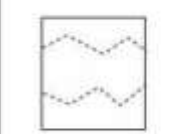
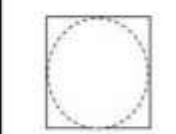
























Bench Marking Document F1 – F2 .

		<p>Sometimes manages to take turns and share with adult guidance yours / mine.</p> <p>Can settle at an activity for a while.</p> <p>Remember rules without needing an adult to remind them.</p>		<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Washes hands without reminders.</p>		<p>personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p><b>Building Relationships</b></p>	<p>I am beginning to tell an adult how I am feeling with prompts from an adult.</p> <p>I can show an interest in other children's play, and sometimes join in</p>	<p>Starting to make friends with another child.</p> <p>Beginning to show confidence in a new social situation</p> <p>I can tell an adult how I am feeling.</p>	<p>In play, understands there are alternative characters for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Plays with one or more other children, extending and elaborating play ideas.</p> <p>With adult support. Can take turns and share.</p>	<p>Children are beginning to make relationships by playing along side each other with shared resources. Or to complete a task ( jigsaw)</p> <p>Can initiate an interaction with other children</p> <p>Will Talk with adults in the class.</p>	<p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately.</p>	<p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities.</p> <p>Identifies how others feel and responds appropriately.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>

Bench Marking Document F1 – F2 .

Physical Development	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Gross Motor	<p>Enjoy starting to play with balls-kicking and throwing</p> <p>Build independently with a range of age appropriate building blocks.</p> <p>Clap and stamp to music.</p> <p>I can move in a given direction with control and balance</p> <p>Beginning to be aware of their won space – and the ability to move within it – e.g when following a simple action – e.g hopping</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p>	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p>	<p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.</p> <p>Uses trikes or balance bikes confidently.</p> <p>Spades to dig in sand and soil.</p> <p>Able to turn pages of a book.</p>	<p>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Can sometime catch a large ball</p> <p>Sit properly on school chair</p> <p>Balance on one foot</p> <p>Uses large construction to build.</p>	<p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Bench Marking Document F1 – F2 .

<p><b>Fine Motor</b></p>	<p>Beginning to show an interest in becoming more independent, for example with adult support manage buttons and zips, and pour drinks.</p> <p>Interested in making marks on paper .</p>	<p>Use one-handed tools and equipment, for example, making forward movements and snips in paper with scissors.</p> <p>More confidence to use large and small motor skills to become more independent, for example manage buttons and zips, and pour drinks.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>	<p>Attempts to use a tripod grip with some consistency.</p> <p>Draw people with trunk , arms, head, legs</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Forms some letters correctly .</p> <p>Uses a knife and fork with support</p>	<p>Sits at a table to write. Holds a pencil in a tripod or comfortable grip</p> <p>Uses scissors to cut around more complex shapes,</p> <p>Can use split pins with help</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>								
<p><b>Cutting skills progression</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="479 887 676 1161">  <p>Uses two hands to open and close scissors.</p> </td> <td data-bbox="676 887 869 1161">  <p>Holds scissors with thumb and four fingers.</p> </td> <td data-bbox="869 887 1061 1161">  <p>Chops scrap paper into smaller pieces.</p> </td> <td data-bbox="1061 887 1254 1161">  <p>Makes snips into the edges of paper.</p> </td> <td data-bbox="1254 887 1447 1161">  <p>Cuts fairly straight lines across paper.</p> </td> <td data-bbox="1447 887 1639 1161">  <p>Holds scissors using thumb and one finger.</p> </td> <td data-bbox="1639 887 1832 1161">  <p>Cuts angles.</p> </td> <td data-bbox="1832 887 2024 1161">  <p>Cuts curves and circles.</p> </td> </tr> </table>							 <p>Uses two hands to open and close scissors.</p>	 <p>Holds scissors with thumb and four fingers.</p>	 <p>Chops scrap paper into smaller pieces.</p>	 <p>Makes snips into the edges of paper.</p>	 <p>Cuts fairly straight lines across paper.</p>	 <p>Holds scissors using thumb and one finger.</p>	 <p>Cuts angles.</p>	 <p>Cuts curves and circles.</p>
 <p>Uses two hands to open and close scissors.</p>	 <p>Holds scissors with thumb and four fingers.</p>	 <p>Chops scrap paper into smaller pieces.</p>	 <p>Makes snips into the edges of paper.</p>	 <p>Cuts fairly straight lines across paper.</p>	 <p>Holds scissors using thumb and one finger.</p>	 <p>Cuts angles.</p>	 <p>Cuts curves and circles.</p>								
<p><b>Drawing Progression</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="461 1203 654 1458">  <p>Scribbles just made of lines.</p> </td> <td data-bbox="654 1203 846 1458">  <p>Scribbles made of lines and enclosed shapes.</p> </td> <td data-bbox="846 1203 1039 1458">  <p>Marks including simple pre-writing shapes.</p> </td> <td data-bbox="1039 1203 1232 1458">  <p>Over-simplified representations of people.</p> </td> <td data-bbox="1232 1203 1424 1458">  <p>Marks including more complex pre-writing shapes.</p> </td> <td data-bbox="1424 1203 1617 1458">  <p>More detailed representations of people.</p> </td> <td data-bbox="1617 1203 1809 1458">  <p>Detailed pictures of other objects using shapes.</p> </td> <td data-bbox="1809 1203 2002 1458">  <p>More detailed representations of multiple objects.</p> </td> </tr> </table>							 <p>Scribbles just made of lines.</p>	 <p>Scribbles made of lines and enclosed shapes.</p>	 <p>Marks including simple pre-writing shapes.</p>	 <p>Over-simplified representations of people.</p>	 <p>Marks including more complex pre-writing shapes.</p>	 <p>More detailed representations of people.</p>	 <p>Detailed pictures of other objects using shapes.</p>	 <p>More detailed representations of multiple objects.</p>
 <p>Scribbles just made of lines.</p>	 <p>Scribbles made of lines and enclosed shapes.</p>	 <p>Marks including simple pre-writing shapes.</p>	 <p>Over-simplified representations of people.</p>	 <p>Marks including more complex pre-writing shapes.</p>	 <p>More detailed representations of people.</p>	 <p>Detailed pictures of other objects using shapes.</p>	 <p>More detailed representations of multiple objects.</p>								

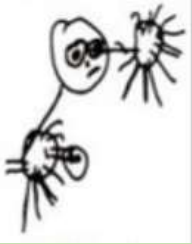


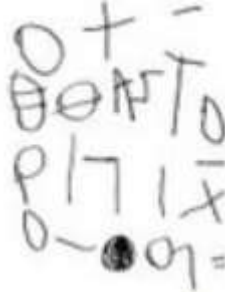



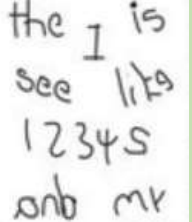
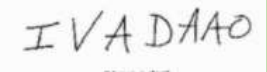
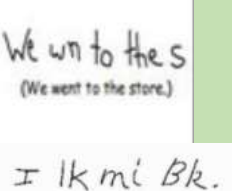
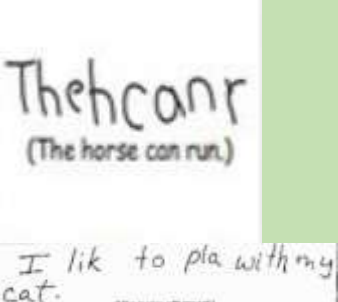
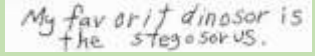
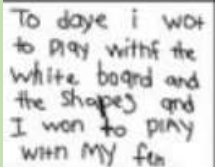
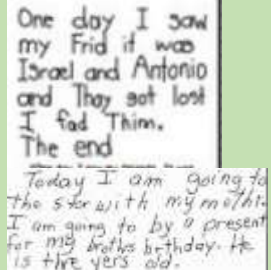
Bench Marking Document F1 – F2 .

Literacy	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Comprehension	Enjoy and occasionally point to pictures within a book.	Start to understand the five key concepts about print: -print has meaning -page sequencing -we read English text from left to right and from top to bottom  Suggest how a character may feel when asked – emotions.	Can enjoy regular visits to the reading area and other areas where text and illustrations can be accessed. Holding them the correct way up and gently with increasing competence.  Is beginning to be aware of how stories are structured and to tell their own stories, thinking about sequence.	Enjoys listening to stories  Use pictures to tell you something about a story.  Joins in with familiar rhymes and songs.  Knows that print carries meaning and how to handle books.  To join in with repetition within stories.	Listens attentively to story time.  Is able to talk about the main events in the story and predict what might happen.  Can retell a story using role play or small world resources, using some story language.  To engage in conversations about stories.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.  Identifies non-fiction texts, remembering facts.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	I enjoy sharing books with an adult	Develop their phonological awareness, so that they can: -spot and suggest rhymes -recognise my own name  Begin to explore some initial sounds in words.  Notice a familiar logo, a bus or door number.	Can count or clap syllables in a word  To identify some pictures linked to an initial sound.  To find and identify familiar letters e.g letters in their name.	Can discriminate between sounds when playing listening games  Is able to recognise own name.  Can say the initial sound in a word.  Can listen to a cvc word that has been segmented and blend it together to match a picture.	Can match Phase 2 and the first 8 phase 3 graphemes and phonemes.  Can blend and read Phase 2 and the first 8 phase 3 graphemes cvc words. Can read Phase 2 tricky words.  Can orally blend some simple cvc words.	Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read. Reads many Phase 2 and 3 tricky words. Says the sound for each Phase 2 and 3 grapheme. Can read Phase 2 captions.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Bench Marking Document F1 – F2 .

				To know that letters make sounds			
Writing	<p>Holding a pencil / crayon with a fist grip and exploring mark marking with little control.</p> <p>Make marks on their picture to stand for their name.</p>	<p>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; write 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>I can add marks to my drawings which give meaning.</p> <p>I enjoy drawing freely and my drawings can sometimes be recognised i.e 'a body'.</p> <p>To begin to form some letters correctly .e.g letters in their name.</p>	<p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Use mark making in their play for a purpose</p>	<p>Can segment and orally spell Phase 2 cvc words Can match Phase 2 and the first 8 phase 3 graphemes and phonemes with support when writing with support Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters, e.g. for own name, Mum and Dad.</p>	<p>Writes some upper case letters correctly. Writes most lower case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 grapheme. Writes cvc words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write captions. Is starting to write short sentences. Uses finger spacing between words. Reads sentences back to an adult.</p>	<p>Write recognisable letters, most of which are correctly 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 others.</p>
Writing Progression							



Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Bench Marking Document F1 – F2 .

<p><u>Writing Progression</u> <u>F2 only</u></p>	<p>I can write my name</p>	<p>I can write some recognisable letters when I write</p>	<p>I am working on representing some sounds in order when I sound out</p>	<p>I can write initial and end sounds</p>	<p>I can write cvc words using phase 2 sounds</p> <p>I am starting to write ph 2 tricky words</p>	<p>I can write simple captions/ lists to match a picture</p> <p>Using phase 2 cvc words and tricky words.</p>	<p>I can write cvc wrds using some digraphs.</p> <p>I am starting to write ph 3 tricky words</p>	<p>I can write a simple sentence using my phonic knowledge and knowledge of tricky words</p>	<p>I am starting to use some finger spaces between my words.</p> <p>I am forming my letters correctly.</p>	<p>I am starting to use a full stop.</p> <p>I am starting to use capital letters.</p> <p>I can reread what I have written .</p>	<p>My writing can be read by others.</p> <p>I have included capital letter and full stop.</p> <p>Some words are spelled correctly and others are phonetically plausible</p> <p>I can spell many HFW words</p>
--	----------------------------	---	---	---	---	---	--	--	--	---	---

Bench Marking Document F1 – F2 .

Mathematics	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Number	<p>Take part in finger rhymes with numbers.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Sort objects in two categories i.e big and small.</p> <p>I can use some words to describe object maybe by its size, shape, or colour.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Compare amounts, saying 'lots', 'more' or 'same'</p>	<p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Beginning to learn that numbers are made up (composed) of smaller numbers- 3 is 1 and 1 and 1</p>	<p>Subitise to 3</p> <p>Rote counts to 10</p> <p>Begin to recognise numbers to 10</p> <p>Counts 1:1 up to 4 or 5 objects</p> <p>Can count out a small group of objects</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p> <p>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</p> <p>Uses graphic representations to record number explorations in pictures and mark making.</p>	<p>Developing sense of numbers beyond 5 and can subitise to 5 and the 6 pattern on a dice .</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>Recalls some double facts to 10.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p>
Numerical Patterns	<p>I can explore and notice patterns</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Be able to count on from a number</p> <p>Teacher says 1,2, Child says 3,4</p> <ul style="list-style-type: none"> <li>Count in simple patterns 1, 2- 1, 2-</li> <li>sing number songs that involves counting and patterns.</li> </ul> <p>I can arrange objects in patterns</p>	<p>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.</p> <p>To count to 10 by rote.</p> <p>Groups and sorts items in to pairs or twos.</p>	<p>Compares amounts using the language of 'more'.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p>	<p>Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.</p> <p>Recognises patterns within number.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

Bench Marking Document F1 – F2 .

Shape, Space and Measure	<p>Build with a range of resources.</p> <p>Compare sizes,. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', '</p>	<p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Can complete a simple insert puzzle / jigsaw</p>	<p>Understand position through words alone –for example, "The bag is under the table," –with no pointing.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Uses some everyday language to talk about and compare size and shape. Big / small /colours shape</p> <p>Recognises a repeated 1 step pattern</p> <p>Use own language ( not nec correct to describe )</p> <p>Know few geometric shape</p>	<p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape. and is beginning to create own patterns and arrangements.</p>	<p>Uses mathematical language to compare and talk about shape and size.</p>	<p>Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</p>

Bench Marking Document F1 – F2 .

Knowledge and Understanding of the World	<b>Baseline Checkpoint Sept F1</b>	<b>F1 End of Autumn Term Checkpoint</b>	<b>F1 End of Spring Term Checkpoint</b>	<b>Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2</b>	<b>F2 End of Autumn Term Checkpoint</b>	<b>F2 End of Spring Term Checkpoint</b>	<b>F2 End of EYFS Checkpoint</b>
<b>Past and Present</b>	<p>Make connections between the features of their family and other families.</p> <p>e.g know that another child may have a mummy or a daddy/ granny etc in their family</p>	Begin to make sense of their own life-story.	Begin to make sense of their own life-story and family's history.	<p>Talks about family, identifies relationships within the direct family and recognises the difference between self now and as a baby.</p> <p>Is able to talk about the school day using the visual timetable</p>	<p>Remembers and talks about significant events I their own experience</p> <p>Knows the names of the days of the week in order</p> <p>Knows that their birthday celebrated the day they were born</p> <p>Understands the generational relationships in a basic family tree</p> <p>Is beginning to gain an understanding of the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day</p>	<p>Talks about some significant historical events and how life was different in the past.</p> <p>Can look at pictures of the past and say how life was different .</p> <p>Can talk about what they have heard in stories and picture books and how it is the same and different.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<b>People, Culture and Communities</b>	I can identify who lives in my immediate household.	Show an interest in different occupations. I can talk about my wider family i.e grandparents and the people who are important to me in general conversation when asked.	Continue to develop positive attitudes about the differences between people.	<p>Talks about the people and places that are familiar.</p> <p>Understands that different people perform different roles.</p> <p>Knows that there are different</p>	<p>Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p> <p>Can talk about special places for people in our own community</p> <p>Knows about some celebrations and is able to</p>	<p>Has a wider understanding of the wider world and draws comparisons between own local environment and other places.</p> <p>Talks about some features of a Christian Region .</p> <p>Listens carefully to stories about different</p>	<p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities between different religious and cultural communities in this country, drawing on</p>

Bench Marking Document F1 – F2 .

				countries in the world.	talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.	places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.	their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
<b>The Natural World</b>	Exploring the world around i.e looking / feeling the soil looking for worms.	Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see. Explore how things work.  I can explore and talk about natural things going on around me e.g notice the weather	Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Plant seeds and care for growing plants. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.	Explores the natural world.  Can talk about what they can see outside and the the things that are noticed.  Recognises change and be interested .	Notices, observes and talks about seasonal changes of Autumn.  Can talk about what they can hear and feel outside.  Can talk about the area that they live including the weather.  Can describe their own environment and local area.  Can talk about the forces they feel, push pull etc.	Can describe features of different plants and animals recognising when they are the same and different.  Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.  Is starting to understand that there are different environments- deserts etc and can describe them.  Can talk about the weather in winter and spring.  Can talk about differences in materials .  Can talk about changes e.g. freezing, melting.	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.

Bench Marking Document F1 – F2 .

Expressive Arts and Design	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
<b>Creating with Materials</b>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Enjoy and take part in action songs, such as ‘ Twinkle, Twinkle Little Star’.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</p> <p>Manipulate and play with different materials.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.</p>	<p>Join different materials and explore different textures.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour-mixing.</p>	<p>Uses a range of different techniques and variety of materials, e.g. paint-brush strokes , collage.</p> <p>Can cut with scissors to snips and uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p>	<p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings.</p>	<p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the processes they have used</p> <p>Make use of props and materials when role playing characters in narrative and stories</p>
<b>Being Imaginative and Expressive</b>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways.</p>	<p>Listen with increased attention to sounds.</p> <p>Sing Familiar nursery rhymes .</p>	<p>Remember and sing entire songs.</p> <p>Begin to act out different scenarios using props to enhance imaginative play.</p>	<p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a familiar group.</p> <p>Accesses role play and small world resources, sometimes playing with</p>	<p>Plays alongside others to develop storylines in role play or small world.</p> <p>Can sing parts of simple and repetitive songs.</p>	<p>Plays a range of percussion instruments and glockenspiel.</p> <p>Uses instruments to compose own music. Along with others, collects resources to</p>	<p>Invent, adapt and recount narrative and stories with peers and their teachers</p> <p>Sing a range of well-known nursery rhymes and songs</p>

Bench Marking Document F1 – F2 .

			Use	<p>others to develop storylines.</p> <p>Copies movements in warm up dance</p>	<p>Rehearses for, and performs in, the nativity play.</p> <p>Creates simple patterns with musical instruments</p> <p>Moves in response to music.</p>	develop own role play storylines.	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
--	--	--	-----	---	--	-----------------------------------	--