

Name: _____

D.O.B. _____

Gender: Boy / Girl

| | <u>Dispositions and Attitudes</u> | <u>Social Development</u> | <u>Emotional Development</u> | <u>Lang for communication and thinking</u> | <u>Linking sounds and letters</u> | <u>Reading</u> | <u>Writing</u> | <u>Numbers as labels and for counting</u> | <u>Calculating</u> | <u>Shape, Space and Measure</u> | <u>KUW</u> | <u>PD</u> | <u>CD</u> |
|-----------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Shows interest in classroom activities through observation or participation | Plays alongside others | Separates from main carer with support | Listens and responds | Joins in with rhyming and rhythmic activities | Is developing an interest in books | Experiments with mark making, sometimes ascribing meaning to the marks | Says some number names in familiar contexts e.g. nursery rhymes | Responds to vocab involved in addition and subtraction in rhymes/games | Experiments with a range of objects and materials showing some mathematical awareness | Shows curiosity and interest by exploring surroundings | Moves spontaneously, showing some control/coordination | Explores diff media and responds to a variety of sensory experiences. Engages in representational play |
| 2 | Dress/undresses and manages own personal hygiene with adult support | Builds relationships through gesture and talk | Communicates freely about home/community | Initiates comm. with others, displaying greater confidence in more informal contexts | Shows an awareness of rhyme and alliteration | Knows that print conveys meaning | Use some clearly identifiable letters to communicate meaning | Counts reliably up to 3 everyday objects | Recognises differences in quantity when comparing sets of objects | Sorts/matches objects and talks about sorting | Observes, selects and manipulates objects and materials. Identifying simple features and significant personal events | Moves with confidence in a variety of ways, showing some awareness of space | Creates simple representations of events/people/objects and engages in music making |
| 3 | Displays high level of involvement in self-chosen activities | Takes turns/shares with adult support | Expresses needs/feelings in appropriate ways | Talks activities through, reflecting on/modifying actions | Links some sounds to letters | Recognises a few familiar words | Represents some sounds correctly in writing | Counts reliably up to 6 everyday objects | Finds 1 more/less from a group of up to 5 objects | Describes shapes in simple models, pictures and patterns | Identifies obvious similarities/diff when exploring/observing. Constructs in a purposeful way using simple tools and techniques | Usually shows appropriate control in large/small scale movements | Tries to capture experiences using a variety of diff media |
| 4 | Dress/undresses independently and manages own personal hygiene | Works as part of group/class, taking turns and sharing fairly | Responds to significant experiences, showing a range of feelings when appropriate | Listens with enjoyment to stories, songs, rhymes and poems. Sustains attentive listening and responds with relevant comments/ questions/ actions | Links sounds to letters, naming and sounding letters of the alphabet | Knows that, in English, print is read from left to right and top to bottom | Writes own name and other words from memory | Says number names in order | Relates addition to combining 2 groups. | Talks about, recognises and recreates simple patterns | Investigates places, objects, materials and living things using all senses as appropriate. Identifies some features and talks about those they like/dislike | Moves with confidence, imagination and safety. Travels around, under, over and through climbing equipment. Shows awareness of own/others' space | Sings simple songs from memory |
| 5 | Selects and uses activities/resources independently | Forms good relationships with adults and peers | Has a developing awareness of own needs/views/ feelings and is sensitive to needs/ views/feelings of others | Uses language to imagine/recreate roles and experiences | Hears and says sounds in words | Shows an understanding of the elements of stories e.g. main characters, sequence of events and openings | Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed | Recognises numerals 1-9 | Relates subtraction to taking away | Uses everyday words to describe position | Asks questions about why things happen and how things work. Looks closely at similarities/differences/ patterns/change | Demonstrates fine motor control and coordination | Explores colour, texture, shapes, form and space in 2/3 dimensions |
| 6 | Continues to be interested, motivated and excited to learn | Understands need for agreed values and codes of behaviour | Has a developing respect for own culture/beliefs and those of other people | Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation | Blends sounds in words | Reads a range of familiar and common words and simple sentences independently | Attempts writing for a variety of purposes, using features of diff forms | Counts reliably up to 10 everyday objects | In practical activities/discussion, begins to use vocab involved in adding and subtracting | Uses lang such as circle/bigger to describe shape and size of solid/flat shapes | Finds out about past/present events in own life and others. Begins to know about own culture/beliefs and those of other people | Uses small/large equipment, showing a range of basic skills | Recognises/explores how sounds can be changed. Recognises repeated sounds/ sound patterns and matches movements to music |
| 7 | Confident to try new activities, initiate ideas and speak in a familiar group | Understands people have diff needs, views, cultures and beliefs that need to be treated with respect | Considers consequences of words/actions for self and others | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meaning/sound of new words | Uses phonic knowledge to read simple, regular words | Retells narrative in the correct sequence, drawing on language patterns of stories | Uses phonic knowledge to write simple regular words and makes phonetically plausible attempts at more complex words | Orders numbers up to 10 | Finds 1 more or 1 less than a number from 1-10 | Uses lang such as greater/ smaller/heavier/light er to compare quantities | Finds out/about/identifies uses of everyday technology and uses ICT/programmable toys to support learning | Handles tools, objects, construction and malleable materials safely and with basic control | Uses imagination in art, design, music, dance, imaginative and role-play, and stories. Responds in a variety of ways to what they see, hear, smell, touch and feel. |
| 8 | Maintains attention and concentrates | Understands that he/she can expect their needs/views/ cultures/beliefs to be treated with respect | Understands what is right/wrong and why | Speaks clearly with confidence and control, showing awareness of the listener | Attempts to read more complex words using phonic knowledge | Shows an understanding of how information can be found in non-fiction texts to answer questions about where/who/why/how | Begins to form captions and simple sentences, sometimes using punctuation | Uses developing mathematical ideas and methods to solve practical problems | Use developing mathematical ideas and methods to solve practical problems | Use developing mathematical ideas and methods to solve practical problems | Builds/constructs with wide range of objects, selecting appropriate resources, tools and techniques and adapting work where necessary | Recognises importance of keeping healthy and those things which contribute to this. Recognise changes that happen to their body when active | Expresses and communicates ideas, thoughts and feelings using a range of materials/tools etc and a variety of songs and musical instruments |
| 9 | Sustains involvement and perseveres, particularly when trying to solve a problem/reach a satisfactory conclusion | Takes into account the ideas of others | Displays a strong/positive sense of self-identity and is able to express a range of emotions fluently and appropriately | Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Use lang to work out/clarify ideas, showing control of a range of appropriate vocab | Use knowledge of letters/ sounds/words when reading and writing independently | Reads books of own choice with some fluency and accuracy | Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences | Recognises/ counts/orders/writes/ uses numbers up to 20 | Uses a range of strategies for addition/subtraction including some mental recall of number bonds | Uses mathematical lang to describe 2D/3D shapes | Communicates simple planning for investigations/ constructions & makes simple records & evaluations of their work. Identifies/names key features & properties, sometimes linking diff experiences, obs and events. Begins to explore what it means to belong to a variety of groups/ communities | Repeats, links and adapts simple movements, sometimes commenting on their work. Demonstrates coordination and control in large/small movements and in using a range of tools and equipment | Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons/links between diff pieces. Responds to own work/that of others when exploring/ communicating ideas/ feelings/preferences in art/music/dance/role-play/imaginative play |
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| Autumn | |
| Spring | |
| Summer | |