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| **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. | | | |