

Prime areas

Gipsey Bridge Academy

Prime Areas			
Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
Reception Baseline	<p><u>Development matters</u></p> <p>Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>Can the child use sentences have joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Sing a large repertoire of songs.</p> <p>Begin to join in with repeated phrase</p> <p>Answer where, what, who questions.</p> <p>Follow simple 1 step instructions</p> <p><u>SALT Speech sound check</u></p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • v sh ch j l r zh as well as words with consonant clusters/ blends and long words with multiple syllables. <p><u>Elklan Attention levels – Stage 2 (30-50 months)</u></p> <p>Will join in with an activity that you or another child suggests.</p> <p>Is interested in what others are doing</p> <p>Respond to name being called and can focus on what you say.</p> <p>ADDITIONAL ASSESSMENTS TO CONSIDER</p> <ul style="list-style-type: none"> - Speech sound check - Welcom assessment - Attention levels tracker - Elklan communication tree. 	<p><u>Development matters</u></p> <p>Gross motor</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Fine motor</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <div data-bbox="972 804 1509 1027" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Development of the pencil grip through the early years:</p> </div> <p>ADDITIONAL ASSESSMENTS TO CONSIDER</p> <ul style="list-style-type: none"> - Pencil grip tracker - Look out for children with lower muscle tone – shaky, spidery marks - Look out for the way children move. Is it with ease? Can they climb up and off things - First move resources. 	<p><u>Development matters</u></p> <p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check</p> <p>Most, but not all, children are reliably dry during the day by the age of 4.</p> <p>Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p> <p>ADDITIONAL ASSESSMENTS TO CONSIDER</p> <ul style="list-style-type: none"> - Elklan Social interaction checklist - Consider children who have outburst that are more typical for younger children - Consider children who are overly shy or anxious



Autumn 2 Checkpoint	<p><u>Development matters</u></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p> <p>Learn new vocabulary.</p> <p><i>Other things to look out for</i></p> <p>Starting to participate in small groups</p> <p>Beginning to use time vocabulary and ordering simple events</p> <p>Follow instructions with more than one part</p> <p>Participating in familiar routines with ease and anticipating changes in the day.</p>	<p><u>Development matters.</u></p> <p>Gross motor</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing, sitting with their legs crossed etc.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine motor</p> <p>Use a range of tools competently, safely and confidently</p> <p>- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>Development matters.</u></p> <p>Begin to develop the skills to build constructive and respectful relationships.</p> <ul style="list-style-type: none"> - Sharing, turn taking, using a kind voice <p>Beginning to understand and use manner to make requests</p> <p>Understand several rules and expectations in the classroom</p> <ul style="list-style-type: none"> - Putting hand up, waiting for an adult to finish talking, waiting for their turn <p>Express their feelings and consider the feelings of others.</p> <p>Develop their sense of responsibility and membership of a community.</p> <ul style="list-style-type: none"> - Being the line leader, joining in with tidy up time, putting their things away in the morning. <p>Manage their own needs.</p> <ul style="list-style-type: none"> - Personal hygiene – wash own hands and wipe their nose, pouring their own drinks into a cup, peeling own fruit <p>Know why they need to wash their hands and wipe their noses.</p>
Spring 2 Checkpoint	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><i>Other things to consider: (LINK TO PSED & EAD)</i></p> <p>Are the children using language imaginatively to pretend?</p> <p>Can the children find rhyming pairs and begin to create rhyming strings?</p>	<p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Other things to consider:</p> <p>Is scissor control now secure?</p> <p>Are the children able to cut around things with increasing accuracy?</p>	<p>Identify and begin to moderate their own feelings socially and emotionally.</p> <p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Generally negotiate solutions to conflicts in their play</p> <p>Regularly share, know different ways that they can take turns, using a kind voice</p> <p>Know when to ask an adult for help.</p> <p><i>Elklan social skills checklist – other things to consider (LINK TO CL & EAD)</i></p> <p>Will children comfort or help others?</p> <p>Are the children telling tales and very aware of social boundaries and expectations?</p> <p>Can they imagine and play in a group?</p> <p>Do they contribute and share their ideas, opinions and experiences in play?</p>



ELG – End of Reception

Listening and Attention

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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 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.

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Self-Regulation

- 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 activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- 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 personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

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