Benchmarks for information and Individual next steps Child’s name ………………………. DOB……. Languages spoken at home……………………………..

**Communication** **Thinking skills**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hears and says rhyming words and generates rhyme from a given word | Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts | | Engages with and enjoys watching, reading or listening to different texts including stories, songs and rhymes and can share likes and dislikes. | | Uses new vocabulary and phrases in different contexts eg when expressing ideas and feelings or discussing a text | Uses 1-1 correspondence to count a given number of objects to 20 | Identifies and recognises numbers from 0 to 20 | Makes simple predictions about texts | Stays on task that at first may seem challenging to achieve success | | Solves simple design problems working on their own or with others |
| Engages with stories and texts in different ways eg retelling/re-enacting stories and/or using puppets/props | | Communication Next steps; | | | | Thinking skills Next steps | | | | Recalls number sequence backwards from 20 | |
| Makes an attempt to take turns when listening and talking in a variety of contexts | | Recalls number sequence forwards within range 0 – 30 from any given number | |
| Talks clearly to others in different contexts, sharing feelings, ideas and thoughts | | Orders all numbers forwards and backwards within 0 to 20 | |
| Asks questions and responds relevantly to others | | Orders all numbers forwards and backwards within 0 to 20  Demonstrates reasoning skills by explaining choice/decisions | |
| Listens to and makes sense of two/three pieces of information, eg bounce the ball when moving forwards | | Motor skills Next steps | | | | Relationships Next steps | | | | Is developing an awareness of self and an increasing self-reliance in dealing with new situations | |
| Is learning how to be a good winner and cope appropriately with losing. | |
| Holds balance in various shapes and maintains balance when moving | | Makes choices about learning and playing in a variety of contexts. | |
| Uses a pencil with increasing control and confidence | | Performs basic components of movement eg run, gallop, transfer of weight from one foot to another | | Demonstrates different ways of being active, eg energetic play | | Identifies and expresses some emotions appropriately eg happy/sad and understands how they can affect behaviour | | Shares thoughts about what is fair and unfair, caring and sharing | | Is aware of ideas, thoughts and feelings of others. | |

**Motor skills** **Relationships**