

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LANGUAGE AND LITERACY** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Listening (3) Comprehension (4)** | I listen to adults. | | | I listen to children. | | | | | | | I can listen in a small group. | | | | | | I can listen in a large group | | | | | I follow a one level instruction. | | | | | | | I follow a 2 level instruction. | |
| **Talking (4)** | I talk 1:1 with an adult. | | | | | | I talk 1:1 with a child. | | | | | | | | | | I take turns listening and talking. | | | | | | | | I talk in a small group. | | | | | |
| **Speech (2)** | I communicate with speech sounds. | | | | | | I speak using a few words. | | | | | | | | | | My speech sounds are clear. | | | | | | | | I have a large and clear vocabulary. | | | | | |
| **Phonological awareness (1)** | I recite nursery rhymes. | | | | | | I clap syllables in a variety of words. | | | | | | | | | | I find rhyming words. | | | | | | | | I match some letters to sounds. | | | | | |
| **Reading (1)** | I read familiar environmental print/ logos. | | | | | I use a book correctly. | | | | | | | | | I start to read from left to right. | | | | | | I read my own name. | | | | | | I read familiar words. | | | |
| **Pencil control (1)** | I use a finger/ tool to follow a line. | | | | | I use a palmer grasp to hold a pencil. | | | | | | | | | I hold my pencil with a digital grip. | | | | | | I hold a pencil with a pincer /tripod grip. | | | | | | The marks I make are controlled. | | | |
| **Drawing (4)** | I make random marks on the page. My pencil often does not leave the paper. | I make marks with greater control and shapes or patterns may appear. | | | | | | | | I draw faces, sometimes with arms and legs coming from them | | | | | | | | | I draw bodies, and sometimes add hands and feet | | | My drawings are becoming more representational | | | | | | | | My drawings are detailed, purposeful and express my ideas. |
| **Writing (4)** | I make marks to represent writing. | | I write long strings of letters in random order. | | | | | | | | I write some letters from own name. | | | | | I can copy my name. | | | | I copy words that have been written or printed. | | | | I can write my name. | | | | During play I try to write my own words by combining letters. | | |
| **MATHEMATICS AND NUMERACY** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Shape (1)** | I name and identify shapes: Circle, Square, Triangle, Rectangle, Oval, Diamond, Hexagon | | | | | | I identify “corner” and “side”. | | | | | | | | | | I talk about “straight”, “curved” edges. | | | | | | | | I use simple positional language | | | | | |
| **Colour (1)** | I name and identify colours: | | | | | | | | | | Red, blue, yellow, green, orange, purple, pink, black, white, brown. | | | | | | | | | | | I predict what colour will result by my mixing two primary colours | | | | | | | | |
| **Sorting (1)** | I sort items into 2 categories using simple criteria.(same/not the same) | | | | | | I sort into categories (colour/shape/kind) and explain my choices | | | | | | | | | | I sort using more than 1 criterion and explain my choices. | | | | | | | | I suggest criteria to sort items. | | | | | |
| **Organisation (1)** | I sort items into 2 categories using simple criteria.(same/not the same) | | | | | | I sort into categories (colour/shape/kind) and explain my choices | | | | | | | | | | I sort using more than 1 criterion and explain my choices. | | | | | | | | I suggest criteria to sort items. | | | | | |
| **Pattern (1)** | I copy numerical patterns eg adult - 2 claps to the left 3 claps to the right child copies | | | | | I copy a simple pattern.eg red blue | | | | | | | | | I continue a simple pattern. | | | | | | I continue a more complex pattern. | | | | | | I generate a repetitive pattern. | | | |
| **Comparing (1)** | I match identical features. | | | | | | | | | | | I use comparative language appropriately – enough/not enough, bigger/smaller, full/empty  more/less, taller/shorter, heavier/ lighter about, nearly, higher/lower | | | | | | | | | | I order objects in a gradient according to size / weight e.g. biggest, tallest etc. | | | | | | | | |
| **Sequencing (1)** | I name the days of the week. | | | | | | | | | | | | | I name days of the week in the right order. | | | | | | | | | I understand sequential language (morning, afternoon, night, first, next, last, before/after. | | | | | | | |
| I identify celebrations throughout the year linked to months e.g. Christmas, birthdays | | | | | | | | I describe the season in terms of weather and environment | | | | | | | | | I sequence a familiar simple routine/ story | | | | | | | | I use sequential language and sequence left to right, top down | | | | |
| I sequence numbers to… | | | | | | | | | | | | | | | | | I can put numbers in order starting with the smallest e.g. 2-7 | | | | | | | | | | | | |
| **Counting/Reciting (1)** | I join in with counting on and back in rhymes, songs and within my play. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I count from 1 to.. | | | | | | | | | | | | | I count on from and to given numbers e.g. child asked to count from 4 and stop at 14 | | | | | | | | | I can give the number after | | | | | | | |
| I count backwards from…. to 1 | | | | | | | | | | | | | I count back from and to given numbers e.g. child asked to count from 8 and stop at 4 | | | | | | | | | I can give the number before | | | | | | | |
| **Number Recognition (1)** | I am aware of and starting to talk about numbers in the environment. | | | | | | I identify 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, …………….other | | | | | | | | | | Within number line | | | | | | | | Outwith number line | | | | | |
| **1:1 Correspondence and Cardinality (1)** | I am able to count out movements e.g. 1 jump 2 chopping motions. (range 1-3, 1-5 then 1-10) | | | | I touch and count objects only once… 1 – 3/ 1 – 5 / 1 - 10 | | | | | | | I recognise groups can be of the same number despite arrangement. e.g. horizontal/vertical/random/over 2 rows. | | | | | I understand altogether e.g. 2 red and 2 blue counters child asked how many altogether? | | | | | I create groups of objects of a requested number. e.g. throw or grow | | | | | | | | Developing a concept of zero. |
| **Problem solving (1) (2) (3)** | I complete inset puzzles independently. | | | | | | | | | | | I complete puzzles with help | | | | | | | | | | I can complete puzzles independently: 2 – 6 pieces / 9 – 18 pieces / 20 – 30 pieces / 35pieces | | | | | | | | |
| **Creativity (1) (2) (4)** | I create pictures/ models. | | | | | | | | | | | My creations represent my ideas. | | | | | | | | | | I use my creativity to solve problems. | | | | | | | | |
| **Analytical thinking** | I recognise my own achievements. | | | | | | | | | | | I evaluate experiences. | | | | | | | | | | I identify areas that can be improved. | | | | | | | | |
| **Investigating (1)** | I explore my environment.  I use my senses to explore new things. | | | | | | | | | | | I ask questions about things that interest me. | | | | | | | | | | I use books and the internet to find information. | | | | | | | | |
| **Applying (4)** | I share my knowledge, experiences and ideas. | | | | | | | | | | | I use my experience to add to a new activity. | | | | | | | | | | I transfer skills from one activity to another. | | | | | | | | |
| **HEALTH AND WELL-BEING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Social (3)** | I play in solitary mostly. | | | | | | | I parallel play mostly. | | | | | | | | | I play collaboratively. | | | | | | | | I have built friendships. | | | | | |
| **Turn taking (3)** | I need support to take turns. | | | | | | | I take turns with a little help. | | | | | | | | | I take turns independently. | | | | | | | | I share resources without support. | | | | | |
| **Emotional (2)** | I express my feelings appropriately. | | | | | | | I share my feelings with another. | | | | | | | | | I talk about my feelings. | | | | | | | | I show respect for other’s feelings. | | | | | |
| **Confidence (2)** | I communicate with another person. | | | | | | | | | | | | I participate in a small group. | | | | | | | | | I perform in front of a large group. | | | | | | | | |
| **Resilience (2)** | I am comfortable with change. | | | | | | | | | | | | | | | | I am happy to accept new challenges. | | | | | | | | | | | | | |
| **Perseverance (1)** | I persevere at a simple task with support. | | | | | | | | | | | | I persevere at a challenging task with support. | | | | | | | | | I persevere at most tasks with no support. | | | | | | | | |
| **Independence (3)** | I care for myself independently. | | | | | | | | | | | | I put on and take off my own coat. | | | | | | | | | I keep myself and others safe. | | | | | | | | |
| **Physical control (1)** | I participate in energetic play with support. | | | | | | | | I enjoy energetic activities. | | | | | | | | | I run with ease and turn and stop. | | | | | | | | I run without bumping into things. | | | | |
| **Health (3)** | I sort food into healthy/ unhealthy. | | | | | | | | | | | | I name healthy foods. | | | | | | | | | I describe ways to be healthy. | | | | | | | | |
| **Preferred Hand(1)** | I use both hands. | | | | | | | | | | | | I regularly use: | | | | | | | | | I predominantly use: | | | | | | | | |
| **Fine motor (1)** | I use a pincer grip to pick up small objects. | | | | | | | | | | | | I have strength in my fingers to move small parts. | | | | | | | | | I use my hand eye coordination to manipulate small parts | | | | | | | | |
| **Cutting (1)** | I can snip along edges. | | | | | | | | I use the correct scissor grip. | | | | | | | | | I cut along a straight line | | | | | | | | I cut around a shape with curve/ corners. | | | | |
| **Hand/ eye co-ord. (2)** | I throw a ball. | | | | | | | | I catch with two hands. | | | | | | | | | I throw at a target. | | | | | | | | I use a bat or racquet. | | | | |
| **Core strength (1)** | I sit comfortably on the floor without leaning. | | | | | | | | | | | | | | | | | I stand from a sitting position without going on to all fours. | | | | | | | | | | | | |
| **Balance (2)** | I stand on one leg. | | | | | | | | | | | | | I walk along a bench. | | | | | | | | | I hop a couple of times. | | | | | | | |

**Woodlands Nursery Class – SKILLS TRACKER** 

