

Checkpoints for Nursery 1 (2-3+ years)

2 years



End of nursery 1

Important to note:	<i>Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This checkpoint documents enables us to monitor the skills children are developing at a snapshot in time across the 7 areas of learning and development. It is not to be used as a tick list. It is to give practitioners some guidance in knowing when children are on track. Children however all learn at different rates and at different times and not always in a linear way. Knowing children individually will be the best way to track their progress.</i>			
Communication and Language	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Listening, Attention and Understanding	<p>Enjoys singing, music and toys that make sounds</p> <p>Attends to communication addressed to self or using personal pronoun</p> <p>Listen and respond to a simple Instruction</p> <p>Understand simple instructions like “give to mummy” or “stop”</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories</p> <p>Joins in nursery rhymes and action Songs</p> <p>Can select a named object from a display of three or four objects</p> <p>Enjoys laughing and being playful with others.</p> <p>Pays attention to details such as how a worm wriggles or how water feels</p>	<p>Follow a series of two simple but related commands, e.g. ‘Get your teddy and put it in the bag.’</p> <p>Identifies action words by following simple instructions e.g. show me jumping</p> <p>Develops pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</p> <p>Single channelled attention, can shift to a different task if attention is fully obtained – using child’s name to fully focus child.</p>	<p>Understands action words</p> <p>Understanding of simple concepts, fast / slow good/bad</p> <p>Understanding the use of objects. – what do we use to cut</p> <p>Listens to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’</p>
Speaking	<p>Developing use of single words during play through adult interactions and starting to put two words together</p> <p>Uses fifty or more words appropriately and understands many more.</p>	<p>Developing ability to put 2/3 words together</p> <p>Beginning to ask simple questions</p> <p>Start to say how they are feeling, using words as well as actions (Begin to express themselves)</p>	<p>Confidently put 2/3 words together</p> <p>Provides a verbal commentary during play</p> <p>Begin to talk about familiar book.</p> <p>Uses language to share feelings, experiences and thoughts.</p>	<p>Uses 200 or more recognisable words</p> <p>Use a wider range of vocabulary based on their own experiences.</p> <p>Can talk about familiar books.</p> <p>Beginning to use pronouns (me, him, you)</p>

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		Beginning to talk about people and things that are not present e.g. "mummy work"	Imitates phrases developing new vocabulary	
Personal, Social and Emotional Development	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Self-Regulation	<p>Find ways of managing transitions, for example from their parent to their key person</p> <p>Beginning to show meaningful short play sequences</p> <p>Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration or distress, through actions, behaviours and possibly words</p>	<p>Beginning to show awareness of rules and boundaries. Beginning to learn about the golden rules: e.g. 'kind hands', 'walking feet'</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</p> <p>Repeats preferred actions or play sequences</p>	<p>Grow in independence, rejecting help ("me do it")</p> <p>Beginning to show '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</p>	<p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Show empathy and concern for people who are special to them</p> <p>Beginning to be able to cooperate in favourable situations</p> <p>Seeks comfort from a familiar adult when needed and can distract themselves with a comfort object when upset</p>
Managing Self	<p>Increasing desire to be independent</p> <p>Knows their own name</p> <p>Try a wider range of foods with different tastes and textures</p> <p>Feeds self with spoon</p>	<p>Beginning to express preferences and decisions. They also try new things and start establishing their autonomy</p> <p>Feel strong enough to express a range of emotions</p> <p>Asks for food and drink</p>	<p>Experiments with what their body can do by setting themselves physical challenges</p> <p>Knows their own name, their preferences and interests, becoming aware of unique abilities</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Lifts cup and drinks without spilling</p>	<p>Knows their own name, their preferences and interests, becoming aware of unique abilities</p> <p>Usually attempts to verbalise toilet needs in reasonable time</p> <p>Eats with fork and spoon</p> <p>Recognises Danger and can seek support when needed</p> <p>Developing some independence in self-care and shows awareness of routines such as hand washing and teeth brushing</p>

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<p>Building Relationships</p>	<p>Interested in their own and others physical characteristics e.g. pointing to features or body parts</p> <p>Will often watch, follow or imitate others</p> <p>Explores the environment and resources when key person is close by, returning for reassurance if needed</p>	<p>Begins to feel confident when taken out around the setting, and enjoys exploring new places with their key person</p> <p>Plays with increasing confidence on their own and with (alongside) other children, because they know their key person is nearby and available</p> <p>May take turns and parallel play (plays contently near other children)</p>	<p>Develop play with other children</p> <p>More sustained role play e.g. putting doll to bed</p> <p>Developing an understanding/interest in differences e.g. in gender, ethnicity and ability</p>	<p>Seeks out others to share experiences</p> <p>Play with increased confidence on their own and with other children</p> <p>Shows affection</p> <p>Joins in active make-believe play with other children</p>
<p>Physical Development</p>	<p>Checkpoint 1</p>	<p>Checkpoint 2</p>	<p>Checkpoint 3</p>	<p>Checkpoint 4</p>
<p>Gross Motor Skills</p>	<p>Gaining increasing control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</p> <p>Build independently with a range of appropriate resources</p> <p>Walk, run, jump and climb – and start to use the stairs independently</p> <p>Can walk a considerable distance with purpose, stopping, starting and changing direction</p>	<p>Runs safely on whole foot</p> <p>Sit on a push-along wheeled toy and move forwards or backwards</p> <p>Clap and stamp to music</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</p> <p>Jumps with two feet together</p> <p>Kick a stationary large ball</p>	<p>Throws a ball and enjoys trying to catch</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts)</p> <p>Walks up the stairs with alternating feet</p> <p>Moves in response to music or rhythms played on instruments such as drums or shakers</p>	<p>Can pedal a tricycle</p> <p>Jumps up in the air with both feet leaving the ground and can jump forward a small distance</p> <p>Developing their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Beginning to 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>

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<p>Fine Motor Skills</p>	<p>Beginning to develop manipulation and control (through playdough, threading, puzzles etc.) When holding crayons, chinks etc.</p> <p>Makes connections between their movement and the marks they make</p> <p>Makes circular scribble motions with a crayon/pen</p>	<p>Explore different materials and tools. (Playdough, sand, spade, spoon, hammers etc.)</p> <p>Beginning to show preference for a dominant hand and/or foot</p> <p>Unscrew a lid from a jar</p> <p>Hands start to operate independently during a task which uses both e.g. holding a block in one hand a steadying the other block with the other hand</p>	<p>Developing manipulation and control (e.g. of one handed tools).</p> <p>Holds mark making tools with thumb and all fingers.</p> <p>Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.</p> <p>Makes snips with scissors e.g. in play-dough</p>	<p>Turn pages in a book (sometimes several at one)</p> <p>Holds a pencil near the point a copies a circle</p> <p>To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam</p> <p>Can pull up a zip when it is fastened</p>
<p>Literacy</p>	<p>Checkpoint 1</p>	<p>Checkpoint 2</p>	<p>Checkpoint 3</p>	<p>Checkpoint 4</p>
<p>Comprehension</p>	<p>Enjoys songs and rhymes tuning in and paying attention</p> <p>Points to things in a book e.g. when you say 'where's the bear?'</p>	<p>Enjoys sharing books with an adult</p> <p>Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat</p> <p>Enjoys listening or joining in with words of familiar songs and nursery rhymes</p>	<p>Has favourite books and seeks them out, to share with an adult</p> <p>Anticipate, complete and fill in familiar words of songs, rhymes, stories eg. Going on a bear hunt</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p> <p>Develop play around favourite stories using props</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Recites a few nursery rhymes</p>
<p>Word Reading</p>	<p>Copy finger movements and other gestures</p>	<p>Beginning to have favourite books</p>	<p>Repeat words and phrases from familiar stories</p>	<p>Beginning to join in with conversations about stories and learn new vocabulary</p>

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	<p>Enjoys the noises adults make when they read stories</p> <p>Brings a book to an adult indicating they want to share it</p>	<p>Pay attention and responds to the pictures or the words in books</p> <p>Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)</p> <p>Waits for the adult to finish reading before trying to help turn the page</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>(Recognises important prints to me)</p> <p>Repeat words and phrases from familiar stories</p>
Writing	<p>Enjoy making marks freely</p> <p>Enjoys the sensory experience of mark making</p>	<p>Enjoys making marks freely with increasing confidence</p> <p>Beginning to understand the cause and effect of their actions in mark making</p>	<p>Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>To begin to make marks independently</p> <p>Distinguishes between different marks they make</p> <p>Make marks on their picture to stand for their name</p>
Mathematics	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Number	<p>Counting like behaviour such as making sounds, pointing or saying some number names in sequence</p> <p>Say some number names randomly</p> <p>Match objects of the same colour e.g. red with red</p> <p>Responds to words like lots and more</p>	<p>Compare saying lots, more, the same</p> <p>Beginning to recite some number names in sequence</p> <p>Take part in finger rhymes with numbers.</p> <p>Uses number words like one, two and sometimes responds</p>	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Recites numbers in sequence 1-5</p> <p>In everyday situations, takes or gives two or three objects from a group</p>	<p>Say one number for each item in order: 1,2,3 (maybe more)-counting</p> <p>Recites numbers past five sometimes in sequence</p> <p>Selects a small number of objects from a group when asked</p> <p>Beginning to notice numerals (number symbols)</p>

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		accurately when asked to give one or two things		Beginning to count on their fingers
Numerical Patterns	Beginning to arrange items in their own patterns e.g. lining up toys	React to changes of amount in a group of up to three items	Notices when something is missing or has been taken away	Beginning to compare and recognise changes in number of things, using words more, lots or same
Shape, Space and Measure	<p>Enjoys filling and emptying containers</p> <p>Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</p> <p>Enjoys using blocks to create simple structures and arrangements</p> <p>Becoming familiar with patterns in daily routines</p>	<p>Build with a range of resources</p> <p>Combine objects like stacking blocks and cups, put objects inside others and take them out again.</p> <p>Explores capacity by filling and emptying containers e.g. fitting toys in a pram</p> <p>Shows interest in size and weight</p>	<p>Beginning to categorise objects according to properties such as shape or size</p> <p>Compare saying bigger, smaller, high, low, tall, heavy</p> <p>Developing understanding of positional language</p> <p>Notice patterns and arrange things in pattern</p>	<p>Notices simple patterns and arrange things in patterns</p> <p>Exploring shapes in play</p> <p>Make simple comparisons between objects relating to size, length, weight and capacity</p> <p>Remembers their way around familiar environments</p> <p>Joins in an anticipates repeated sound and action patterns</p>
Understanding of the World	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Past and Present	Beginning to realise things exist even when they are out of sight	<p>Repeat actions that have an effect (exploring how things work)</p> <p>Remembers where objects belong</p>	Talk about their own experiences	Remembers a special event and shows interest in the lives of people who are special to them
People, Culture and Communities	Shows interests in photographs of themselves and other familiar people and objects	<p>Learns they have similarities and differences which connect them to and distinguish them from others</p> <p>Demonstrates curiosity about people and shows interest in</p>	<p>Can talk about their immediate family, relation and pets</p> <p>Enjoys playing with small world reconstructions building on their</p>	<p>Make connections between the features of their family and other families</p> <p>Beginning to notice differences between people</p>

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	Is curious about people and shows interest in stories about people that are familiar to them	stories about people, animals or objects. In pretend play imitates actions from own experiences	own experiences e.g. visiting farms, train track, beach, park etc.	Beginning to have their own friends
The Natural World	Beginning to explore natural materials, indoors and outside. Reacts to a picture of a family pet	Enjoys stories about nature (birds, bees, snails, cats, dogs etc.) Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc.	Explore collections of materials with similar and/or different properties. Makes comments about some of the things they've observed such as plants, animals, natural and found objects	Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices) Notices detailed features of objects in their environment Explore and respond to different natural phenomena in their setting and on trips
Expressive Arts and Design	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Creating with Materials	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers Build simple models or structures	Explore different materials, using all their senses to investigate them Make simple models using 2D and 3D structures which express their ideas using
Being Imaginative and Expressive	Mirrors and improvises actions they have observed e.g. clapping/ waving Moves while singing, vocalising, whilst listening to sounds and music, while playing with sound makers and instruments	Engages in multi-sensory exploration and expression Sings/vocalises while listening to music or playing with instruments/sound makers Creates sound effects and movements e.g. creates the sound of a car/animal	Makes marks intentionally (in flour, sand, pens, crayons, paint etc.) Joins in singing songs Start to develop pretend play	Enjoys and responds to playing with colour in a variety of ways Begins to make believe by pretending, using sounds, movements, words, objects etc. Beginning to describe sounds imaginatively e.g. scary music

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	Expresses self through physical actions and sounds	Pretends that one objects represents another especially when objects have characteristics in common		
References	<p>Development Matters (2021) Department for Education</p> <p>Birth to 5 Matters (2021) Early Years Coalition</p> <p>Mary Sheridan and Universally Speaking, Language Champions activities (IPROF Science)</p>			