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

 **Communication** **Thinking skills**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 20Demonstrates 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**