



Assessment at Woolgrove

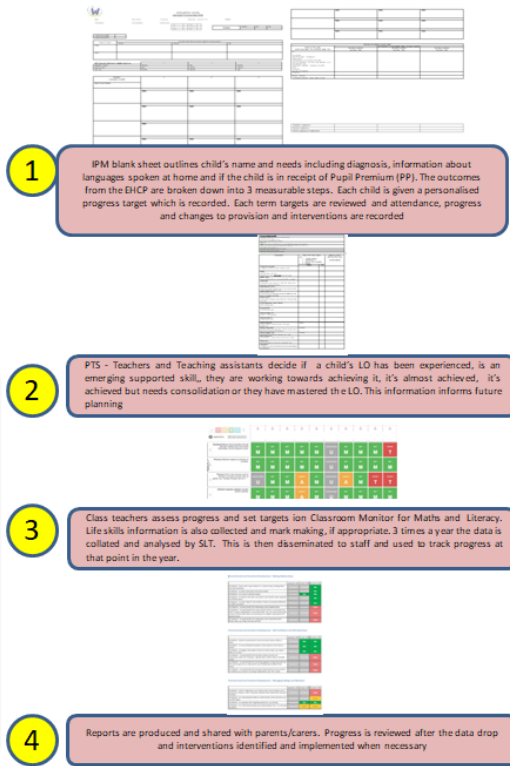


Quality of Education at Woolgrove School

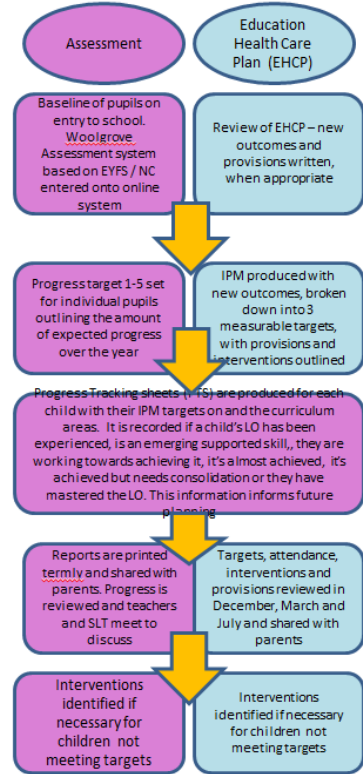
At Woolgrove School all children have an Individual Provision Map (IPM) This outlines a child's EHCP outcomes and personalised provisions. This enables us to share information with parents and track the progress of the child on one page. All pupils are assessed using the Woolgrove Assessment System Ranges based on The Birth to 5 Development matters and Age related outcomes for KS1 and KS2. Life skills are also assessed across the whole school.

- Impact**
- Feedback for progress and curriculum targets
 - Parents/carers regularly informed about the holistic progress their child is making
 - Assesses small steps of progress recognising when a child is almost able to, has met or has exceeded a learning objective
 - Appropriate interventions can be identified and monitored
 - Provisions can be monitored and adapted to meet the needs of the child
 - Next steps for progress can be identified, planned for and implemented
 - The pupils' needs are easily identifiable e.g. CLA, ASC, Pupil Premium etc
 - It enables teachers to identify progress, strengths and areas of development to inform future targets, teaching and learning
 - Information can be used to identify Woolgrove School's strengths and areas of development and used to inform the School Development Plan

Individual Provision Maps (IPM) and Progress Tracking Sheets (PTS)



Assessment Process



Communication, Language and Literacy

Listening, Attention and Understanding

| Level | Statement |
|--------------|--|
| Range 1 | Turns toward a familiar sound then locates range of sounds with accuracy |
| Range 1 | Listens to intonations and sounds of voices |
| Range 1 | Listens to and distinguishes to intonations and sounds of voices by stopping, smiling etc depending on the intonation |
| Range 1 | Listens to, distinguishes and responds to intonations and sounds of voices |
| Range 1 | Reacts in interaction with others by smiling, looking and moving |
| Range 1 | Quietens or alerts to the sound of speech |
| Range 1 | Looks intently at a person talking, but stops responding if speaker turns away (May not look if ASD) |
| Range 1 | Listens to familiar sounds, words, or finger plays |
| Range 1 | Fleeting attention – not under child’s control, new stimuli takes whole attention |
| Range 1 | Turns when tapped on the shoulder |
| Range 1 | Turns when loud noise is made (May not do this if HI) |
| Range 1 | Turns when hears own name(May not do this if ASD - should remain a target) |
| Range 1 | Begin to look in direction of an adult point with physical prompt |
| Range 1 | Begin to copy wave / clap with physical prompt |
| Range 1 | Starts to understand contextual clues, e.g. familiar gestures, words and sounds |
| Range 1 | Wellcomm - Turns towards you when name is called |
| Range 1 | Wellcomm - Relate 2 objects together in play e.g. banging 2 things together, putting objects into containers. Use stacking cups or bricks if necessary |
| Range 1 | Wellcomm - Follow an adult’s gaze (look at child then object) |
| Range 1 | Wellcomm - Follow simple instructions with non verbal cues (e.g. Say, where’s the cup / ball / Nanny does child look in the right place) |
| Range 1 | Wellcomm - Holds up arms to show they want to be picked up |
| Range 1 | Wellcomm - Copy and action or gesture (waving bye / clapping hands) |
| Range 2 | Moves whole body to sounds they enjoy, such as music or regular beat |
| Range 2 | Concentrates intently on an object or activity of own choosing for short periods |
| Range 2 | Pays attention to dominant stimulus – easily distracted by noises or other people talking |
| Range 2 | Enjoys laughing and being playful with others (May not if ASD) |
| Range 2 | Is developing the ability to follow others’ body language including pointing and gesture |
| Range 2 | Responds to simple questions when in a familiar context with a special person (e.g. Where’s Mummy?, Where’s your nose?) |
| Range 2 | Wellcomm - Give an item on request (place the key, cup and spoon out, hold hand out and say “give me ... repeat, can child select item 1 out of 2 times?) |
| Range 2 | Wellcomm -Point to the correct picture when asked (Picture set 1 and 2.2 “point to the car) |
| Range 2 | Wellcomm -Use an everyday object on themselves (putting a brush to their hair, phone to their ear) |
| Range 2 | Wellcomm - Pretend to use objects on themselves (e.g. pretending to eat/drink) |
| Range 2 | Wellcomm - Follow simple everyday instructions (e.g. get your shoes, where’s teddy) |
| Range 2 | Understanding of single words in context is developing, e.g. cup, milk, daddy |
| Range 2 | Wellcomm - When playing relate 2 or 3 objects together (putting teddy in a bed, or putting dolly on a chair) |
| Range 3 | Wellcomm - Point to their eyes/ nose / mouth (Do they understand all 3) |
| Range 3 | Wellcomm - Carry out actions on toys (use brush, teddy, cup, sponge, say brush teddy, give teddy a drink) |
| Range 3 | Wellcomm - Follow 2 word instructions (use key, plate, cup and spoon, say “put the key on the plate” “put the spoon on the plate” can child do 1 out of the 2 instructions?) |
| Range 3 | Wellcomm - Follow instructions out of the routine (e.g. ask child to get your book at lunchtime) |

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| Range 3 | Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations |
| Range 3 | Demonstrates listening by trying to join in with action songs or rhymes with actions or vocalisations |
| Range 3 | Pays attention to own choice of activity, may move quickly from activity to activity |
| Range 3 | Understands different situations - able to follow routine events and activities using nonverbal cues |
| Range 3 | Selects familiar objects by name and will go and find objects when asked, or identify objects from a group |
| Range 3 | Understands simple sentences (e.g. Throw the ball) |
| Range 4 | Can respond to Blank level 1 questions what can you see? |
| Range 4 | Can respond to Blank level 1 questions Find one like this. |
| Range 4 | Can respond to Blank level 1 questions What is ... doing? |
| Range 4 | Can respond to Blank level 1 question Is it a ...? Yes or No response |
| Range 4 | Can respond to Blank level 1 questions what is that? |
| Range 4 | Listens with interest to the noises adults make when they read stories |
| Range 4 | Recognises and responds to many familiar sounds, e.g. turning to knock on the door, looking at or going to the door. |
| Range 4 | After initial cueing in, listens and responds to simple requests in familiar situations which contain one key word, sign or symbol e.g. get your coat, stand up, clap your hands |
| Range 4 | Understands a range of single words for familiar objects and actions e.g. get, clap, stand, sit |
| Range 4 | Predominantly plays/interacts alongside others but will make immature attempts to join in |
| Range 4 | Shows interest in play with sounds, songs and rhymes |
| Range 4 | Listens to people talking, but can still be easily distracted |
| Range 4 | Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus |
| Range 4 | Identifies action words by following simple instructions, e.g. Show me jumping |
| Range 4 | Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet |
| Range 4 | Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) |
| Range 4 | Wellcomm - Remember 2 items correctly (use a cup, key, plate. Say “give me the plate and the ball” “Give me the ball and the cup” Child follows 1 out of 2 instructions) |
| Range 4 | Wellcomm - Understand word broken (Picture 2a Where is the broken pencil? Picture 2b Where is the broken cup? Child identifies both correctly) |
| Range 4 | Wellcomm - Understand the negative “no” (picture 3a, who’s got no ball? Picture 3b who’s got no drink? Child points to both correctly) |
| Range 4 | Wellcomm - Engage in imaginative play |
| Range 4 | Wellcomm - Follow 3 word instructions (use doll, teddy, brush, sponge/flannel, say I’m going to ask you to some funny things, brush teddy’s leg. Wash doll’s hands. Child follows both correctly) |
| Range 4 | Wellcomm - Understand preposition in and under (use a box with a lid and a spoon, say put the spoon in the box. Put the spoon under the box. Can child do both instructions?) |
| Range 4 | Wellcomm - Interacts with others in play |
| Range 4 | Wellcomm - Identify colours green, red and yellow (picture set 5.4 show picture set 7 ask child to point to the colours, can child identify all 3 colours) |
| Range 4 | Wellcomm - Understand where questions (Picture set 5.5, a and b, Picture set 5a where do we eat dinner? Where do we play football? Can child point correctly to both) |
| Range 4 | Developing understanding of simple concepts (e.g. Fast/slow, good/bad) |
| Range 5 | Understands a range of words that can be combined into requests that contain two key words |
| Range 5 | Listens to people talking without becoming easily distracted: |
| Range 5 | : Is beginning to play more with other children |
| Range 5 | Listens to and responds appropriately to questions about familiar or immediate events or experiences e.g. ‘What are you doing?’, ‘Where is your bag and coat?’, ‘Who called out?’ |
| Range 5 | Answer Blank Level 2 questions “Find something that can ...(cut)” |

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| Range 5 | Answer Blank Level 2 questions “What is happening in this picture?” |
| Range 5 | Answer Blank Level 2 questions “Where is the...?” (requires a location response e.g. “under the table” not just pointing) |
| Range 5 | Answer Blank Level 2 questions “Find something that is ...(red) and ...(spiky)” |
| Range 5 | Answer Blank Level 2 questions “How are these different?” |
| Range 5 | Answer Blank Level 2 questions “Which one is ... (a fruit)?” |
| Range 5 | Listens to others in one-to-one or small groups, when conversation interests them |
| Range 5 | Listens to familiar stories with increasing attention and recall |
| Range 5 | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. |
| Range 5 | Focusing attention – can still listen or do, but can change their own focus of attention |
| Range 5 | Is able to follow directions (if not intently focused) |
| Range 5 | Understands use of objects (e.g. Which one do we cut with?) |
| Range 5 | Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture |
| Range 5 | Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box |
| Range 5 | Beginning to understand why and how questions |
| Range 5 | In a 1:1 situation can listen to and respond to 2 key word instructions e.g. ‘Give me the red crayon’ |
| Range 5 | Listens to others talking within a small group without becoming easily distracted |
| Range 5 | Is consistently playing games with other children (ASD may need support to do this) |
| Range 5 | Listens to a story with pictures and then answers questions about the story |
| Range 5 | Wellcomm - Understand pronouns he and she (Picture 6.1 say “point to, she’s drinking.” “point to he’s sitting” can child point to both. |
| Range 5 | Wellcomm - Understand prepositions in front and behind (tell child to stand in front of the chair, stand behind the chair” can child do both. |
| Range 5 | Wellcomm - Understand the negative isn’t (picture set 6.3 a and b, show me who isn’t crying, show me who isn’t drinking” can child do both. |
| Range 5 | Wellcomm - Know what we hear, smell and see with (Picture 6.4 “Here is a man’s face. Can you tell me... what does he see with? What does he smell with? What does he hear with. Can child point to 2 out of 3) |
| Range 5 | Wellcomm - Share toys in play |
| Range 5 | Wellcomm - Take on a role/pretend in play (e.g. dressing up, pretending to be a police officer” |
| Range 5 | Wellcomm - Understand many and a few (picture 7.2 a and b point to the groups of apples, which one shows many? Point to the groups of bananas “which one shows few?” can child do both) |
| Range 5 | Wellcomm - Understand long and short (Picture 7.3 a and b ask “point to the long snake. Point to the short sock” can the child do both) |
| Range 5 | Wellcomm - Understand why without picture support (ask why do we wash our body?) |
| Range 5 | Wellcomm - Understand first and last (Picture 7.5 a and b, top picture “show me who’s first. Bottom picture “show me who’s last” Can child do both |
| Range 5 | Understands and often use colour, number and time related words e.g., 'red' car, 'three' fingers and 'yesterday / tomorrow/lunchtime/tonight’ |
| Range 6 | Answers Blank level 3 question “What will happen next?” |
| Range 6 | Answers Blank level 3 question “How do you think he feels?” |
| Range 6 | Answers Blank level 3 question “How do I make... (a sandwich)?” |
| Range 6 | Answers Blank level 3 question “How are these the same?” |
| Range 6 | Answers Blank level 3 question “What is a ...?” (definitions) |
| Range 6 | Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity |
| Range 6 | May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span |
| Range 6 | Understands a range of complex sentence structures including negatives, plurals and tense markers |
| Range 6 | Beginning to understand humour, e.g. nonsense rhymes and jokes |

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| Range 6 | Able to follow a story without pictures or props |
| Range 6 | Listens and responds to ideas expressed by others in conversation or discussion |
| Range 6 | Understands questions such as who; why; when; where and how : Responds to and co-operates with others in small group situations e.g. taking turns |
| Range 6 | appropriately with some adult prompts |
| Range 6 | : Is beginning to plan games co-operatively with others |
| Range 6 | Attends to, and responds to questions from adults about experiences, events and stories |
| Range 6 | Attends to, and responds to questions from their peers about experiences, events and stories In a 1:1 situation can listen to and respond to 3 key word instructions e.g. 'Put the red crayon in the pot' |
| Range 6 | Is aware when a message is unclear and comments or asks for explanation. |
| Range 6 | Can take turns in longer conversations within small groups and stay on the same topic In a 1:1 situation, can listen to and respond to simple 4 key word instructions, e.g. 'Put the red crayon in the blue pot.' |
| Range 6 | Understands words that describe sequences e.g. 'first we are going to the shop, next we will play in the park' |
| Range 6 | Wellcomm - Understand when questions (when do you brush your teeth? When do you eat breakfast? Child can answer both) |
| Range 6 | Wellcomm - Sort the pictures into the correct categories (picture set 8.2 do not label the categories, ask the child to sort the picture, can child sort them?) |
| Range 6 | Wellcomm - Understand the concept after (picture 8.3 point to each number and name the ask child to point to the number that comes after 3) |
| Range 6 | Wellcomm - Understand the target sentence (Picture 8.4 Look at the pictures, show me the monkey kissing the girl is big" can child identify picture) |
| Range 6 | Wellcomm - Understand the concept either (picture 8.5, point to either the triangle or square, only give mark if child only points to one of the shapes) |
| Range 6 | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| Range 6 | ELG Wellcomm - Label the categories correctly (We're going to think about things belonging to different groups, listen carefully, potatoes, peas, carrots are all types of ... if child says food say what type of food? Piano, drum, recorder are all types of ... ? Child can say music or instruments. Can child answer both) |
| Range 7 - Year 1 | Wellcomm - Understands and explains the phrase "ants in your pants" (Tell a story, Ben is a fidgety little boy. When he sits down to do his school work, he wriggles around on a chair and can't sit still. His teacher often says "Ben have you got ants in your pants?" Ask is it true that Ben has ants in his pants? Why does Ben's teacher say this? Can child answer both questions) |
| Range 7 - Year 1 | Wellcomm - Knows which day comes after Saturday |
| Range 7 - Year 1 | Wellcomm - Understand the target sentence (picture 9.2 Look at the pictures, show me the girl is fed by the monkey) |
| Range 7 - Year 1 | Wellcomm - Understand the emotion word anxious (picture 9.3 This family is late for school, can you show me which person feel anxious?) |
| Range 7 - Year 1 | Wellcomm - Understand the phrase "get your skates on" (Picture 9.3 Mummy says get your skates on, who is she talking to?) |
| Range 8 - Year 1 | Answer Blank level 4 questions - Predicting changes: "What will happen if...?" |
| Range 8 - Year 1 | Answer Blank level 4 questions - Solutions: "What should we do now?" |
| Range 8 - Year 1 | Answer Blank level 4 questions - Causes: "How did that happen?" |
| Range 8 - Year 1 | Answer Blank level 4 questions - Justifying: "Why can't we ...eat ice-cream with a knife and fork?" |
| Range 8 - Year 1 | Answer Blank level 4 questions - Explanations: "How can we tell he is sad?" |
| Range 8 - Year 1 | Interacts appropriately with adults in small groups taking turns, sharing and sustaining conversation |
| Range 8 - Year 1 | Interacts appropriately with adults in large groups taking turns, sharing and sustaining conversation |
| Range 9 - Year 1 | Interacts appropriately with adults in large groups taking turns, sharing and sustaining conversation |

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| Range 9 - Year 1 | Interacts appropriately with an increasing number of children in small groups taking turns, sharing sustaining and conversation |
| Range 9 - Year 1 | Interacts appropriately with an increasing number of children in large groups taking turns, sharing and sustaining conversation |
| Range 9 - Year 1 | Listens attentively as part of a small group and then responds appropriately to questions about why e.g. 'Why does a bird make a nest?', 'How do we copy this picture?' |
| Range 10 - Year 1 / 2 | Listens attentively as part of a small group and then responds appropriately to questions how, e.g. 'How do we copy this picture?' |
| Range 10 - Year 1 / 2 | Listens to and understands simple instructions about what they are doing, without needing to look at the person speaking. (Move on if HI) |
| Range 10 - Year 1 / 2 | Joins in co-operative role play with friends |
| Range 10 - Year 1 / 2 | Organises co-operative role play with friends. |
| Range 10 - Year 1 / 2 | Listens to and responds appropriately to instructions that contain 2 or 3 parts e.g. 'finish your picture, then sit on the carpet and look at a book' |
| Range 10 - Year 1 / 2 | Can follow what others say in larger groups (4+ pupils) and usually responds appropriately with contributions. |
| Range 11 - Year 2 | Can follow what others say in larger groups (8+ pupils) and usually responds appropriately with contributions. |
| Range 11 - Year 2 | Listen and respond appropriately to what other say |
| Range 12 - Year 2 | ands increasingly more complex 2 part instructions e.g. 'Finish your picture from yesterday, choose one of the topic books and talk about it quietly on the carpet' |
| Range 13 - Year 2 | Understands increasingly more complex 3 part instructions e.g. 'Finish your picture from yesterday, then, with a partner, choose one of the topic books and talk about it quietly on the carpet' |
| Range 14 - Year 2 | Begins to be aware of what the listener already knows and checks e.g. 'you know where I live right? It's the house by the shop' |
| Range 15 - Year 3 / 4 | Listening and understanding Listens to key information and makes relevant, related comments e.g. 'So we need to go home and ask adults what they did before computers were invented and come back to tell the class. I can ask my dad and my granny ' |
| Range 15 - Year 3 / 4 | Listening and understanding Identifies clearly when they haven't understood e.g. "What do we use to make it?" or "Is it metres or centimetres?" |
| Range 16 - Year 3 / 4 | Able to infer meaning, reason and make predictions e.g. "Now class, I'm going to count to 10" (means Miss Smith is getting cross, we'd better be quiet). |
| Range 16 - Year 3 / 4 | Sustains active listening to both what is said and the way it is said. |
| Range 17 - Year 5 / 6 | Follows longer instructions that are not familiar e.g. "Put the large bag that's on top of the shelf into the bottom drawer of my desk." |
| Range 17 - Year 5 / 6 | Understands different question types e.g. Open: "Can you tell me about...?" Closed: "Did you enjoy your lunch?" Rhetorical: "Wasn't that a lovely day out to the theme park?" |
| Range 17 - Year 5 / 6 | Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean e.g. You can't have your cake and eat it. |

Speaking (Communication using an alternative method such as core boards, symbols or signing)

| Level | Statement |
|---------|---|
| Range 1 | Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing |
| Range 1 | Makes own sounds in response when talked to by familiar adults |
| Range 1 | Lifts arms in anticipation of being picked up |
| Range 1 | Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo |
| Range 1 | Points and looks to make requests and to share an interest |
| Range 1 | Wellcomm - Look at or point to an object and then look at you (use favourite toy or item placed a distance away, sit where the child can see you) |
| Range 1 | Wellcomm - Point to ask for something |
| Range 1 | Wellcomm - Babbles |
| Range 1 | Wellcomm - Shout to get adults attention |
| Range 2 | Uses sounds in play, e.g. brrrm for toy car |
| Range 2 | Uses single words |
| Range 2 | Frequently imitates words and sounds |
| Range 2 | Enjoys babbling and increasingly experiments with using sounds |
| Range 2 | Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) |
| Range 2 | Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest |
| Range 2 | Creates personal words as they begin to develop language |
| Range 2 | Wellcomm - Start a routine / game with an adult (being something to an adult gesture for a nursery rhyme) |
| Range 2 | Wellcomm - Point to things or people of interest |
| Range 2 | Wellcomm - Beginning to use words to request (e.g. mummy, milk) |
| Range 2 | Wellcomm - Use gestures to ask for things (e.g. hand to mouth for food) |
| Range 2 | Wellcomm - Use own name |
| Range 3 | Copies familiar expressions, e.g. Oh dear, All gone. |
| Range 3 | Can use single words, signs or symbols for familiar objects, e.g. cup, biscuit, pen, pencil and to communicate about events and feelings e.g. likes and dislikes |
| Range 3 | Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) |
| Range 3 | Beginning to put two words together (e.g. Want ball, More juice) |
| Range 3 | Beginning to ask simple questions |
| Range 3 | Beginning to talk about people and things that are not present |
| Range 3 | Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it |
| Range 3 | Wellcomm - Occasionally put 2 words together when talking (e.g. more juice, daddy gone, no juice) |
| Range 3 | Wellcomm - Beginning to use some action words (e.g. walk, jump) |
| Range 3 | Wellcomm - Use 10 everyday words |
| Range 3 | Wellcomm - Join in with nursery rhymes / action songs |
| Range 3 | Wellcomm - Starts to tell adults about things they have seen (e.g. child says plane and points to plane outside) |
| Range 4 | Vocabulary: Uses a consistent vocabulary of at least 20 words |
| Range 4 | Vocabulary: Uses a consistent vocabulary of at least 30 words |
| Range 4 | Vocabulary: Uses a consistent vocabulary of at least 50 words |
| Range 4 | Grammar and sentence building: Can use single words, signs or symbols for familiar objects, e.g. cup, biscuit, pen, pencil and to communicate about events and feelings e.g. likes and dislikes |
| Range 4 | Verbal storytelling and narrative: Is beginning to make attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a |

different intonation or facial expression.

- Range 4 Clarity of speech: Uses all vowels and at least /p b t d n m w/ consonants in short words.
- Range 4 Clarity of speech: Usually puts a consonant at the end of words (may not be correct) e.g. elephant – ‘eleban’
- Range 4 Uses language to share feelings, experiences and thoughts
- Range 4 Holds a conversation, jumping from topic to topic
- Range 4 Learns new words very rapidly and is able to use them in communicating
- Range 4 Uses a variety of questions (e.g. what, where, who)
- Range 4 Uses longer sentences (e.g. Mummy gonna work)
- Range 4 Beginning to use word endings (e.g. going, cats)
- Range 4 Answer Blank level 2 question “Find something that can ...(cut)”
- Range 4 Answer Blank level 2 question “What is happening in this picture?”
- Range 4 Answer Blank level 2 question “Where is the...?” (requires a location response e.g. “under the table” not just pointing)
- Range 4 Answer Blank level 2 question “Find something that is ...(red) and ...(spiky)”
- Range 4 Answer Blank level 2 question “How are these different?”
- Range 4 Answer Blank level 2 question “Which one is ... (a fruit)?”
- Range 4 Wellcomm - Put 2 words together
- Range 4 Wellcomm - Use the word in (picture set 4.7 Say Rabbit is on the table and cat is?)
- Range 4 Wellcomm - Use word ending “ing” (pictures set 4.8 point to each picture and as what is she/he doing? Can child use ing at least once)
- Range 4 Wellcomm - Uses I to refer to self (e.g. I like it)
- Range 4 use the word big to describe things (Picture set 4.10 point to the small doll and say this doll is small, point to the big doll and say this doll is Does child say big?)
- Range 4 Wellcomm - Joining 3 words together when speaking (e.g. Daddy go work, Mummy in car)
- Range 4 Wellcomm - Repeat 2 words after an adult (Say listen carefully to what I say and see if you can copy. Practise first “ball” then check “cat, spoon” “hat, dog” can child do both)
- Range 4 Wellcomm - Use the word under (Picture set 5.7 say the man is sitting on the bench and the frog is)
- Range 4 Wellcomm - Starting to use what and where questions (e.g. what that? Where’s Billy?)
- Range 4 Wellcomm - Identify an object by its function (Picture 5.9 point to the apple and say we eat an apple, what do we do with a pencil? What do you do with a chair? Can child answer both)
- Range 4 Use plurals e.g. cats (Picture set 6.10, point to the cat and say “here is a cat” point to the cats and say “here are 2”)
- Range 5 Wellcomm - Puts 3 to 5 words together (e.g. mummy I want a biscuit)
- Range 5 Wellcomm - Use regular past tense e.g. ed (Picture 6.7 Say look the plates are dirty look the man is washing the plates, look the plates are clean. What did the man do to the plates, he ...?)
- Range 5 Wellcomm - Answer what burns? What flies? (ask can you think of something that flies? Something that burns? Can child answer both?)
- Range 5 Wellcomm - Answer why questions (Picture 6.9 Why is the girl crying?)
- Range 5 Wellcomm - Repeat a 3 word phrase back correctly (listen and copy, practise first “I’m happy”, “cow’s don’t jump” “baby was playing” Can child copy the 2 sentences)
- Range 5 Wellcomm - Using 4-5 word phrases (e.g. I like playing with Sarah)
- Range 5 Wellcomm - Use comparatives e.g. longer (picture 7.7 point to the picture “this pencil is short, point to the middle picture “this pencil is long” point to the top pencil and say “and this pencil is even ...?” (Child can say longer, taller, bigger)
- Range 5 Wellcomm - Give an opposite word (Mummy is a lady, Daddy is a ... The sun comes up in the day, the moon comes up at) can child do both.)
- Range 5 Wellcomm - Use his and her correctly (picture 7.9 These are his shoes, point to the girls shoes and say these are Point to the girls hair and say this is her hair and point to the boys hair and say and this is Can child finish both sentences)
- Range 5 Wellcomm - Use the word because to join sentences (picture 7.10 This girl is happy because she is eating an ice cream, This girl Wait for child to say)

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| Range 5 | Beginning to use more complex sentences to link thoughts (e.g. using and, because) |
| Range 5 | Able to use language in recalling past experiences |
| Range 5 | Can retell a simple past event in correct order (e.g. went down slide, hurt finger) |
| Range 5 | Uses talk to explain what is happening and anticipate what might happen next |
| Range 5 | Questions why things happen and gives explanations. Asks e.g. who, what, when, how |
| Range 5 | Beginning to use a range of tenses (e.g. play, playing, will play, played) |
| Range 5 | Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture |
| Range 5 | Uses intonation, rhythm and phrasing to make the meaning clear to others |
| Range 5 | Talks more extensively about things that are of particular importance to them |
| Range 5 | Builds up vocabulary that reflects the breadth of their experiences |
| Range 5 | Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle |
| Range 5 | Group discussion and social interaction: Will join in with conversations although they may flit around the topic and be difficult to follow at times |
| Range 5 | Grammar and sentence building: Links up to two key words, signs or symbols to communicate meaning to the listener e.g. mummy gone, more juice |
| Range 5 | Verbal storytelling and narrative: Describes events that have happened, e.g. 'We went park, we play ball.' |
| Range 5 | Vocabulary: Uses a consistent vocabulary of between 50- and 150-words including action words e.g. run, spill, fall as well as nouns |
| Range 5 | Clarity of speech: Speech can be understood by familiar people at least half of the time although, may still use some immaturities e.g. 'pider' instead of 'spider' |
| Range 5 | Group discussion and social interaction: Will start conversations with familiar adults and children |
| Range 5 | Grammar and sentence building: Links up to three key words, signs or symbols to communicate simple ideas, events or stories to others, e.g., 'I want big chocolate muffin'. |
| Range 5 | Verbal storytelling and narrative: Can tell a short story, for example, about something that happened e.g. 'two boys played with the ball, it went over the fence' |
| Range 5 | Vocabulary: Uses a consistent vocabulary of 150- 300 words and will use these to do different things e.g. describe what things look like (big, soft,), describe how many (lots,) etc. |
| Range 5 | Clarity of speech: Speech is can be understood by familiar people most of the time, although may have difficulties with sounds such as /sh/ch/th/r/t/c/ e.g.'wabbit' for rabbit, 'toffee' for coffee |
| Range 5 | Wellcomm - Puts 3 to 5 words together (e.g. mummy I want a biscuit) |
| Range 5 | Wellcomm - Use regular past tense e.g. ed (Picture 6.7 Say look the plates are dirty look the man is washing the plates, look the plates are clean. What did the man di to the plates, he ...?) |
| Range 5 | Wellcomm - Answer what burns? What flies? (ask can you think of something that flies? Something that burns? Can child answer both?) |
| Range 5 | Wellcomm - Answer why questions (Picture 6.9 Why is the girl crying?) |
| Range 5 | Wellcomm - Repeat a 3 word phrase back correctly (listen and copy, practise first "I'm happy", "cow's don't jump" "baby was playing" Can child copy the 2 sentences |
| Range 5 | Wellcomm - Using 4-5 word phrases (e.g. I like playing with Sarah) |
| Range 5 | Wellcomm -Use comparatives e.g. longer (picture 7.7 point to the picture "this pencil is short, point to the middle picture "this pencil is long" point to the top pencil and say "and this pencil is even ...?" (Child can say longer, taller, bigger) |
| Range 5 | Wellcomm -Give an opposite word (Mummy is a lady, Daddy is a ... The sun comes up in the day, the moon comes up at) can child do both.) |
| Range 5 | Wellcomm -Use his and her correctly (picture 7.9 These are his shoes, point to the girls shoes and say these are Point to the girls hair and say this is her hair and point to the boys hair and say and this is Can child finish both sentences) |
| Range 5 | Wellcomm - Use the word because to join sentences (picture 7.10 This girl is happy because she is eating an ice cream, This girl Wait for child to say) |
| Range 6 | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words |

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| Range 6 | Uses language to imagine and recreate roles and experiences in play situations |
| Range 6 | Links statements and sticks to a main theme or intention |
| Range 6 | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events |
| Range 6 | Introduces a storyline or narrative into their play |
| Range 6 | Group discussion and social interaction: Will start conversations with less familiar adults and children |
| Range 6 | Grammar and sentence building: Links up to four key words, signs or symbols when communicating about their own experiences or in telling familiar stories both in groups and one-to-one, e.g. 'The hairy giant shouted at Jack' |
| Range 6 | Verbal storytelling and narrative: Can communicate ideas about the present, past and future events and experiences e.g. 'we are going to the cinema on Friday' |
| Range 6 | Clarity of speech: Articulates simple words in full most of the time without omitting initial or final consonants or substituting one sound for another e.g. 'tup' for cup |
| Range 6 | Wellcomm - Use prepositions in front and behind (Picture 8.6 a and b This dog is sitting beside the box and this dog is ... this dog is on top of the box and this dog is sitting |
| Range 6 | Accept back of or behind) |
| Range 6 | Wellcomm - Use emotion words angry and scared (Picture 8.7 a and b How does the girl feel? How does this boy feel?) |
| Range 6 | Wellcomm - Answer why questions correctly (Picture 8.8 a and b Why do we have houses? Why do we have teeth? Do not accept to brush. Can child answer both) |
| Range 6 | Wellcomm - Remember and copy what an adult says (listen and copy what I say, practise "I like apples" "The bird ate a long worm" "you can brush your teeth later" can child copy 2 sentences |
| Range 6 | Wellcomm - Use the correct word ending e.g. est. (picture 8.10 Listen and finish what I say, this boy is short, this boy is tall, this boy is taller and this boy is (child can say biggest, tallest) |
| Range 6 | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG |
| Range 6 | Wellcomm - Know what happens next (picture 9.5 a and b, It's Sam's birthday and he has a birthday cake, what will he do next? "Jasmine has planted some seeds and now is watering the garden, what will happen to the seeds? Can child answer both?) |
| Range 7 - Year 1 | Wellcomm - Tell an adult the days of the week in order |
| Range 7 - Year 1 | Wellcomm - Repeat a 7 word sentence correctly (Practise "I like to eat green apples" Test "They are playing on their red bikes" " The boy swam in the cold water" |
| Range 7 - Year 1 | Wellcomm - Label the categories correctly (We're going to think about things belonging to different groups, listen carefully, potatoes, peas, carrots are all types of ... if child says food say what type of food? Piano, drum, recorder are all types of ... ? Child can say music or instruments. Can child answer both) |
| Range 7 - Year 1 | Wellcomm - Use the future tense "will" (Picture 9.10 this girl is eating, this boy will eat, this boy is jumping, this girl ... child must say will) |
| Range 7 - Year 1 | Group discussion and social interaction: Verbally contributes appropriately in small group discussion and role play, taking turns and sharing |
| Range 7 - Year 1 | Grammar and sentence building: Uses well-formed sentences e.g. 'I played with Zain in the playground' but with some errors e.g. 'I felled down' |
| Range 7 - Year 1 | Verbal storytelling and narrative: Can speak of imaginary conditions and says things like 'I hope....' |
| Range 7 - Year 1 | Grammar and sentence building: Links sentences with simple conjunctions, e.g. 'and' |
| Range 7 - Year 1 | Vocabulary: Understands and uses words 'above' and 'below' to describe the position of things |
| Range 7 - Year 1 | Clarity of speech: Articulates initial and final consonant clusters /tr/pl/sp/sn/ng/mp/nk/ e.g. train, plane, spoon, snake, sing, lamp, pink |
| Range 8 - Year 1 | Group discussion and social interaction: Interacts appropriately with an increasing number |

of children and adults in large and small groups taking turns, sharing sustaining conversation

- Range 8 - Year 1 Grammar and sentence building: Can use long and detailed sentences e.g. 'On Saturday my friend came to my house and we went to the park'
- Range 8 - Year 1 Verbal storytelling and narrative: Retells favourite stories using some of their own words e.g. '...and she said what a nice mouth you got and the wolf said 'I can eat you'
- Range 8 - Year 1 Vocabulary: Knows words can be put into groups (categorised) and can give common examples in them e.g. 'Animals: dog, cat, horse'
- Range 8 - Year 1 Clarity of speech: Articulates multi-syllabic words in full, without omitting syllables e.g. elephant, tomato,
- Range 8 - Year 1 Can pretend to be someone else talking during roleplay with friends. (May not do this if ASD)
- Range 8 - Year 1 Group discussion and social interaction: Joins in and organises co-operative role play with friends and can pretend to be someone else talking.
- Range 8 - Year 1 Grammar and sentence building: Asks lots of questions to find out specific information including 'How' and 'Why'
- Range 8 - Year 1 Verbal storytelling and narrative: Describes events but not always in the right order e.g. 'I went on the top of the bus with dad. The big slide is scary. We talked the ball as well.'
- Range 8 - Year 1 Vocabulary: Uses specific vocabulary to make the meaning clearer e.g. 'I drew a graph today, a bar graph'
- Range 8 - Year 1 Clarity of speech: Uses appropriate volume patterns e.g. not speaking too loudly or quietly
- Range 8 - Year 1 Group discussion and social interaction: Copies others' language and begins to be aware of current peer language e.g. copies inappropriate words, says 'cool' or 'whatever'
- Range 9 - Year 1 Grammar and sentence building: Uses different ways to join phrases to help explain or justify an event e.g. 'I'm older than you so I will go first'
- Range 9 - Year 1 Grammar and sentence building: Can communicate clearly and uses a consistent tense when talking for a sustained period
- Range 9 - Year 1 Verbal storytelling and narrative: Tells stories that have a basic plot and a sequence of events
- Range 10 - Year 1 / 2 Vocabulary: Uses a range of adjectives to talk about things they can see or have heard about in stories
- Range 10 - Year 1 / 2 Clarity of speech: Uses speech that is consistently clear and easy to understand although there might be some occasional errors with longer words and words that have 2 or 3 consonant blends at the beginning e.g. Scramble
- Range 10 - Year 1 / 2 Group discussion and social interaction:
- Range 10 - Year 1 / 2 Grammar and sentence building: Uses regular words endings accurately e.g. walked, walking, walks
- Range 11 - Year 2 Verbal storytelling and narrative: Tells stories with a distinct plot
- Range 11 - Year 2 Verbal storytelling and narrative: Makes simple predictions about what will happen in a story
- Range 11 - Year 2 Vocabulary: Uses newly learnt words in a specific and appropriate way e.g. 'Habitat is the word for where animals live'
- Range 12 - Year 2 Clarity of speech: Speech is fluent most of the time
- Range 12 - Year 2 Group discussion and social interaction: Uses and experiments with different styles of talking with different people.
- Range 13 - Year 2 Grammar and sentence building: Uses regular and unusual word endings accurately e.g. walked, fell
- Range 13 - Year 2 Verbal storytelling and narrative: Tells stories with a distinct plot, and an exciting event
- Range 13 - Year 2 Verbal storytelling and narrative: Begins to be aware of what the listener already knows and checks e.g. 'you know where I live right? It's the house by the shop'
- Range 14 - Year 2 Vocabulary: Uses a wide range of verbs to express their thoughts e.g. 'I wonder what she is thinking?'
- Range 14 - Year 2 Clarity of speech: Speech is clear and accurate for the majority of time and in the majority of situations.
- Range 14 - Year 2 Group discussion and social interaction Uses formal language when appropriate in some familiar situations e.g. showing a visitor around school
- Range 15 - Year 3 / 4

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| Range 15 - Year 3 / 4 | Grammar and sentence building Uses more complex grammar and sentences to summarise and plan e.g. 'So today year six are taking their tests which means we have to be quiet in the corridors' |
| Range 15 - Year 3 / 4 | Verbal storytelling and narrative Tells stories that have a good structure with a distinct plot, an exciting event and clear resolution |
| Range 15 - Year 3 / 4 | Verbal storytelling and narrative Adds detail or leaves information out according to how much is already known by the listener |
| Range 15 - Year 3 / 4 | Vocabulary Uses a wide range of verbs to explain cause and effect e.g. 'If we run we should get there on time but we might get there late' |
| Range 15 - Year 3 / 4 | Understands conversational rules e.g. looks at the listener to judge feedback, gives more detail if needed |
| Range 16 - Year 3 / 4 | Tells stories that have a good structure with a distinct plot, an exciting event, clear resolution and conclusion |
| Range 16 - Year 3 / 4 | Uses more complex grammar and sentences to clarify and explain e.g. 'When John said yes, he meant no but he was trying to be polite' |
| Range 16 - Year 3 / 4 | Uses a range of words related to time and measurement e.g. century, calendar, breadth |
| Range 16 - Year 3 / 4 | Uses tone of voice, stress on words and gestures naturally to add meaning. (ASD may not be able to achieve this) |
| Range 16 - Year 3 / 4 | Uses language for different purposes, for example to persuade, negotiate or question |
| Range 16 - Year 3 / 4 | Uses intonation to make storytelling and reports exciting and interesting (ASD may not achieve this) |
| Range 16 - Year 3 / 4 | Uses complex joining words e.g. meanwhile, therefore |
| Range 17 - Year 5 / 6 | Uses language for full range of different reasons e.g. complimenting, criticising, negotiating |
| Range 17 - Year 5 / 6 | Uses sentences that normally have between 8 and 10 words, but often their sentences can be much longer in stories than in conversation |
| Range 17 - Year 5 / 6 | Tells stories that are full of detailed descriptions |
| Range 17 - Year 5 / 6 | Knows that words can have two meanings and uses them appropriately, although cannot always the different meaning of the two words e.g. 'hard' (rigid object and tough person) |
| Range 17 - Year 5 / 6 | Can use complicated words to join their sentences together, e.g. 'meanwhile' or 'therefore' |
| Range 17 - Year 5 / 6 | Uses questions to help conversations flow |
| Range 17 - Year 5 / 6 | Uses different language depending on where they are. Who they are with and what they are doing e.g. formal style with the head teacher in school, informal with family at home and colloquial language with friends |
| Range 17 - Year 5 / 6 | Realises when people do not fully understand and tries to help them |
| Range 17 - Year 5 / 6 | Tells elaborate entertaining stories which are full of detailed descriptions |
| Range 17 - Year 5 / 6 | Uses sophisticated words but the meaning may not always be accurate e.g. 'My bedroom was meticulous' |
| Range 17 - Year 5 / 6 | Talks in long and complicated sentences, e.g. 'I will come with you only because it means you will stop going on at me' |
| Range 17 - Year 5 / 6 | Knows when a sentence is not grammatically correct and can explain the rules of grammar |
| Range 17 - Year 5 / 6 | Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions. |
| Range 17 - Year 5 / 6 | Incorporates a subplot in telling stories and recalling events, before resolving the main storyline. |
| Range 17 - Year 5 / 6 | Makes choices from a wide and varied vocabulary e.g. 'Leap' instead of 'jump' |
| Range 17 - Year 5 / 6 | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
| Range 17 - Year 5 / 6 | speak audibly and fluently with an increasing command of Standard English |
| Range 17 - Year 5 / 6 | participate in discussions, presentations, performances, role play, improvisations and debates |
| Range 17 - Year 5 / 6 | gain, maintain and monitor the interest of the listener(s) |
| Range 17 - Year 5 / 6 | consider and evaluate different viewpoints, attending to and building on the contributions of others |

Literacy




























Writing – Handwriting

| Level | Statement |
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| Range 1 | Explore sensory materials to make marks with an adult – Range 1 e.g. Provide a range of materials: sand, paint, early writing apps etc. for babies and toddlers to make marks with their hands and fingers, feet and bodies. |
| Range 1 | Can explore making large arm movements e.g. aeroplane arm exercises/ twirling scarves/ribbons |
| Range 1 | Can join in with activities to build stability (core strength/neck/shoulder trunk/gross motor) e.g. climbing/balancing/explores large outdoor play equipment |
| Range 1 | Can open and close hands one at a time e.g. hand exercises with squeezable materials and spiked balls |
| Range 1 | Uses drawing tools with assistance |
| Range 2 | Explore sensory materials to make marks –Range 2 e.g. Give children large sheets of paper, trays of gloop, paint, soil etc. to make marks collaboratively. |
| Range 2 | Can copy an adult making large arm movements with more control e.g. aeroplane arm exercises/ twirling scarves/ribbons |
| Range 2 | Can join in with large writing activities e.g. sky writing, squeezey bottles, using large chinks, pushing up's against a wall |
| Range 2 | Can use finger and thumb together e.g. to tear tissue paper, join in with finger rhymes, large bead threading, picking up and transferring items such as pom poms |
| Range 2 | Can use playdough to explore, squash and mould. |
| Range 2 | Can roll each wrist in turn e.g. stirring with a large spoon, twirling a hoop, shaking dice or tambourine, playing with construction toys, |
| Range 2 | (1) Can draw one vertical line top to bottom |
| Range 2 | (2) Can draw one horizontal line left to right |
| Range 2 | (3) Can draw a circle |
| Range 2 | (4) Can draw 2 vertical lines top to bottom |
| Range 2 | (5) Can draw 2 horizontal lines left to right |
| Range 2 | (6) Can draw 3 vertical lines top to bottom |
| Range 2 | (7) Can draw 3 horizontal lines left to right |
| Range 3 | Participates in the sensory experience of making marks |
| Range 3 | Uses whole arm to draw lines and circles using gross motor movements e.g. air writing, twirling scarves and ribbons |
| Range 3 | Is developing core strength stability e.g. Can lie on their tummy to carry out writing and puzzles |
| Range 3 | Beginning to develop a grip for holding mark-making tools |
| Range 3 | Uses whole hand to roll playdough and uses fingers to make a range of shapes. |
| Range 3 | (8) Can draw a c shape |
| Range 3 | (9) Can draw a backward c shape |
| Range 3 | (10) Can draw an arc starting at the bottom and drawing up |
| Range 3 | (11) Can draw an arc starting at the top and drawing down |
| Range 3 | (12) Can draw 3 c shapes across a page |
| Range 3 | (13) Can draw 3 backwards c shapes across a page |
| Range 3 | Explore the wooden pieces – create mat man with support e.g. make a person with the wooden pieces |
| Range 3 | Begins to understand the cause and effect of their actions in mark making and know they are of value |
| Range 4 | Identify the named wooden pieces. E.g. find the big curve |
| Range 4 | Copy an adult to make capital letters using wooden pieces. |
| Range 4 | (14) Attempts to trace and copy vertical and horizontal capital letters LFEHTIU |
| Range 4 | (15) Attempts to trace and copy big and little curve letters DPB |
| Range 4 | (16) Attempts to trace and copy magic C capital letters COQGSJ |

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| Range 4 | Can draw and make marks on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. - Range 4 |
| Range 4 | Beginning to develop the ability to 'cross the midline' through a range of activities e.g. two handed activities, laying tables, knives/forks, toy cars on a road map that crosses in front of them, windmill arms, clapping games, drawing rainbows from a still position, Simon says, digging in the sand/water play – transferring from one side to another |
| Range 4 | Beginning to develop an effective grip to hold mark-making tools. Not necessarily pincer grip but begins to develop a dominant hand. |
| Range 4 | Can use playdough to make a range of sandbox shapes |
| Range 5 | Begins to make letter-type shapes to represent the initial sound of their name and other familiar words |
| Range 5 | Practice drawing shapes across paper/media e.g. square, circle, triangle, cross, |
| Range 5 | Attempts to write their own name, or other names or words, using combinations of lines, circles and curves (and diagonals), or letter-type shapes – 5 |
| Range 5 | (17) Can draw a zig zag starting from the top and drawing down and up |
| Range 5 | (18) Can draw 2 zig zags starting from the top and drawing down and up, one under the other |
| Range 5 | (19) Can draw a zig zag starting at the bottom and drawing up and down |
| Range 5 | (20) Can draw 2 zig zags starting at the bottom and drawing up and down, one under the other |
| Range 5 | (21) Attempts to trace and copy diagonal capital letters RKAMNVWXYZ |
| Range 5 | (22) Can draw 3 horizontal lines left to right, one starting on the left side of the page, one in the centre and one to the left. |
| Range 5 | (23) Can draw an X shape |
| Range 5 | (24) can draw 2 X shapes |
| Range 5 | (25) Can draw an + shape |
| Range 5 | (26) Can draw 2 + shapes |
| Range 5 | (27) Can draw a continuous mmm shape starting at the bottom and drawing up, over, down, up, over, down etc |
| Range 5 | (28) Can draw a continuous uuuu shape starting at the top and drawing down, over, up, down, over, up etc. |
| Range 5 | (29) Can draw a square |
| Range 5 | (30) Can draw a rectangle |
| Range 5 | (31) Can draw a triangle |
| Range 5 | Can hold a pencil/pen in an appropriate and comfortable grip with occasional reminders. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right |
| Range 5 | Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words |
| Range 5 | Knows to start their letters at the top and circle shapes to go anti-clockwise |
| Range 5 | Attempts to trace and copy lowercase letters cosvwt |
| Range 5 | Attempts to trace and copy magic c lowercase letters adg and vowels uie |
| Range 6 | Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology – Range 6 |
| Range 6 | Attempts to trace and copy transition lowercase letters lkyj and describe whether they are small, tall or below the line. |
| Range 6 | Attempts to trace and copy diver lowercase letters prnmhb and describe whether they are small, tall or below the line. |
| Range 6 | Attempts to trace and copy lowercase letters fqxz and describe whether they are small, tall or below the line. |
| Range 6 | Can hold a pencil/pen in an appropriate and comfortable grip |
| Range 6 | In own writing tracks from left to right across the page. |
| Range 6 | Can copy letters with some accuracy. |
| Range 6 | Sits with good posture for mark making and can angle and hold the paper appropriately |
| Range 6 | Can copy a short sentence with 1:1 correspondence. |

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| Range 6 | Can control and apply appropriate pressure to manipulate objects/equipment and uses appropriate pressure when writing e.g. push beads into a bead tray or using modelling materials - Speak with Literacy Subject Lead if unable to achieve |
| Range 6 | Is beginning to use finger spaces when writing a sentence. |
| Range 6 | Writes recognisable letters, most of which are correctly formed.(ELG) |
| Range 7 - Year 1 | I can write all of my lower case letters, using the correct letter formation, in the correct place and the right way round. ELG |
| Range 7 - Year 1 | Can use finger spaces that are sensibly sized with occasional adult reminders. |
| Range 8 - Year 1 | Can use finger spaces that are sensibly sized |
| Range 8 - Year 1 | Can write numerals 0-9 using the correct formation. |
| Range 9 - Year 1 | Can write between the lines of double lined paper |
| Range 10 - Year 1/Year 2 | Beginning to show consistency in size of letters |
| Range 11 - Year 2 | Letters are formed correctly and are consistent in size and spacing. |
| Range 11 - Year 2 | Can write between the lines of single spaced line paper. |
| Range 12 - Year 2 | Handwriting is legible with consistency in size and spacing. |
| Range 13 - Year 2 | Handwriting is legible with clear ascenders and descenders |
| Range 14 - Year 2 | Can add the diagonal and horizontal flicks to my letters that will start to join my handwriting |
| Range 15 - Year 3 | Can join most letters and understand which letters when adjacent to each other should not be joined. |
| Range 16 - Year 3 | Able to produce legible handwriting that is fluent and joined. |

Progression in Mark making

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|  <p>1. I can draw one vertical line top to bottom</p> |  <p>2. I can draw one horizontal line left to right</p> |  <p>3. I can draw a circle</p> |  <p>4. I can draw 2 vertical lines top to bottom</p> |
|  <p>5. I can draw 2 horizontal lines left to right</p> |  <p>6. I can draw 3 vertical lines top to bottom</p> |  <p>7. I can draw 3 horizontal lines left to right</p> |  <p>8. I can draw a c shape</p> |
|  <p>9. I can draw a backward c shape</p> |  <p>10. I can draw an arc starting at the bottom and drawing up</p> |  <p>11. I can draw an arc starting at the top and drawing down</p> |  <p>12. I can draw 3 c shapes across a page</p> |
|  <p>13. I can draw 3 backwards c shapes across a page</p> | <p>I can trace or copy vertical and horizontal capital letters</p> <p>LFEHTIU</p> | <p>I can trace and copy big and little curve letters</p> <p>DPB</p> | <p>I can trace and copy magic C capital letters</p> <p>COQGSJ</p> |
|  <p>17. I can draw a zig zag starting from the top and drawing down and up</p> |  <p>18. I can draw 2 zig zags starting from the top and drawing down and up, one under the other</p> |  <p>19. I can draw a zig zag starting at the bottom and drawing up and down</p> |  <p>20. I can draw 2 zig zags starting at the bottom and drawing up and down, one under the other</p> |
|  <p>21. I can draw 3 horizontal lines left to right, one starting on the left side of the page, one in the centre and one to the left.</p> |  <p>22. I can draw an X shape</p> |  <p>23. I can draw 2 X shapes</p> | <p>24. I can trace and copy diagonal capital letters</p> <p>RKAMNVWXYZ</p> |
|  <p>25. I can draw an + shape</p> |  <p>26. I can draw 2 + shapes</p> |  <p>27. I can draw a continuous mmm shape starting at the bottom and drawing up, over, down, up, over, down etc.</p> |  <p>28. I can draw a continuous uuuu shape starting at the top and drawing down, over, up, down, over, up etc.</p> |
|  <p>29. I can draw a square</p> |  <p>30. I can draw a rectangle</p> |  <p>31. I can draw a triangle</p> | |

Writing – Composition

| Level | Statement |
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| Range 4 | Can match symbols from a choice of 2 or more |
| Range 4 | Can match IVC symbols to a blank colour boarder |
| Range 4 | Can choose the correct symbol to identify who in an IVC sentence. e.g. The_____ is asleep |
| Range 5 | Sometimes gives meaning to their drawings and paintings |
| Range 5 | In writing activities can produce some letter like shapes |
| Range 5 | Trace or Copy a simple sentence using the words – I, like, went, can see, saw, am, go, to, the, is, play and make attempts to complete the sentence (emergent writing) with a word of their choice. E.g. I like (chocolate) |
| Range 5 | Can choose the correct symbol to identify who and what doing in an IVC sentence and mark make beneath it. |
| Range 5 | Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves |
| Range 5 | Can attempt to mark make to represent letters to add a simple caption to a picture |
| Range 5 | Can choose the correct symbol to identify who, what doing and with what in an IVC sentence and mark make beneath it. |
| Range 5 | Beginning to orally compose a simple sentence to write using symbols (IVC e.g. The cat is eating) |
| Range 5 | Makes up/Retell stories (including sequencing), play scenarios, and drawings in response to familiar stories / experiences, such as outings e.g. role play/helicopter stories- Move on if ASD Range 5 |
| Range 5 | Can attempt to write known letters to write a simple caption for their picture. (satpin) e.g. m under a picture of their mum |
| Range 5 | Beginning to orally compose a sentence while an adult scribes (IVC symbols as necessary) |
| Range 5 | Groups letters/letter like shape as if writing words. |
| Range 6 | Beginning to orally compose a sentence linked to a picture/topic that has been discussed and writes some letters to represent words |
| Range 6 | Can choose the correct symbol to identify who, what doing, with what and where in an IVC sentence and mark make/ copy letters from the sentence. |
| Range 6 | Can orally compose, rehearse and recall a simple sentence, writing the initial letter for each word. |
| Range 6 | Can re-construct a cut up sentence they have orally composed. |
| Range 6 | Makes attempts to use full stops with prompts. |
| Range 6 | Can write a simple sentence to dictation using known phonic skills e.g. ‘a cat in a hat.’ |
| Range 6 | Attempts to re-read a sentence they have written. |
| Range 6 | Can fill in the missing words in a poem/rhyme or sentence using a word bank |
| Range 6 | Can create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats- Range 6 |
| Range 6 | Sometimes remembers to use full stops in sentences. |
| Range 6 | Can write simple phrases and sentence that can be read by others.- ELG |
| Range 6 | Beginning to use known spellings to write a short, simple sentence independently to label a picture/describe a character |
| Range 7 - Year 1 | Can write from memory a short, simple sentence dictated by an adult. |
| Range 7 - Year 1 | Can add description (e.g. adjective) to a sentence using a word bank for support (ICV if necessary) |
| Range 7 - Year 1 | Attempts to re-read a sentence they have written to check it makes sense. |
| Range 7 - Year 1 | Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders |
| Range 8 - Year 1 | Can write two sequential sentences e.g. I brush my teeth. I wash my face. |
| Range 8 - Year 1 | Can link two sentences using a conjunction e.g. and |
| Range 8 - Year 1 | I can write sentences to create a short piece of writing about a character or event. |

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| Range 8 - Year 1 | Can think about and discuss what s/he intends to write at a simple level e.g. can verbalise and repeat consistently a self-generated sentence before writing |
| Range 8 - Year 1 | Knows that sentences are demarcated with capital letters and full stops and uses them independently. |
| Range 9 - Year 1 | a) Can write in the present tense .e.g. I am on my way to the seaside. b)Can write in the past tense e.g. Yesterday, I went to the dentist. |
| Range 9 - Year 1 | Write two sentences based on a picture and a further linked sentence of their own. |
| Range 9 - Year 1 | Can write a list of instructions using first, then, next, finally, last. (IVC for support if necessary) |
| Range 9 - Year 1 | Uses capital letters for names, places, days of the week. |
| Range 9 - Year 1 | I can read through my own writing to correct mistakes and make improvements. |
| Range 9 - Year 1 | Can write a question and use question marks in most of my question sentences. |
| Range 10 - Year 1/Year 2 | Can write sentences in a logical order based on a personal event, experience, story or something they have watched e.g. from memory, without visual prompts |
| Range 10 - Year 1/Year 2 | Can sequence sentences to produce short narratives and/or character descriptions. |
| Range 10 - Year 1/Year 2 | Can link two sentences using the conjunction because |
| Range 10 - Year 1/Year 2 | Beginning to use exclamation / question marks accurately in their writing. |
| Range 10 - Year 1/Year 2 | I can write commas to separate items in a list |
| Range 11 - Year 2 | Can use some of the features of known stories to structure their own writing e.g. use of repetition / one day.../ once upon a time....etc |
| Range 11 - Year 2 | Generally uses basic punctuation correctly independently (full stops, capital letters, comma, question and exclamation marks) |
| Range 11 - Year 2 | Correctly uses at least 2 adverbials of time and place. |
| Range 12 - Year 2 | In narrative writing is beginning to describe characters and events with some interesting vocabulary. |
| Range 12 - Year 2 | Can use the 4 main types of sentence appropriately in their writing i.e. statement, question, exclamation and command. |
| Range 12 - Year 2 | Beginning to use planning tools e.g. story maps/word webs to write key words and ideas prior to writing. |
| Range 12 - Year 2 | Can use the words 'when, if, that, so' and 'because' to link parts of sentences e.g. I am allowed to buy an ice cream if I eat all of my dinner. |
| Range 12 - Year 2 | Can use words 'or', and 'but' to link part of my sentences e.g. I really want a pet cat but my mum won't let me have one. |
| Range 13 - Year 2 | Can write a simple factual report |
| Range 13 - Year 2 | Can use the language of time to structure sequences of events e.g. When he saw.../Suddenly.../after that.... |
| Range 13 - Year 2 | Uses 'a' or 'an' correctly depending on the initial letter of the following word e.g. a cat, an open box. |
| Range 13 - Year 2 | Beginning to use speech marks to punctuate direct speech. |
| Range 13 - Year 2 | Can write words using the plural s and es |
| Range 14 - Year 2 | Can use speech marks to punctuate direct speech |
| Range 14 - Year 2 | Beginning to use their knowledge of a range of text forms e.g. recounts, reports, procedures and poems to inform their own writing. |
| Range 14 - Year 2 | Uses dictionaries and thesaurus effectively to support their writing. |
| Range 14 - Year 2 | Understands the tense that they are writing in and can write accordingly. |
| Range 14 - Year 2 | Beginning to use detail e.g. direct speech, description of setting, feeling or motives, to develop characters and/or settings. |
| Range 14 - Year 2 | Uses standard English verb inflections accurately in their writing e.g. we were instead of we was |
| Range 14 - Year 2 | Can use simple organisational devices e.g. headings and sub-headings, in non-fiction texts. |
| Range 15 - Year 3 | Can proof-read their own writing for spelling, punctuation and grammatical errors. |
| Range 15 - Year 3 | Can make simple notes from non-fiction texts e.g. key words and phrases, page references, |

headings to use in subsequent writing.

Range 15 - Year 3

In narrative writing, settings and characters are clearly defined with appropriate detail.

Range 15 - Year 3

Can organise a series of paragraphs around a theme.

Range 15 - Year 3

Uses varied vocabulary, phrases and adverbs to add interest to writing.

Range 15 - Year 3

Vocabulary is used effectively to link ideas within and across paragraphs e.g. then, after, nearby, secondly

Range 16 - Year 3

Can use brackets or dashes to indicate parenthesis.

Range 16 - Year 3

Can use commas accurately to punctuate sentences e.g. in fronted adverbials i.e. Before we begin, make sure you have a pencil'.

Range 16 - Year 3

Can link ideas across paragraphs using a wider range of grammatical devices e.g. 'On the other hand, As a consequence.

Range 16 - Year 3

Sentence construction is varied and includes longer compound sentences and some complex sentences to logically extend ideas.

Range 16 - Year 3

Can use bullet points, columns and tables to present information in texts.

Range 16 - Year 3

Can evaluate and edit their writing, making changes to the grammar, punctuation, vocabulary and tense to enhance effect and clarify meanings.

Range 16 - Year 3

Is able to use detail and appropriate vocabulary e.g. direct speech, description of setting, feeling or motives, to develop characters and/or settings.

Range 16 - Year 3

Can use the possessive apostrophe accurately.

Range 16 - Year 3

Writing is well paced and makes sense; events are clearly and logically related and ideas are cohesive within and across paragraphs.

Range 16 - Year 3

Can use semi-colons, colons and dashes in lists and independent clauses e.g. 'It's raining; I'm fed up.

Phonics – Writing

| Level | Statement |
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| Level 1 | Can match one or two letters from their first name from a choice of 2 or more |
| Level 1 | Can match 3 letters of the alphabet (sat) |
| Level 1 | Can match several different letters (at least 12) and is beginning to be able to respond to give me / point to ... |
| Level 1 | Can match letters from their first name |
| Level 1 | Makes different marks in writing / drawing (For example circles, lines, dots, curves to draw a person / different shapes to represent their name/words) |
| Level 2 | Can sequence letters from their first name |
| Level 2 | Can match letters from their first name and attempts to write first letter of their name and letter-like shapes for the rest of their name. |
| Level 2 | Is able to trace 3 letters of the alphabet (sat) |
| Level 2 | Is able to trace letters from their first name |
| Level 2 | Is beginning to write their first name |
| Level 2 | Can write 3 letters of the alphabet (sat) to the spoken sound |
| Level 2 | Can write 6 letters of the alphabet to the spoken sound (satpin) |
| Level 2 | Can write initial and end sounds in words using (satpin) letters E.g. sat pat pan nan tan tap nap sit pit nit tin pin sip tip nip pip |
| Level 2 | Can write initial vowel 'a' in CV words and medial vowel 'a' in CVC words using (satpn) letters e.g. at - sat pat an - pan nan tan ap - tap, nap |
| Level 2 | Can write initial vowel 'i' in CV words and medial vowel 'i' in CVC words using (stpin) letters e.g. It - sit pit nit, In - tin pin, Ip - sip tip nip pip |
| Level 2 | Can write 9 letters of the alphabet to the spoken sound (satpinmdg) |
| Level 2 | Can write 12 letters of the alphabet to the spoken sound (satpinmdgock) |
| Level 2 | Can write initial and end sounds (stpnmdgck) in CV and CVC words e.g. sat, pat pan, nan tan tap, nap - sad, pad mad dad - tag nag sit pit nit tin pin sip tip nip pip - did, dig pig gig pot dot got - top pop mop pod God dog |
| Level 2 | Can write medial vowel (o) in CVC words using (stpndgock) letters e.g. ot - cot dot got not pot tot, op – top pop cop, od – pod nod God cod, og – dog cog |
| Level 2 | Build/makes cvc words with magnetic letters that follow a word family pattern or match a picture containing (satpinmdgock) letters at, an, ap, ad, ag, it, in, ip, id, ig, ot, op, od, og |
| Level 2 | Writes cvc words containing (satpinmdgock) letters e.g. words containing at, an, ap, ad, ag, it, in, ip, id, ig, ot, op, od, og |
| Level 2 | Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name – Range 6 |
| Level 2 | Can write Level 2 letters to the spoken sound. (satpinmdgockeurhbfl,ck) |
| Level 2 | Can write initial sounds of words in a simple sentence using level 2 graphemes (satpinmdgckeurhbfl, ck) |
| Level 2 | Can write end sounds of CVC words using (satpinmdgckeurhbfl, ck) letters |
| Level 2 | Writes or builds CVC words containing the medial vowel (e) using (stpnmdgckrhbfl, ck) letters e.g. , et, ep, en, em, ed, e.g., eb, eck |
| Level 2 | Writes or builds CVC words containing the medial vowel (u) using (stpnmdgckrhbfl, ck) letters e.g. ut, up, un, um, ud, ug, ub, uck |
| Level 2 | Build/makes cvc words with magnetic letters or similar from a range of different word families at, an, ap, ad, ag, ack, it, in, ip, id, ig, ick ot, op, od, og, ock, et, ep, en, em, ed, e.g., eb, eck, ut, up, un, um, ud, ug, ub, uck e.g. pig and dig. |
| Level 2 | Writes words from a range of different word families using Level 2 graphemes (satpinmdgockeurhbfl,ck) e.g. pig and dig. at, an, ap, ad, ag, ack, it, in, ip, id, ig, ick ot, op, od, og, ock, et, ep, en, em, ed, e.g., eb, eck, ut, up, un, um, ud, ug, ub, uck |
| Level 3 | Can spell words containing double consonants: Level 2 - ff ll ss |
| Level 3 | Can write all of the letters of the alphabet to the spoken sound (Level 2 and Level 3 – jvwxyz) |

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| Level 3 | Can write initial and final sounds of target words in a simple sentence |
| Level 3 | Can write cvc words using all Level 2 and Level 3 jvwxyz (whole of alphabet) graphemes Can spell words by identifying sounds in them and representing the sounds with a letter or letters. - ELG |
| Level 3 | Can segment to spell cvc words that contain sh, ch, th, ng e.g. shop, chip, moth, cash, ring |
| Level 3 | Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences - Range 6 |
| Level 3 | Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Range 6 |
| Level 3 | Can spell words containing double consonants: Level 3 - zz qu |
| Level 3 | Is beginning to spell cvc words containing up to 5 common vowel digraphs e.g. rain, meet, light, coat, moon, book (ai, ee, igh, oa, oo, oo) |
| Level 3 | Can spell 5 of the Level 3 common exception words. (to, the no, go l) |
| Level 3 | Can split words up into sounds to help me to spell (and sometimes get those spellings correct) |
| Level 3 | Can segment to spell regular words that contain 10 standard vowel digraphs (ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi) |
| Level 3 | Can segment to spell most regular words containing all standard vowel digraphs and tri-graphs e.g. blue, claw, haul, cure, fair, night. (level 3 -(ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi, ear,air,ure, er) |
| Level 4 | Can spell the Level 4 Tricky words / common exception words. (he, we, be, she, me, was) |
| Level 4 | Can spell the Level 4 Tricky words / common exception words. (my you they here all are) |
| Level 4 | Beginning to spell cvcc and ccvc words with adjacent consonants e.g. brag, trap, ring. (Level 4) |
| Level 5 | Can spell Level 5 common exception words (said, so, have, like, come, some) |
| Level 5 | Can spell Level 5 common exception words there, little, one, do, when, out, what, oh |
| Level 5 | Can use phonic knowledge to spell polysyllabic words e.g. desktop, mushroom, thundering |
| Level 5 | Can spell words containing 'ay' saying 'ai' 'oy' saying 'oi', 'i.e.' saying 'igh' and 'ea' saying 'ee' |
| Level 5 | Can spell words with split vowel digraphs 'a-e' saying ai, 'i-e' saying igh, 'o-e' saying oa, u-e saying 'oo' and yoo – 'e-e' saying 'ee' e.g. rake, kite, pole, tune. |
| Level 5 | Can spell 0-5 in words. |
| Level 5 | Can spell Level 5 common exception words, 'could should, would, want, their, Mr, Mrs, love, your, people, looked' |
| Level 5 | Can spell words that contain the alternative graphemes for ou saying ow, ch saying c and sh, ir saying er, ue saying oo and yoo) |
| Level 5 | Can spell words that contain the alternative graphemes for (ew saying oo and yoo, y saying ee, aw and au saying or, ow and oe saying oa, wh saying w) |
| Level 5 | Can spell Level 5 common exception words, 'asked, called, water, where, who, why, thought, through, work, house' |
| Level 5 | Can spell 6-10 in words |
| Level 5 | Can spell words that contain the alternative graphemes (c saying s and g saying j, ph saying f, ea saying em, i.e. saying ee) |
| Level 5 | Can add the endings -ed, -s, es, -er, est ing and er where no change is needed to the root word e.g. jumping, jumped, jumper, faster, fastest. |
| Level 5 | Can spell Level 5 common exception words, 'many, laughed, because, different, any, eye, friend, also, please, once, live, coming, Monday, Tuesday, Wednesday (Thursday, Friday, Saturday, Sunday) |
| Level 5 | Can spell words containing 'tch' saying /ch/ spell words containing 'ear' and 'are' saying /air/ |
| Level 5 | Can spell unspoken 'e' e.g. horse, mouse etc Can spell words containing 'ore' saying /or/ |
| Level 5 | Can add the prefix un- e.g. unhappy, undo. |
| Level 5 | Can spell Level 5 common exception words, 'brother, more, before, January, February, April, July, scissors, castle, beautiful, treasure' |
| Level 6 | Can spell 11-20 in words |
| Level 6 | Can spell words that contain the alternative graphemes (y saying igh, dge and ge saying j, gn saying n, kn saying n, wr saying r) |

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| Level 6 | Can add endings –es, ed, -ing, -er, est to words ending in y |
| Level 6 | Can add -ing and -ed to CVC and CCVC words (doubling) |
| Level 6 | Can spell words that contain the alternative graphemes - le saying l, el saying l, al and il saying l |
| Level 6 | Can spell words that contain the alternative graphemes -, eer saying ear and ture saying cher |
| Level 6 | Can add endings -ed, -er, est, y, to words ending in ‘e’ |
| Level 6 | Can spell words that contain the alternative graphemes (mb saying m, a and al saying or, o saying u, ey saying ee) |
| Level 6 | Can add er, est, y to cvc and cvcc words |
| Level 6 | Can use apostrophes to mark contractions (e.g. won’t) |
| Level 6 | Can use strategies to spell most common words with accuracy |
| Level 6 | Can spell words that contain the alternative graphemes ‘war’ saying /wor/ ‘wor’ saying /wur/ |
| Level 6 | Can spell words that contain ‘s’ saying /zh/ and ‘wa’ saying /wo/ ‘qua’ saying /quo |
| Level 6 | Can spell words with suffixes –ment, -ness, -ful, -less, -ly e.g. enjoyment, careful, sadness, hopeless, badly. |
| Level 6 | Can spell words using the suffix –tion |
| Level 6 | Can use homophones accurately in the context of their sentence e.g. there / their, wear / where. |
| Level 6 | Can spell words with common prefixes e.g. dis |
| Level 6 | Can spell door, floor, bought, favourite, autumn, gone, know, colour |
| Level 6 | Can spell other, does, talk, world, work, poor, great |
| Level 6 | Can spell, break, steak, busy, clothes, whole, listen |
| Level 6 | Can spell delicious, fruit, learn, search, famous, shoe |
| Level 6 | Can spell pretty, neighbour, England, tongue, group, country |
| Level 6 | Can spell heart, dangerous, special, enough, aunt, father |
| Level 6 | Can spell hour, move, improve, prove, sure, sugar |
| Level 6 | Can spell half, quarter, touch, straight, caught, daughter |
| Level 6 | Can spell journey, area, heard, early, |
| Level 7 Range 16 | Can spell some words which use variations of standard phonemes e.g. vein, weigh, obey. |
| Level 7 Range 16 | Can spell words accurately that end in suffixes –ture, ation, ly, e.g. adventure, sensation, usually. |
| Level 7 Range 16 | Can spell nouns with common prefixes, super-, anti-, auto- e.g. autograph, superman, anticlockwise. |
| Level 7 Range 16 | Can spell words with common prefixes -dis, -mis, in, -re e.g. disappear, misbehave, inactive, redo. |
| Level 7 Range 16 | Can spell words ending in suffixes –sion, -cian, -ssion e.g. tension, musician, permission. |

Phonics – Reading

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| Environment sounds | Level 1 | Notices sounds and images in the environment (Range 1) Level 1 phonics e.g. Turns to a sound / stops what doing |
| Environment sounds | Level 1 | Engages with sounds and images in the environment e.g. dances, taps, listens, looks at, responds (Range 1) Level 1 phonics |
| Environment sounds | Level 1 | Responds to sounds in the environment such as cars, sirens and birds (Range 2) Level 1 phonics |
| Environment sounds | Level 1 | Recognising that different objects make different sounds. |
| Environment sounds | Level 1 | Starting to identify environment sounds and name them. |
| Instrument Sounds | Level 1 | Exploring the sounds that instruments make. Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments (Range 2) Level 1 phonics |
| Instrument sounds | Level 1 | Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes (Range 2) Level 1 phonics – e.g. shows some interest in songs and rhymes |
| Instrument sounds | Level 1 | Begins to join in with actions and sounds in familiar song and book sharing experience (Range 3) |
| Instrument sounds | Level 1 | Participates in rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat (Range 4) Level 1 phonics |
| Instrument sounds | Level 1 | Awareness that you have to act upon an instrument to make a sound. |
| Instrument sounds | Level 1 | Start to identify the sounds of familiar instruments and name them. |
| Instrument sounds | Level 1 | Awareness of how you act upon an instrument affects the sound it makes. |
| Instrument sounds | Level 1 | To follow instructions to recreate a sound using an instrument, e.g. Tap the drum loudly. Shake the tambourine quietly. |
| Body Percussion | Level 1 | Exploring the sounds our bodies can make. |
| Body Percussion | Level 1 | Joining in and copying actions with familiar songs |
| Body Percussion | Level 1 | To join in with a body percussion pattern. |
| Body Percussion | Level 1 | To copy a body percussion sequence. |
| Body Percussion | Level 1 | Awareness of how you can change body percussion sounds |
| Body Percussion | Level 1 | Creating their own sequences of body percussion. |
| Body Percussion | Level 1 | Joining in with longer sequences of body percussion. |
| Body Percussion | Level 1 | Describing body percussion. |
| Body Percussion | Level 1 | To follow instructions to recreate a body percussion sound, e.g. Stamp your feet loudly. Clap your hands softly. |
| Rhythm and Rhyme | Level 1 | Joins in with words of familiar songs and nursery rhymes (Range 4) Level 1 phonics |
| Rhythm and Rhyme | Level 1 | Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a (Range 4) |
| Rhythm and Rhyme | Level 1 | Recognises rhythm in spoken words, songs poems and rhymes |

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| Rhyme | | (Range 5) Level 1 phonics E.g. clap syllables in words such as their name, joins in with stories with rhythm such as the Gruffalo, Going on a bear hunt Taps claps along with songs, poems and rhymes |
| Rhythm and Rhyme | Level 1 | Join in with clapping or tapping the syllables in words during sound play (adult support if necessary) (Range 5) Level 1 phonics |
| Rhythm and Rhyme | Level 1 | Copies and keeps to a simple beat. |
| Rhythm and Rhyme | Level 1 | Joins in and copies breaking words into syllables with a beat. |
| Rhythm and Rhyme | Level 1 | Plays with rhyme. Making up their own rhyming words. |
| Rhythm and Rhyme | Level 1 | Completing sentences with their own rhymes orally. |
| Rhythm and Rhyme | Level 1 | Breaks words down into syllables with a beat. |
| Rhythm and Rhyme | Level 1 | Creates own beat. |
| Alliteration | Level 1 | Explore the initial sounds of words. |
| Alliteration | Level 1 | To select objects with a given initial sound from a choice of two. |
| Alliteration | Level 1 | Identify initial sounds of words. |
| Alliteration | Level 1 | To match to objects with the same initial sound. |
| Alliteration | Level 1 | Plays with alliteration. |
| Voice sounds | Level 1 | To explore different mouth movements and sounds. |
| Voice sounds | Level 1 | Copying different voice sounds and mouth movements. |
| Voice sounds | Level 1 | To recognise different voice sounds. |
| Voice sounds | Level 1 | To make a variety of different voice sounds, including animal sounds. |
| Voice sounds | Level 1 | Say speech sounds clearly. |
| Voice sounds | Level 1 | Creating their own ideas for voices of characters/imitating voices. (Move on if ASD) |
| Oral blending and Segmenting | Level 1 | Identify the initial sounds of words. |
| Oral blending and Segmenting | Level 1 | Aware that words can be broken into phonemes. |
| Oral blending and Segmenting | Level 1 | Chooses the correct object when hearing the word broken into phonemes. |
| Oral blending and Segmenting | Level 1 | Says a simple CVC and VC word after hearing it broken into phonemes. |
| Oral blending and Segmenting | Level 1 | Joins in with segmenting CVC and VC words into phonemes. |
| Oral blending | Level 1 | Segments CVC and VC words into phonemes. |

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| and Segmenting Oral blending and Segmenting Oral blending and Segmenting Oral blending and Segmenting Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics Word Reading /Phonics | Level 1 Level 1 Level 1 Level 1 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 Level 2 | Starting to blend the phonemes of longer words. Identifies how many phonemes are in a CVC or VC word. Talk about sounds. Describing sounds and Comparing sounds - loud / quiet, long/short. (Environment, Instrument, Voice sounds, Hears and says or points to corresponding picture to sound of first letter in their name. Hears and says or points to corresponding picture to sound of 3 initial sounds in words (sat) E.g. says 's' for sun 'a' for apple or can point to picture of the sun when adult says 's' Hears and says or points to corresponding picture to sound of 6 initial sounds in words (satpin) (Step 1 - Range 5) E.g. says 's' for sun 'a' for apple or can point to picture of the sun when adult says 's' Hears and says or points to corresponding picture to sound of 9 initial sounds in words (satpinmdg) (Step 2 - Range 5) E.g. says 's' for sun 'a' for apple or can point to picture of the sun when adult says 's' Hears and says or points to corresponding picture to sound for 12 initial sounds in words (satpinmdgock) (Step 3 - Range 5) E.g. says 's' for sun 'a' for apple or can point to picture of the sun when adult says 's' Hears and says or points to corresponding picture to sound for 15 initial sounds in words (satpinmdgockeur) (Step 4 - Range 5) E.g. says 's' for sun 'a' for apple or can point to picture of the sun when adult says 's' Hears and says or points to corresponding picture to sound for all Level 2 (19) initial sounds in words (satpinmdgockeurhbfl) (Step 5 - Range 5) E.g. says 's' for sun 'a' for apple or can point to picture of the sun when adult says 's' Can recognise and say the letter sound/match 3 letters of the alphabet (sat) to a given letter Can recognise and say the letter sound/match 6 letters of the alphabet (satpin) to a given letter Can verbally identify/communicate end sounds of cv and cvc words ending in t, p, n, with some support/prompting e.g. sat pat pan nan tan tap nap sit pit nit tin pin sip tip nip pip Begins to develop phonological and phonemic awareness (Range 5 – step 1) Begins to read short vowel cvc words containing the first 6 letter sounds (satpin) (Step 2 – 'a' medial vowel) Through words at, sat, pat, an, pan, nan, tan, sap, tap, nap Begins to develop phonological and phonemic awareness (Range 5) Begins to read short vowel cvc words containing the first 6 letter sounds (satpin) (Step 3 – 'i' medial vowel) Through words: it, sit, pit, nit in, tin, pin, sip, tip, nip, pip - Begins to develop phonological |
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| | | and phonemic awareness (Range 5) |
| Word Reading /Phonics | Level 2 | Recognises familiar words and signs such as own name, advertising logos and screen icons (Range 5) |
| Word Reading /Phonics | Level 2 | Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example (Range 6) |
| Word Reading /Phonics | Level 2 | Can recognise and say the letter sound/match 9 letters of the alphabet (satpinmdg) to a given letter Can recognise and say the letter sound/match approx. half the letters (12) of the alphabet (satpinmdgock) to a given letter |
| Word Reading /Phonics | Level 2 | Starts to link sounds to letters, naming and sounding the letters of the alphabet (Range 6) Can verbally identify/communicate end sounds (t p n m d g c k) of cvc words (words must only contain the letters satpinmdgock) e.g. sat,pat pan, nan tan tap, nap sad, pad mad dad tag nag sit pit nit tin pin sip tip nip pip did, dig pig gig pot dot got top pop mop pod God dog |
| Word Reading /Phonics | Level 2 | Can verbally identify/communicate medial vowels in cvc words - a, i, o (through word families) e.g. sat,pat pan, nan tan tap, nap sad, pad mad dad tag nag sit pit nit tin pin sip tip nip pip did, dig pig gig pot dot got top pop mop pod God dog (satpinmdgock) |
| Word Reading /Phonics | Level 2 | Begins to read short vowel cvc words containing 12 letter sounds with medial vowels ' a i o ' (satpinmdgock) ad, ag, am, id, ig, im, od, og, ot, op |
| Word Reading /Phonics | Level 2 | Can identify and point to known words in a sentence |
| Word Reading /Phonics | Level 2 | Can read the tricky words 'to, the, no, go, I' (level 2 phonics) and a further 5 familiar words by sight. (10 words) |
| Word Reading /Phonics | Level 2 | Recognises and can read sets of cvc words that have the same word family pattern. e.g. pig, dig, big, fig etc - Begins to develop phonological and phonemic awareness (Range 6) |
| Word Reading /Phonics | Level 2 | Can recognise and say the sound for all Level 2 (20) letters of the alphabet. (satpinmdgoc k ck eurhbfl) |
| Word Reading /Phonics | Level 2 | Can verbally identify/communicate Level 2 end sounds of cv and cvc words ending in t, p, n, m, d, g, c, k, r, b, f, l (not including cvc words containing j, q, v, w, x, y, z) |
| Word Reading /Phonics | Level 2 | Can verbally identify/communicate medial vowels in cvc words containing e' 'u' (and previously learnt cvc words containing a i o) E.g. - et ep en ed e.g. eck, Ug ut un um ug uck ub |
| Word Reading /Phonics | Level 2 | Begins to read short vowel cvc words containing Level 2 graphemes (satpinmdgoc k ck eurhbfl) Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them (Range 6) |
| Word Reading /Phonics | Level 2 | Can recognise and say the sounds for double consonant graphemes (Level 2 -ff,ll,ss) |
| Word Reading /Phonics | Level 2 | Identifies alliteration (with visual support) (Range 6) Level 1 phonics |
| Word Reading /Phonics | Level 3 | Can read the tricky words he, she, we, me, be (Level 3 phonics) and can read a further 15 familiar words by sight. (20 words) |

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| Word Reading /Phonics | Level 3 | Can recognise and say the sound for Level 3 letters of the alphabet (Level 3- jvwxyz) Hears and says the initial sound in words (Range 6) |
| Word Reading /Phonics | Level 3 | Can read short vowel cvc words – whole alphabet |
| Word Reading /Phonics | Level 3 | Continues a rhyming string (Range 6) Level 1 phonics – (Move on if ASD- target repeated in Range 8) a)Read simple sentences Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences (Range 6) |
| Word Reading /Phonics | Level 3 | Can recognise sh, ch, th ,ng and use to read CVC e.g. ship, chop, thin, ring Begins to link sounds to some frequently used digraphs, e.g.sh, th, (Range 6) |
| Word Reading /Phonics | Level 3 | Can recognise and say the sounds for double consonant graphemes (Level 3- zz, qu) |
| Word Reading /Phonics | Level 3 | Can recognise and say up to 10 standard vowel digraphs and use them to blend to read regular words e.g. park, fur, cow, coin etc (Level 3 phonics) (ai, ee, igh, oa, oo,oo, ar, or,ur, ow, oi) |
| Word Reading /Phonics | Level 3 | Can recognise and say up to 5 standard vowel digraphs and use them to blend to read CVC e.g. rain, meet, light, coat, moon, book (Level 3 phonics)(ai, ee, igh, oa, oo,oo) (Range 6 target continued) |
| Word Reading /Phonics | Level 3 | Can recognise and say all standard vowel digraphs and use them to blend to read regular words e.g. sure, hair (Level 3 phonics) (ai, ee, igh, oa, oo,oo, ar, or,ur, ow, oi, ear, air, ure, er) |
| Word Reading /Phonics | Level 3 | Can read the tricky words: was, my, you, they, here, all, are (Level 3 phonics) |
| Word Reading /Phonics | Level 4 | Can read up to 30 familiar words |
| Word Reading /Phonics | Level 4 | Reads most short vowel cvc without overt sounding and blending. |
| Word Reading /Phonics | Level 4 | Continues a rhyming string and identifies alliteration Level 1 phonics - Repeat Target from Range 6 |
| Word Reading /Phonics | Level 4 | Can read tricky words, said, so, have, like, come, some, were, there, little, one, do, when, out, what (Level 4 phonics) |
| Word Reading /Phonics | Level 4 | Reads aloud, reading most frequently encountered words accurately without overt sounding and blending |
| Word Reading /Phonics | Level 4 | Can read words that contain cvcc and ccvc words and adjacent consonants e.g. trap, string, milk, etc (Level 4) |
| Word Reading /Phonics | Level 4 | Can use all Level 2 and 3 graphemes (all letters of the alphabet and ck, ff, ll ss zz, qu, ch sh, th, ng, o oar or ur ow oi ear air ure er) to blend to read regular words e.g. blue, claw, haul, cure, fair, night without overt sounding out. (Level 4) |
| Word Reading /Phonics | Level 4 | Can blend to read polysyllabic words e.g. lightning, lunchbox, handstand, thunderstorm, sandpit, pondweed, windmill, flower, starlight (Level 4) |

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| Word Reading /Phonics | Level 4 - ELG | Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG (If all targets above have been achieved, this statement has been met). |
| Word Reading /Phonics | Level 5 | Can read the tricky words could, should, would, want, oh, their, Mr, Mrs, Love, your, people, looked, called, asked (Level 5 phonics) |
| Word Reading /Phonics | Level 5 | Reads aloud, sounding out unfamiliar words accurately, automatically and without undue hesitation. |
| Word Reading /Phonics | Level 5 | Can decode words that contain additional vowel digraphs for reading Level 5 (ay saying ai ,oy saying oi, i.e. saying igh, ea saying ee) |
| Word Reading /Phonics | Level 5 | Phonics: Can read words with split vowel digraphs e.g. a-e, e-e, o-e, i-e,u-e. (Level 5) |
| Word Reading /Phonics | Level 5 | Uses known sounds to read words of 2 or more syllables (polysyllabic words) e.g. fantastic, contradict. (Level 5) |
| Word Reading /Phonics | Level 5 | Use information in the text to predict, confirm or attempt to read unknown words |
| Word Reading /Phonics | Level 5 | Can read the tricky words water, where, who, why, thought, through, work, (level 5 phonics) |
| Word Reading /Phonics | Level 5 | Can read the tricky words house, many, laughed because, different, any, (level 5 phonics) |
| Word Reading /Phonics | Level 5 | Can read the tricky words any, eye, friend, also, once, please, live, coming (level 5 phonics) |
| Word Reading /Phonics | Level 5 | Can read the tricky words brother, more, before (level 5 phonics) |
| Word Reading /Phonics | Level 5 | Can read tricky words, Monday, Tuesday, Wednesday (Level 5) |
| Word Reading /Phonics | Level 5 | Can decode words that contain the additional graphemes for reading Ou saying ow, ch saying c and sh, ir saying er, ue saying oo and yoo) |
| Word Reading /Phonics | Level 5 | Can decode words that contain additional graphemes for reading (ew saying oo and yoo, Y saying ee, aw and au saying or, ow and oe saying oa, wh saying w,) |
| Word Reading /Phonics | Level 5 | Can read the tricky words January, February, April, July, scissors, castle, beautiful, (level 5 phonics) |
| Word Reading /Phonics | Level 5 | Can read the tricky words treasure , door, floor, favourite, brought, autumn, (level 5 phonics) |
| Word Reading /Phonics | Level 5 | Can read the tricky words gone, know, colour, other, does, talk, two (level 5 phonics) |
| Word Reading /Phonics | Level 6 | Can read CEW dance, floor, bought, favourite, autumn, gone, know, colour |

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| Word Reading /Phonics | Level 6 | Can read CEW other, does, talk, work, poor, great |
| Word Reading /Phonics | Level 6 | Can read the words: one, two, three, four, five, six, seven eight, nine, ten |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words world, great break steak (Level 6) |
| Word Reading /Phonics | Level 6 | Can decode words that contain additional graphemes for reading (c saying s and g saying j ph saying f, ea saying em, i.e. saying ee) |
| Word Reading /Phonics | Level 6 | Can decode words that contain additional graphemes for reading (tch saying ch, ear and are saying air, unspoken e, ore saying or) |
| Word Reading /Phonics | Level 6 | Can read the words: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen twenty |
| Word Reading /Phonics | Level 6 | Can decode words that contain additional graphemes for reading (y saying igh, dge and ge saying j, gn saying n, kn saying n, wr saying r) |
| Word Reading /Phonics | Level 6 | Can decode words that contain additional graphemes for reading (Le saying l, el saying l, al and il saying l) |
| Word Reading /Phonics | Level 6 | Can decode words that contain additional graphemes for reading (eer saying ear and ture saying cher) |
| Word Reading /Phonics | Level 6 | Can decode words that contain additional graphemes for reading (mb saying m, a and al saying or, o saying u, ey saying ee) |
| Word Reading /Phonics | Level 6 | Can read words that contain the alternative graphemes 'war' saying /wor/ 'wor' saying /wur/ and words containing the sounds 's' saying /zh/ and 'wa' saying /wo/ 'qua' saying /quo |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words busy, clothes, whole, listen, build, earth (Level 6) |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words, delicious, fruit, learn, search, famous, shoe (Level 6) |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words, pretty, neighbour, group, England, tongue, country (Level 6) |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words, heart, dangerous, special, enough, aunt, father |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words, prove, improve, hour, move, sure, sugar |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words, half, quarter, straight, touch, caught, |
| Word Reading /Phonics | Level 6 | Can read CEW / Tricky words, daughter, journey, heard, early |
| Word Reading /Phonics | Level 6 | Can read words with contractions e.g. can't you'll I've didn't we'd couldn't should've could've and understands that the apostrophe represents missing letters. |

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| Word Reading /Phonics | Level 6 | Can read words containing common suffixes -, tion, ment, ness, ful, ly |
| Word Reading /Phonics | Level 6 | Can read and understand homophones in context e.g. here and hear |
| Word Reading /Phonics | Level 7 Range 15 | Reading fluency Can read 25 of the Y3-4 common exception words fluently. |
| Word Reading /Phonics | Level 7 Range 15 | Can recognise and understand the use of speech marks in print and uses them effectively when reading aloud. |
| Word Reading /Phonics | Level 7 Range 15 | Can read regular words with common prefixes, super-, anti-, auto- e.g. autograph, superman, anticlockwise. |
| Word Reading /Phonics | Level 7 Range 15 | Can read regular words that end in suffixes -ture, ation, ly, e.g. adventure, sensation, usually. |
| Word Reading /Phonics | Level 7 Range 15 | Can read 50 of the Y3-4 common exception words fluently. |
| Word Reading /Phonics | Level 8 Range 16 | Can recognise commas and can use them appropriately when reading aloud. |
| Word Reading /Phonics | Level 8 Range 16 | Can read with accuracy words with common prefixes -dis, -mis, in, -re e.g. disappear, misbehave, inactive, redo. |
| Word Reading /Phonics | Level 8 Range 16 | Can read with accuracy words ending in suffixes – -sion, -cian, -ssion e.g. tension, musician, permission. |
| Word Reading /Phonics | Level 8 Range 16 | Can read all of the Y3-4 common exception words fluently |
| Word Reading /Phonics | Level 8 Range 16 | Usually uses a range of strategies, to read smoothly, and with understanding and expression. |

Reading – Comprehension

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| Range 1 | As part of sensory exploration, may touch and handle books and digital reading devices |
| Range 1 | Looks at books and other suitable printed or digital material with familiar people, and being read to e.g. shares books with adults/peers |
| Range 1 | Turns when hears own name (Move on if ASD –target repeated in Range 2) |
| Range 1 | Starts to understand contextual clues e.g. familiar gestures/words and sounds |
| Range 2 | Handles books, printed and digital reading material with interest |
| Range 2 | Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences (Range2) e.g. a)Looks at the pictures b)Points to the pictures when asked e.g. show me.. point to the.. c)Can say/sign/point to Where is x? |
| Range 2 | Responds to simple questions when in a familiar context with a special person (e.g. where's mummy? Where's your nose?) |
| Range 2 | Understanding of single words in context is developing e.g. cup, milk, daddy (Range 2) e.g. Can match objects or pictures to the spoken word (Woolgrove picture cards) |
| Range 2 | Turns when hears own name (Repeated target from Range 1) |
| Range 3 | Turns pages in a book with support |
| Range 3 | Is interested in books and rhymes and may have favourites (Move on if ASD and is unable to achieve) |
| Range 3 | Listens to adults talking about the pictures in a story and listens to adults read a story |
| Range 3 | Explore objects and sensory materials relating to a story e.g. sand and water in a seaside story or objects in story sacks |
| Range 3 | Understands simple sentences e.g. finds the relevant picture from a choice of 2 |
| Range 4 | Turns some pages in a book independently |
| Range 4 | Has some favourite stories, rhymes, songs, poems or jingles (Move on if ASD and is unable to achieve) |
| Range 4 | Understand who, what, where in simple question (e.g. who's that? Who can? What's that? Where is?) |
| Range 4 | Repeats and uses actions, words or phrases from familiar stories |
| Range 4 | Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps |
| Range 4 | Develop an understanding of simple concepts e.g. fast/slow good/bad (Move on if ASD- target repeated in Range 6) |
| Range 5 | Looks at print as the adult points to words - with support/prompting can point to words |
| Range 5 | Handles books and touch screen technology carefully and the correct way up with growing competence |
| Range 5 | Looks at print and digital books independently. |
| Range 5 | Listens to and joins in with stories and poems, when reading one-to-one and in small groups |
| Range 5 | Can talk/sign/use symbols to demonstrate an understanding of illustrations |
| Range 5 | Can use a visual cue to talk about a character and/or event in a familiar story |
| Range 5 | Points to words as an adult reads to them with adult support |
| Range 5 | Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) |
| Range 5 | Shows interest in illustrations and words in print and digital books and words in the environment |
| Range 5 | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories |
| Range 5 | a) Can communicate about a main character b) Can communicate about an event in a story c) Can choose from a selection of symbols or verbally predict how the story will end |
| Range 5 | Communicates about events and principal characters in stories and suggests how the story will end |
| Range 5 | When looking at books, looks at the pictures to see what happens next |
| Range 5 | Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps |
| Range 5 | Can identify a favourite book (Move on if ASD and is unable to achieve) |

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| Range 5 | Can role play events/characters in a familiar story (Move on if ASD and is unable to achieve) a) Selects 3 pictures/symbols to show or verbally explain the beginning/middle/end b) Can create own story in a helicopter story session (Using core board or objects as necessary) Begins to be aware of the way stories are structured, and to tell own stories. |
| Range 5 | Beginning to understand how and why questions (Move on if ASD- target repeated in Range 7) |
| Range 5 | Looks at an increasing range of print and digital books, both fiction and non-fiction |
| Range 6 | Knows that information can be retrieved from books, computers and mobile digital devices |
| Range 6 | Beginning to choose books for pleasure on the basis of their title and illustrations. (Move on if ASD if unable to achieve) |
| Range 6 | Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc (Move on if ASD and is unable to achieve) |
| Range 6 | Is able to recall and communicate about stories or information that has been read to them or they have read themselves |
| Range 6 | Points to full stops and capital letters when prompted. |
| Range 6 | Beginning to develop 1:1 correspondence when reading aloud. |
| Range 6 | Can comment on what they like/dislike about a story |
| Range 6 | Re-enacts and reinvents stories they have heard, in their play (Move on if ASD and is unable to achieve) |
| Range 6 | Describes main story settings, events and principle characters in increasing detail (Using adjectives to describe e.g. the wolf is naughty) |
| Range 6 | Develop an understanding of simple concepts e.g. fast/slow good/bad (Repeated from Range 4) |
| Range 6 | Uses vocabulary and forms of communication that are increasingly influenced by their experiences of reading |
| Range 6 | Able to follow a story without pictures or props (e.g. pupil retells the story (helicopter stories) or pupil selects relevant pictures from the story/some not and sequences them) |
| Range 6 | a) Can use reading cues/ pictures to help read simple sentences. b) Can apply phonic knowledge to independent reading with minimal adult prompts. Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text |
| Range 6 | Beginning to understand humour e.g. nonsense rhymes and jokes (Move on if ASD- target repeated in Range 8) |
| Range 6 | Understand a range of complex sentence structures including negatives, plurals and tense markers (Move on if ASD- target repeated in Range 9) |
| Range 6 | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ELG (If all targets above have been achieved, this statement has been met). |
| Range 6 | |
| Range 7 - Year 1 | Beginning to understand how and why questions (Repeat target from Range 5) |
| Range 7 - Year 1 | Is beginning to make simple predictions of what might happen based on the story so far Is beginning to retell main points of the text in sequence with the aid of visual and/or verbal prompts e.g. story boards, picture sequences |
| Range 7 - Year 1 | When reading aloud, is beginning to self-correct using phonic and contextual cues. |
| Range 7 - Year 1 | In shared reading can take turns and listen to what others have to say |
| Range 8 - Year 1 | Understands questions such as who; why; where; when and how? (Repeat target from Range 6) |
| Range 8 - Year 1 | Beginning to understand humour e.g. nonsense rhymes and jokes (Repeat target from Range 6) |
| Range 8 - Year 1 | Make suggestions about why things are happening. |
| Range 8 - Year 1 | Can retell the main points of a story they have heard or read. |
| Range 8 - Year 1 | Re-read to develop the flow of reading and to understand meaning. |
| Range 8 - Year 1 | Identify question marks and exclamation marks in texts |
| Range 9 - Year 1 | Understand a range of complex sentence structures including negatives, plurals and tense markers (Repeat target from Range 6) |
| Range 9 - Year 1 | Be confident with a range of different books, text types and layouts. (Non-Fiction Books and |

Poetry)

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| Range 9 - Year 1 | Can identify a favourite author/genre. |
| Range 9 - Year 1 | Be able to link what they read or hear to their own experiences |
| Range 9 - Year 1 | Read longer sentences and understand the meaning |
| Range 9 - Year 1 | Attempt to read words that they don't know by thinking about the rest of the sentence. |
| Range 10 - Year 1/Year 2 | Can predict what may happen next from the detail in the story. |
| Range 10 - Year 1/Year 2 | Can sequence a set of 3 given sentences on a familiar topic with the support of a single picture cue |
| Range 10 - Year 1/Year 2 | When reading aloud pauses at full stops |
| Range 10 - Year 1/Year 2 | Can recognise question marks and exclamation marks and when reading aloud uses them with appropriate intonation. |
| Range 10 - Year 1/Year 2 | Can predict what may happen next from the detail in the story. |
| Range 10 - Year 1/Year 2 | Can sequence a set of 3 given sentences on a familiar topic with the support of a single picture cue |
| Range 10 - Year 1/Year 2 | When reading aloud pauses at full stops |
| Range 10 - Year 1/Year 2 | Can recognise question marks and exclamation marks and when reading aloud uses them with appropriate intonation. |
| Range 11 - Year 2 | In shared/guided reading will discuss favourite words and phrases. |
| Range 11 - Year 2 | When reading aloud understands the purpose of commas and pauses |
| Range 12 - Year 2 | Read longer sections of text and demonstrate an understanding of what they have read. Able to read sentences on a website/poem/chapter book without pictures and understand the text without using pictures. |
| Range 12 - Year 2 | Discuss the sequence of events in books and how items are related. |
| Range 12 - Year 2 | In shared reading can join in with a discussion about what is read to them |
| Range 12 - Year 2 | Can understand the use of alphabetically ordered texts e.g. indexes etc. Understand a range of complex sentence structures including negatives, plurals and tense markers (Repeat Target from Range 6) |
| Range 12 - Year 2 | Usually uses a range of strategies to read smoothly and with understanding and expression. |
| Range 13 - Year 2 | Understand a growing number of words relating to a topic, discussing their meaning. In shared/guided reading uses a range of strategies to clarify their understanding of the text e.g. asking relevant questions/self-correcting. |
| Range 13 - Year 2 | When encountering unfamiliar words uses phonic and vocabulary knowledge to try different pronunciations and self-correct. |
| Range 14 - Year 2 | Use punctuation to help keep track of longer sentences. |
| Range 14 - Year 2 | Search for and find information in texts to answer specific questions. |
| Range 14 - Year 2 | In shared reading can explain clearly their understanding of what is read to them. With support, can compare and contrast elements of different texts e.g. characters, settings, themes |
| Range 14 - Year 2 | Read silently most of the time. |
| Range 15 - Year 3 | Can read text aloud with intonation and expression appropriate to grammar and punctuation. |
| Range 15 - Year 3 | Recite a simple poem by heart Can describe characters in increasing depth with specific reference to dialogue and actions, actual and implied |
| Range 15 - Year 3 | Can participate in a discussion about books, poems and other works, taking turns and listening to what others say |
| Range 15 - Year 3 | Can make inferences on the basis of what is being said and done. |
| Range 15 - Year 3 | Has a habit of reading widely and often for both pleasure and information |
| Range 15 - Year 3 | Communicates/talks about choices that writers make in order to interest the reader. |
| Range 16 - Year 3 | Read longer books and remember what happened the last time they read. Can explain and discuss their understanding of book, poems or other material (their own choosing and texts shared) |
| Range 16 - Year 3 | |

- Range 16 - Year 3 Give opinions about what they have read and justify their view.
- Range 16 - Year 3 Can make inferences from things that have not been said.
- Range 16 - Year 3 Understands how hyphens are used and reads words containing them accurately.
- Range 16 - Year 3 Can use information from different parts of the text to summarise the main points.
- Range 16 - Year 3 Reads aloud with confidence, demonstrating understanding of how punctuation and connectives are used to shape text and uses them to maintain fluency.

Early Reading skills (See and Learn)

| Stage | Skill | Language to use | Date achieved |
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| 1 – using the photographs | Look | Look – ‘Let’s look at pictures’ Say only the word ‘socks’ | |
| | Match | Match – ‘Let’s match pictures’ Point to the picture you want them to match, say ‘socks’ ‘Put socks with socks’ ‘Yes this is socks’ | |
| | Select | Select – ‘Let’s point to pictures’ ‘Show me socks’ ‘Yes this is socks’ | |
| | Name | Naming – ‘Let’s say words’ ‘What is this?’ ‘Yes this is socks’ | |
| Stage 2 – using the book | Look | Look – ‘Let’s read a book’ Elaborate and introduce the theme, look at picture, say the phrase, encourage the child to repeat it | |
| | Match | Match – ‘Let’s match words’ ‘Put baby with baby’ ‘Yes this is baby’ | |
| | Select | Select – ‘Let’s point to words’ ‘Show me eating’ ‘Yes this is eating’ | |
| | Read | Reading – ‘Let’s read words’ ‘What is this?’ ‘Yes this is reading’ | |
| | Understand words | Understanding words – ‘Let’s put words with pictures’ ‘Put the word with the picture’ ‘Yes this is baby’ | |
| | Understand phrases | Understanding phrases – ‘Let’s put words with pictures’ ‘Put the words with the picture’ ‘Yes this is cat is eating’ | |

Maths Core

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| Range 1 | Reacts to changes of amount when those amounts are significant (more than double) May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers | Number |
| Range 2 | Looks for things which have moved out of sight | Number |
| Range 2 | | Numerical |
| Range 3 | Responds to words like lots or more | Patterns |
| Range 3 | Says or indicates some counting words (shows an understanding that quantity is represented with a label) | Numerical |
| Range 3 | May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence | Patterns |
| Range 3 | Uses number words or alternative communication method, like one or two and sometimes responds accurately when asked to give one or two things | Numerical |
| Range 4 | Beginning to compare and recognise changes in numbers of things, using words or indicating more, lots or 'same' | Patterns |
| Range 4 | Begins to say or indicate numbers in order, some of which are in the right order (ordinality) | Numerical |
| Range 4 | In everyday situations, takes or gives two or three objects from a group | Patterns |
| Range 4 | Beginning to notice numerals (number symbols) | Number |
| Range 4 | Beginning to count on their fingers or using manipulatives | Number |
| Range 5 | Compares two small groups of up to five objects, saying/indicating when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! | Numerical |
| Range 5 | May enjoy counting, verbally or using alternative communication method, as far as they can go | Patterns |
| Range 5 | Points or touches (tags) each item, saying (indicating) one number for each item, using the stable order of 1,2,3,4,5. | Numerical |
| Range 5 | Uses some number names and number language within play, and may show fascination with large numbers | Patterns |
| Range 5 | | Numerical |
| Range 5 | Begin to recognise numerals 0 to 10 | Patterns |
| Range 5 | Subitises one, two and three objects (without counting) | Number |
| Range 5 | Counts up to five items, recognising that the last number said (indicates) represents the total counted so far (cardinal principle) | Number |
| Range 5 | Links numerals with amounts up to 5 and maybe beyond | Number |
| Range 5 | Explores using a range of their own marks and signs to which they ascribe mathematical meanings | Number |
| Range 5 | Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers | Number |
| Range 5 | Beginning to use understanding of number to solve practical problems in play and meaningful activities e.g. Counting out cars to use on a track or collected the required number of blocks to finish a tower etc | Number |
| Range 5 | Beginning to recognise that each counting number is one more than the one before | Number |
| Range 5 | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same | Number |
| Range 6 | Uses number names and symbols when comparing numbers, showing interest in large numbers | Numerical |
| Range 6 | | Patterns |
| Range 6 | Estimates of numbers of things, showing understanding of relative size | Numerical |
| Range 6 | | Patterns |
| Range 6 | Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 | Numerical |
| Range 6 | | Patterns |
| Range 6 | Increasingly confident at putting numerals in order 0 to 10 (ordinality) | Number |
| Range 6 | Engages in subitising numbers to four and maybe five | Number |

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| Range 6 | Counts out up to 10 objects from a larger group | Number |
| Range 6 | Matches the numeral with a group of items to show how many there are (up to 10) | Number |
| Range 6 | Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects | Number |
| Range 6 | Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three | Number |
| Range 6 | In practical activities, adds one and subtracts one with numbers to 10 | Number |
| Range 6 | Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-” | Number |
| Range 6 | Have a deep understanding of number to 10, including the composition of each number ELG | Number |
| Range 6 | Subitise (recognise quantities without counting) up to 5 ELG | Number |
| Range 6 | Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) ELG | Number |
| Range 6 | Recalls some number bonds to 10, including double facts ELG | Number |
| Range 6 | Verbally count beyond 20, recognising the pattern of the counting system ELG | Numerical Patterns |
| Range 6 | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ELG | Numerical Patterns |
| Range 6 | Explore and represent patterns within numbers up to 10, including evens and odds ELG | Numerical Patterns |
| Range 6 | Explore and represent patterns within numbers up to 10 including double facts and how quantities can be distributed equally. ELG | Numerical Patterns |
| Range 6 | Begins to use ordinal numbers (first, second, last) when describing the position of objects | Numerical Patterns |
| Range 6 | Number and place Value Estimates a small number and checks by counting | Number Numerical Patterns |
| Range 6 | Counts verbally and orders numerals to 20 | Patterns |
| Range 6 | Addition Using quantities and objects, adds two single-digit numbers and counts on to find the answer | Calculation: Addition |
| Range 7 | Using quantities and objects, subtracts two single-digit numbers and counts back to find the answer | Calculation: Subtraction |
| Range 7 | Counts, reads and writes numbers to 10 | Number |
| Range 7 | Add numbers when solving problems involving 10 objects including problems with money | Calculation: Addition |
| Range 7 | Add numbers when solving problems involving 10 objects including problems with measures | Calculation: Addition |
| Range 7 | Begins to recognise that addition can be done in any order | Calculation: Addition |
| Range 7 | Uses a number line to count on to solve numerical addition problems to 10 | Calculation: Addition |
| Range 7 | Uses a number line to count back to solve subtraction problems to 10 | Calculation: Subtraction |
| Range 7 | Begins to understand that subtraction must be completed in order | Calculation: Subtraction |
| Range 7 | Begins to recognise that the largest number is always first | Calculation: Subtraction |
| Range 7 | Opportunities to engage in practical situations e.g. pair objects such as socks and shoes to develop and use appropriate language | Calculation: Multiplicati on |
| Range 7 | Counts in 2's to 10 forwards and back | Calculation: Multiplicati on |
| Range 8 | Counts, reads, orders and writes numbers to 20 | Number |
| Range 8 | When given a number under 50 can identify one more | Number |

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| Range 8 | Understands the symbol, operation and language of addition, such as: add, more or plus | Calculation: Addition |
| Range 8 | Uses mental recall of addition facts to 10 | Calculation: Addition |
| Range 8 | Can complete 'missing' number sums to 10 | Calculation: Addition |
| Range 8 | Creates addition sums that total 10 | Calculation: Addition |
| Range 8 | Understands the symbol, operation and language of subtraction, such as: subtract, less, fewer or take away | Calculation: Subtraction |
| Range 8 | Uses mental recall of subtraction facts to 10 | Calculation: Subtraction |
| Range 8 | Solves problems involving subtraction including finding the numerical difference between two sets including money | Calculation: Subtraction |
| Range 8 | Solves problems involving subtraction including finding the numerical difference between two sets including measures | Calculation: Subtraction |
| Range 8 | Counts in 2's to 20 forwards and back | Calculation: Multiplication |
| Range 8 | Counts in 2's forwards and back from a given number to 20 | Calculation: Multiplication |
| Range 8 | Counts in 10's to 100 | Calculation: Multiplication |
| Range 8 | Opportunities to engage in practical situations involving sharing within the classroom to develop and use appropriate language | Calculation: Division |
| Range 8 | Counts to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Number |
| Range 9 | Counts, reads and writes numbers to 100 in numerals | Number |
| Range 9 | Uses the language of: equal to, more than, less than (fewer), most least when comparing 2 numbers | Number |
| Range 9 | When given a number (to 100), identifies one more and one less | Number |
| Range 9 | Represents and uses number bonds and related subtraction facts within 20 | Calculation: Addition |
| Range 9 | Adds one-digit and two-digit numbers to 20, including zero | Calculation: Addition |
| Range 9 | Reads, writes and interprets mathematical statements involving addition and equals signs | Calculation: Addition |
| Range 9 | Represents and uses related number bond facts to subtract within 20 | Calculation: Subtraction |
| Range 9 | subtracts one-digit and two-digit numbers to 20, including zero | Calculation: Subtraction |
| Range 9 | Reads, writes and interprets mathematical statements involving subtraction and equals signs | Calculation: Subtraction |
| Range 9 | Counts in multiples of 2 to 100 | Calculation: Multiplication |
| Range 9 | Counts in multiples of 5 to 100 | Calculation: Multiplication |
| Range 9 | Understands doubling by grouping objects | Calculation: Multiplication |
| Range 9 | Uses repeated addition to solve multiplication problems in practical situations | Calculation: Multiplication |

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| Range 9 | Uses arrays to show multiplication | Calculation: Multiplication |
| Range 9 | Uses arrays to record grouping when doing division | Calculation: Division |
| Range 9 | Begins to use repeated subtraction to share objects practically | Calculation: Division |
| Range 10 | Beginning to recognise place value in two digit numbers, this may be represented using manipulatives | Number |
| Range 10 | Recognises odd and even numbers to 20 | Number |
| Range 10 | Compares and orders up to five numbers to 100 | Number |
| Range 10 | Derives and uses addition facts to 20 | Calculation: Addition |
| Range 10 | Solves missing number sums to 20 without prompting | Calculation: Addition |
| Range 10 | Adds three 1 digit numbers | Calculation: Addition |
| Range 10 | Derives and uses subtraction facts to 20 | Calculation: Subtraction |
| Range 10 | Subtracts 1 digit number from 2 digit number using jottings, a number line nor mental methods | Calculation: Subtraction |
| Range 10 | Uses 'arrays' to understand and solve multiplication questions | Calculation: Multiplication |
| Range 10 | Recalls 2 and 10 multiplication tables | Calculation: Multiplication |
| Range 10 | Understands multiplication as 'lots of' | Calculation: Multiplication |
| Range 10 | Uses 'arrays' to solve division problems | Calculation: Division |
| Range 10 | Understands division as sharing - uses are sharing method to solve problems | Calculation: Division |
| Range 11 | Recognises odd and even numbers to 50 | Number |
| Range 11 | Using a number square identifies 10 more and 10 less | Number |
| Range 11 | Compares and orders numbers from 0 up to 100; using < > and = signs | Number |
| Range 11 | Estimates quantities up to 100 | Number |
| Range 11 | Adds a 2 digit number and a 1 digit number by making jottings, using a number line | Calculation: Addition |
| Range 11 | Adds numbers using concrete objects, including: a 2-digit number and ones | Calculation: Addition |
| Range 11 | Adds numbers using pictorial representations, including: a 2-digit number and ones | Calculation: Addition |
| Range 11 | Shows that 2 numbers e.g. $2 + 8$ is the same as $8 + 2$ using images and resources | Calculation: Addition |
| Range 11 | Subtracts numbers using concrete objects including: a 2-digit number and ones number | Calculation: Subtraction |
| Range 11 | Subtracts numbers using pictorial representations Including a 2 digit number and ones number | Calculation: Subtraction |
| Range 11 | Subtracts numbers using mentally, including: a 2-digit number and ones number | Calculation: Subtraction |
| Range 11 | Begins to show that multiplication can be done in any order using images or manipulatives | Calculation: Multiplication |
| Range 11 | Solves simple missing number problems involving known tables | Calculation: |

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| | | Multiplication |
| Range 11 | Counts in 2's from 0 - 100 without any prompts | Calculation: Multiplication |
| Range 11 | Begins to show that division cannot be done in any order using images and manipulatives | Calculation: Division |
| Range 11 | Division Recalls and uses division facts for the 2 times tables | Calculation: Division |
| Range 11 | Division Recalls and uses division facts for the 5 times tables | Calculation: Division |
| Range 12 | Recognises odd and even numbers to 100 | Number |
| Range 12 | Represents numbers to 100 using images or manipulatives e.g. Diens, Numicon etc | Number |
| Range 12 | Adds numbers using mental methods, including: a 2-digit number and ones | Calculation: Addition |
| Range 12 | Adds numbers using concrete objects, including a 2-digit number and a 2 digit number | Calculation: Addition |
| Range 12 | Adds numbers using pictorial representations Including a 2-digit number and a 2 digit number | Calculation: Addition |
| Range 12 | subtracts numbers using concrete objects, pictorial representations, and mentally, a 2-digit number from a 2 digit number | Calculation: Subtraction |
| Range 12 | Checks answers using inverse | Calculation: Subtraction |
| Range 12 | Counts in 10s from any number, forward or backward to 100 | Calculation: Multiplication |
| Range 12 | Recalls and uses multiplication facts for the 2 times tables | Calculation: Multiplication |
| Range 12 | Recalls and uses multiplication facts for the 5 times tables | Calculation: Multiplication |
| Range 12 | Division Recalls and uses division facts for the 10 times tables, including recognising odd and even numbers | Calculation: Division |
| Range 12 | Calculates mathematical statements for division within the multiplication tables and writes them using the division and equals signs | Calculation: Division |
| Range 13 | Using a number square can calculate 9 more, 9 less by adjusting | Number |
| Range 13 | Using a number square can calculate 11, more and 11 less by adjusting | Number |
| Range 13 | Recalls and uses addition facts to 20 fluently | Calculation: Addition |
| Range 13 | Adds numbers using mental methods, including a 2-digit number and a 2 digit number | Calculation: Addition |
| Range 13 | Recalls and uses addition facts up to 100 | Calculation: Addition |
| Range 13 | Recalls and uses subtraction facts up to 100 | Calculation: Subtraction |
| Range 13 | Solves missing number subtractions using inverse | Calculation: Subtraction |
| Range 13 | Recalls and uses multiplication facts for the 10 times tables, including recognising odd and even numbers | Calculation: Multiplication |
| Range 13 | Calculates mathematical statements for multiplication within the multiplication tables and writes them using the multiplication and equals signs | Calculation: Multiplication |
| Range 13 | Counts in 5's from 0 - 100 and back | Calculation: Multiplication |

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| Range 13 | Uses arrays to solve division questions where the answer is below 20 | Calculation: Division |
| Range 13 | Uses mental methods to be able to solve a range of division problems where the divisor is 2 | Calculation: Division |
| Range 14 | Recognises the place value of each digit in a two-digit number (tens, ones) | Number |
| Range 14 | Partitions two digit numbers | Number |
| Range 14 | Adds numbers using concrete objects including: two 2-digit number and a tens number | Calculation: Addition |
| Range 14 | Adds numbers using pictorial representations, including: a 2-digit number and tens number | Calculation: Addition |
| Range 14 | Adds numbers using mental methods, including a 2-digit number and a tens number | Calculation: Addition |
| Range 14 | Counts in 10's from any given number to 100 and back | Calculation: Multiplicati on |
| Range 14 | Uses mental methods to be able to solve a range of division problems where the divisor is 10 | Calculation: Division |
| Range 14 | Uses mental methods to be able to solve a range of division problems where the divisor is 5 | Calculation: Division |
| Range 15 | Begins to identify which numbers are bigger and smaller to 1000 | Number |
| Range 15 | Adds two 2 digit numbers using partitioning | Calculation: Addition |
| Range 15 | Addition Solve missing number problems involving = e.g. $18 + ? = 28 - 9$ | Calculation: Addition |
| Range 15 | Subtracts two 2 digit numbers using partitioning | Calculation: Subtraction |
| Range 15 | Mentally recalls and uses multiplication facts for the 3 x tables | Calculation: Multiplicati on |
| Range 15 | Begins to use commutativity and associativity and multiplication facts to derive related facts e.g. $2 \times 8 \times 5 = 2 \times 5 \times 8 = 10 \times 8$ | Calculation: Multiplicati on |
| Range 15 | Mentally recalls and uses division facts for the 2,3, 5 and 10 multiplication tables, including recognising odd and even numbers | Calculation: Division |
| Range 15 | Writes and calculates mathematical statements for division using the multiplication tables that they know, | Calculation: Division |
| Range 15 | Division using mental and progressing to formal written methods | Calculation: Division |

Maths Supplementary

Unit 1 – Pattern

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| Range 1 | Shows interest in patterned songs and rhymes, perhaps with repeated actions |
| Range 1 | Experiences patterned objects and images |
| Range 1 | Begins to predict what happens next in predictable situation |
| Range 2 | Joins in with repeated actions in songs and stories |
| Range 2 | Initiates and continues repeated actions |
| Range 3 | Becoming familiar with patterns in daily routines |
| Range 3 | Joins in with and predicts what comes next in a story or rhyme |
| Range 3 | Beginning to arrange items in their own patterns, e.g. lining up toys |
| Range 4 | Joins in and anticipates repeated sound and action patterns |
| Range 4 | Is interested in what happens next using the pattern of everyday routine |
| Range 5 | Creates their own spatial patterns showing some organisation or regularity |
| Range 5 | Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) |
| Range 5 | Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next |
| Range 6 | Spots patterns in the environment, beginning to identify the pattern “rule” |
| Range 6 | Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat |
| Range 7 | Recognises, continues and devises simple repeating patterns |
| Range 8 | Recognises and creates simple repeating patterns with objects and shapes (simple repeat RGBRGB) |
| Range 9 | Recognises and creates simple repeating patterns with objects and shapes (more complex repeats RGGBRGGB) |
| Range 10 | Arranges a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations, with support. |
| Range 11 | Arranges a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations, without support. |
| Range 12 | Order and arrange combinations of mathematical objects in patterns and sequences |
| Range 13 | Is able to create complex patterns where the colour, size and shape of objects are repeated from a broad selection of resources, with support |
| Range 14 | Is able to create complex patterns where the colour, size and shape of objects are repeated from a broad selection of resources, without support |

Unit 2 – Shape

| | |
|---------|--|
| Range 1 | Explores differently sized and shaped objects |
| Range 1 | Beginning to put objects of similar shapes inside others and take them out again |
| Range 2 | Stacks objects using flat surfaces |
| Range 2 | Responds to changes of shape |
| Range 2 | Attempts, sometimes successfully, to match shapes with spaces on inset puzzles |
| Range 3 | Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles |
| Range 3 | Beginning to select a shape for a specific space |
| Range 3 | Enjoys using blocks to create their own simple structure and arrangements |
| Range 4 | Chooses puzzle pieces and tries to fit them in |
| Range 4 | Recognises that two objects have the same shape |
| Range 4 | Makes simple constructions |
| Range 5 | Chooses items based on their shape which are appropriate for the child’s purpose |
| Range 5 | Responds to both informal language and common shape names |
| Range 5 | Shows awareness of shape similarities and differences between objects |
| Range 5 | Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes |

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| Range 5 | Attempts to create arches and enclosures when building, using trial and improvement to select blocks |
| Range 6 | Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes |
| Range 6 | Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes |
| Range 6 | Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build |
| Range 6 | Responds to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes |
| Range 7 | Sorts and matches simple shapes using mathematical language and own criteria |
| Range 7 | Constructs meaningful models using 3-D shapes |
| Range 8 | Identifies and name rectangles, triangles and circles in familiar contexts. |
| Range 8 | Selects simple 3-D shapes upon request |
| Range 9 | Recognises and name common 2-D: square, circle, rectangle, triangle, |
| Range 9 | Recognises and name common 3-D: cube, cuboid, sphere, cylinder, cone, |
| Range 10 | Sorts 2-D shapes according to whether they have a curved edge or similar single criterion, with prompting. |
| Range 10 | Selects from a set of 3-D shapes those with a rectangle as one of the faces or similar single criterion |
| Range 11 | Counts the number of faces, edges and vertices of 3d shapes, with support. |
| Range 11 | Draws a simple 2d and 3d shape using a model to copy from |
| Range 12 | Draws a line of symmetry on a drawing of a square. |
| Range 12 | Identifies and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line |
| Range 12 | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |
| Range 13 | |
| Range 14 | Compare and sort common 2-D and 3-D shapes and everyday objects. |

Unit 3 – Position and Direction

| | |
|-------|--|
| Range | |
| 1 | Explores space when they are free to move, roll and stretch |
| Range | Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other |
| 1 | |
| Range | Explores space around them and engages with position and direction, such as pointing to where they would like to go |
| 2 | |
| Range | Begins to become familiar with key areas for familiar activities e.g. Knows where the toilet area is and has an understanding of where their classroom is. |
| 3 | |
| Range | Investigates fitting themselves inside and moving through spaces |
| 3 | |
| Range | Moves their bodies and toys around objects and explores fitting into spaces |
| 4 | |
| Range | Begins to remember their way around familiar environments |
| 4 | |
| Range | Responds to some spatial and positional language: such as forwards and backwards |
| 4 | |
| Range | Explores how things look from different viewpoints including things that are near or far away |
| 4 | |
| Range | Responds to and uses language of position and direction |
| 5 | |
| Range | Predicts, moves and rotates objects to fit the space or create the shape they would like |
| 5 | |
| Range | Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints |
| 6 | |

- Range 6 Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
- Range 6 May enjoy making simple maps of familiar and imaginative environments, with landmarks
- Range 7 Describes position using everyday language e.g. on, under, next to
- Range 7 Follows instructions from another including the turns either left or right, with prompts.
- Range 8 Follows instructions from another including quarter turns either clockwise or anti-clockwise, referring to a clock face to establish the direction
- Range 9 Describes position using everyday language e.g. top, middle, bottom, in front of, between, near, inside
- Range 9 Describes direction and movement, including whole and half turns
- Range 10 Describes direction and movement, including quarter and three-quarter turns
- Range 11 Chooses an object in the classroom and describe where it is using mathematical vocabulary, with prompts.
- Range 12 Chooses an object in the classroom and describe where it is using mathematical vocabulary, without prompts.
- Range 13 Gives instructions to another including the turns either left or right, quarter turns either clockwise or anti-clockwise, referring to a clock face to establish the direction.
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Range 14

Unit 4 – Measures

- Range 1 Responds to size, reacting to very big or very small items that they see or try to pick up
- Range 2 Shows an interest in objects of contrasting sizes in meaningful contexts
- Range 2 Gets to know and enjoys daily routine
- Range 2 Shows an interest in emptying containers
- Range 3 Shows an interest in size and weight
- Range 3 Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram
- Range 3 Beginning to understand that things might happen now or at another time, in routines
- Range 4 Explores differences in size, length, weight and capacity
- Range 4 Beginning to understand some talk about immediate past and future
- Range 4 Beginning to anticipate times of the day such as mealtimes or home time
- Range 5 In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
- Range 5 Recalls a sequence of events in everyday life and stories
- Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Range 6 Becomes familiar with measuring tools in everyday experiences and play

| | |
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| 6 | |
| Range | |
| 6 | Is increasingly able to order and sequence events using everyday language related to time |
| Range | |
| 6 | Beginning to experience measuring time with timers and calendars |
| Range | Compares objects directly, focusing on one dimension such as length or height and can |
| 6 | indicate 'the long one' or 'the tall one' |
| Range | Shows which object is longer, shorter etc and use appropriate vocabulary in everyday |
| 7 | situations |
| Range | |
| 7 | Recognises the order of events in the school day using visual images |
| Range | |
| 8 | Identifies coins and order them according to their value. |
| Range | Describes everyday events using the appropriate sequencing language (e.g. before, after, |
| 8 | later etc) |
| Range | |
| 8 | Chants the days of the week and can identify 'that' day |
| Range | |
| 8 | Chants months of the year in order and identifies 'that' month. |
| Range | |
| 8 | With support is able to identify today's date |
| Range | |
| 8 | Tells the time for o'clock and show on the hands of a clock |
| Range | Solves problems such as 'Using a balance, compare two boxes to find out which is heavier, |
| 8 | heaviest'. Compare two 'snakes' which is longer, longest' |
| Range | |
| 8 | Is able to make amounts to £1 using different denominations of coins |
| Range | |
| 8 | Is able to give change from up to 50p using different denominations of coins |
| Range | Measures and records using non-standard measures for: lengths and heights, mass/weight, |
| 9 | capacity and volume. |
| Range | Describes and compares measurements for: lengths and heights, mass/weight, capacity and |
| 9 | volume using non-standard measures. |
| Range | |
| 9 | Recognises and knows the value of different denominations of coins to give change from £2 |
| Range | Sequences events in chronological order using language e.g. before and after, next, first, |
| 9 | today, yesterday, tomorrow, morning, afternoon and evening |
| Range | Solves simple problems using language relating to dates, including days of the week, weeks, |
| 9 | months and years |
| Range | Tells the time to the hour and half past the hour and draw the hands on a clock face to show |
| 9 | these times. |
| Range | Recognises and knows the value of different denominations of coins and notes in order to use |
| 9 | to solve problems including giving change from £5 |
| Range | Chooses and uses an appropriate standard unit of measurement e.g. selects a ruler marked in |
| 10 | centimetres to measure the length of a pencil |
| Range | Compares and orders measurements and is able to use 'is less than', 'is greater than' and 'is |
| 10 | the same as' and record them using symbols, with prompting. |
| Range | Assembles the coins to match an amount of money written using £ and p, with prompts in |
| 10 | order to solve problems e.g. 'It costs 50p to park a car for two hours. Show ways you can |
| 10 | make up 50p using coins'. |
| Range | Tells the time to quarter past the hour and draw the hands on a clock face. With support |
| 11 | interpret 'to' correctly with appropriate prompts. |
| Range | |
| 11 | Begins to recognise that there are 60 minutes in an hour and count intervals in lots of 5. |
| Range | |
| 11 | Compares and orders lengths, mass, volume/capacity and record the results using >, < and = |
| Range | Recognises and uses symbols for pounds (£) and pence (p); combine amounts to make a |

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| 12 | particular value to £10 |
| Range | |
| 12 | Finds different combinations of coins that equal the same amounts of money |
| Range | Solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| 13 | |
| Range | |
| 13 | Compares and sequences intervals of time |
| Range | Tells and writes the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times |
| 14 | |
| Range | |
| 14 | Knows the number of minutes in an hour and the number of hours in a day |

Unit 5 – Fractions

| | |
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| Range | Uses the concept and language of half / halves in practical situations e.g. can give out 10 |
| 7 | counters into 2 groups and recognises that 5 + 5 is fair and represents half equally |
| Range | Uses the concept and language of quarter / quarters in practical situations e.g. can group 12 |
| 8 | counters into four equal groups |
| Range | |
| 9 | Recognises, finds and names a half as one of two equal parts of an object. |
| Range | |
| 9 | Recognises, finds and names a half as one of two equal parts of a shape. |
| Range | |
| 9 | Recognises, finds and names a half as one of two equal parts of a quantity. |
| Range | |
| 9 | Recognises, finds and names a quarter as one of four equal parts of an object. |
| Range | |
| 9 | Recognises, finds and names a quarter as one of four equal parts of a shape. |
| Range | |
| 9 | Recognises, finds and names a quarter as one of four equal parts of a quantity. |
| Range | |
| 9 | Understands and can explain why parts in halves and quarters have to be equal |
| Range | Arranges objects in to four equal groups and explain, with some support, that each of them |
| 10 | represents a quarter, and then additional quarters (e.g. 3 groups = $\frac{3}{4}$) Can also identify that 2 |
| Range | groups = $\frac{1}{2}$ |
| 10 | Works out $\frac{1}{2}$ of 8 with supporting diagrams. |
| Range | |
| 11 | Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a shape |
| Range | |
| 11 | Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a , set of objects |
| Range | |
| 11 | Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a quantity |
| Range | |
| 12 | Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length |
| Range | |
| 12 | Identifies three equal parts of a rectangle and know that each of them represents $\frac{1}{3}$ |
| Range | Identifies four equal parts of a rectangle and know that two of them represent $\frac{2}{4}$ and three |
| 13 | of them represent $\frac{3}{4}$. |
| Range | |
| 13 | Recognises the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. |
| Range | |
| 14 | Counts in steps of $\frac{1}{4}$, saying half rather than $\frac{2}{4}$ and $1\frac{1}{2}$ instead of $\frac{6}{4}$. |
| Range | |
| 14 | Works out $\frac{1}{2}$ of 8 = 4 and $\frac{1}{3}$ of 6 = 2 using manipulatives or images as appropriate |

Unit 6 – Statistics

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| Range 10 | Answers simple questions from a tally chart or pictogram, with prompting |
| Range 10 | Constructs a tally charts to show quantities Solves problems such as 'Which category has the most objects in it?' with support. |
| Range 11 | Interpret and constructs simple pictograms |
| Range 12 | Interpret and constructs simple tally charts |
| Range 12 | Interpret and constructs simple block diagrams |
| Range 13 | Interpret and constructs simple tables Asks and answers simple related to data that maybe represented in different ways |
| Range 14 | |

Personal, Social, Emotional Development – Making Relationships.

- Range 1 Enjoys the company of others and seeks contact with others from birth.
- Range 1 Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.
- Range 1 Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes.
- Range 1 Responds to what carer is paying attention to, e.g. following their gaze.
- Range 1 Distinguishes between people, recognising the look, sound and smell of their close carer.
- Range 1 They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example.
- Range 1 Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked.
- Range 1 Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person.
- Range 1 Becomes wary of unfamiliar people or people they have not seen for a while.
- Range 2 Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs
- Range 2 Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something
- Range 2 Engages another person to help achieve a goal, e.g. to get an object out of reach
- Range 2 Cooperates with caregiving experiences, such as dressing
- Range 2 **Builds relationships with special people**
- Range 2 Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated
- Range 2 Is wary of unfamiliar people
- Range 2 Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations
- Range 2 Closely watches others' body language to begin to understand their intentions and meaning
- Range 2 Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has
- Range 2 Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations
- Range 3 Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy
- Range 3 Enjoys playing alone and alongside others and is also interested in being together and playing with other children
- Range 3 Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
- Range 3 Asserts their own ideas and preferences and takes notice of other people's responses
- Range 3 Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration
- Range 4 Builds relationships with special people but may show anxiety in the presence of strangers
- Range 4 Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
- Range 4 Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it
- Range 4 Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like
- Range 4 Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
- Range 4 Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
- Range 5 Seeks out companionship with adults and other children, sharing experiences and play ideas
- Range 5 Uses their experiences of adult behaviours to guide their social relationships and interactions
- Range 5 Shows increasing consideration of other people's needs and gradually more impulse control in

- favourable conditions, e.g. giving up a toy to another who wants it
- Range 5 Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Range 5 Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
- Range 6 Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
- Range 6 Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
- Range 6 Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Range 6 Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Range 6 Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Range 6 Is proactive in seeking adult support and able to articulate their wants and needs
- Range 6 Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship
- Range 6 Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs ELG
- Range 7 Learn about the roles of different people (e.g. Acquaintances, friends, relatives) play in our lives
- Range 7 Identify the people who love and care for me and what they do to help me feel cared for
- Range 7 Learn about different types of families including those that may be different to their own (e.g. Mum and mum, dad and dad etc)
- Range 7 Identify common features of family life
- Range 7 To learn that it is important to tell someone (such as a teacher) if something about their family makes them feel unhappy or worried.
- Range 8 How people make friends and what makes a good friendship
- Range 8 To recognise from his/her own actions what is fair and unfair, kind and unkind and right and wrong.
- Range 8 How to recognise when they or someone else feels lonely and know what to do
- Range 8 To learn simple strategies to resolve arguments between friends positively
- Range 8 How to ask for help if a friendship is making them feel unhappy
- Range 8 To identify the different groups they belong to (school, cubs, swimming)
- Range 8 To know the different roles and responsibilities different people have in the community
- Range 8 To recognise the ways they are the same as and different to other people
- Range 9 To know that bodies and feelings can be hurt by words and actions; including online
- Range 9 To recognise how people may feel if they experience hurtful behaviour or bullying
- Range 9 To recognise that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable
- Range 9 To know how to report bullying and the importance of telling a trusted adult
- Range 10 To recognise what is kind and un-kind behaviour and how it can affect others
- Range 10 To know how to treat themselves and others with respect
- Range 10 To know how to be polite and courteous
- Range 11 Recognise the ways in which they are the same and different to others
- Range 11 To recognise that somethings are private and the importance of respecting privacy i.e. parts of their body covered by underwear are private
- Range 11 To know that sometimes people may behave differently online, including by pretending to be someone they are not
- Range 12 To know how to respond safely to adults they don't know
- Range 13 To know how to respond if physical contact makes them feel uncomfortable or un-safe
- Range 13 To know there are situations when they should ask permission and also when permission should be sought
- Range 14 To know the importance of not keeping adults secrets (only happy surprises that others will find out about eventually)
- Range 14 To know the basic techniques for resisting pressure to do something they don't want to do and which

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| | may make them unsafe |
| Range 14 | To know what to do if they feel unsafe or worried for themselves or others, i.e. Who to ask for help and what vocabulary to use when asking for help and importance of keep trying until they are heard |
| Range 15 | To understand what constitutes a positive healthy friendship (e.g. Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) to understand the same principles apply to online and face-to face friendships |
| Range 15 | To recognise what it means to know someone online and how this differs to knowing someone face-to face |
| Range 15 | To identify risks of communicating online with others not known face-to face |
| Range 15 | To know the importance of friendships and to know strategies for building positive friendships |
| Range 15 | To recognise positive friendships support wellbeing |
| Range 15 | To recognise privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) |
| Range 15 | To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online |
| Range 15 | To recognise the different types of relationships e.g. Friendships, family, romantic and online relationships |
| Range 15 | To know that people may be attracted to someone emotionally, romantically, sexually and that people may be attracted to someone the same sex or different sex to them; the gender identity and sexual orientation may be different |
| Range 16 | To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them |
| Range 16 | To use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others |
| Range 16 | To know how friendships can change over time, about making new friends and the benefits of having different types of friends |
| Range 16 | To understand friendships can have ups and downs; strategies to resolve disputes and reconcile differences positively and safely |
| Range 16 | To recognise friendships (online/offline) make them feel uncomfortable or unsafe and how to ask for help |
| Range 16 | To realise the impact of bullying, including offline and online, and the consequences of hurtful behaviour |
| Range 16 | To identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others) |
| Range 16 | Know how to report concerns and how to get support when experiencing or witnessing hurtful behaviour |
| Range 16 | To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know |
| Range 16 | To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact |
| Range 16 | To know about seeking and giving permission (consent) in different situations |
| Range 16 | To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret |
| Range 16 | To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this |
| Range 16 | To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) |
| Range 16 | To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships |
| Range 16 | To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background |
| Range 16 | to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are |

- Range 16 To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- Range 16 To know that people who love and care for each other can be in a committed relationship e.g. Married, living together but may also live apart
- Range 16 To know that a feature of a positive family life is caring relationships about the different ways in which people care for each other
- Range 16 To recognise and respect that there are different types of family structure (single parents, same sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- Range 16 To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advise
- Range 16 To know about the different groups that make up a community: what living in a community means
- Range 16 To recognise the value of different contributions that people and groups make to the community
- Range 16 To know about diversity; what it means, the benefits of living in a diverse community and about valuing diversity within communities
- Range 16 To understand what a stereotype is
- Range 16 To recognise that stereotypes can negatively influence behaviours and attitudes towards others; to know strategies for challenging stereotypes
- Range 16 To know what prejudice means
- Range 16 To know how to recognise behaviours and actions which discriminate against others; ways of responding to it if witnessed or experienced
- Range 16 To know the importance of seeking support if feeling lonely or excluded
- Range 16 To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact and how to report concerns

Personal, Social, Emotional Development – Managing self

- Range 1 Learns about their physical self through exploratory play with their hands and feet and movement
Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions
- Range 1 Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours
- Range 1 Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events
- Range 1 Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company
- Range 1 Responds to and thrives on warm, sensitive physical contact and care
- Range 1 Makes needs known through crying and body movements
- Range 1 Responds to being rocked as a means of soothing
- Range 1 Sleeps for 14-16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake
- Range 1 Responds and turns to sounds, especially voices
- Range 1 Expresses discomfort, hunger or thirst, distress and need for holding or moving
- Range 1 Alert for periods of increasing length, interspersed with naps
- Range 1 Anticipates food routines with interest
- Range 1 Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk
- Range 1 Communicates discomfort or distress with wet or soiled nappy
- Range 1 First teeth usually appear – first two lower incisors and then two upper incisors
- Range 1 Chews on baby toothbrush
- Range 1 Opens mouth for spoon
- Range 1 Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
- Range 2 Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them
- Range 2 Shows separation anxiety as they become more aware of themselves as separate individuals
- Range 2 Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away
- Range 2 Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game
- Range 2 Shows growing self-confidence through playing freely and with involvement
- Range 2 Self-soothes and is able to drop off to sleep when conditions are right for them
- Range 2 Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear)
- Range 2 Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium
- Range 2 Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support
- Range 2 Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults
- Range 2 Interested in making and exploring sounds with objects
- Range 2 Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth
- Range 2 Can actively cooperate with nappy changing, dressing/undressing
- Range 2 Starts to communicate regarding urination and bowel movement
- Range 2 Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes
- Range 3 Experiments with what their bodies can do through setting themselves physical challenges e.g. pulling a large truck upstairs
- Range 3 Begins to use *me*, *you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability
- Range 3 Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying *no*, *me do it* or *mine*

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| Range 3 | Highly active in short bursts, with frequent and sudden need for rest or withdrawal |
| Range 3 | Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need |
| Range 3 | Uses physical expression of feelings to release stress |
| Range 3 | Generally has up to 16 teeth – helps adult with brushing teeth |
| Range 3 | Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing |
| Range 3 | Develops own likes and dislikes in food and drink, willing to try new food textures and tastes |
| Range 3 | Shows interest in indoor and outdoor clothing and shoes/wellingtons |
| Range 3 | Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges |
| Range 3 | Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning |
| Range 3 | Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling |
| Range 3 | Knows their own name, their preferences and interests and is becoming aware of their unique abilities |
| Range 4 | Is developing an understanding of and interest in differences of gender, ethnicity and ability |
| Range 4 | Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions |
| Range 4 | Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves |
| Range 4 | Is gradually learning that actions have consequences but not always the consequences the child hopes for |
| Range 4 | Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day |
| Range 4 | Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times |
| Range 4 | Feeds self competently |
| Range 4 | Can hold a cup with two hands and drink well without spilling |
| Range 4 | Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support |
| Range 4 | Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet |
| Range 4 | Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots |
| Range 4 | Begins to recognise danger and seeks the support and comfort of significant adults |
| Range 4 | Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions |
| Range 4 | Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help |
| Range 5 | Can tell adults when hungry, full up or tired or when they want to rest, sleep or play |
| Range 5 | Observes and can describe in words or actions the effects of physical activity on their bodies |
| Range 5 | Can name and identify different parts of the body |
| Range 5 | Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely |
| Range 5 | Can wash and can dry hands effectively and understands why this is important |
| Range 5 | Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body |
| Range 5 | Observes and controls breath, able to take deep breaths, scrunching and releasing the breath |
| Range 5 | Can mirror the playful actions or movements of another adult or child |
| Range 5 | Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important |
| Range 5 | Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. |
| Range 5 | Dresses with help, e.g. puts arms into open- fronted coat or shirt when held up, pulls up own |

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| | trousers, and pulls up zipper once it is fastened at the bottom |
| Range 5 | Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers |
| Range 5 | Is sensitive to others' messages of appreciation or criticism |
| Range 5 | Enjoys a sense of belonging through being involved in daily tasks |
| Range 5 | Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others |
| Range 6 | Recognises that they belong to different communities and social groups and communicates freely about own home and community |
| Range 6 | Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination |
| Range 6 | Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group |
| Range 6 | Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms |
| Range 6 | Has a clear idea about what they want to do in their play and how they want to go about it |
| Range 6 | Shows confidence in choosing resources and perseverance in carrying out a chosen activity |
| Range 6 | Eats a healthy range of foodstuffs and understands need for variety in food |
| Range 6 | Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures |
| Range 6 | Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad |
| Range 6 | Can initiate and describe playful actions or movements for other children to mirror and follow |
| Range 6 | Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important |
| Range 6 | Usually dry and clean during the day |
| Range 6 | Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health |
| Range 6 | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others |
| Range 6 | Shows understanding of how to transport and store equipment safely |
| Range 6 | Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience |
| Range 6 | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG |
| Range 7 | To know what rules are, why they are needed and why there are different rules needed for different situations |
| Range 7 | to know that foods can support good health and the risks of eating too much sugar |
| Range 7 | To know physical activity helps us to stay healthy and ways to be physically active everyday |
| Range 7 | To know what sleep is important and different ways to rest and relax |
| Range 7 | To use simple hygiene routines that can stop germs from spreading |
| Range 7 | To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy |
| Range 7 | To know about dental care and visiting the dentist i.e. How to brush teeth correctly |
| Range 7 | To know which food and drink support dental health |
| Range 7 | To know how to keep safe in the sun and protect skin from sun damage |
| Range 7 | To know about different ways to learn and play recognising the importance of knowing when to take a break from time online or TV |
| Range 7 | To identify people who help us to stay physically healthy |
| Range 7 | To recognise people and other living things have very different needs; about the responsibilities of caring for them |
| Range 7 | To identify things they can do to help look after the environment |

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| Range 7 | To know what keeping healthy means and to know different ways to keep healthy |
| Range 8 | To recognise the ways in which we are all unique |
| Range 8 | To identify what I am good at, What I like and what I dislike |
| Range 8 | To know how to manage when I find things difficult |
| Range 8 | To name the main parts of the body including external genitalia (vulva, vagina, penis, testicles) |
| Range 8 | To know about growing and changing from young to old and how peoples needs change |
| Range 8 | To identify strategies to prepare to move to a new class or year group |
| Range 8 | To recognise what makes them special |
| Range 9 | To know that rules and age restrictions keep us safe |
| Range 9 | To recognise risk in simple everyday situations and what action to take to minimise harm |
| Range 9 | To know how to keep safe at home - using electrical appliances |
| Range 9 | To know how to keep safe at home - fire safety (not playing with matches and lighters) |
| Range 9 | To know that household products (including medicines) can be harmful if not used correctly |
| Range 9 | To know how to keep safe in familiar and unfamiliar environments (e.g. Beach, park, shopping centre, swimming pool on the street) |
| Range 9 | To know how to cross the road safely |
| Range 9 | To identify people whose job it is to keep us safe in a range of environments |
| Range 9 | To know the basic rules to keep safe online including what is meant by personal information and what should be keep private: the importance of telling a trusted adult if they come across something that scares them |
| Range 9 | To know what to do if there is an accident and someone is hurt |
| Range 9 | To know how to get help in an emergency (how to dial 999 and what to say) |
| Range 9 | To know how to use the internet and digital devices safely to find things out and to communicate with others |
| Range 9 | To recognise the role of the internet in everyday life |
| Range 9 | To recognise that not all information online is true |
| Range 10 | To know about things that people can put into their body or on their skin; how these can affect how people feel |
| Range 10 | To know what money is, the different forms of money and where money comes from |
| Range 10 | To understand that people make different choices about how to save and spend money |
| Range 10 | To know the difference between needs and wants; sometimes people will not be able to have the things they want |
| Range 10 | To know that money needs to be looked after and there are different ways of doing this |
| Range 10 | To know that everyone has different strengths |
| Range 10 | To know that jobs help people to earn money to pay for things |
| Range 10 | To know that people do different jobs to earn money |
| Range 10 | To know that people who work in the community do different jobs to earn money |
| Range 10 | To realise the strengths and interests someone might need to do a specific job |
| Range 11 | To know how to make informed decisions about health |
| Range 11 | To identify the elements of a balanced healthy lifestyle |
| Range 11 | To know how to make choices that support a healthy lifestyle and recognise what might influence these |
| Range 11 | To understand that habits can have both positive and negative effects on a healthy lifestyle |
| Range 11 | To recognise our personal identity and what contributes to who we are e.g. Ethnicity, family, gender, faith, culture, hobbies, likes/dislikes |
| Range 12 | To recognise that for some people gender/identity does not correspond with their biological sex |
| Range 12 | To know how to predict, assess and manage different situations |
| Range 12 | To understand why we need to follow and comply with regulations and restrictions (including age restrictions) How they promote personal safety and wellbeing with reference to social media, tv, films, gaming |
| Range 12 | To recognise that feelings can change over time and range in intensity |
| Range 12 | To recognise reasons for rules and laws and the consequences of not adhering to rules and laws |
| Range 12 | To recognise there are human rights that are there to protect everyone |
| Range 12 | To recognise the relationships between rights and responsibilities |

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| Range 13 | To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things |
| Range 13 | To know the importance of showing care and concern for others |
| Range 13 | To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment(reducing, reusing, recycling: food choices) |
| Range 13 | To know what good physical health means; and how to recognise signs of physical illness |
| Range 13 | To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection and the wider importance of personal hygiene and how to maintain it |
| Range 14 | To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing by eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay |
| Range 14 | To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. Sugar consumption/ acidic drinks such as fruit juices, smoothies, fruit teas) |
| Range 14 | To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth |
| Range 14 | To know how to manage setbacks/perceived failures including how to re-frame unhelpful thinking |
| Range 14 | To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction |
| Range 15 | To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) |
| Range 15 | To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene |
| Range 15 | To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for |
| Range 15 | To recognise that not all females are able to reproduce due to health reasons |
| Range 15 | To know where to get more information, help and advice about growing and changing, especially about puberty |
| Range 15 | To realise there will be new opportunities and responsibilities as independence increases |
| Range 15 | To use strategies to manage between classes and key stages |
| Range 15 | To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe |
| Range 15 | To know the importance of taking medicines correctly and using household products safely (e.g. Following instructions carefully) |
| Range 15 | To know strategies for keeping safe in the local environment of unfamiliar places (rail, water and road) firework safety; safe use of digital devices when out and about |
| Range 16 | To know the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate contact and content |
| Range 16 | To know what is meant by first aid; basic techniques for dealing with common injuries |
| Range 16 | To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say |
| Range 16 | To know that female genital mutilation (FGM) is against British law, what to do and who to tell if they think they or someone they know might be at risk |
| Range 16 | To recognise there are laws surrounding the use of legal drugs (including nicotine, alcohol and medicines) and that some drugs are illegal to own, use and give to others |
| Range 16 | To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping |
| Range 16 | To recognise ways in which the internet and social media can be used both positively and negatively how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results |
| Range 16 | Knows about some of the different ways information and data is shared and used online, including |

for commercial purposes

- Range 16 Knows about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- Range 16 Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- Range 16 Knows about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- Range 16 To recognise that people have different attitudes towards saving and spending money; what influences peoples decisions; what makes something good value for money
- Range 16 To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- Range 16 To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- Range 16 Knows that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- Range 16 To recognise that people make spending decisions based on priorities, needs and wants
- Range 16 To know different ways to keep track of money
- Range 16 To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- Range 16 To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- Range 16 To identify the ways that money can impact on people's feelings and emotions
- Range 16 To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- Range 16 To know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- Range 16 To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- Range 16 To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- Range 16 To identify the kind of job that they might like to do when they are older
- Range 16 To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Personal, Social, Emotional Development – Self Regulation

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| Range 1 | Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies |
| Range 1 | Expresses feelings strongly through crying in order to make sure that their needs will be met |
| Range 1 | May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive |
| Range 1 | Seeks physical and emotional comfort by snuggling in to trusted adults |
| Range 1 | Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking |
| Range 1 | Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face |
| Range 2 | Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs |
| Range 2 | Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop |
| Range 2 | Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious |
| Range 2 | Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer |
| Range 2 | Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine |
| Range 2 | Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy |
| Range 3 | Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words |
| Range 3 | Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking |
| Range 3 | Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement |
| Range 3 | Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries |
| Range 4 | Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling |
| Range 4 | Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over- stimulated |
| Range 4 | Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions |
| Range 4 | Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset |
| Range 4 | Responds to the feelings of others, showing concern and offering comfort |
| Range 4 | May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions |
| Range 4 | Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows |
| Range 5 | Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt |
| Range 5 | May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares |
| Range 5 | Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants |
| Range 5 | Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings |
| Range 5 | Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions |
| Range 6 | Understands their own and other people's feelings, offering empathy and comfort |
| Range 6 | Talks about their own and others' feelings and behaviour and its consequences |

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| Range 6 | Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people |
| Range 6 | Is more able to manage their feelings and tolerate situations in which their wishes cannot be met |
| Range 6 | Seeks support, “emotional refuelling” and practical help in new or challenging situations. |
| Range 6 | Is aware of behavioural expectations and sensitive to ideas of justice and fairness |
| Range 6 | Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise |
| Range 6 | Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG |
| Range 7 | To know that all humans can experience different feelings |
| Range 7 | To recognise and name different feelings |
| Range 7 | To recognise feelings can affect peoples bodies and how they behave |
| Range 8 | To recognise what others may be feeling |
| Range 8 | To recognise that not everyone feels the same at the same time |
| Range 8 | To recognise that not everyone feels the same about the same things |
| Range 9 | To realise there are different ways of sharing feelings; use a range of words/symbols/photos to share feelings |
| Range 9 | To recognise strategies people use to feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep) |
| Range 9 | To identify different things they can do to manage big feelings, for example how to calm down and/or change their mood when they don't feel good |
| Range 9 | To recognise when they need help with their feelings |
| Range 10 | To know it's important to ask for help and who and how to ask for it |
| Range 10 | To know that mental health just like physical health is part of daily life; the importance of taking care of mental health |
| Range 10 | To identify strategies and behaviours that support mental health i.e. Good quality sleep, physical exercise, time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends |
| Range 11 | To know everyday things can affect feelings and the importance of expressing feelings |
| Range 12 | To use a varied vocabulary when expressing feelings; how to express feelings in different ways |
| Range 13 | To know strategies to respond to feelings, including intense or inflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations |
| Range 14 | To recognise warning signs about mental health and wellbeing and how to seek support from themselves and others |
| Range 15 | To recognise that anyone can experience mental health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult |
| Range 16 | To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement |
| Range 16 | To use problem solving strategies to deal with emotions, challenges and change, including the transition to new schools |

Puberty

| | | | |
|-------------------|-----------------|-----------------|--|
| Woolgrove Puberty | EYFS/P F/SF1 | EYFS | To be able to wash their hands with appropriate support |
| Woolgrove Puberty | EYFS/P F/SF1 | EYFS | To name external body parts |
| Woolgrove Puberty | EYFS/P F/SF1 | EYFS | To be introduced to language such as vulvas and erections if deemed appropriate to the circumstance and child e.g. during toileting. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS1 | To be able to wash their hands and their bodies/faces with appropriate support. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS1 | To know differences between babies and adults (bear in mind what the children will see at home even if not on their own bodies i.e. body hair on parents.) |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS1 | To identify external body parts. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS1 | To know some emotions. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS2 | To be able to change a sanitary pad with appropriate physical and communication support. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS2 | To be able to apply deodorant with appropriate support. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS2 | To identify the stages of development from baby to adult. |
| Woolgrove Puberty | EYFS/P F/SF1 | PF/SF1 - KS2 | To know some emotions, related to puberty. |
| Woolgrove Puberty | SF2 | SF2 - KS1 | To be able to wash their hands and their bodies/face with reduced physical and communication support. |
| Woolgrove Puberty | SF2 | SF2 - KS1 | To label my emotions. |
| Woolgrove Puberty | SF2 | SF2 - KS1 | To name external body parts |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To know stages of development from baby to adult. (bear in mind what the children will see at home even if not on their own bodies i.e. body hair on parents.) |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To be able to apply deodorant with reduced support. |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To be able to change a sanitary pad with reduced support. |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To know stages of puberty. |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To name external and internal body parts, related to the reproductive system. |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To label my emotions, related to puberty. |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To know how to purchase sanitary pads with support. |
| Woolgrove Puberty | SF2 | SF2 - KS2 | To know to wash genital area. |
| Woolgrove Puberty | Formal | Formal - KS1 | To be able to wash their hands and their bodies/face. |
| Woolgrove Puberty | Formal | Formal - KS1 | To know stages of development from baby to adult. (bear in mind what the children will see at home even if not on their own bodies i.e. body hair on parents.) |
| Woolgrove Puberty | Formal | Formal - KS1 | To name external body parts. |
| Woolgrove | Formal | Formal - | To continue to be introduced to language such as vulvas and erections if |

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|-------------------|--------|--------------|---|
| Puberty | | KS1 | deemed appropriate to the circumstance and child e.g. during toileting. |
| Woolgrove Puberty | Formal | Formal - KS1 | To label my emotions. |
| Woolgrove Puberty | Formal | Formal - KS2 | To know stages of puberty and key facts about the menstrual cycle. |
| Woolgrove Puberty | Formal | Formal - KS2 | To know stages of puberty Year 4/5 – basic changes i.e. height, hair, simple explanation of periods. |
| Woolgrove Puberty | Formal | Formal - KS2 | To know the stages of puberty Year 5/6 – more detailed information, why puberty happens, internal/external reproductive system, physical and emotional changes, erections / wet dreams / masturbation, impact of / how to deal with changes (i.e. pads), who can help, differences from person to person. Sweating more, spots, body hair, developing breasts, voice changes. |
| Woolgrove Puberty | Formal | Formal - KS2 | To be able to change a sanitary pad. |
| Woolgrove Puberty | Formal | Formal - KS2 | To be able to apply deodorant. |

Life Skills

| | | |
|----------------|------------------|---|
| My Life Skills | Food exploration | To accept a small change (texture) to a preferred food. |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by looking |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by touching |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by smelling |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by kissing |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by licking |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by sucking |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by biting |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by chewing (spit out if needed) |
| My Life Skills | Food exploration | To explore dry crunchy foods, such as crackers, breadsticks, crisps, rice cakes by eating |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by looking |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by touching |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by smelling |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by kissing |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by licking |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by sucking |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by biting |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by chewing (spit out if needed) |
| My Life Skills | Food exploration | To explore crushed crumbly foods, such as cake, crumble, shortbread, pastry by eating |

| | | |
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| Skills | exploration | |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by looking |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by touching |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by smelling |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by kissing |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by licking |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by sucking |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by biting |
| My Life | Food | To explore soft foods, such as bread, banana, marshmallows, pasta by chewing (spit out if needed) |
| Skills | exploration | |
| My Life | Food | |
| Skills | exploration | To explore soft foods, such as bread, banana, marshmallows, pasta by eating |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by looking |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by touching |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by smelling |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by kissing |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by licking |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by sucking |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by biting |
| My Life | Food | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by chewing (spit out if needed) |
| Skills | exploration | |
| My Life | Food | |
| Skills | exploration | To explore moist foods, such as jelly, mash potato, fruit, butternut squash by eating |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by looking |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by touching |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by smelling |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by kissing |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by licking |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by sucking |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by biting |
| My Life | Food | To explore wet foods, such as yoghurt, soup, porridge, custard by chewing (spit out if needed) |
| Skills | exploration | |
| My Life | Food | |
| Skills | exploration | To explore wet foods, such as yoghurt, soup, porridge, custard by eating |
| My Life | Food | |
| Skills | exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets by looking |

| | | | |
|----------------|------------------|---|---------------------------------|
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by touching |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by smelling |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by kissing |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by licking |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by sucking |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by biting |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by chewing (spit out if needed) |
| My Life Skills | Food exploration | To explore sticky foods, such as syrup, jam, toffee popcorn, sweets | by eating |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by looking |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by touching |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by smelling |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by kissing |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by licking |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by sucking |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by biting |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by chewing (spit out if needed) |
| My Life Skills | Food exploration | To explore mixed texture foods, such as toast and jam, cereal with milk, vegetables and dips, sweetcorn | by eating |
| My Life Skills | Food exploration | To increase tolerance to a variety of foods moving through the hierarchy of textures. | |

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|---------------------------|------------------------------|---|
| My Life Skills Pre-Formal | Toilet and managing clothing | I can go into the room where the toilet is |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can have my nappy changed in the room where the toilet is |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can listen to an adult saying wet or dry when nappy is checked/changed. |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can stay in the toilet area to release bowels – if using a nappy |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can sit on the toilet whilst wearing a nappy to release my bowels |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can sit on the toilet until the sand timer runs out / timer goes off |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can regularly sit on the toilet with pull up/nappy on, once per hour |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can regularly sit on the toilet – nappy removed, once per hour |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can urinate in the toilet when placed there by an adult |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can wear knickers or pants over the pull up/nappy |

| | | |
|---------------------------|------------------------------|---|
| Formal | clothing | |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can wear pants/knickers inside the pull up |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can wear pants without a pull up |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can show some awareness of feeling wet / soiled |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can urinate in the toilet when placed there by an adult |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can urinate in the toilet |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can ask / sign / indicate / take self to the toilet – on time 50% of the time |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can ask / sign / indicate need for the toilet |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can wipe to clean self, hand over hand |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can clean self by wiping independently |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can stay in the while the toilet is flushed by an adult |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can watch the toilet being flushed |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can wash hands with reminders |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can wash hands independently |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can pull up pull up/fasten tab on nappy with support |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can pull up pull up/fasten tab on nappy independently |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can pull down pants/knickers with hand over hand support. |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can pull down pants/knickers independently |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can pull up trousers/tights hand over hand. |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can pull up trousers/tights independently |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can fasten trousers with support |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can fasten trousers independently |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can lift skirt with support. |
| My Life Skills Pre-Formal | Toilet and managing clothing | I can lift skirt independently and sit on the toilet making sure clothing is moved out of the way |
| My Life Skills Pre-Formal | Dressing and undressing | I can offer physical assistance to dress (I will offer my arms legs on request) |
| My Life Skills Pre-Formal | Dressing and undressing | I can remove my socks |
| My Life Skills Pre-Formal | Dressing and undressing | I can remove my shoes |
| My Life Skills Pre-Formal | Dressing and undressing | I can put on and take off my coat with support |
| My Life Skills Pre-Formal | Dressing and undressing | I can undo a zip |

| | | |
|---------------------------|-------------------------|---|
| My Life Skills Pre-Formal | Dressing and undressing | I can undo large buttons |
| My Life Skills Pre-Formal | Dressing and undressing | I can undo small buttons |
| My Life Skills Pre-Formal | Dressing and undressing | I can undo poppers |
| My Life Skills Pre-Formal | Dressing and undressing | I can undo Velcro fastenings |
| My Life Skills Pre-Formal | Dressing and undressing | I can undo a buckle |
| My Life Skills Pre-Formal | Dressing and undressing | I can undress with support |
| My Life Skills Pre-Formal | Personal Hygiene | I can wipe my nose with support |
| My Life Skills Pre-Formal | Personal Hygiene | I can blow my nose with support |
| My Life Skills Pre-Formal | Personal Hygiene | I allow an adult to brush/comb my hair |
| My Life Skills Pre-Formal | Personal Hygiene | I allow brushing of my teeth |
| My Life Skills Pre-Formal | Personal Hygiene | I can brush my teeth (with support/encouragement) |
| My Life Skills Pre-Formal | Personal Hygiene | I can wash my face (with support/encouragement) |
| My Life Skills Pre-Formal | Personal Hygiene | I can turn on the tap with support |
| My Life Skills Pre-Formal | Personal Hygiene | I can add soap to my hands with support |
| My Life Skills Pre-Formal | Personal Hygiene | I can rub hands together and clean all parts of the hand with support/reminders |
| My Life Skills Pre-Formal | Personal Hygiene | I can rub hands together and clean all parts of the hand independently |
| My Life Skills Pre-Formal | Personal Hygiene | I can rinse hands to remove soap with support |
| My Life Skills Pre-Formal | Personal Hygiene | I can find towel and dry hands with support |
| My Life Skills Pre-Formal | Food and eating | I can attempt to use a spoon: can guide towards mouth |
| My Life Skills Pre-Formal | Food and eating | I can hold a spoon to feed self with hand over hand support for meals (spoon loaded by adult) |
| My Life Skills Pre-Formal | Food and eating | I can take a loaded spoon to mouth independently |
| My Life Skills Pre-Formal | Food and eating | I can eat a meal by loading and using spoon independently |
| My Life Skills Pre-Formal | Food and eating | I can use a knife to cut foods |
| My Life Skills Pre-Formal | Food and eating | I can use a fork to stab food at mealtimes |
| My Life Skills Pre-Formal | Food and eating | I can hold my own bottle or cup |
| My Life Skills Pre-Formal | Food and eating | I can drink from a closed cup independently |
| My Life Skills Pre-Formal | Food and eating | I can drink from a straw or spoused cup |
| My Life Skills Pre-Formal | Food and eating | I can drink from an open cup without much spilling |
| My Life Skills Pre-Formal | Food and eating | I can select from a choice of food offered independently |

Formal

My Life Skills Pre-

Formal

Food and eating

I can identify where I can access drinking water

My Life Skills Pre-

Formal

Food and eating

I can request more food or drink

My Life Skills Pre-

Formal

Food and eating

I can decline food or drink appropriately

My Life Skills Pre-

Formal

Food and eating

I can eat my own food alongside others

My Life Skills Pre-

Formal

Food and eating

I can sit at the dinner table with support

My Life Skills Pre-

Formal

Food and eating

I can anticipate food routines with interest

My Life Skills Pre-

Formal

Food and eating

I have developed my own likes and dislikes in food and drink

My Life Skills Pre-

Formal

Independence

I can walk into school with support

My Life Skills Pre-

Formal

Independence

I can walk to my classroom with support

My Life Skills Pre-

Formal

Independence

I can carry my bag into/out of school with support

My Life Skills Pre-

Formal

Independence

I can give my bag to an adult in the classroom with support

My Life Skills Pre-

Formal

Independence

I can put my bag into the correct place in the classroom with support

My Life Skills Pre-

Formal

Independence

I can hang my coat on my peg with support

My Life Skills Pre-

Formal

Independence

I can find my seat and sit with support

My Life Skills Pre-

Formal

Independence

I can choose an activity during free time with support

My Life Skills Pre-

Formal

Independence

I can transition around the classroom between activities with support

My Life Skills Pre-

Formal

Independence

I can take a lid off of a glue stick and use it appropriately (e.g. without eating it) with support

My Life Skills Pre-

Formal

Independence

I can put a glue lid back on when I have finished with it with support

My Life Skills Pre-

Formal

Independence

I can take a pen lid off and use the pen with support

My Life Skills Pre-

Formal

Independence

I can put a pen lid on when I have finished with support

My Life Skills Pre-

Formal

Independence

I can use equipment that I have been provided with, with support

My Life Skills Pre-

Formal

Independence

I can find equipment that I need to complete a task with support

My Life Skills Pre-

Formal

Independence

I can tidy away equipment when I have finished using it with support

My Life Skills Pre-

Formal

Independence

I know who to get help from in school with support

My Life Skills Pre-

Formal

Communication

I can initiate communication by making appropriate physical contact with support

My Life Skills Pre-

Formal

Communication

I can initiate communication by signing, using symbols or speaking with support

My Life Skills Pre-

Formal

Communication

I can look in the direction of the person I am communicating with, with support

My Life Skills Pre-

Formal

Communication

I can stand at an appropriate distance and initiate communication with support

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|----------------------------|---------------------------------|---|
| My Life Skills Pre-Formal | Communication | I can refer to adults using appropriate names with support |
| My Life Skills Pre-Formal | Communication | I can request help with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can explore objects in the kitchen that are hot or cold |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can respond to an adult saying "it is hot" |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a knife with support to cut food |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a masher safely with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a whisk safely with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a grater safely with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can make a cold drink with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a spoon to mix with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a spoon to scoop and transfer with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a cutter with support |
| My Life Skills Pre-Formal | Food Preparation-Kitchen Skills | I can use a rolling pin with support |
| My Life Skills Pre-Formal | Health | I can accept help when feeling unwell, injured or hurt. |
| My Life Skills Pre-Formal | Health | I can point/touch main body parts with adult modelling i.e. head, body, legs and face parts |
| My Life Skills Pre-Formal | Community Safety Skills | I will hold an adult's hand when crossing a road |
| My Life Skills Pre-Formal | Community Safety Skills | I can 'stop, look & listen' when crossing the road with support |
| My Life Skills Pre-Formal | Community Safety Skills | I can cross a minor road safely with no crossing with support |
| My Life Skills Pre-Formal | Community Safety Skills | I can cross the road using a zebra crossing with support |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can untie laces |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can fasten a zip |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can fasten buttons |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can fasten poppers |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can fasten a buckle |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can put on socks |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can put on own shoes |
| My Life Skills Semi-Formal | Dressing and un-dressing | I can undress independently |
| My Life Skills | Dressing and un- | I can dress independently |

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|----------------------------|-------------------------|--|
| Semi-Formal My Life Skills | dressing | |
| Semi-Formal My Life Skills | Dressing and undressing | I can usually put on my clothing on the right way round |
| Semi-Formal My Life Skills | Dressing and undressing | I can usually put my shoes on the right way round |
| Semi-Formal My Life Skills | Dressing and undressing | I can dress myself in the correct sequence |
| Semi-Formal My Life Skills | Dressing and undressing | I can tie shoe laces |
| Semi-Formal My Life Skills | Dressing and undressing | I can correct clothing when inside out / back to front |
| Semi-Formal My Life Skills | Dressing and undressing | I can put on outdoor clothes accessories e.g. gloves, hat, scarves etc |
| Semi-Formal My Life Skills | Dressing and undressing | I can identify my own coat, clothes and shoes with support |
| Semi-Formal My Life Skills | Dressing and undressing | I can identify my own coat, clothes and shoes independently |
| Semi-Formal My Life Skills | Dressing and undressing | I can keep own clothes together |
| Semi-Formal My Life Skills | Dressing and undressing | I can fold own clothes after undressing |
| Semi-Formal My Life Skills | Dressing and undressing | I can select suitable clothing according to weather/activity |
| Semi-Formal My Life Skills | Dressing and undressing | I know what action to take with clothing if I am too hot or too cold |
| Semi-Formal My Life Skills | Dressing and undressing | I recognise/ know which areas of the body are private and what this means regarding safety (NSPCC- PANTS etc) |
| Semi-Formal My Life Skills | Dressing and undressing | I recognise appropriate places to get changed to protect my modesty |
| Semi-Formal My Life Skills | Personal Hygiene | I can identify when my nose needs to be wiped |
| Semi-Formal My Life Skills | Personal Hygiene | I can wipe my nose independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can blow my nose independently |
| Semi-Formal My Life Skills | Personal Hygiene | I understand / know it is unhygienic to pick my nose |
| Semi-Formal My Life Skills | Personal Hygiene | I can attempt to brush /comb my hair |
| Semi-Formal My Life Skills | Personal Hygiene | I can brush /comb my hair independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can brush my teeth independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can wash my face independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can turn on the tap independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can add soap independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can rinse hands to remove soap independently |
| Semi-Formal My Life Skills | Personal Hygiene | I can find towel and dry hands independently |
| Semi-Formal My Life Skills | Personal Hygiene | I know to clean and dry hands before/after other activities (cooking, gardening, horse riding, touching animals etc) |
| Semi-Formal My Life Skills | Personal Hygiene | I recognise if I am are hot / sweaty |

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| My Life Skills Semi-Formal | Personal Hygiene | I can begin to recognise when I require support with my sanitary needs |
| My Life Skills Semi-Formal | Personal Hygiene | I can begin to understand the developmental changes that my is going through |
| My Life Skills Semi-Formal | Personal Hygiene | I can begin to name foods that are unhealthy for my oral hygiene |
| My Life Skills Semi-Formal | Food and eating | I am willing to try new food textures and tastes |
| My Life Skills Semi-Formal | Food and eating | I can coordinate a knife and fork together to eat |
| My Life Skills Semi-Formal | Food and eating | I can request a drink appropriately |
| My Life Skills Semi-Formal | Food and eating | I can coordinate a knife and fork together to cut |
| My Life Skills Semi-Formal | Food and eating | I can demonstrate appropriate table manners - eating with mouth closed |
| My Life Skills Semi-Formal | Food and eating | I can clean my face with napkin/wipe after eating |
| My Life Skills Semi-Formal | Food and eating | I can request others to pass meal items appropriately |
| My Life Skills Semi-Formal | Food and eating | I can sit at the dinner table independently |
| My Life Skills Semi-Formal | Food and eating | I can clear away appropriately after a meal / snack |
| My Life Skills Semi-Formal | Food and eating | I can eat a healthy range of foodstuffs |
| My Life Skills Semi-Formal | Food and eating | I understand the need for variety in food |
| My Life Skills Semi-Formal | Food and eating | I can fill my own water bottle and access clean drinking water |
| My Life Skills Semi-Formal | Independence | I can begin to walk into school independently |
| My Life Skills Semi-Formal | Independence | I can walk to my classroom independently |
| My Life Skills Semi-Formal | Independence | I can give my bag to an adult in the classroom independently |
| My Life Skills Semi-Formal | Independence | I can hang my coat on my peg independently |
| My Life Skills Semi-Formal | Independence | I can find my seat and sit independently |
| My Life Skills Semi-Formal | Independence | I can take a pen lid off and use the pen independently |
| My Life Skills Semi-Formal | Independence | I can put a pen lid on when I have finished independently |
| My Life Skills Semi-Formal | Independence | I can take a lid off of a glue stick and use it appropriately (e.g. without eating it) independently |
| My Life Skills Semi-Formal | Independence | I can put a glue lid back on when I have finished with it independently |
| My Life Skills Semi-Formal | Independence | I can find equipment that I need to complete a task independently |
| My Life Skills Semi-Formal | Independence | I can use equipment that I have been provided with independently |
| My Life Skills Semi-Formal | Independence | I can tidy away equipment when I have finished using it independently |
| My Life Skills Semi-Formal | Independence | I know who to get help from in school independently |
| My Life Skills Semi-Formal | Independence | I can choose an activity during free time independently |

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| Semi-Formal My Life Skills | | I can initiate communication by signing, using symbols or speaking independently |
| Semi-Formal My Life Skills | Communication | I can initiate communication by making appropriate physical contact independently |
| Semi-Formal My Life Skills | Communication | I can stand at an appropriate distance and initiate communication independently |
| Semi-Formal My Life Skills | Communication | I can look in the direction of the person I am communicating with independently |
| Semi-Formal My Life Skills | Communication | I can refer to adults using appropriate names independently |
| Semi-Formal My Life Skills | Communication | I can request help independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can identify objects in the kitchen that are hot or cold |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can use a spoon to mix and scoop and transfer independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can use a rolling pin independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can use a cutter independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can pour form one container to another without it overflowing |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can make a cold drink independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can set a table with support |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can set a table independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can clear a table independently |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can make toast |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can make a sandwich |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can open my packed lunch box/bag. |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can open a sandwich bag |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can open a plastic container |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can open a crisp packet |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can remove the lid from a yogurt |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can remove cling film |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can peel a banana |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can peel an orange |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can remove a straw from the wrapper and put it into a carton of juice |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can open a variety of food packaging |
| Semi-Formal My Life Skills | Food preparation- Kitchen skills | I can identify different kitchen tools and their use |

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| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can use a masher safely and independently |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can use a whisk safely and independently |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can use a grater safely and independently |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can wash dishes |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can dry crockery |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I know which food should be stored in the fridge |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can use an ingredients list |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can follow a recipe with 4 or more instructions |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can recognise when food should not be consumed e.g. dirty, mouldy, smells or tastes bad |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can understand the terminology associated with cooking e.g. mix, stir, cook, boil, cut, roll, bake, blend, beat, whisk |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can spread with a knife –substance that has been placed on item to spread on |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can recognise when equipment / utensils are dirty |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can use knife safely to cut food |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can use a knife to scoop item to spread and move it onto item to spread onto |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can clean dry surfaces appropriately e.g. sweeping, dusting |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can clean wet surfaces appropriately e.g. wiping surfaces |
| My Life Skills Semi-Formal | Food preparation- Kitchen skills | I can separate waste products into appropriate categories e.g. recycling, food waste |
| My Life Skills Semi-Formal | Health | I know the main parts of the body e.g. arm, leg, head, chest |
| My Life Skills Semi-Formal | Health | I know a wider range of body parts (e.g. fingers, elbow, knees) |
| My Life Skills Semi-Formal | Health | I know when I need a plaster |
| My Life Skills Semi-Formal | Health | I know not to swallow/use someone else's medicine |
| My Life Skills Semi-Formal | Health | I can request help when injured |
| My Life Skills Semi-Formal | Health | I can recognise and communicate when I am feeling unwell or hurt |
| My Life Skills Semi-Formal | Health | I know the role of people who help us. |
| My Life Skills Semi-Formal | Health | I am aware of the emergency services and their jobs |
| My Life Skills Semi-Formal | Health | I am aware of '999' and when it is appropriate to call the emergency number |
| My Life Skills Semi-Formal | Community Safety Skills | I will walk on the pavement safely |
| My Life Skills Semi-Formal | Community Safety Skills | I know to walk on the pavement |
| My Life Skills | Community Safety Skills | I can 'stop, look & listen' when crossing the road independently |

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| Semi-Formal My Life Skills | Community Safety Skills | I know to wait at the road when I see the red-man |
| Semi-Formal My Life Skills | Community Safety Skills | I know to cross the road when I see the green-man or hear the beep |
| Semi-Formal My Life Skills | Community Safety Skills | I will stop at the kerb and wait for an adult to say it is safe to cross |
| Semi-Formal My Life Skills | Community Safety Skills | I am able to use a familiar adult to return to |
| Semi-Formal My Life Skills | Community Safety Skills | I know it is important to be wary of unfamiliar people |
| Semi-Formal My Life Skills | Community Safety Skills | I am able to understand that a red circle with a line through means no |
| Semi-Formal My Life Skills | Community Safety Skills | I can pedal a tricycle |
| Semi-Formal My Life Skills | Community Safety Skills | I can ride a scooter |
| Semi-Formal My Life Skills | Community Safety Skills | I can steer a tricycle |
| Semi-Formal My Life Skills | Community Safety Skills | I can balance/ glide on a bike |
| Semi-Formal My Life Skills | Community Safety Skills | I can pedal a bike |
| Semi-Formal My Life Skills | Community Safety Skills | I can steer a bike |
| Semi-Formal My Life Skills | Community Safety Skills | I can use my brakes to stop |
| Semi-Formal My Life Skills | Community Safety Skills | I can recognise main buildings in the community e.g. library, church and post office |
| Semi-Formal My Life Skills | Community Safety Skills | I can begin to ask for help whilst in the community |

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| My Life Skills Formal | Meal Preparation and Cooking | I can show that I can get ready for cooking i.e. wash hands, get space ready |
| My Life Skills Formal | Meal Preparation and Cooking | I can prepare my work area |
| My Life Skills Formal | Meal Preparation and Cooking | I can show possible dangers in the kitchen |
| My Life Skills Formal | Meal Preparation and Cooking | I can show what to do if there is an accident in the kitchen |
| My Life Skills Formal | Meal Preparation and Cooking | I can use a range of kitchen equipment and appliances and name some of them |
| My Life Skills Formal | Meal Preparation and Cooking | I can make a shopping list |
| My Life Skills Formal | Meal Preparation and Cooking | I can visit a shop and buy the ingredients needed for cooking |
| My Life Skills Formal | Meal Preparation and Cooking | I can grow ingredients needed for cooking |
| My Life Skills Formal | Meal Preparation and Cooking | I can find items in the shop |
| My Life Skills Formal | Meal Preparation and Cooking | I can use a self-service checkout |
| My Life Skills Formal | Meal Preparation and Cooking | I can find a basket |
| My Life Skills Formal | Meal Preparation and Cooking | I can pay for items |

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| My Life Skills Formal | Meal Preparation and Cooking | I can place items into a bag |
| My Life Skills Formal | Meal Preparation and Cooking | I can prepare a cold snack (sandwiches, filled pittas, fruit salad) |
| My Life Skills Formal | Meal Preparation and Cooking | I can prepare a hot snack (toast, beans on toast, pot noodle, jacket potatoes) |
| My Life Skills Formal | Meal Preparation and Cooking | I can wash up with minimal support |
| My Life Skills Formal | Meal Preparation and Cooking | I can tidy away |
| My Life Skills Formal | Meal Preparation and Cooking | I can wipe down and clean my surface area |
| My Life Skills Formal | Meal Preparation and Cooking | I can dispose of food in a bin |
| My Life Skills Formal | Meal Preparation and Cooking | I can name a range of different ingredients and use these in different forms. i.e. eggs: fried, scrambled, boiled |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can show what areas of the school require cleaning |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can make a list of cleaning products and appliances required |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can dust and polish a surface |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can use a vacuum cleaner safely |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can sweep and mop safely |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can sort clothes by colour |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can place dirty clothes into the drum of a washing machine |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can use the correct amount of washing powder |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can put the correct setting on the washing machine using the dial |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can remove clothes from the washing machine |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can hang clothes out the dry (line or dryer) |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can plug in an iron |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can put up an ironing board |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can use an iron safely with support |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can fold an item of clothing |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can hang clothes on a hanger |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can make a bed |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can identify when I require support with my sanitary needs and complete this independently |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can identify some changes that are happening to my body – puberty |
| My Life Skills Formal | Independent Living and Personal Hygiene | I can understand which food are unhealthy for my oral hygiene |
| My Life Skills | Using Leisure | I can chose an activity to complete during my leisure time |

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| Formal | | |
| My Life Skills | | |
| Formal | Using Leisure | I can collect the equipment that I require |
| My Life Skills | | |
| Formal | Using Leisure | I can identify what I like to do best |
| My Life Skills | | |
| Formal | Using Leisure | I understand the rules of a simple game |
| My Life Skills | | |
| Formal | Using Leisure | I can explain the rules of a simple game to another person |
| My Life Skills | | I can identify what I like to do in the community (bowling, shopping, cinema) |
| Formal | Using Leisure | |
| My Life Skills | | |
| Formal | Using Leisure | I can identify how much these activities cost |
| My Life Skills | | |
| Formal | Using Leisure | I can identify how to get to different places in the community |
| My Life Skills | | |
| Formal | Using Leisure | I can find the opening times for a preferred activity |
| My Life Skills | | |
| Formal | Using Leisure | I can collect fire wood |
| My Life Skills | | |
| Formal | Using Leisure | I can be safe around a camp fire |
| My Life Skills | | |
| Formal | Using Leisure | I can identify what a fire requires to burn |
| My Life Skills | | |
| Formal | Using Leisure | I can go to a café and order a meal |
| My Life Skills | | |
| Formal | Using Leisure | I can pay for a meal |
| My Life Skills | | |
| Formal | Money | I can select money from other items |
| My Life Skills | | |
| Formal | Money | I can pick out coins and notes that I know |
| My Life Skills | | |
| Formal | Money | I can identify coin and note values |
| My Life Skills | | |
| Formal | Money | I can identify what I might need money for |
| My Life Skills | | |
| Formal | Money | I can show how to keep my money safe |
| My Life Skills | | |
| Formal | Money | I can chose something that I want to buy |
| My Life Skills | | |
| Formal | Money | I can identify how much something cost? |
| My Life Skills | | |
| Formal | Money | I can identify if I will get change |
| My Life Skills | | |
| Formal | Money | I can buy an item using the money |
| My Life Skills | | |
| Formal | Money | I can keep a receipt safe |
| My Life Skills | | |
| Formal | Money | I can show that I can pay by cash or card |
| My Life Skills | | |
| Formal | Using Transport | I can identify where I would like to travel |
| My Life Skills | | |
| Formal | Using Transport | I can chose which mode of transport would be best |
| My Life Skills | | |
| Formal | Using Transport | I can find out where to board my chosed transport |
| My Life Skills | | |
| Formal | Using Transport | I can queue to board a bus |

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| My Life Skills Formal | Using Transport | I can identify the correct bus |
| My Life Skills Formal | Using Transport | I can pay for my ticket |
| My Life Skills Formal | Using Transport | I can identify when to get off the bus |
| My Life Skills Formal | Using Transport | I can identify how to let the driver know I want to get off |
| My Life Skills Formal | Using Transport | I can show I can cross a road safely |
| My Life Skills Formal | Community Skills | I can ask for help whilst in the community |
| My Life Skills Formal | Community Skills | I can identify a range of people who will support me in the community i.e. supermarket assistant |
| My Life Skills Formal | Community Skills | I can identify my full name |
| My Life Skills Formal | Community Skills | I can identify where I live |
| My Life Skills Formal | Community Skills | I can suggest how to get to know places |
| My Life Skills Formal | Community Skills | I can name know places to purchase items I need |
| My Life Skills Formal | Community Skills | I can keep myself safe whilst out in the community |

Physical Development

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| EYFS/PF/SF1 | I can when lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms |
| EYFS/PF/SF1 | I can start to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards |
| EYFS/PF/SF1 | I can belly crawling moves into crawling up on hands and knees |
| EYFS/PF/SF1 | I can change position from crawling to sitting in order to stop, pick up, handle and investigate objects |
| EYFS/PF/SF1 | I can sit unsupported on the floor, leaving hands free to manipulate objects with both hands |
| EYFS/PF/SF1 | I can pull to standing from crawling, holding on to furniture or person for support |
| EYFS/PF/SF1 | I can walk around furniture lifting one foot and stepping sideways (cruising) |
| EYFS/PF/SF1 | I can start to walk independently on firm surfaces and later on uneven surfaces |
| EYFS/PF/SF1 | I can start to throw and release objects overarm. |
| EYFS/PF/SF1 | I can push, pull, lift and carry objects, moving them around and placing with intent |
| EYFS/PF/SF1 | I can climb inside, underneath, into corners and between objects |
| EYFS/PF/SF1 | I can develop security in walking upright using feet alternately and can also run short distances |
| EYFS/PF/SF1 | I can walk upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time |
| EYFS/PF/SF1 | I can change position from standing to squatting and sitting with little effort |
| EYFS/PF/SF1 | I can walk considerable distance with purpose, stopping, starting and changing direction |
| EYFS/PF/SF1 | I can sit up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands |
| EYFS/PF/SF1 | I can sit comfortably on a chair with both feet on the ground |
| EYFS/PF/SF1 | I can run safely on whole foot. |
| EYFS/PF/SF1 | I can jump up into the air with both feet leaving the floor and can jump forward a small distance |
| EYFS/PF/SF1 | I can begin to walk, run and climb on different levels and surfaces |
| EYFS/PF/SF1 | I can begin to understand and choose different ways of moving |
| EYFS/PF/SF1 | I can kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it |
| EYFS/PF/SF1 | I can climb up and down stairs by placing both feet on each step while holding a handrail for |

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| | support |
| EYFS/PF/SF1 | I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride |
| EYFS/PF/SF1 | I can climb stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise |
| EYFS/PF/SF1 | I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability |
| EYFS/PF/SF1 | I can run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles |
| EYFS/PF/SF1 | I can balance on one foot or in a squat momentarily, shifting body weight to improve stability |
| EYFS/PF/SF1 | I can grasp and release with two hands to throw and catch a large ball, beanbag or an object |
| EYFS/PF/SF1 | I can choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping |
| EYFS/PF/SF1 | I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk |
| EYFS/PF/SF1 | I can jump off an object and lands appropriately using hands, arms and body to stabilise and balance |
| EYFS/PF/SF1 | I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles |
| EYFS/PF/SF1 | I can travel with confidence and skill around, under, over and through balancing and climbing equipment |
| EYFS/PF/SF1 | I can show increasing control over an object in pushing, patting, throwing, catching or kicking it |
| EYFS/PF/SF1 | I can negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG |

Semi-Formal 2 and Formal Physical Development

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| Dance | I can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. |
| Dance | I can copy short motifs (a short phrase, movement or gesture that is repeated.) |
| Dance | I can link two or more actions together. |
| Dance | EXTENSION - Dance I can perform basic dance actions with greater control over each element. |
| Athletics | I can sprint up to 60m. |
| Athletics | I can run 100m. |
| Athletics | I can use over arm and underarm throws to throw items in a straight line. |
| Athletics | I can jump: side to side; both feet together; one foot to the other |
| Athletics | EXTENSION - I can use the correct action to throw a javelin without a run up. |
| Athletics | EXTENSION - I can jump: one foot to the other (high jump); one foot to two feet (long jump) |
| Games | I can run safely on whole foot. |
| Games | I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. |
| Games | I can run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. |
| Games | I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. |
| Games | I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. |
| Games | I can roll a ball towards a partner or target |
| Games | I can throw a ball underarm |
| Games | I can throw a ball underarm at a target |
| Games | I can throw a ball over arm |
| Games | I can throw a ball over arm at a target |

Games I can kick a ball

Games I can catch a ball

Games I can bounce a ball

Games I can bounce a ball whilst moving

Games I can pass a ball to a partner using my hands e.g. bouncing or throwing

Games I can pass a ball to a partner using my feet

Games I can kick a ball into a goal

Games I can throw a ball into a hoop

Games I can stop a ball with my feet before passing it.

Games I can move into a given space to catch a ball.

Games Extension - I can play a small sided team game

Games Extension - I understand simple rules of a game

Games Extension - I can move to catch/Kick a ball within a game, maintaining eye contact with the ball.

Games Extension - I can tackle/ intercept a ball from a partner

Games Extension - I can pass a ball accurately when moving around during a game.

Games Extension - I have represented my school in a inter-school competition/festival

Games I can use my hand to hit a balloon in the air.

Games I can hit a balloon with a tennis style bat or racket.

Games I can hit a ball with a tennis style bat or racket

Games I can hit a balloon over a net.

Games I can hit a ball over a net with a tennis style bat or racket.

Games I can hit a ball over a net to a partner.

Games I can move to hit a ball with a tennis style bat or racket.

Games I can move to hit a ball with a tennis style bat or racket.

Games Extension: I can play a simple bat or racket game with a partner

Gymnastics I can create different shapes when balancing e.g. thin, wide, twisted, curled.

Gymnastics I can climb confidently and am beginning to pull myself up on climbing equipment.
I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Gymnastics I can mount stairs, steps or climbing equipment using alternate feet.

Gymnastics I can stand momentarily on one foot when shown.

Gymnastics I can experiment with different ways of moving.

Gymnastics I can jump off an object and land appropriately.
I can travel with confidence and skill around, under, over and through balancing and climbing equipment.

Gymnastics I can perform a teddy roll

Gymnastics I can perform a forward roll

Gymnastics I can balance using my hands

Gymnastics I can jump

Gymnastics I can skip

Gymnastics I can walk

Gymnastics I can hop

Gymnastics I can use all parts of my body when travelling in different ways.

Gymnastics I can make a thin shape with my body

Gymnastics I can make a wide shape with my body

Gymnastics I can make a twisted shape with my body

Gymnastics I can make a curled shape with my body.

Gymnastics I can copy stretching movements for different parts of the body.

Gymnastics I can perform a pencil roll

Gymnastics I can balance using my feet

Gymnastics I can balance using my seat.

Gymnastics I can perform a simple routine/sequence of up to 3 different movements

Swimming

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| Swim England School Swimming | Foundation Award | Foundation 1 | Demonstrate familiarity with and respond to an object of reference, a sound, or visual aid indicating a visit to the swimming pool. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Get changed calmly and appropriately with/without visual aids and/or adult support. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Hold a familiar adult's hand and move/walk safely and calmly to the poolside in response to an object of reference, a sound, or visual aid. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Demonstrate familiarisation with the poolside (e.g. shallow end/deep end, showers, toilets, etc.). |
| Swim England School Swimming | Foundation Award | Foundation 1 | Sit on seating/a chair on poolside, or stand calmly for short periods with reassurance from a familiar adult and/or by holding a favoured swim toy. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Sit on/by seating on poolside or stand calmly and begin to observe other pupils and familiar adults in the water with interest. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Sit calmly on poolside feeling the water and/or edge of the pool. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Allow a familiar adult to sit alongside at the edge of the pool. Show interest when an adult demonstrates water activities (e.g. splashing with hands or feet, showering with a watering can, singing songs, etc.). |
| Swim England School Swimming | Foundation Award | Foundation 1 | Begin to take part in activities at the edge of the pool with a familiar adult (e.g. splashing with hands or feet, showering the adult with a watering can, joining in with swim songs, etc.). |
| Swim England School Swimming | Foundation Award | Foundation 1 | Sitting at the edge of the pool, be at ease with water showered over the hands, shoulders, back or tummy for extended periods. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Sitting at the edge of the pool, participate in an action song which includes splashing feet, washing face and showering water over the body. |
| Swim England School Swimming | Foundation Award | Foundation 1 | Leave the poolside calmly and safely with a familiar adult in response to an object of reference, a sound, or visual aid. |
| Swim England School Swimming | Foundation Award | Foundation 2 | Enter the water safely with floatation equipment and/or physical support from a familiar adult. |
| Swim England School Swimming | Foundation Award | Foundation 2 | Holding on to the wall or an adult's hands, begin to move/be moved around the pool. |
| Swim England School Swimming | Foundation Award | Foundation 2 | With feet on the pool floor or whilst floating supported by a familiar adult, move a motivating object/favoured swim toy around the pool. |
| Swim England School Swimming | Foundation Award | Foundation 2 | With two feet on the floor or whilst floating (with support if required) begin to use hands to make splashes, alongside a familiar adult. |
| Swim England School Swimming | Foundation Award | Foundation 2 | Be at ease with water showered over the hands, shoulders and tummy in the pool. |
| Swim England School Swimming | Foundation Award | Foundation 2 | Show an interest in swim songs and begin to join in/participate with simple actions. |
| Swim England School Swimming | Foundation Award | Foundation 2 | Supported by an adult submerge shoulders under the water, whilst in an upright position. |
| Swim England School Swimming | Foundation Award | Foundation 2 | Holding hands with or supported by a familiar adult, jump up and down on the spot and begin to submerge the shoulders. |

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| Swim England School Swimming | Foundation Award | Foundation 2 | Exit the water safely with floatation equipment and/or physical support from a familiar adult. |
| Swim England School Swimming | Foundation Award | Foundation 3 | Enter the water safely. |
| Swim England School Swimming | Foundation Award | Foundation 3 | Be at ease with small amounts of water showered from overhead in the pool. |
| Swim England School Swimming | Foundation Award | Foundation 3 | Bring the mouth to the water surface and make attempts to copy a familiar adult blowing bubbles. Move towards motivating objects/favoured swim toys with ease and interact with them in own way, independently. |
| Swim England School Swimming | Foundation Award | Foundation 3 | Join in with simple actions from a favourite swim song. Establish trust with a familiar adult and begin to allow them to support in new ways and help progress in the water (e.g. being towed through the water in different directions or rocked from side to side through the water). |
| Swim England School Swimming | Foundation Award | Foundation 3 | Whilst in an upright position and with the shoulders submerged, make a 360 degree turn clockwise and then anti-clockwise with or without adult support. Scoop water in the hands and 'wash' the face whilst in the pool, with support/help from a familiar adult if required. |
| Swim England School Swimming | Foundation Award | Foundation 3 | Exit the water safely. |
| Swim England School Swimming | Foundation Award | Foundation 3 | Enter the water safely and as independently as possible. |
| Swim England School Swimming | Foundation Award | Foundation 4 | Move around the pool with the shoulders submerged and the chin on the surface of the water. |
| Swim England School Swimming | Foundation Award | Foundation 4 | With the chin in the water make attempts to blow or push an egg flip/small ball to a familiar adult. |
| Swim England School Swimming | Foundation Award | Foundation 4 | Float on front and/or back with floatation equipment and/or support from a familiar adult if required. |
| Swim England School Swimming | Foundation Award | Foundation 4 | Float on the back and regain an upright, standing or safe breathing position. |
| Swim England School Swimming | Foundation Award | Foundation 4 | Float on the surface of the water on the back whilst an assistant/familiar adult creates turbulence to support movement through the water (turbulent gliding). |
| Swim England School Swimming | Foundation Award | Foundation 4 | Push and glide from/to the pool wall on the front or back. |
| Swim England School Swimming | Foundation Award | Foundation 4 | Join in with a movement game that involves splashing and kicking. |
| Swim England School Swimming | Foundation Award | Foundation 4 | Exit the water safely and as independently as possible. |
| Swim England School Swimming | Foundation Award | Foundation 5 | Enter the water safely and as independently as possible. |
| Swim England School Swimming | Foundation Award | Foundation 5 | Travel around the pool with feet off the floor, shoulders submerged and the chin on the surface of the water. |
| Swim England School Swimming | Foundation Award | Foundation 5 | Float on the back and rotate onto the front before regaining standing or a safe breathing position. |
| Swim England School Swimming | Foundation Award | Foundation 5 | With the face in the water, identify objects on the pool floor. |
| Swim England School Swimming | Foundation Award | Foundation 5 | Push and glide from the pool wall on the front and/or back. |
| Swim England | Foundation | Foundation 5 | Travel on the back using arms and/or legs for 3 metres |

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| School Swimming | Award | | | |
| Swim England | Foundation | | | Travel on the front using arms and/or legs for 3 metres. |
| School Swimming | Award | Foundation 5 | | |
| Swim England | Foundation | | | |
| School Swimming | Award | Foundation 5 | | Join in with a group activity. |
| Swim England | Foundation | | | |
| School Swimming | Award | Foundation 5 | | Exit the water safely and as independently as possible. |
| Swim England | Foundation | Water Safety | | Respond to an object of reference, a sound, or visual aid that shows the colour for when it is dangerous to swim. |
| School Swimming | Award | Awareness | | |
| Swim England | Foundation | Water Safety | | Respond to an object of reference, a sound, or a visual aid that shows the colour for when it is safe to swim. |
| School Swimming | Award | Awareness | | Show understanding of the key water safety message: 'Always swim with an adult'. |
| Swim England | Foundation | Water Safety | | Respond to an object of reference, a sound, or visual aid that shows the safest place to swim. |
| School Swimming | Award | Awareness | | Respond to an object of reference, a sound, or visual aid showing potential water-related dangers around the school/home. |
| Swim England | Foundation | Water Safety | | |
| School Swimming | Award | Awareness | | Be able to identify a lifeguard and swimming teacher. |
| Swim England | Foundation | Water Safety | | Answer the following questions on water safety by demonstrating or indicating with a visual aid: What telephone number should you dial for help? |
| School Swimming | Award | Awareness | | Answer the following questions on water safety by demonstrating or indicating with a visual aid: What should you do if you fall into cold water? |
| Swim England | Foundation | Water Safety | | |
| School Swimming | Award | Awareness | | |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Enter the water safely. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Scoop the water and wash face, be comfortable with water showered from overhead. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Take part in a movement game. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Give examples of two pool rules. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Recognise and identify the purpose of beach flags. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 1 | | Exit the water safely. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 2 | | Enter the water safely. |
| Swim England | Swimming | | | |
| School Swimming | Award | Swimming Award 2 | | Move from a horizontal floating position on the front and return to standing. |

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| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Move from a horizontal floating position on the back and return to standing. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Push and glide on the front in a horizontal position, to or from the pool wall. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Push and glide on the back in a horizontal position from the pool wall. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Travel on the back for 5 metres. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Travel on the front for 5 metres. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Float on the back. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Know how to signal for help. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 2 | Exit the water safely. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Jump in from poolside and submerge (minimum depth of 1 metre). |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Fully submerge to pick up an object. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Perform a tuck float and hold for five seconds. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Push from wall and glide on the front with arms extended. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Push from wall and glide on the back (optional with arms extended). |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Perform a rotation from the front to the back, then return to standing. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Perform a rotation from the back to the front, then return to standing. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Identify an open water hazard near your home or school. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 3 | Exit the water safely. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). |
| Swim England School Swimming | School Swimming Award | Swimming Award 4 | Push and glide towards the pool floor with arms extended. |

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| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Push and glide on the front with arms extended and log roll onto the back. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Push and glide on the back with arms extended and log roll onto the front. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Travel 10 metres on the front with feet off the pool floor. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Travel 10 metres on the back with feet off the pool floor. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Perform a 'shout and signal' rescue. Explain how you would get help. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 4 | Exit the water safely without using steps. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth). |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Perform a horizontal stationary scull on the back. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Kick 10 metres backstroke. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Kick 10 metres front crawl. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Kick 10 metres butterfly or breaststroke on the front or on the back. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Travel on back and log roll 180 degrees in one continuous movement onto front. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Travel on front and log roll 180 degrees in one continuous movement onto back. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Swim 10 metres, choice of stroke is optional. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Give two examples of where it is safe to swim and why. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 5 | Exit the water safely. |
| Swim England School Swimming | School Swimming Award | Swimming Award 6 | Perform three different shaped jumps into deep water (to include a straddle jump). |

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| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Perform a head first scull for 5 metres. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Two out of the following three must be completed: |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Swim 10 metres front crawl. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Swim 10 metres backstroke. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Swim 10 metres breaststroke. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Tread water for 30 seconds. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Perform a handstand or forward somersault, tucked in the water. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Swim 25 metres (choice of stroke optional). |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Swim 10 metres wearing clothes - as a minimum T-shirt and shorts. |
| Swim England School Swimming | School Swimming Award School | Swimming Award 6 | Exit deep water without the use of steps. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Enter the water using a fall in entry. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Float on the back or scull. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Tread water for 20 seconds with one arm in the air and shout for help. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Take up the Heat Escape Lessening Position (H.E.L.P.). |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Swim 10 metres retaining a floating object. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Take up the Huddle position. |
| Swim England School Swimming | School Swimming Award School | Water Safety Self Rescue Award | Swim using a long arm front paddle (survival stroke) to the side. |
| Swim England School Swimming | School Swimming Award | Water Safety Self Rescue Award | Climb out from water of at least full reach depth without using the steps. |

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| Swim England School Swimming | School Swimming Award | Water Safety Self Rescue Award | Discuss as a group when these skills might be used to self-rescue in different water based situations. |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Enter the water safely. |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Submerge to pick up an object from the bottom of the pool (full reach depth). |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Swim 25 metres (choice of stroke is optional). |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Swim 50 metres (choice of stroke(s) may be used). |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Participate in a game of mini-polo. |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Discuss in your group the tactics and skills used and evaluate them. |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Perform a one minute movement sequence in a group of three or more, incorporating a number of different skills, for example: sculling, treading water, floating, rotations. |
| Swim England School Swimming | School Swimming Award | Water Safety Aquatic Skills Award | Exit the water safely. |

Music

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| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | | 1-2 | Is beginning to notice music around them |
| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | | 1-2 | Shows an interest in another person who is playing or singing |
| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | | 1-2 | Is beginning to move when they hear music |
| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | | 1-2 | Explores and looks at instruments with interest |
| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | | 1-2 | Responds and shows interest in an instrument or object which makes a sound (cause and effect) |
| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | singing | 3 | Responds positively to hearing a familiar song |
| Woolgrove Music | | Range | |
| EYFS/PF/SF1 | instruments | 3 | Shows an interest in a larger range of instruments and other objects that make sound e.g. Pans, wood, plastic bottles filled with different things |
| Woolgrove Music | instruments | Range | Experiences different types of sounds and rhythm e.g. Loud and soft, fast |

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| Music EYFS/PF/SF1 Woolgrove | | 3 | and slow |
| Music EYFS/PF/SF1 Woolgrove | joining in/playing with others | Range 3 | Sometimes joins in when others are playing, singing or moving to music |
| Music EYFS/PF/SF1 Woolgrove | joining in/playing with others | Range 3 | Sings/vocalises while listening to music or playing with instruments/sound makers |
| Music EYFS/PF/SF1 Woolgrove | movement | Range 3 | Moves while singing/vocalising whilst listening to sounds and music while playing with sound makers/instruments |
| Music EYFS/PF/SF1 Woolgrove | movement | Range 3 | Experiments with movement when they hear music |
| Music EYFS/PF/SF1 Woolgrove | movement understandi | Range 3 | Mirrors and improvises actions they have observed e.g. clapping or waving |
| Music EYFS/PF/SF1 Woolgrove | ng/appraisi ng | Range 3 | Experiences a variety of styles and music from diverse cultures |
| Music EYFS/PF/SF1 Woolgrove | creating/ear ly | Range 3 | Creates sound effects and movements e.g. Sound of a car, animal sounds |
| Music EYFS/PF/SF1 Woolgrove | singing | Range 4 | Starts to join in singing songs |
| Music EYFS/PF/SF1 Woolgrove | instruments | Range 4 | Creates sounds by rubbing, shaking, tapping, striking or blowing |
| Music EYFS/PF/SF1 Woolgrove | instruments | Range 4 | Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. Loud/quiet, fast/slow |
| Music EYFS/PF/SF1 Woolgrove | joining in/playing with others | Range 4 | Starts to join in playing an instrument |
| Music EYFS/PF/SF1 Woolgrove | movement | Range 4 | Moves more freely when singing, listening and playing and copies actions with prompts |
| Music EYFS/PF/SF1 Woolgrove | understandi ng/appraisi ng | Range 4 | Experiences music which creates different moods or feelings |
| Music EYFS/PF/SF1 Woolgrove | understandi ng/appraisi ng | Range 4 | Beginning to describe sounds and music imaginatively e.g. Scary music |
| Music EYFS/PF/SF1 Woolgrove | creating/ear ly | Range 4 | Experiments with creating actions and sounds to link to a song or theme e.g. Animals sounds, actions for song words |
| Music EYFS/PF/SF1 Woolgrove | composition | Range 4 | Beginning to create rhythmic sounds and movements |
| Music EYFS/PF/SF1 Woolgrove | creating/ear ly | Range 4 | Beginning to improvise with the intent to create something musical (singing or instruments) |
| Music EYFS/PF/SF1 Woolgrove | singing | Range 5 | Sings familiar songs e.g. Pop songs, songs from TV programmes, rhymes, songs from home |
| Music EYFS/PF/SF1 Woolgrove | instruments | Range | Taps out simple repeated rhythms e.g. syllables in our names, 1,2,3,4 |

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| Music EYFS/PF/SF1 Woolgrove | | 5 | counts in songs |
| Music EYFS/PF/SF1 Woolgrove | instruments joining | Range 5 | Begins to use a wider range of instruments in different ways e.g. Banging, plucking, blowing, strumming |
| Music EYFS/PF/SF1 Woolgrove | in/playing with others | Range 5 | Joins in playing an instrument with more independence |
| Music EYFS/PF/SF1 Woolgrove | movement | Range 5 | Continues to explore moving in a range of ways, e.g. Mirroring, creating own movement patterns by adding variations and doing it spontaneously |
| Music EYFS/PF/SF1 Woolgrove | movement understandi | Range 5 | Enjoys joining in with moving, dancing and ring games |
| Music EYFS/PF/SF1 Woolgrove | ng/appraisi ng understandi | Range 5 | Explores and learns how sounds and movements can be changed (start to notice changes e.g. Louder, quieter, smaller, bigger - cause and effect). |
| Music EYFS/PF/SF1 Woolgrove | ng/appraisi ng creating/ear | Range 5 | Experiences a wide range of music through movement, listening, playing, singing |
| Music EYFS/PF/SF1 Woolgrove | ly composition creating/ear | Range 5 | Starts to create and use sounds intentionally |
| Music EYFS/PF/SF1 Woolgrove | ly composition creating/ear | Range 5 | Sings to self and makes up simple songs |
| Music EYFS/PF/SF1 Woolgrove | ly composition | Range 5 | Creates sounds and movements to accompany stories including creating a musical response to a story |
| Music EYFS/PF/SF1 Woolgrove | singing | Range 6 | Is able to recall and join in with singing a range of well known nursery rhymes, songs and dances |
| Music EYFS/PF/SF1 Woolgrove | singing | Range 6 | Perform songs and rhymes with others |
| Music EYFS/PF/SF1 Woolgrove | instruments joining | Range 6 | Makes music in a range of ways e.g. Plays along to the beat of the song or music they are listening to. |
| Music EYFS/PF/SF1 Woolgrove | in/playing with others | Range 6 | Plays cooperatively as part of a group e.g. class performance, creating a soundscape or accompanying a story |
| Music EYFS/PF/SF1 Woolgrove | movement understandi | Range 6 | Beginning to move in time to the music |
| Music EYFS/PF/SF1 Woolgrove | ng/appraisi ng understandi | Range 6 | Expresses and communicates feelings and understanding using music and movement. |
| Music EYFS/PF/SF1 Woolgrove | ng/appraisi ng creating/ear | Range 6 | Responds imaginatively to art works and objects e.g. This music sounds like dinosaurs |
| Music EYFS/PF/SF1 | ly composition | Range 6 | Chooses particular movements, instruments and sounds for their own imaginative purposes |
| Woolgrove Music | duration and rhythm | | To experience long and short sounds matching the sounds with movement and/or vocalisation. |

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| SF2/Formal Woolgrove Music | duration and rhythm | Experiences listening to and creating long and short sounds with voice and percussion and matching the sounds with movement. |
| SF2/Formal Woolgrove Music | duration and rhythm | Experiments with ways of playing sound makers and instruments to play fast and slow/ long and short sounds |
| SF2/Formal Woolgrove Music | duration and rhythm | Is beginning to create long and short sounds with voice and percussion. |
| SF2/Formal Woolgrove Music | duration and rhythm | To play or create a series of long and short sounds with voice and percussion and to match the sounds with movement. |
| SF2/Formal Woolgrove Music | duration and rhythm | To play long and short sounds when directed. |
| SF2/Formal Woolgrove Music | duration and rhythm | Understands the difference between long and short. |
| SF2/Formal Woolgrove Music | duration and rhythm | Taps out simple repeated rhythms e.g. syllables in our names, 1,2,3,4 counts in songs |
| SF2/Formal Woolgrove Music | duration and rhythm | Can improvise a series of long and short sounds to create rhythmic ideas |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to recognise when a sound is long or short (sounds made by different objects, instruments and played by both themselves and others). |
| SF2/Formal Woolgrove Music | duration and rhythm | Can identify long and short notes when listening to a piece of music |
| SF2/Formal Woolgrove Music | duration and rhythm | Can play long and short sounds on the same instrument by playing it in a different way |
| SF2/Formal Woolgrove Music | duration and rhythm | Can copy and clap/play a repetitive long/short rhythm along to a piece of music. |
| SF2/Formal Woolgrove Music | duration and rhythm | Can match the syllables of words up to 2 syllables in length when clapping or playing an instrument. |
| SF2/Formal Woolgrove Music | duration and rhythm | Can play and compose a simple 3 note sequence using a mixture of long and short notes. |
| SF2/Formal Woolgrove Music | duration and rhythm | Can match the syllables of words beyond 2 syllables in length when clapping or playing an instrument. |
| SF2/Formal Woolgrove Music | duration and rhythm | Can compose and play an 8 note sequence using a mixture of long and short notes. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to play/improvise a pattern of long and short notes. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to copy and clap/play a 2-bar rhythm in time to the pulse. Is able to read a graphic score where the symbols represent changes to the length of the note (short/long). |

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| SF2/Formal Woolgrove Music | duration and rhythm | Is beginning to write down symbols representing long and short notes to create a graphic score. |
| SF2/Formal Woolgrove Music | duration and rhythm | Can write down symbols to accurately represent long and short notes to create a graphic score. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to play/improvise a short, repetitive rhythm alongside a part playing a different short , repetitive rhythm |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to copy and clap/play a 4-bar rhythm in time to the pulse. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to create a short rhythmic pattern which fits with another short rhythmic pattern played by another person |
| SF2/Formal Woolgrove Music | duration and rhythm | Is beginning to read simple musical notation (crotchets, quavers, minims and their rests) |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to read and clap/play a 2-bar rhythm from formal notation in time to the pulse. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to read simple musical notation (crotchets, quavers, minims and their rests) and is able to play in time to the pulse. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is beginning to write down their musical ideas using formal notation (with some common errors e.g. sticks incorrectly placed) |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to play rhythms in longer pieces of music which use crotchets, quavers, minims, and their rests |
| SF2/Formal Woolgrove Music | duration and rhythm | Can represent long and short sounds using formal notation in a 4-bar grid with the correct number of beats in each box. |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to read notation (crotchets, minims, semibreves, quavers, semiquavers and their rests) and attempts to clap/play it |
| SF2/Formal Woolgrove Music | duration and rhythm | Is able to read simple notation (crotchets, minims, semibreves, quavers, semiquavers and their rests) and clap/play in time to the pulse |
| SF2/Formal Woolgrove Music | duration and rhythm | Can compose a longer rhythm and write it down using formal notation. Understands that beats are grouped into bars, uses barlines and has the correct number of beats in each bar when writing down rhythms using formal notation. |
| SF2/Formal Woolgrove Music | dynamics | Reacts to changes in dynamics through facial expressions, vocalising and body movements |
| SF2/Formal Woolgrove Music | dynamics | Experiences loud and quiet sounds created by a variety of instruments and objects e.g. pans, wood, plastic bottle shakers |
| SF2/Formal Woolgrove Music | dynamics | Shows an increased interest in the way sound makers and instruments sound and experiments playing loud/quiet sounds, |
| SF2/Formal Woolgrove Music | dynamics | Is beginning to be able to speak, sing or play loudly and quietly with prompting. |

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| SF2/Formal Woolgrove Music | dynamics | Can speak in a quiet voice and a loud voice |
| SF2/Formal Woolgrove Music | dynamics | Can sing in a quiet voice and a loud voice |
| SF2/Formal Woolgrove Music | dynamics | Can play instruments quietly and loudly |
| SF2/Formal Woolgrove Music | dynamics | Can identify sounds made, including environmental sounds, as loud and quiet |
| SF2/Formal Woolgrove Music | dynamics | Can listen to musical recordings and identify and talk about sections of music being loud or quiet. |
| SF2/Formal Woolgrove Music | dynamics | Can organise instruments into loud and quiet instruments |
| SF2/Formal Woolgrove Music | dynamics | Is beginning to match a loud or quiet sound in response to an instruction or a symbol. |
| SF2/Formal Woolgrove Music | dynamics | Understands the difference between loud and quiet and can speak, sing and play an instrument loudly and quietly when directed |
| SF2/Formal Woolgrove Music | dynamics | Can play an instrument with increasing control to play gradually louder or gradually quieter <i>following a conductor/visual cue</i> |
| SF2/Formal Woolgrove Music | dynamics | Is able to choose loud and quiet signs to create a short pattern and play with support. |
| SF2/Formal Woolgrove Music | dynamics | Is beginning to create own marks/use pictures to represent loud and quiet sounds. |
| SF2/Formal Woolgrove Music | dynamics | Is able to play loud and quiet sounds from a graphic score matching the volume to the symbol with some support. |
| SF2/Formal Woolgrove Music | dynamics | Creates a 3 beat pattern using more than one dynamic |
| SF2/Formal Woolgrove Music | dynamics | Can write down graphic symbols to represent loud and quiet |
| SF2/Formal Woolgrove Music | dynamics | Can play from a graphic score matching the volume to the symbol |
| SF2/Formal Woolgrove Music | dynamics | Understands that <i>the word "dynamics"</i> means loud and quiet |
| SF2/Formal Woolgrove Music | dynamics | Shows developing control in playing to match dynamics |
| SF2/Formal Woolgrove Music | dynamics | Is able to use a range of dynamics with control when speaking, singing and playing an instrument. |
| SF2/Formal Woolgrove Music | dynamics | Creates an 8 beat pattern which uses more than one dynamic |

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| SF2/Formal Woolgrove Music | dynamics | Can play an instrument at a variety of different levels of volume from pianissimo to fortissimo (including crescendo and diminuendo) |
| SF2/Formal Woolgrove Music | dynamics | Knows and understands the terms forte and piano |
| SF2/Formal Woolgrove Music | dynamics | Knows and understands the terms fortissimo and pianissimo |
| SF2/Formal Woolgrove Music | dynamics | Knows and understands the terms mezzo piano and mezzo forte, crescendo and diminuendo |
| SF2/Formal Woolgrove Music | dynamics | Can follow the musical symbols for dynamics (f, p, mf, mp etc) when playing from a score |
| SF2/Formal Woolgrove Music | dynamics | Creates a longer piece of music that uses a variety of dynamics. |
| SF2/Formal Woolgrove Music | dynamics | Uses musical symbols for dynamics (f, p, mf, mp etc) when writing down musical ideas |
| SF2/Formal Woolgrove Music | dynamics | Can listen to musical recordings and identify and talk about the dynamics that are used in the music. (using the musical terms) |
| SF2/Formal Woolgrove Music | pitch | |
| SF2/Formal Woolgrove Music | pitch | Experiences high and low sounds in environmental sounds and music Explores high and low sounds through movement e.g. stomping like an elephant with low pitched sounds and flapping like a bird with high pitched sounds |
| SF2/Formal Woolgrove Music | pitch | Can use high and low sounding instruments to represent an animal/character's sound, e.g. big elephant for low sound, giant's footsteps, chirping bird, tiptoeing feet for high sound |
| SF2/Formal Woolgrove Music | pitch | |
| SF2/Formal Woolgrove Music | pitch | Responds to high and low sounds with body movements |
| SF2/Formal Woolgrove Music | pitch | Can make high, low and middle sounds with the voice |
| SF2/Formal Woolgrove Music | pitch | Can use body actions to indicate different pitches |
| SF2/Formal Woolgrove Music | pitch | Can correctly play instrumental sounds which are high, middle and low when directed |
| SF2/Formal Woolgrove Music | pitch | Can identify when they hear high, middle and low sounds |
| SF2/Formal Woolgrove Music | pitch | Understands graphic representation of high/low |
| SF2/Formal Woolgrove Music | pitch | Is able to choose and organise symbols (up to 5 symbols) in order to create a high/low sounds pattern |
| SF2/Formal Woolgrove Music | pitch | Is able to recognise when they hear a section of music/ an instrument within a recording which is clearly high or low in pitch |

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| SF2/Formal Woolgrove Music | pitch | Play notes going up and down in step (e.g. all the bars from C to C on a glockenspiel) |
| SF2/Formal Woolgrove Music | pitch | |
| SF2/Formal Woolgrove Music | pitch | Is able to draw pitch patterns in the air |
| SF2/Formal Woolgrove Music | pitch | Can identify tuned and untuned percussion |
| SF2/Formal Woolgrove Music | pitch | Is able to improvise on a tuned percussion instrument using a mixture of several pitches |
| SF2/Formal Woolgrove Music | pitch | Is beginning to read and play from a graphic score (with some support) where the symbols represent clear changes to the pitch of the note (high/low) |
| SF2/Formal Woolgrove Music | pitch | Is beginning to read and play from a graphic score (with some support) where the symbols represent clear changes to the pitch of the note (high/middle/low). |
| SF2/Formal Woolgrove Music | pitch | Is able to choose and organise symbols in order to create a longer high/middle/low sounds pattern |
| SF2/Formal Woolgrove Music | pitch | Is able to read and play from a graphic score where the symbols represent clear changes to the pitch of the note (high/middle/low). |
| SF2/Formal Woolgrove Music | pitch | Can play a simple melody taught aurally and from memory, e.g. a melody using D and E |
| SF2/Formal Woolgrove Music | pitch | Is beginning to write down symbols to represent high, middle and low sounds. |
| SF2/Formal Woolgrove Music | pitch | Is able to write down symbols to create a graphic score which represents high, middle and low sounds |
| SF2/Formal Woolgrove Music | pitch | Is able to read and play from a graphic score where the symbols represent changes to the pitch of the note (including movement of steps/leaps and using the range of a whole scale) |
| SF2/Formal Woolgrove Music | pitch | Is able to write down symbols to create a graphic score which represents pitch moving in step and across the range of the whole scale |
| SF2/Formal Woolgrove Music | pitch | Understands and is able to explain the term pitch |
| SF2/Formal Woolgrove Music | pitch | Is able to name some common instruments (percussion and orchestral) that are high and low in pitch |
| SF2/Formal Woolgrove Music | pitch | Is beginning to talk about pitch when discussing a piece of music they have listened to |
| SF2/Formal Woolgrove Music | pitch | Is able to read and interpret patterns using three consecutive pitches (showing dots/note heads : under the line, on the line and above the line) |
| SF2/Formal Woolgrove Music | pitch | Can play a simple melody from notation, e.g. a melody using D, E, F |
| SF2/Formal Woolgrove Music | pitch | Is able to read and play the notes D, E and F from formal notation (treble clef staff) |

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| SF2/Formal Woolgrove Music | pitch | Is beginning to recognise where melodies go up & down by step, jump or stay the same. |
| SF2/Formal Woolgrove Music | pitch | Is able to improvise music using specified pitches and creating a melody which uses steps, leaps and repeated notes |
| SF2/Formal Woolgrove Music | pitch | Can play a more complex melody using up to five different pitches, e.g. C, D, E, F, G |
| SF2/Formal Woolgrove Music | pitch | Is able to read and play the notes C, D, E, F and G from formal notation (treble clef staff) |
| SF2/Formal Woolgrove Music | pitch | Can compose a melody combining pitch and rhythm, e.g. create a rhythm and assign pitch to each note |
| SF2/Formal Woolgrove Music | pitch | Is able to play several melodies where the melody mostly moves in steps |
| SF2/Formal Woolgrove Music | pitch | Can play a melody accurately in time with an accompaniment |
| SF2/Formal Woolgrove Music | pitch | Is beginning to represent pitch as notation: (e.g. dots/note heads under the line, on the line and above the line) |
| SF2/Formal Woolgrove Music | pitch | Is able to read and play all the notes on the treble clef staff |
| SF2/Formal Woolgrove Music | pitch | Is beginning to represent different pitches as notation on the staff |
| SF2/Formal Woolgrove Music | pitch | Is able to play several melodies where the melody uses steps and leaps |
| SF2/Formal Woolgrove Music | pulse | Can compose a melody incorporating steps, leaps and repeated notes |
| SF2/Formal Woolgrove Music | pulse | Can clap/play in time to the pulse with verbal prompts (e.g. counting 1,2,3,4) |
| SF2/Formal Woolgrove Music | pulse | Can continue to clap/play in time to the pulse independently once the pulse is introduced |
| SF2/Formal Woolgrove Music | pulse | Understanding : Is able to identify when they are playing the pulse |
| SF2/Formal Woolgrove Music | pulse | Creates body percussion in time to the pulse of the music |
| SF2/Formal Woolgrove Music | pulse | Can identify, establish and play in time to the pulse independently |
| SF2/Formal Woolgrove Music | pulse | Is able to start/stop playing after an agreed number of beats Understanding: Will play a regular, repetitive beat when asked to play the pulse |

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| SF2/Formal Woolgrove Music | pulse | Is able to clap in time to a steady pulse along to a variety of pieces of music with different speeds (with initial prompting) |
| SF2/Formal Woolgrove Music | pulse | Walks/ moves/ claps a steady beat with others, changing the speed of the beat as the tempo of the music changes. |
| SF2/Formal Woolgrove Music | pulse | Attempts to improvise a pattern in time to the pulse |
| SF2/Formal Woolgrove Music | pulse | Is able to listen to a pulse being played and recognise if it is fast or slow |
| SF2/Formal Woolgrove Music | pulse | Is able to independently recognise, clap and play a pulse along to a variety of different pieces of music with different speeds |
| SF2/Formal Woolgrove Music | pulse | Is able to listen to a piece of music and recognise if it is fast or slow |
| SF2/Formal Woolgrove Music | pulse | Is able to play a repetitive pattern in time to the pulse |
| SF2/Formal Woolgrove Music | pulse | Is able to improvise a pattern in time with the pulse |
| SF2/Formal Woolgrove Music | pulse | Is able to listen to music and name the pulse (listening to music with a fast, medium or slow tempo) |
| SF2/Formal Woolgrove Music | pulse | Understanding: Understands and explains what the pulse is |
| SF2/Formal Woolgrove Music | pulse | Is beginning to stop and start at the indicated time following practise of a pattern |
| SF2/Formal Woolgrove Music | pulse | Knows when to clap/sing/play and stop within an echo activity |
| SF2/Formal Woolgrove Music | pulse | Can emphasise the first beat in the bar with verbal prompting (e.g. 1,2,3,4) |
| SF2/Formal Woolgrove Music | pulse | Is beginning to recognise that beats are grouped and can count and play along in time to the pulse with prompting (2,3,4 beats in a bar) |
| SF2/Formal Woolgrove Music | pulse | Can emphasise the strong beat in the bar when playing independently |
| SF2/Formal Woolgrove Music | texture | Can recognise the metre (2,3,4 beats in a bar) |
| SF2/Formal Woolgrove Music | texture | I can explore environmental and animal sounds that create thick or thin sounds (e.g. elephant stomp and chirping bird/ ship's horn and) |
| SF2/Formal Woolgrove Music | texture | I can explore instruments that create a thick sound and instruments that create a thin sound. |
| SF2/Formal Woolgrove Music | texture | I can listen to pieces of music which are played by a single instrument. |

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| SF2/Formal Woolgrove Music | texture | I can listen to pieces of music played by a large group of voices or instruments (e.g. choir, orchestra, band etc) |
| SF2/Formal Woolgrove Music | texture | I can sort instruments into those that create a thick sound and those that create a thin sound. |
| SF2/Formal Woolgrove Music | texture | I can listen to pieces of music where the texture is varied and recognise that the number of instruments playing is changing. |
| SF2/Formal Woolgrove Music | texture | I can experience thick and thin texture through call and response (i.e.. a rhythm is played by a leader (thin: one person playing) and the class play it back (thick: lots of people playing) |
| SF2/Formal Woolgrove Music | texture | I can follow direction from a leader/conductor to play an instrument and stop when prompted in order to experience a variety of thin and thick texture |
| SF2/Formal Woolgrove Music | texture | I can experience thick and thin textures through listening to music which uses different textures. |
| SF2/Formal Woolgrove Music | texture | I am beginning to recognise when the texture of music is obviously thick or thin. |
| SF2/Formal Woolgrove Music | texture | I am beginning to recognise that some music uses a thick texture, some music uses a thin texture and some music uses a mixture of thick and thin textures. |
| SF2/Formal Woolgrove Music | texture | I can improvise as part of a group performance where sometimes one person plays and sometimes more than one part play together |
| SF2/Formal Woolgrove Music | texture | I can identify whether a piece of music has a thick or thin texture. |
| SF2/Formal Woolgrove Music | texture | I can talk about simple and obvious changes in texture when listening to music (e.g. it begins with one instrument and then another is added, then another) |
| SF2/Formal Woolgrove Music | texture | I can compose a piece of music using a mixture of textures (e.g. 1 section uses more than one instrument and one section uses a single instrument). |
| SF2/Formal Woolgrove Music | texture | I can explain what texture is and give examples. |
| SF2/Formal Woolgrove Music | texture | I can play a piece of music which uses melody and accompaniment (e.g. a drone, or ostinato and a melody) |
| SF2/Formal Woolgrove Music | texture | I can play a piece of music which uses layering |
| SF2/Formal Woolgrove Music | timbre | I am beginning to recognise the difference between a single melody, chords or many different parts |
| SF2/Formal Woolgrove Music | timbre | Can independently choose from a wide range of instruments which sound will suit a sound effect best, e.g. a wave drum for the sea |
| SF2/Formal Woolgrove Music | timbre | Knows how to correctly hold and play a variety of common percussion instruments |
| SF2/Formal Woolgrove Music | timbre | Beginning to use a variety of percussion instruments when improvising and creating music |

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| SF2/Formal Woolgrove Music | timbre | Has had an opportunity to experience holding and creating a sound with different stringed instruments |
| SF2/Formal Woolgrove Music | timbre | Has had an opportunity to experience holding and creating a sound with different woodwind instruments |
| SF2/Formal Woolgrove Music | timbre | Has had an opportunity to experience holding and creating a sound with different brass instruments |
| SF2/Formal Woolgrove Music | timbre | Is beginning to play from a graphic score (with support and prompting) where the symbols represent different timbres |
| SF2/Formal Woolgrove Music | timbre | Is able to choose symbols to represent different timbres and order them to create a simple composition. |
| SF2/Formal Woolgrove Music | timbre | Can create a piece of music which uses at least three different sounds (these can be on the same instrument or using different instruments) |
| SF2/Formal Woolgrove Music | timbre | Understands that how you play the instrument creates different sounds (e.g. Hit with hand/beater/type of beater/loud/quiet) |
| SF2/Formal Woolgrove Music | timbre | Understands that the shape of the instrument creates a different sound (e.g. the metal on a tambourine and triangle has different shapes so creates a different sound) |
| SF2/Formal Woolgrove Music | timbre | Understands that the size of the instruments affects the sound, e.g. larger instruments can create lower sounds |
| SF2/Formal Woolgrove Music | timbre | Is able to read and play from a graphic score where the symbols represent different timbres |
| SF2/Formal Woolgrove Music | timbre | Is beginning to write down musical ideas using graphics symbols to represent different timbres |
| SF2/Formal Woolgrove Music | timbre | Can create a number of different sounds on one instrument by playing the instrument in different ways, e.g. hit with hand, hit with a beater, tap the side, rub hand across skin, play with drum on table, play held up to allow the drum to vibrate. |
| Woolgrove Music | timbre | Is able to improvise musical ideas choosing from a mixture of different instrumental sounds |
| SF2/Formal Woolgrove Music | timbre | Can name the four main families of instruments |
| SF2/Formal Woolgrove Music | timbre | Can group/sort instruments into the different families, recognising the similarities of how they are played/instrument type. |
| SF2/Formal Woolgrove Music | timbre | Can name the most common orchestral instruments (violin, viola, cello, double bass, harp, trumpet, trombone, French horn, tuba, clarinet, oboe, bassoon, flute, timpani drums, xylophone) when looking at a picture, watching live performances or listening to a recording |
| Woolgrove Music | timbre | When listening to a piece of music can identify commonly heard instruments or families of instruments |
| SF2/Formal Woolgrove Music | timbre | Can use and interpret graphic symbols for different timbres e.g. can make a decision about which instrument should match a particular graphic on a score |

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| Woolgrove Music SF2/Formal | timbre | Can create a group composition using different instrument sounds |
| Woolgrove Music SF2/Formal | timbre | Is able to write down musical ideas using graphic symbols to represent different timbres |
| Woolgrove Music SF2/Formal | timbre | Is able to follow a part on a score where there is more than one instrumental part |
| Woolgrove Music SF2/Formal | performance | Is able to create a piece of music which uses more than one instrumental part I will join in with key actions/signs when others are signing/singing |
| Woolgrove Music SF2/Formal | performance | I will sing key sounds/words in a song with others |
| Woolgrove Music SF2/Formal | performance | I will play an instrument when I hear music |
| Woolgrove Music SF2/Formal | performance | I will join in with actions/signs alongside others |
| Woolgrove Music SF2/Formal | performance | I will play an instrument when others are playing |
| Woolgrove Music SF2/Formal | performance | I can join in with singing simple songs and nursery rhymes |
| Woolgrove Music SF2/Formal | performance | I can sing/play as part of a class group with support |
| Woolgrove Music SF2/Formal | performance | I can sing/play as part of a class group without support |
| Woolgrove Music SF2/Formal | performance | I will spontaneously sing/play a solo to my friends/class adults |
| Woolgrove Music SF2/Formal | performance | I can take part in collective singing within a larger group (e.g. 2 class assemblies, in choir) |
| Woolgrove Music SF2/Formal | performance | I can take part in rehearsals with support |
| Woolgrove Music SF2/Formal | performance | I am able to be in the hall when my class are performing on stage with lights and loud music |
| Woolgrove Music SF2/Formal | performance | I can stand in front of the stage during a class performance |
| Woolgrove Music SF2/Formal | performance | I can perform at the front of the class with support |
| Woolgrove Music SF2/Formal | performance | I can take part in a performance to an audience with some support and prompts. |

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| Woolgrove Music SF2/Formal | performance | I can take part in rehearsals with minimal support |
| Woolgrove Music SF2/Formal | performance | I can perform at the front of the class without support |
| Woolgrove Music SF2/Formal | performance | I will perform when I am being recorded |
| Woolgrove Music SF2/Formal | performance | I can take part in collective singing in a department/whole school assembly |
| Woolgrove Music SF2/Formal | performance | I can perform to a small group of adults visiting my class/rehearsal |
| Woolgrove Music SF2/Formal | performance | I can stand on the stage with the group performing as they sing/sign with support |
| Woolgrove Music SF2/Formal | performance | I can stand on the stage and perform with my class without support |
| Woolgrove Music SF2/Formal | performance | I can take part in rehearsals leading up to a performance |
| Woolgrove Music SF2/Formal | performance | I regularly attend weekly rehearsals (e.g. for choir or an instrumental group) |
| Woolgrove Music SF2/Formal | performance | I can sing in front of other children and staff (e.g. in assembly) as part of a choir |
| Woolgrove Music SF2/Formal | performance | I can perform on an instrument in front of other children and staff (e.g. in assembly) as part of a group performance |
| Woolgrove Music SF2/Formal | performance | I can give an individual performance in front of other children and staff (e.g. in assembly) |
| Woolgrove Music SF2/Formal | performance | I can take part in a group performance in front of parents (e.g. singing with the choir) with support |
| Woolgrove Music SF2/Formal | performance | I can take part in a group performance in front of parents (e.g. singing with the choir) with minimal support |
| Woolgrove Music SF2/Formal | performance | I can take part in a group performance in front of parents (e.g. singing with the choir) without support |
| Woolgrove Music SF2/Formal | performance | I can perform on an instrument in front of parents (e.g. in assembly) as part of a group performance |
| Woolgrove Music SF2/Formal | performance | I can perform to an audience with confidence. |
| Woolgrove Music SF2/Formal | performance | I can stand on the stage and perform a short solo/main part for parents |
| Woolgrove Music SF2/Formal | performance | I can take part in a singing festival with other school children |

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| Woolgrove Music SF2/Formal | performance | I can perform in a public setting (Summer Fair, Christmas Concert) |
| Woolgrove Music SF2/Formal | performance | I can perform as part of a massed choir (e.g. in the Hertfordshire Gala) |
| Woolgrove Music SF2/Formal | performance | I perform several times throughout the year, within events at the school |
| Woolgrove Music SF2/Formal | performance | I perform several times throughout the year, representing Woolgrove outside of school |
| Woolgrove Music SF2/Formal | performance | I can perform a song or piece of music as part of a small group |
| Woolgrove Music SF2/Formal | performance | I can perform a song or piece of music as a soloist |

Art

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| Drawing | Range 1 | Experiments with a range of media to create marks intentionally |
| Drawing | Range 2 | Notices and is interested in the effects of making movements which leave marks |
| Drawing | Range 3 | Experiments with colours to make marks |
| Drawing | Range 4 | Begins to make marks to represent objects, people or ideas. |
| Drawing | Range 5 | Develops an understanding of using lines to create shape, and begins to use drawing to represent actions and objects |
| Drawing | Range 6 | Creates representations of both imaginary and real-life ideas, events, people and objects |
| Drawing | Range 7 | Chooses particular colours for a purpose e.g. Correct colours for self portrait |
| Drawing | Range 7 | Draws using a pencil to make different marks: dots, dashes, scribbles, sweeping lines, wavy lines |
| Drawing | Range 8 | Draws using a pencil to shade applying pressure to make the tone darker or lighter |
| Drawing | Range 8 | Draws using colour pencils - keeps within the lines of a drawing when adding colour |
| Drawing | Range 9 | Draws with wax crayons/pastel or charcoal - push down to make bold and strong lines and apply less pressure to make soft lines |
| Drawing | Range 9 | Drawing with Pastel/ Charcoal - is able to blend or smudge |
| Drawing | Range 9 | Drawing: uses mediums e.g. Charcoal/pastels/different types of pens to make different types of lines and sweeping movements |
| Drawing | Range 10 | Describes differences and similarities between drawings and paintings by well known artists |
| Modelling | Range 1 | Explores materials that are both natural and manmade |
| Modelling | Range 2 | Pretends that one object represents another, especially when objects have characteristics in common |
| Modelling | Range 3 | Uses 3D and 2D structures to explore materials and/or to express ideas |
| Modelling | Range 4 | Begins to be creative with various construction materials |
| Modelling | Range 5 | Uses everyday materials to explore, understand and represent this world – ideas, interests and fascinations |
| Modelling | Range 5 | Develops an understanding of using lines to create shape, and begins to use drawing to represent actions and objects |
| Modelling | Range 6 | Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces |
| Modelling | Range 6 | Uses tools for a purpose e.g. Paint brush, sponge or playdough cutter. |

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| Modelling | Range 6 | Uses available resources to create props or creates imaginary ones to support play |
| Modelling | Range 6 | Experiment with tool to create different textures |
| Modelling | Range 6 | Understands that materials can be combined to create new effects |
| Modelling | Range 7 | Uses tools and materials to explore their interests and enquiries and develop their thinking e.g. Makes a minecraft character out of cardboard boxes. |
| Modelling | Range 7 | Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. |
| Modelling | Range 8 | Manipulates materials to achieve a planned effect |
| Modelling | Range 9 | Constructs with a purpose in mind using a variety of resources |
| Modelling | Range 9 | Selects tools and techniques needed to shape assemble and join materials they are using |
| Modelling | Range 10 | Makes models using natural materials to convey a simple idea |
| Modelling | Range 11 | Makes models using man made materials to convey a simple idea |
| Modelling | Range 12 | Can explain the process they have undertaken to make a model |
| Modelling | Range 13 | Describes differences and similarities between sculptures by well known artists |
| Scissors | Range 1 | Rips paper |
| Scissors | Range 2 | Shows interest in cutting |
| Scissors | Range 2 | Uses scissors with two hands |
| Scissors | Range 3 | Holds scissors correctly |
| Scissors | Range 3 | Able to open and close the scissors with one hand |
| Scissors | Range 3 | To be able to hold a pair of scissors and make snips in paper. |
| Scissors | Range 3 | To make snips in a straight line moving scissors forward |
| Scissors | Range 4 | To be able to hold scissors and cut out a simple shape. |
| Scissors | Range 5 | To be able to hold scissors and cut out a curved shape. |
| Scissors | Range 6 | To be able to hold scissors and cut out a complex shape. |
| Painting | Range 1 | Experiments with a range of media to create marks intentionally |
| Painting | Range 2 | Explore paint using fingers and other parts of the body |
| Painting | Range 3 | Explore paint using brushes and other tools |
| Painting | Range 4 | Uses tools for a purpose e.g. Paint brush, sponge or playdough cutter. |
| Painting | Range 5 | Explored what happens when they mix given colours |
| Painting | Range 6 | Experiment with tool to create different textures |
| Painting | Range 7 | Chooses particular colours for a purpose e.g. Correct colours for self portrait |
| Painting | Range 7 | Painting - can load a brush with the correct amount of paint |
| Painting | Range 8 | Painting - selects and uses different sizes of brush for a purpose |
| Painting | Range 9 | Painting - uses a brush to dab, smooth, wash, stipple and stroke |
| Painting | Range 9 | Painting - Mixes colours and describes how to make secondary colours |
| Painting | Range 10 | Painting - mixes black or white to colours in order to explore lighter and darker |
| Painting | Range 11 | Painting - Independently makes secondary colours using primary colours and uses these to explore making tertiary colours |
| Painting | Range 12 | Describes differences and similarities between drawings and paintings by well known artists |
| Collage | Range 1 | To be able to remove the lid off of a glue stick |
| Collage | Range 1 | To be able to put the lid on a glue stick |
| Collage | Range 1 | Apply glue stick to paper with HOH support |
| Collage | Range 2 | Apply glue stick to paper with some support |
| Collage | Range 3 | Apply glue stick to paper independently |
| Collage | Range 3 | Apply glue stick to the required area |

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| Collage | Range 4 | To scoop pva glue onto a spreader |
| Collage | Range 4 | To spread pva glue on to paper with HOH support |
| Collage | Range 5 | To spread pva glue on to paper with some support |
| Collage | Range 6 | To spread pva glue on to paper independently |
| Collage | Range 6 | To stick, using glue, pieces of paper or other materials on to paper |
| Collage | Range 7 | To stick, using glue, pieces of paper or other materials on to paper for a purpose |
| Collage | Range 7 | To stick, using glue, pieces of paper or other materials on to paper to create a picture or pattern |
| Collage | Range 8 | To use a variety of size and textures to develop a more complex picture or pattern |
| Collage | Range 9 | To use appropriate amounts of glue to in relation to the material use to collage e.g. Less for tissue paper more for felt |
| Collage | Range 10 | To develop skills of overlapping and overlaying to create effects |
| Collage | Range 11 | To use various collage materials for specific purposes, explaining their reasoning for selection. |

Understanding the World

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| EYFS | Past and Present (History) | Range 1 -2 | Recognises key people in their own lives |
| Understanding the World | Past and Present (History) | Range 3 | Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them |
| EYFS | Past and Present (History) | Range 4 | In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird |
| Understanding the World | Past and Present (History) | Range 5 | Shows interest in the lives of people who are familiar to them |
| EYFS | Past and Present (History) | Range 5 | Remembers and talks about significant events in their own experience |
| Understanding the World | Past and Present (History) | Range 5 | Shows interest in different occupations and ways of life indoors and outdoors |
| EYFS | Past and Present (History) | Range 6 | Talks about past and present events in their own life and in the lives of family members |
| Understanding the World | Past and Present (History) | ELG | Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| EYFS | People, Culture and Communities (Geography /RE) | Range 1 -2 | Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with |
| Understanding the World | People, Culture and Communities | Range 1 -2 | Develops a sense of belonging to their family and their key carer |

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| | (Geography /RE) | | |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 3 | Is interested in photographs of themselves and other familiar people and objects |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 3 | Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 4 | Has a sense of own immediate family and relations and pets |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 4 | Beginning to have their own friends |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 4 | Learns that they have similarities and differences that connect them to, and distinguish them from, others |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 5 | Enjoys joining in with family customs and routines |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 5 | Recognises and describes special times or events for family or friends |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 5 | Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family |
| | People, Culture and Communities | | |
| EYFS | | | |
| Understanding the World | (Geography /RE) | Range 6 | Enjoys joining in with family customs and routines |
| EYFS | People, | Range 6 | Knows that other children do not always enjoy the same |

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| Understanding the World | Culture and Communities (Geography /RE) People, Culture and Communities | | things, and is sensitive to this |
| EYFS Understanding the World | (Geography /RE) People, Culture and Communities | Range 6 | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
| EYFS Understanding the World | (Geography /RE) People, Culture and Communities | ELG | |
| EYFS Understanding the World | The Natural World (Science) | Range 1 | Moves eyes, then head, to follow moving objects |
| EYFS Understanding the World | The Natural World (Science) | Range 1 | Reacts with abrupt change when a face or object suddenly disappears from view |
| EYFS Understanding the World | The Natural World (Science) | Range 1 | Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events |
| EYFS Understanding the World | The Natural World (Science) | Range 1 | Smiles with pleasure at recognisable playthings |
| EYFS Understanding the World | The Natural World (Science) | Range 1 | Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle |
| EYFS Understanding the World | The Natural World (Science) | Range 2 | Closely observes what animals, people and vehicles do |
| EYFS Understanding the World | The Natural World (Science) | Range 2 | Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves |
| EYFS Understanding the World | The Natural World (Science) | Range 2 | Looks for dropped objects |
| EYFS Understanding the World | The Natural World (Science) | Range 2 | Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers |
| EYFS Understanding the World | The Natural World (Science) | Range 2 | Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing |
| EYFS Understanding the World | The Natural World (Science) | Range 3 | Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life |
| EYFS Understanding the World | The Natural World | Range 3 | Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, |

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| World EYFS Understanding the World | (Science) The Natural World | | turning and poking |
| World EYFS Understanding the World | (Science) The Natural World | Range 3 | Remembers where objects belong |
| World EYFS Understanding the World | (Science) The Natural World | Range 3 | Matches parts of objects that fit together, e.g. puts lid on teapot |
| World EYFS Understanding the World | (Science) The Natural World | Range 4 | Notices detailed features of objects in their environment |
| World EYFS Understanding the World | (Science) The Natural World | Range 4 | Can talk about some of the things they have observed such as plants, animals, natural and found objects |
| World EYFS Understanding the World | (Science) The Natural World | Range 4 | Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake |
| World EYFS Understanding the World | (Science) The Natural World | Range 5 | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world |
| World EYFS Understanding the World | (Science) The Natural World | Range 5 | Talks about why things happen and how things work |
| World EYFS Understanding the World | (Science) The Natural World | Range 5 | Developing an understanding of growth, decay and changes over time |
| World EYFS Understanding the World | (Science) The Natural World | Range 5 | Shows care and concern for living things and the environment |
| World EYFS Understanding the World | (Science) The Natural World | Range 5 | Begin to understand the effect their behaviour can have on the environment |
| World EYFS Understanding the World | (Science) The Natural World | Range 6 | Looks closely at similarities, differences, patterns and changes in nature |
| World EYFS Understanding the World | (Science) The Natural World | Range 6 | Knows about similarities and differences in relation to places, objects, materials and living things |
| World EYFS Understanding the World | (Science) The Natural World | Range 6 | Talks about the features of their own immediate environment and how environments might vary from one another |
| World EYFS Understanding the World | (Science) The Natural World | Range 6 | Makes observations of animals and plants and explains why some things occur, and talks about changes |
| World EYFS Understanding the World | (Science) The Natural World | Range 6 | Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. |
| World EYFS Understanding the World | (Science) The Natural World | Range 6 | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| World EYFS Understanding the World | (Science) The Natural World | ELG | |

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| Woolgrove UW Science Range 7 onwards | Plants | Range 7 | plants seeds to grow vegetables or flowers |
| Woolgrove UW Science Range 7 onwards | Plants | Range 7 | knows that plants need water to grow |

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| Woolgrove UW Science Range 7 onwards | Plants | Range 7 | recognises that different plants live in the local environment |
| Woolgrove UW Science Range 7 onwards | Plants | Range 7 | names some common plants |
| Woolgrove UW Science Range 7 onwards | Plants | Range 8 | makes observations of plants, including vegetables and flowers they have planted |
| Woolgrove UW Science Range 7 onwards | Plants | Range 8 | identifies differences between plants |
| Woolgrove UW Science Range 7 onwards | Plants | Range 8 | uses simple identification guides to name plants in the local environment |
| Woolgrove UW Science Range 7 onwards | Plants | Range 8 | identifies and names a variety of common wild and garden plants |
| Woolgrove UW Science Range 7 onwards | Plants | Range 9 | identifies the leaf, root, stem and flower of a plant |
| Woolgrove UW Science Range 7 onwards | Plants | Range 9 | identifies the trunk, branch, roots and leaves of a tree |
| Woolgrove UW Science Range 7 onwards | Plants | Range 9 | knows that plants produce seeds |
| Woolgrove UW Science Range 7 onwards | Plants | Range 9 | sequences pictures of how plants change over time |
| Woolgrove UW Science Range 7 onwards | Plants | Range 10 | knows that flowering plants produce seeds that grow into new plants |
| Woolgrove UW Science Range 7 onwards | Plants | Range 10 | observes what happens to a seed as it grows over time |
| Woolgrove UW Science Range 7 onwards | Plants | Range 10 | makes observations of plants over time |
| Woolgrove UW Science Range 7 onwards | Plants | Range 10 | knows that plants are living things |
| Woolgrove UW Science Range 7 onwards | Plants | Range 11 | knows that plants need water, light and warmth to grow |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 7 | identifies and names a selection of animals |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 7 | sorts animals into different groups based on given criteria |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 7 | knows that different animals eat different food |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 7 | names and locates the basic parts of the human body |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 8 | makes observations of animals |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 8 | sorts animals into different groups based on their own criteria |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 8 | identifies the food of some common animals |
| Woolgrove UW Science Range 7 onwards | Animals, Including Humans | Range 8 | draws and labels a simple body outline |
| Woolgrove UW Science | Animals, | Range 9 | identifies and names a selection of animals belonging to the |

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| Range 7 onwards | Including Humans Animals, | | groups: fish, birds and mammals |
| Woolgrove UW Science Range 7 onwards | Including Humans Animals, | Range 9 | sorts animals from the above groups according to their differences and similarities |
| Woolgrove UW Science Range 7 onwards | Including Humans Animals, | Range 9 | identifies and locates the sense organs of the human body |
| Woolgrove UW Science Range 7 onwards | Including Humans Animals, | Range 9 | uses senses to explore and describe textures, sounds and smells |
| Woolgrove UW Science Range 7 onwards | Including Humans Animals, | Range 10 | notices that animals, including humans, have young that grow into adults |
| Woolgrove UW Science Range 7 onwards | Including Humans Animals, | Range 10 | identifies the young of a selection of different animals |
| Woolgrove UW Science Range 7 onwards | Including Humans Animals, | Range 10 | recognises the changes that take place as animals get older |
| Woolgrove UW Science Range 7 onwards | Including Humans | Range 10 | knows that adult animals no longer grow |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 7 | names some common materials such as wood, plastic, glass, metal, water, rock |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 7 | names objects that are sometimes made from different materials e.g. spoons |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 7 | recognises objects made from lots of different materials |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 7 | describes some simple physical properties of everyday materials |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 8 | makes observations of common objects and the materials they are made from |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 8 | uses descriptive words to explain their observations of some materials e.g. bendy, rough, hard |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 8 | explores and identifies some simple properties of materials e.g. See-through, waterproof |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 8 | makes predictions about materials e.g. Will they float, sink, be absorbent, be waterproof? etc. |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 9 | distinguishes between an object and the material from which it is made |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 9 | compares and groups together a variety of everyday materials on the basis of their properties |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 9 | names materials that have lots of different uses e.g. Paper |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 9 | identifies materials as naturally occurring or human-made |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 10 | identifies the common uses of some materials |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 10 | gives a reason why a material is suitable for its job |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 10 | compares the suitability of a material for a particular purpose |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 10 | recognises that some materials will have more than one property that makes it suitable for a purpose |

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| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 11 | knows that plastics cause problems in the oceans |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 11 | lists some of the problems that plastics cause in the oceans |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 11 | knows that plastics can be reused or recycled |
| Woolgrove UW Science Range 7 onwards | Everyday Materials | Range 11 | gives reasons why it is important to reuse and recycle plastic |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 7 | begins to name the four seasons, with support |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 7 | knows that it is warmer and colder at different times of the year |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 7 | identifies the clothes that we wear when it is warmer and colder |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 8 | names the four seasons |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 8 | recognises some features of the weather in different seasons |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 8 | knows that some trees lose their leaves in winter |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 9 | sequences pictures of how a tree changes throughout the year |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 9 | identifies animals that are more likely to be seen in different seasons |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 9 | knows that some plants are only seen at certain times of the year |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 10 | makes observations of the weather during the different seasons e.g. Temperature, rainfall |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 10 | recalls simple changes associates with the seasons |
| Woolgrove UW Science Range 7 onwards | Seasonal Changes | Range 10 | begins to notice how day length varies |
| Woolgrove UW Geography Range 7 onwards | Map Making | Range 7 | I can draw around objects to make a plan. |
| Woolgrove UW Geography Range 7 onwards | Enquiry and Investigation | Range 7 | I can ask questions about places studied |
| Woolgrove UW Geography Range 7 onwards | Location Knowledge | Range 7 | I know that we live in England and that the capital city is London. |
| Woolgrove UW Geography Range 7 onwards | Human and Physical Geography | Range 7 | I can identify seasonal and daily weather patterns in my local area. |
| Woolgrove UW Geography Range 7 onwards | Following directions and maps | Range 7 | I can use locational and directional language e.g. near and far, left and right. |
| Woolgrove UW Geography Range 7 onwards | Map Making | Range 8 | I can draw maps of real life and made up places. |
| Woolgrove UW Geography Range 7 onwards | Enquiry and Investigation | Range 8 | I can collect information about his/her local environment. E.g. Using tally charts. |

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| Woolgrove UW Geography Range 7 onwards | Location Knowledge | Range 8 | I can use globes, maps and atlases to locate the UK and other countries and oceans of interest. |
| Woolgrove UW Geography Range 7 onwards | Human and Physical Geography | Range 8 | I can identify seasonal and daily weather patterns in the UK. |
| Woolgrove UW Geography Range 7 onwards | Following directions and maps | Range 8 | I can use simple compass directions: North, South, East, West. |
| Woolgrove UW Geography Range 7 onwards | Map Making | Range 9 | I can create keys for symbols on his/her map. |
| Woolgrove UW Geography Range 7 onwards | Enquiry and Investigation | Range 9 | I can use information books and the internet to compare the similarities and differences between places studied |
| Woolgrove UW Geography Range 7 onwards | Location Knowledge | Range 9 | I can name and locate the four countries and capital cities of the UK. |
| Woolgrove UW Geography Range 7 onwards | Human and Physical Geography | Range 9 | I can identify seasonal and daily weather patterns in other parts of the world. |
| Woolgrove UW Geography Range 7 onwards | Map Making | Range 10 | I can take photographs of the local area to help them produce a simple map. |
| Woolgrove UW Geography Range 7 onwards | Enquiry and Investigation | Range 10 | I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. |
| Woolgrove UW Geography Range 7 onwards | Location Knowledge | Range 10 | I can name and locate the seven continents and five oceans using globes, maps and atlases. |
| Woolgrove UW Geography Range 7 onwards | Human and Physical Geography | Range 10 | I can compare weather patterns in the UK and other parts of the world. |
| Woolgrove UW Geography Range 7 onwards | Map Making | Range 11 | I can make a simple scale drawing e.g. 1 sq. cm = 1 sq. m |
| Woolgrove UW Geography Range 7 onwards | Map Making | Range 11 | I can make a simple sketch map of the human and physical features in his/her local area. |
| Woolgrove UW Geography Range 7 onwards | Enquiry and Investigation | Range 11 | I can create a survey to explore human or physical features in the local area. |
| Woolgrove UW Geography Range 7 onwards | Location Knowledge | Range 11 | I can explain geographical similarities and differences between an area of the UK and a non-European country. |
| Woolgrove UW History Range 7 onwards | Range 7 | | I can identify and name familiar people (school staff and friends) in a current photo. |
| Woolgrove UW History Range 7 onwards | Range 7 | | I can answer Who, What, Where questions related to stories. |
| Woolgrove UW History Range 7 onwards | Range 7 | | I can talk about special times from the past involving my friends or family. |
| Woolgrove UW History Range 7 onwards | Range 7 | | I can take part in special events to commemorate the past e.g. Remembrance Day school assemblies. |
| Woolgrove UW History Range 7 onwards | Range 7 | | I can recognise The Queen (or current monarch!) in photographs. |

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| Woolgrove UW History Range 7 onwards | Range 7 | I can identify key events in my life. |
| Woolgrove UW History Range 7 onwards | Range 7 | I can find out about the lives of significant individuals in the present who have contributed to national/international achievements e.g. an Olympic athlete. |
| Woolgrove UW History Range 7 onwards | Range 8 | I can identify myself in a photo from an earlier time. |
| Woolgrove UW History Range 7 onwards | Range 8 | I can sequence the key events in a story. |
| Woolgrove UW History Range 7 onwards | Range 8 | I can talk about special times using a range of historical terms such as now, then, after <i>etc.</i> |
| Woolgrove UW History Range 7 onwards | Range 8 | I can talk about special events that commemorate the past e.g. Remembrance Day, Bonfire Night. |
| Woolgrove UW History Range 7 onwards | Range 8 | I can name The Queen (or current monarch!). |
| Woolgrove UW History Range 7 onwards | Range 8 | I can sequence key events in my life. |
| Woolgrove UW History Range 7 onwards | Range 8 | I can talk about the lives of significant individuals in the present e.g. an Olympic athlete. |
| Woolgrove UW History Range 7 onwards | Range 9 | I can retell stories. |
| Woolgrove UW History Range 7 onwards | Range 9 | I can use sources such as video clips or pictures to relate current celebrations to past events. |
| Woolgrove UW History Range 7 onwards | Range 9 | I can recognise and name some members of the Royal Family. |
| Woolgrove UW History Range 7 onwards | Range 9 | I can create a simple timeline of key events in my life. |
| Woolgrove UW History Range 7 onwards | Range 9 | I can find out about the lives of significant individuals in the past who have contributed to national/international achievements. |
| Woolgrove UW History Range 7 onwards | Range 10 | I can demonstrate my understanding of key features of an event by asking questions. |
| Woolgrove UW History Range 7 onwards | Range 10 | I can ask questions about past events that we commemorate today. |
| Woolgrove UW History Range 7 onwards | Range 10 | I can talk about special current Royal events. |
| Woolgrove UW History Range 7 onwards | Range 10 | I can use a simple timeline to link past and present events. |
| Woolgrove UW History Range 7 onwards | Range 10 | I can talk about the lives of significant individuals in the past who have contributed to national/international achievements. |
| Woolgrove UW History Range 7 onwards | Range 11 | I can ask and answer Why and How do you know questions about an event. |
| Woolgrove UW History Range 7 onwards | Range 11 | I understand that events commemorated in the present relate to events to the past. |
| Woolgrove UW History Range 7 onwards | Range 11 | I can share facts about past Royal events. |
| Woolgrove UW History Range 7 onwards | Range 11 | I can make links between significant individuals from the past and present. |

Computing

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| Woolgrove UW Computing | Computer Science | Range 1 | Anticipates repeated sounds, sights and actions. Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate and explore them |
| Woolgrove UW Computing | Computer Science | Range 1 | Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images |
| Woolgrove UW Computing | Computer Science | Range 1 | Independently explore simple coding into programmable toys/games – (Simon Says, Blue-Bots & Code-A-Pillar etc) but not always predict the outcome. Cause and effect. |
| Woolgrove UW Computing | Computer Science | Range 1 | Aware they can cause a reaction through cause and effect |
| Woolgrove UW Computing | Computer Science | Range 2 | Recall cause and effect actions on favoured toys, games, apps etc |
| Woolgrove UW Computing | Computer Science | Range 3 | Can follow a simple algorithm – Simon says, if you're happy and you know it etc. |
| Woolgrove UW Computing | Computer Science | Range 4 | Can create and share a simple algorithm – Simon says, if you're happy and you know it etc. |
| Woolgrove UW Computing | Computer Science | Range 5 | Beginning to understand language forwards, backwards, turn, left, right |
| Woolgrove UW Computing | Computer Science | Range 6 | Children are beginning to understand algorithm inputs. For example if you press a directional input the device will move, or a sound input it will make a sound. Understands that logical reasoning is needed to predict the behaviour of simple programs |
| Woolgrove UW Computing | Computer Science | Range 7 | Able to give commands one at a time to control direction and movement, including straight, forwards, backwards, turn with no set outcome. |
| Woolgrove UW Computing | Computer Science | Range 7 | Able to give commands two at a time to control direction and movement, including straight, forwards, backwards, turn with no set outcome. |
| Woolgrove UW Computing | Computer Science | Range 7 | Able to give commands three at a time to control direction and movement, including straight, forwards, backwards, turn with no set outcome. |
| Woolgrove UW Computing | Computer Science | Range 7 | Able to give commands four at a time to control direction and movement, including straight, forwards, backwards, turn with no set outcome. |
| Woolgrove UW Computing | Computer Science | Range 7 | Able to give commands five at a time to control direction and movement, including straight, forwards, backwards, turn with no set outcome. |
| Woolgrove UW Computing | Computer Science | Range 7 | Able to give multiple commands to control direction and movement, including straight, forwards, backwards, turn with no set outcome. |
| Woolgrove UW Computing | Computer Science | Range 8 | Is able to follow an instruction when operating a range of digital devices or to control digital devices to achieve a desired outcome, for example Bee Bot completing a simple course. |
| Woolgrove UW Computing | Computer Science | Range 9 | Able to give commands one at a time to control direction and movement, including straight, forwards, backwards, turn to complete a set course. |
| Woolgrove UW Computing | Computer Science | Range 9 | Able to give commands two at a time to control direction and movement, including straight, forwards, backwards, turn to complete a set course. |

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| Computing Woolgrove UW | Computer Science | Range 9 | Able to give commands three at a time to control direction and movement, including straight, forwards, backwards, turn to complete a set course. |
| Computing Woolgrove UW | Computer Science | Range 9 | Able to give commands four at a time to control direction and movement, including straight, forwards, backwards, turn to complete a set course. |
| Computing Woolgrove UW | Computer Science | Range 9 | Able to give commands five at a time to control direction and movement, including straight, forwards, backwards, turn to complete a set course. |
| Computing Woolgrove UW | Computer Science | Range 9 | Able to give multiple commands to control direction and movement, including straight, forwards, backwards, turn to complete a set course. |
| Computing Woolgrove UW | Computer Science | Range 10 | Improve/change their sequence of commands by debugging. Looking at where their coding has not given the desired effect and adjusting inputs to correct this. |
| Computing Woolgrove UW | Computer Science | Range 11 | When given a set of instructions is able to follow and predict what will happen |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: algorithm |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: instruction |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: order |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: debug |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: program |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: turn |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: forwards |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: backwards |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: left |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: right |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: clockwise |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: anticlockwise |
| Computing Woolgrove UW | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: sequence |

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| Computing Woolgrove UW Computing | Computer Science | Range 12 | Use key vocabulary to demonstrate knowledge and understanding: repeat |
| Woolgrove UW Computing | Digital Literacy | Range 1 | I am aware of devices within the room and beginning to tolerate them. |
| Woolgrove UW Computing | Digital Literacy | Range 1 | I am aware of devices, having a specific amount of time on them and sharing. |
| Woolgrove UW Computing | Digital Literacy | Range 1 | I can accept when my time has finished when using a device. |
| Woolgrove UW Computing | Digital Literacy | Range 1 | I am aware I need to be careful with technology and look after it. |
| Woolgrove UW Computing | Digital Literacy | Range 1 | I show interest towards specific activities of my own choosing or watching other people. |
| Woolgrove UW Computing | Digital Literacy | Range 1 | I can choose from a range of symbols different activities I enjoy watching/playing digitally. |
| Woolgrove UW Computing | Digital Literacy | Range 1 | With adult support and symbols I can say who I can approach if I feel happy, sad, worried, upset, unsure when using technology |
| Woolgrove UW Computing | Digital Literacy | Range 2 | I can share different activities I enjoy watching/playing digitally. |
| Woolgrove UW Computing | Digital Literacy | Range 2 | With minimal adult support and symbols I can say who I can approach if I feel happy, sad, worried, upset, unsure when using technology |
| Woolgrove UW Computing | Digital Literacy | Range 3 | I can say who I can approach if I feel happy, sad, worried, upset, unsure when using technology |
| Woolgrove UW Computing | Digital Literacy | Range 4 | Is beginning to understand some of the potential risks when using technology and how to respond accordingly; profanities |
| Woolgrove UW Computing | Digital Literacy | Range 4 | Is beginning to understand some of the potential risks when using technology and how to respond accordingly; unkind friends |
| Woolgrove UW Computing | Digital Literacy | Range 4 | Is beginning to understand some of the potential risks when using technology and how to respond accordingly; nudity |
| Woolgrove UW Computing | Digital Literacy | Range 5 | Is beginning to identify what things count as personal information. |
| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; profanities |
| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; violence |
| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; nudity |

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| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; cyber bullying |
| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; accidentally downloading Malware |
| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; Phishing |
| Woolgrove UW Computing | Digital Literacy | Range 6 | Is able to identify potential risks online and how to respond appropriately; sharing personal information |
| Woolgrove UW Computing | Digital Literacy | Range 7 | Able to identify personal information and the importance of keeping it safe |
| Woolgrove UW Computing | Digital Literacy | Range 7 | Able to follow instructions to log on to a device safely. |
| Woolgrove UW Computing | Digital Literacy | Range 7 | Can share how to create a strong password to keep information safe |
| Woolgrove UW Computing | Digital Literacy | Range 8 | demonstrate how to safely open and close applications and log on and log off from websites; |
| Woolgrove UW Computing | Digital Literacy | Range 9 | Is beginning to understand what cyber bullying is and how it can take place. |
| Woolgrove UW Computing | Digital Literacy | Range 9 | Is able to share how to respond to cyber bullying |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Is aware of different online platforms, their purpose and reasons for age restrictions. |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; Facebook (13) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; YouTube (13) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; YouTube kids (no age limit) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; WhatsApp (16) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; Instagram (13) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; TikTok (13) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; snapchat (13) |
| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; Minecraft (8+) |

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| Woolgrove UW Computing | Digital Literacy | Range 10 | Understands people have to be a certain age to access different platforms and why; Roblox (need parental consent) |
| Woolgrove UW Computing | Digital Literacy | Range 11 | agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 1 | I can independently explore a range of cause and effect using electronic devices, (keyboards, interactive whiteboards, iPad screens, interactive computer screens etc) |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 2 | I can make meaningful marks on a device – drawing on IWB, typing letters etc |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 3 | I am beginning to refine my finger painting skills on interactive screens to produce artwork which is recognizable. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 4 | I am beginning to be able to type my name using a lowercase keyboard. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 5 | I am beginning to create marks using a mouse instead of my finger. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 6 | Beginning to double click using a mouse with less adult support. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 6 | I can type using a keyboard with capital letters. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 7 | Understand they can use technology purposefully to create simple documents (typing short text, creating artwork) |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 8 | Create their own simple digital content on a range of devices |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 9 | Understand they can save work – not knowing where it is saved to. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 10 | When creating digital artwork use various tools, such as brushes, pens, eraser, stamps, shapes, and set the size, colour and shape. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 10 | Beginning to type using two hands. |
| Woolgrove | Multimedia – | Range | Beginning to create sentences using Clicker 6 – Move on if not appropriate to |

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| UW Computing | text and creating images | 10 | pathway. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 10 | Beginning to use voice to text technology – Move on if not appropriate to pathway. |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 11 | To access, save and retrieve information from a specific folder on the school server |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 11 | To access, save and retrieve information from a range of different devices |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 11 | Be able to retrieve and edit digital content |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 12 | Understand a range of functions needed to control which device (capital letters, shift, arrows etc) |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 13 | add text strings, text boxes and show and hide objects and images, manipulating the features; (word, PowerPoint etc) |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 14 | use applications and devices in order to communicate ideas, work, messages and demonstrate control; |
| Woolgrove UW Computing | Multimedia – text and creating images | Range 14 | use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, drag, present. |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 1 | I can independently explore camera (and camera apps) |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 2 | I can take meaningless pictures and videos |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 3 | Understands they are able to create their own simple electronic content (taking photos, videos, audio etc). |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 4 | I can take images with purpose/meaning |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 5 | I can take video with purpose/meaning |
| Woolgrove | Multimedia – | Range | I can use software to record sounds; |

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| UW Computing | capturing video and images | 6 | |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 7 | I can change sounds recorded; |
| Woolgrove UW Computing | Multimedia – capturing video and images | Range 8 | Is able to save, retrieve and organise work; |
| Woolgrove UW Computing | Technology in our lives | Range 1 | Shows interest and seeks to acquire basic skills in turning on and operating some simple digital equipment |
| Woolgrove UW Computing | Technology in our lives | Range 2 | Understand that different toys/devices/programs cause different actions |
| Woolgrove UW Computing | Technology in our lives | Range 3 | Uses ICT hardware to interact with age-appropriate computer software |
| Woolgrove UW Computing | Technology in our lives | Range 4 | Develops digital literacy skills by being able to access, understand and interact with a range of technologies |
| Woolgrove UW Computing | Technology in our lives | Range 5 | Is able to Identify different devices |
| Woolgrove UW Computing | Technology in our lives | Range 5 | Understand different devices have different content |
| Woolgrove UW Computing | Technology in our lives | Range 6 | Can use the internet with adult support and supervision to find and retrieve information of interest to them |
| Woolgrove UW Computing | Technology in our lives | Range 6 | Knows that information can be retrieved from digital devices and the internet |
| Woolgrove UW Computing | Technology in our lives | Range 7 | Understands they can explore items of interest on a digital platform |
| Woolgrove UW Computing | Technology in our lives | Range 8 | Name a range of devices and understand which fine motor skills are needed to control which device (iPad, mouse, keyboard) |
| Woolgrove UW Computing | Technology in our lives | Range 9 | Practise fine motor skills associated with controlling a range of devices |
| Woolgrove UW Computing | Technology in our lives | Range 10 | Recognise that there are different technologies that serve different purposes |
| Woolgrove UW Computing | Technology in our lives | Range 11 | Understand that they can create digital content |
| Woolgrove UW Computing | Technology in our lives | Range 12 | Use technology to explore and access content or operate a digital device to fulfil a familiar task |
| Woolgrove UW | Technology in our lives | Range 12 | Make an intentional choice between a selection of digital resources or devices |

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| Computing Woolgrove UW | Technology in our lives | Range 13 | Can find information on familiar websites – when an adult has navigated them to it |
| Computing Woolgrove UW | Technology in our lives | Range 13 | Can find information on the internet using a basic safe search engine |
| Computing Woolgrove UW | Technology in our lives | Range 14 | Recognise simple examples of when and why people use technology |
| Computing Woolgrove UW | Technology in our lives | Range 14 | Consolidate fine motor skills associated with controlling a range of devices |
| Computing Woolgrove UW | Technology in our lives | Range 14 | Recognise common uses of information technology beyond school |
| Computing Woolgrove UW | Technology in our lives | Range 14 | use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure. |

Attention Autism

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| Attention Autism | Stage 1 | Sits with minimal adult support |
| Attention Autism | Stage 1 | Sits without adult support |
| Attention Autism | Stage 1 | Sits facing forwards |
| Attention Autism | Stage 1 | Alerts to object by body stilling |
| Attention Autism | Stage 1 | Shows anticipation |
| Attention Autism | Stage 1 | Able to focus attention for 2 minutes (bucket time) 2 objects |
| Attention Autism | Stage 1 | Shows excitement and enjoyment through facial expressions/gestures |
| Attention Autism | Stage 1 | Able to focus attention for 5 minutes (bucket time) 3 objects |
| Attention Autism | Stage 1 | Shows interest in use of whiteboard |
| Attention Autism | Stage 1 | Copies gestures |
| Attention Autism | Stage 1 | Indicates with body language /gestures a desire for more |
| Attention Autism | Stage 1 | Echoes key word /phrases |
| Attention Autism | Stage 1 | Make spontaneous vocalisations |
| Attention Autism | Stage 2 | Able to sustain attention on 3 minute attention builder activity |
| Attention Autism | Stage 2 | Able to focus on 5 minute attention builder activity |
| Attention Autism | Stage 3 | Show interest / enjoyment when adult demonstrates interactive game |
| Attention Autism | Stage 3 | Watches other children take part in an interactive game |

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| Autism Attention Autism | Stage 3 | Able to wait turn with adult support |
| Attention Autism | Stage 3 | Able to wait turn without adult support |
| Attention Autism | Stage 3 | Accepts invitation to take turn at interactive game with minimal support |
| Attention Autism | Stage 3 | Accepts invitation to take turns at interactive game without support |
| Attention Autism | Stage 3 | Reseats self after interactive game |
| Attention Autism | Stage 3 | Refocuses on activity |
| Attention Autism | Stage 4 | Shows enjoyment and anticipation at demonstration of table top support |
| Attention Autism | Stage 4 | Able to follow adult invitation to take tray/equipment to table with minimal adult support |
| Attention Autism | Stage 4 | Able to reproduce demonstrated activity at the table |
| Attention Autism | Stage 4 | Able to finish activity at adult direction e/g in response to "5, 4,3, 2, 1" finish countdown |
| Attention Autism | Stage 4 | Able to return to the group and refocus for finish |

Helicopter Stories

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| Woolgrove Helicopter Stories | Stage 1 | Explore toys and begin to look at an adult and show awareness as they narrate what I am doing |
| Woolgrove Helicopter Stories | Stage 1 | Look at an adult as they write |
| Woolgrove Helicopter Stories | Stage 1 | Look at an adult reads to retell my story |
| Woolgrove Helicopter Stories | Stage 2 | Explore toys in a purposeful way (e.g., moving a car along a table, pretending to eat a burger) |
| Woolgrove Helicopter Stories | Stage 2 | Begin to make noises, smile, point and show facial expressions. |
| Woolgrove Helicopter Stories | Stage 2 | Look at and adult narrating my play |
| Woolgrove Helicopter Stories | Stage 2 | Begin to repeat actions with the toy as the adult retells the story |
| Woolgrove Helicopter Stories | Stage 2 | Ext begin to listen to the adult read my story. |
| Woolgrove Helicopter Stories | Stage 3 | Play with toys in a purposeful way and begin to link 2 actions together (e.g. putting food on a plate and the eating it, moving a person upstairs and then putting them to bed) |
| Woolgrove Helicopter | Stage 3 | Make noises, smile, point and make facial expressions. |

Stories

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| Woolgrove Helicopter Stories | Stage 3 | Look at and adult narrating my play and add an additional action. |
| Woolgrove Helicopter Stories | Stage 3 | Look at an adult as they write and begin to pause play between actions to watch the adult write |
| Woolgrove Helicopter Stories | Stage 3 | Repeat actions with the toy as the adult retells the story |
| Woolgrove Helicopter Stories | Stage 4 | Link 2 actions together with toys |
| Woolgrove Helicopter Stories | Stage 4 | Say single words / signs / symbols to name items |
| Woolgrove Helicopter Stories | Stage 4 | Begin to use actions and hand gestures to show what they are telling. |
| Woolgrove Helicopter Stories | Stage 4 | Look at an adult writing what I have said |
| Woolgrove Helicopter Stories | Stage 4 | Select the correct item when an adult reads the writing |
| Woolgrove Helicopter Stories | Stage 5 | Link 2 actions together with play |
| Woolgrove Helicopter Stories | Stage 5 | Using story props related to a familiar story/rhyme link 2 actions such as Jack climbing. |
| Woolgrove Helicopter Stories | Stage 5 | Say 2 words / signs / symbols to tell a story (who, what doing) e.g. bear eating |
| Woolgrove Helicopter Stories | Stage 5 | Look at an adult writing what I have said and pause between actions to watch the adult write |
| Woolgrove Helicopter Stories | Stage 5 | Repeat the correct actions when an reads the writing |
| Woolgrove Helicopter Stories | Stage 6 | Link 3-5 actions together using toys |
| Woolgrove Helicopter Stories | Stage 6 | Using story props related to a familiar story or rhyme link 2 actions and a place/object such as Jack climbing up a beanstalk. |
| Woolgrove Helicopter Stories | Stage 6 | Say 3 words / signs / symbols to tell a story (who, what doing, where/what object) e.g. bear eating honey |
| Woolgrove Helicopter Stories | Stage 6 | Look at an adult writing what I have said and pause between actions to watch the adult write |
| Woolgrove Helicopter Stories | Stage 6 | Repeat the correct actions when an reads the writing |
| Woolgrove Helicopter | Stage 6 | Ext without the use of props begin to say sentences / point to |

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| Stories | | symbols/ sign to a sentence from a story with visual support |
| Woolgrove Helicopter Stories | Stage 6 | Ext listen to others telling their story and wait for a turn with support in a group of 2 |
| Woolgrove Helicopter Stories | Stage 7 | Link several actions together using toys to begin to tell a simple story |
| Woolgrove Helicopter Stories | Stage 7 | Using story props related to a familiar story or rhyme link person, actions and a place/object to say 2 sentences about a story/rhyme |
| Woolgrove Helicopter Stories | Stage 7 | Say 2 sentences using words / signs / symbols to tell a story (who, what doing, where/what object) e.g. bear eating honey, bear sleeping in the cave |
| Woolgrove Helicopter Stories | Stage 7 | Look at an adult writing what I have said and pause between actions to watch the adult write |
| Woolgrove Helicopter Stories | Stage 7 | Repeat the correct actions when an reads the writing |
| Woolgrove Helicopter Stories | Stage 7 | listen to others telling their story and wait for a turn with support in a group of 2 |
| Woolgrove Helicopter Stories | Stage 7 | Ext without the use of props begin to say 2 sentences / point to symbols/ sign to a sentence from a story with visual support |
| Woolgrove Helicopter Stories | Stage 7 | Ext listen to others telling their story and wait for a turn with support in a group of 3-4 |
| Woolgrove Helicopter Stories | Stage 8 | Link several actions together using toys to begin to tell a simple story |
| Woolgrove Helicopter Stories | Stage 8 | Using story props related to a familiar story or rhyme link person, actions and a place/object to say 2 sentences about a story/rhyme |
| Woolgrove Helicopter Stories | Stage 8 | Say 3 sentences using words / signs / symbols to tell a story (who, what doing, where/what object) e.g. bear eating honey, bear sleeping in the cave |
| Woolgrove Helicopter Stories | Stage 8 | Look at an adult writing what I have said and pause between actions to watch the adult write |
| Woolgrove Helicopter Stories | Stage 8 | Listen as the adult identifies characters and actions and watch them being circled on the writing |
| Woolgrove Helicopter Stories | Stage 8 | Choose friends to be the characters and Repeat the correct actions when an reads the writing |
| Woolgrove Helicopter Stories | Stage 8 | Listen to others telling their story and wait for a turn with support in a group of 3-4 |
| Woolgrove Helicopter Stories | Stage 8 | Ext without the use of props begin to say 3 sentences / point to symbols/ sign to a sentence from a story with visual support |
| Woolgrove Helicopter Stories | Stage 9 | without the use of props say / point to symbols/ sign 3 sentences with visual support |
| Woolgrove | Stage 9 | Look at an adult writing what I have said and pause between |

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| Helicopter Stories | | communicating to watch the adult write |
| Woolgrove Helicopter Stories | Stage 9 | Listen as the adult identifies characters and actions and watch them being circled on the writing |
| Woolgrove Helicopter Stories | Stage 9 | Choose friends to be the characters and Repeat the correct actions when an reads the writing, watching what the other children do |
| Woolgrove Helicopter Stories | Stage 9 | Listen to others in a group telling their story |
| Woolgrove Helicopter Stories | Stage 9 | Ext begin to use a range of signs/symbols/sentences to tell my own story without pictures/visual support |
| Woolgrove Helicopter Stories | Stage 10 | without the use of props say / point to symbols/ sign sentences with visual support for a beginning and end of a story |
| Woolgrove Helicopter Stories | Stage 10 | Use story book language when retelling / telling a story |
| Woolgrove Helicopter Stories | Stage 10 | Look at an adult writing what I have said and pause between communicating to watch the adult write |
| Woolgrove Helicopter Stories | Stage 10 | Listen as the adult identifies characters and actions and places watch them being circled on the writing (using integrated visual coding) Add/edit the story adding more information as it is retold. |
| Woolgrove Helicopter Stories | Stage 10 | Choose friends to be the characters and Repeat the correct actions when an reads the writing, watching what the other children do. |
| Woolgrove Helicopter Stories | Stage 10 | Say your own story without copying what others have said |
| Woolgrove Helicopter Stories | Stage 10 | Ext Use a range of signs/symbols/sentences to tell my own story with a beginning and end without pictures/visual support |
| Woolgrove Helicopter Stories | Stage 11 | without the use of props say / point to symbols/ sign sentences with visual support for a beginning, middle and end of a story |
| Woolgrove Helicopter Stories | Stage 11 | Look at an adult writing what I have said and pause between communicating to watch the adult write |
| Woolgrove Helicopter Stories | Stage 11 | Listen as the adult identifies characters and actions and places watch them being circled on the writing (using integrated visual coding) Add/edit the story adding more information or using descriptive vocabulary. |
| Woolgrove Helicopter Stories | Stage 11 | Choose friends to be the characters and Repeat the correct actions when an reads the writing, watching what the other children do. |
| Woolgrove Helicopter Stories | Stage 11 | Ext Use a range of signs/symbols/sentences to tell my own story with a beginning, middle and end without pictures/visual support |
| Woolgrove Helicopter Stories | Stage 12 | Use a range of signs/symbols/sentences to tell my own story with a beginning, middle and end without pictures/visual support |
| Woolgrove Helicopter Stories | Stage 12 | Look at an adult writing what I have said and pause between communicating to watch the adult write |

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| Stories | | |
| Woolgrove Helicopter Stories | Stage 12 | Begin to identify characters and actions and places watch them being circled on the writing (using integrated visual coding) Add/edit the story adding more information or using descriptive vocabulary. |
| Woolgrove Helicopter Stories | Stage 12 | Choose friends to be the characters and act out the story watching what the other children do and remembering what part I have been given. |
| Woolgrove Helicopter Stories | Stage 13 | Use a range of signs/symbols/sentences to say a sentence or section of a story. |
| Woolgrove Helicopter Stories | Stage 13 | Listen to others as they contribute a sentence/section of the story |
| Woolgrove Helicopter Stories | Stage 13 | Continue the story keeping the characters and place as already identified. |
| Woolgrove Helicopter Stories | Stage 13 | Be able to start a story, continue a story, finish a story |
| Woolgrove Helicopter Stories | Stage 13 | Be able to continue a story. |
| Woolgrove Helicopter Stories | Stage 13 | Be able to finish a story |
| Woolgrove Helicopter Stories | Stage 13 | Identify characters and actions and places and circle them on the writing (using integrated visual coding) Add/edit the story adding more information or using descriptive vocabulary. |
| Woolgrove Helicopter Stories | Stage 13 | Work as a group to act out a story |
| Woolgrove Helicopter Stories | Stage 14 | As with 13 but increase vocabulary and complexity of stories |
| Woolgrove Helicopter Stories | Stage 14 | child to chose a peer as a central character with support to write a story about. |
| Woolgrove Helicopter Stories | Stage 14 | Child to chose a peer to scribe a story with support |
| Woolgrove Helicopter Stories | Stage 14 | EXT take part as reader of the story. |
| Woolgrove Helicopter Stories | Stage 14 | Ext – be the scribe for the story |

Intensive Interaction / Identiplay

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| Woolgrove Interaction and Play skills | Intensive Interaction | Enjoys being with another person. |
| Woolgrove Interaction and Play skills | Intensive Interaction | Takes an interest in another person. |

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| Woolgrove Interaction and Play skills | Intensive Interaction | Concentrates and attend |
| Woolgrove Interaction and Play skills | Intensive Interaction | Participates in sequences of activities. |
| Woolgrove Interaction and Play skills | Intensive Interaction | Takes turns in exchanges of behaviour |
| Woolgrove Interaction and Play skills | Intensive Interaction | Shares personal space. |
| Woolgrove Interaction and Play skills | Intensive Interaction | Gives eye contact |
| Woolgrove Interaction and Play skills | Intensive Interaction | Uses facial expressions. |
| Woolgrove Interaction and Play skills | Intensive Interaction | Responds to facial expressions. |
| Woolgrove Interaction and Play skills | Intensive Interaction | Makes physical contact |
| Woolgrove Interaction and Play skills | Intensive Interaction | Responds to physical contact |
| Woolgrove Interaction and Play skills | Intensive Interaction | Uses non verbal communication |
| Woolgrove Interaction and Play skills | Intensive Interaction | Uses meaningful vocalisations. |
| Woolgrove Interaction and Play skills | Identiplay | Sit or stand opposite an adult without touching equipment and toys with support |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy / modelling a piece of work (may need to be moved to the eyeline of the child) |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action with hand over hand support |
| Woolgrove Interaction and Play skills | Identiplay | Begin to listen to what the adult is saying by looking at the adult as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Sit or stand opposite an adult without touching equipment and toys with minimal physical prompts |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action with a small physical prompt e.g. adult does hand over hand for part of the action and then child completes action |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying by looking at the adult as they speak / sign / show symbols |

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| Woolgrove Interaction and Play skills | Identiplay | Sit or stand opposite an adult without touching equipment and toys independently |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action independently |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Begin to copy some signs / words by vocalising / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action independently then look at the adult to watch the next action with a physical prompt and copy the action. (up to 2 actions) |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Copy some signs / words by vocalising or speaking / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action independently then look at the adult to watch the next action and copy the action independently. (up to 2 actions) |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Copy some signs / words by vocalising or speaking / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action independently then look at the adult to watch the next action and copy the action independently. (up to 3 actions) |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Copy some signs / words by vocalising or speaking / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing an action with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy an action independently then look at the adult to watch the next action and copy the action independently. (several actions) |

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| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Copy some signs / words by vocalising or speaking / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing 2 actions with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy 2 actions independently |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Copy some signs / words by vocalising or speaking / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing 3 actions with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy 3 actions independently |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Copy some signs / words by vocalising or speaking / signing / selecting symbols |
| Woolgrove Interaction and Play skills | Identiplay | Begin to say some of the phrases that the adult is saying |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing 4 actions with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy 4 actions independently |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Say some of the phrases that the adult is saying |
| Woolgrove Interaction and Play skills | Identiplay | Look at an adult who is moving / doing several actions with a toy / modelling a piece of work |
| Woolgrove Interaction and Play skills | Identiplay | Copy several actions independently |
| Woolgrove Interaction and Play skills | Identiplay | Listen to what the adult is saying as they speak / sign / show symbols |
| Woolgrove Interaction and Play skills | Identiplay | Say / sign / use symbols to copy the phrases that the adult is saying |

Wellcomm

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|-----------|-----------|-------|---|
| Woolgrove | Section 1 | 6-11 | Turns towards you when name is called |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Relate 2 objects together in play e.g. banging 2 things together, putting objects into containers. Use staking cups or bricks if necessary |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Look at or point to an object and then look at you (use favourite toy or item placed a distance away, sit where the child can see you) |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Follow an adult's gaze (look at child then object) |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Follow simple instructions with non verbal cues (e.g. Say, where's the cup / ball / Nanny does child look in the right place) |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Holds up arms to show they want to be picked up |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Copy and action or gesture (waving bye / clapping hands) |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Point to ask for something |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Babbles |
| Wellcomm | months | | |
| Woolgrove | Section 1 | 6-11 | Shout to get adults attention |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Give an item on request (place the key, cup and spoon out, hold hand out and say "give me ... repeat, can child select item 1 out of 2 times?) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Point to the correct picture when asked (Picture set 1 and 2.2 "point to the car) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Use an everyday object on themselves (putting a brush to their hair, phone to their ear) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Pretend to use objects on themselves (e.g. pretending to eat/drink) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Follow simple everyday instructions (e.g. get your shoes, where's teddy) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Start a routine / game with an adult (being something to an adult gesture for a nursery rhyme) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Point to things or people of interest |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Beginning to use words to request (e.g. mummy, milk) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Use gestures to ask for things (e.g. hand to mouth for food) |
| Wellcomm | months | | |
| Woolgrove | Section 2 | 12-17 | Use own name |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | When playing relate 2 or 3 objects together (putting teddy in a bed, or putting dolly on a chair) |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | Point to their eyes/ nose / mouth (Do they understand all 3) |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | Carry out actions on toys (use brush, teddy, cup, sponge, say brush teddy, give teddy a drink) |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | Follow 2 word instructions (use key, plate, cup and spoon, say "put the key on the plate" "put the spoon on the plate" can child do 1 out of the 2 instructions?) |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | Follow instructions out of the routine (e.g. ask child to get your book at lunchtime) |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | Occasionally put 2 words together when talking (e.g. more juice, daddy gone, no juice) |
| Wellcomm | months | | |
| Woolgrove | Section 3 | 18-23 | Beginning to use some action words (e.g. walk, jump) |
| Wellcomm | months | | |

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| Woolgrove Wellcomm | Section 3 months | 18-23 | Use 10 everyday words |
| Woolgrove Wellcomm | Section 3 months | 18-23 | Join in with nursery rhymes / action songs |
| Woolgrove Wellcomm | Section 3 months | 18-23 | Starts to tell adults about things they have seen (e.g. child says plane and points to plane outside) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Remember 2 items correctly (use a cup, key, plate. Say "give me the plate and the ball" "Give me the ball and the cup" Child follows 1 out of 2 instructions) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Understand word broken (Picture 2a Where is the broken pencil? Picture 2b Where is the broken cup? Child identifies both correctly) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Understand the negative "no" (picture 3a, who's got no ball? Picture 3b who's got no drink? Child points to both correctly) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Engage in imaginative play |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Follow 3 word instructions (use doll, teddy, brush, sponge/flannel, say I'm going to ask you to some funny things, brush teddy's leg. Wash doll's hands. Child follows both correctly) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Put 2 words together |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Use the word in (picture set 4.7 Say Rabbit is on the table and cat is?) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Use word ending "ing" (pictures set 4.8 point to each picture and as what is she/he doing? Can child use ing at least once) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Uses I to refer to self (e.g. I like it) |
| Woolgrove Wellcomm | Section 4 months | 24-29 | Use the word big to describe things (Picture set 4.10 point to the small doll and say this doll is small, point to the big doll and say this doll is Does child say big?) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Understand preposition in and under (use a box with a lid and a spoon, say put the spoon in the box. Put the spoon under the box. Can child do both instructions?) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Repeat 2 words after an adult (Say listen carefully to what I say and see if you can copy. Practise first "ball" then check "cat, spoon" "hat, dog" can child do both) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Interacts with others in play |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Identify colours green, red and yellow (picture set 5.4 show picture set 7 ask child to point to the colours, can child identify all 3 colours) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Understand where questions (Picture set 5.5, a and b, Picture set 5a where do we eat dinner? Where do we play football? Can child point correctly to both) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Joining 3 words together when speaking (e.g. Daddy go work, Mummy in car) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Use the word under (Picture set 5.7 say the man is sitting on the bench and the frog is) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Starting to use what and where questions (e.g. what that? Where's Billy?) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Identify an object by its function (Picture 5.9 point to the apple and say we eat an apple, what do we do with a pencil? What do you do with a chair? Can child answer both) |
| Woolgrove Wellcomm | Section 5 months | 30-35 | Use plurals e.g. cats (Picture set 6.10, point to the cat and say "here is a cat" point to the cats and say "here are 2") |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Understand pronouns he and she (Picture 6.1 say "point to, she's drinking." " point to he's sitting" can child point to both. |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Understand prepositions in front and behind (tell child to stand in front of the chair, stand behind the chair" can child do both. |

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| Woolgrove Wellcomm | Section 6 months | 36-41 | Understand the negative isn't (picture set 6.3 a and b, show me who isn't crying, show me who isn't drinking" can child do both. |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Know what we hear, smell and see with (Picture 6.4 "Here is a man's face. Can you tell me... what does he see with? What does he smell with? What does he hear with. Can child point to 2 out of 3) |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Share toys in play |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Puts 3 to 5 words together (e.g. mummy I want a biscuit) |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Use regular past tense e.g. ed (Picture 6.7 Say look the plates are dirty look the man is washing the plates, look the plates are clean. What did the man do to the plates, he ...?) |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Answer what burns? What flies? (ask can you think of something that flies? Something that burns? Can child answer both?) |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Answer why questions (Picture 6.9 Why is the girl crying?) |
| Woolgrove Wellcomm | Section 6 months | 36-41 | Repeat a 3 word phrase back correctly (listen and copy, practise first "I'm happy", "cow's don't jump" "baby was playing" Can child copy the 2 sentences |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Take on a role/pretend in play (e.g. dressing up, pretending to be a police officer" |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Understand many and a few (picture 7.2 a and b point to the groups of apples, which one shows many? Point to the groups of bananas "which one shows few?" can child do both) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Understand long and short (Picture 7.3 a and b ask "point to the long snake. Point to the short sock" can the child do both) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Understand why without picture support (ask why do we wash our body?) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Understand first and last (Picture 7.5 a and b, top picture "show me who's first. Bottom picture "show me who's last" Can child do both |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Using 4-5 word phrases (e.g. I like playing with Sarah) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Use comparatives e.g. longer (picture 7.7 point to the picture "this pencil is short, point to the middle picture "this pencil is long" point to the top pencil and say "and this pencil is even ...?" (Child can say longer, taller, bigger) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Give an opposite word (Mummy is a lady, Daddy is a ... The sun comes up in the day, the moon comes up at) can child do both.) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Use his and her correctly (picture 7.9 These are his shoes, point to the girls shoes and say these are Point to the girls hair and say this is her hair and point to the boys hair and say and this is Can child finish both sentences) |
| Woolgrove Wellcomm | Section 7 months | 42-47 | Use the word because to join sentences (picture 7.10 This girl is happy because she is eating an ice cream, This girl Wait for child to say) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Understand when questions (when do you brush your teeth? When do you at breakfast? Child can answer both) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Sort the pictures into the correct categories (picture set 8.2 do not label the categories, ask the child to sort the picture, can child sort them?) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Understand the concept after (picture 8.3 point to each number and name the ask child to point to the number that comes after 3) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Understand the target sentence (Picture 8.4 Look at the pictures, show me the monkey kissing the girl is big" can child identify picture) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Understand the concept either (picture 8.5, point to either the triangle or square, only give mark if child only points to one of the shapes) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Use prepositions in front and behind (Picture 8.6 a and b This dog is sitting beside the box and this dog is ... this dog is on top of the box |

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| Woolgrove Wellcomm | Section 8 months | 48-59 | and this dog is sitting Accept back of or behind) Use emotion words angry and scared (Picture 8.7 a and b How does the girl feel? How does this boy feel?) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Answer why questions correctly (Picture 8.8 a and b Why do we have houses? Why do we have teeth? Do not accept to brush. Can child answer both) |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Remember and copy what an adult says (listen and copy what I say, practise "I like apples" "The bird ate a long worm" "you can brush your teeth later" can child copy 2 sentences |
| Woolgrove Wellcomm | Section 8 months | 48-59 | Use the correct word ending e.g. est. (picture 8.10 Listen and finish what I say, this boy is short, this boy is tall, this boy is taller and this boy is (child can say biggest, tallest) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Knows which day comes after Saturday |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Understand the target sentence (picture 9.2 Look at the pictures, show me the girl is fed by the monkey) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Understand the emotion word anxious (picture 9.3 This family is late for school, can you show me which person feel anxious?) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Understand the phrase "get your skates on" (Picture 9.3 Mummy says get your skates on, who is she talking to?) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Know what happens next (picture 9.5 a and b, It's Sam's birthday and he has a birthday cake, what will he do next? "Jasmine has planted some seeds and now is watering the garden, what will happen to the seeds? Can child answer both?) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Tell an adult the days of the week in order |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Repeat a 7 word sentence correctly (Practise "I like to eat green apples" Test "They are playing on their red bikes" " The boy swam in the cold water" |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Label the categories correctly (We're going to think about things belonging to different groups, listen carefully, potatoes, peas, carrots are all types of ... if child says food say what type of food? Piano, drum, recorder are all types of ... ? Child can say music or instruments. Can child answer both) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Understands and explains the phrase "ants in your pants" (Tell a story, Ben is a fidgety little boy. When he sits down to do his school work, he wriggles around on a chair and can't sit still. His teacher often says "Ben have you got ants in your pants?" Ask is it true that Ben has ants in his pants? Why does Ben's teacher say this? Can child answer both questions) |
| Woolgrove Wellcomm | Section 9 months | 60-72 | Use the future tense "will" (Picture 9.10 this girl is eating, this boy will eat, this boy is jumping, this girl ... child must say will) |

Additional EYFS areas (For Information)

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| EYFS Physical development | Gross motor | Range 1 | Gradually develops ability to hold up own head |
| EYFS Physical development | Gross motor | Range 1 | Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together |
| EYFS Physical development | Gross motor | Range 1 | Follows and tracks a sound or moving object, moving head and eyes |
| EYFS Physical development | Gross motor | Range 1 | When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising |
| EYFS Physical development | Gross motor | Range 1 | Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back |

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| EYFS Physical development | Gross motor | Range 1 | Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer |
| EYFS Physical development | Gross motor | Range 1 | When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms |
| EYFS Physical development | Gross motor | Range 1 | Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards |
| EYFS Physical development | Gross motor | Range 1 | Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations |
| EYFS Physical development | Gross motor | Range 2 | Belly crawling moves into crawling up on hands and knees |
| EYFS Physical development | Gross motor | Range 2 | Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects |
| EYFS Physical development | Gross motor | Range 2 | Sits unsupported on the floor, leaving hands free to manipulate objects with both hands |
| EYFS Physical development | Gross motor | Range 2 | Enjoys finger and toe rhymes and games. |
| EYFS Physical development | Gross motor | Range 2 | Pulls to standing from crawling, holding on to furniture or person for support |
| EYFS Physical development | Gross motor | Range 2 | Walks around furniture lifting one foot and stepping sideways (cruising) |
| EYFS Physical development | Gross motor | Range 2 | Starts walking independently on firm surfaces and later on uneven surfaces |
| EYFS Physical development | Gross motor | Range 2 | Starts to throw and release objects overarm. |
| EYFS Physical development | Gross motor | Range 2 | Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint |
| EYFS Physical development | Gross motor | Range 2 | Pushes, pulls, lifts and carries objects, moving them around and placing with intent |
| EYFS Physical development | Gross motor | Range 2 | Climbs inside, underneath, into corners and between objects |
| EYFS Physical development | Gross motor | Range 3 | Develops security in walking upright using feet alternately and can also run short distances |
| EYFS Physical development | Gross motor | Range 3 | Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time |
| EYFS Physical development | Gross motor | Range 3 | Changes position from standing to squatting and sitting with little effort |
| EYFS Physical development | Gross motor | Range 3 | Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions |
| EYFS Physical development | Gross motor | Range 3 | Shows interest, dances and sings to music rhymes and songs, imitating movements of others |
| EYFS Physical development | Gross motor | Range 3 | Can walk considerable distance with purpose, stopping, starting and changing direction |
| EYFS Physical development | Gross motor | Range 3 | Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other |
| EYFS Physical development | Gross motor | Range 3 | Uses gesture and body language to convey needs and interests and to support emerging verbal language use |
| EYFS Physical development | Gross motor | Range 4 | Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands |
| EYFS Physical development | Gross motor | Range 4 | Sits comfortably on a chair with both feet on the ground |
| EYFS Physical development | Gross motor | Range 4 | Runs safely on whole foot |
| EYFS Physical development | Gross motor | Range 4 | Moves in response to music, or rhythms played on instruments such |

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| development | | | as drums or shakers |
| EYFS Physical development | Gross motor | Range 4 | Jumps up into the air with both feet leaving the floor and can jump forward a small distance |
| EYFS Physical development | Gross motor | Range 4 | Begins to walk, run and climb on different levels and surfaces |
| EYFS Physical development | Gross motor | Range 4 | Begins to understand and choose different ways of moving Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it |
| EYFS Physical development | Gross motor | Range 4 | Climbs up and down stairs by placing both feet on each step while holding a handrail for support |
| EYFS Physical development | Gross motor | Range 4 | Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride |
| EYFS Physical development | Gross motor | Range 5 | Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise |
| EYFS Physical development | Gross motor | Range 5 | Walks down steps or slopes whilst carrying a small object, maintaining balance and stability |
| EYFS Physical development | Gross motor | Range 5 | Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles |
| EYFS Physical development | Gross motor | Range 5 | Can balance on one foot or in a squat momentarily, shifting body weight to improve stability |
| EYFS Physical development | Gross motor | Range 5 | Can grasp and release with two hands to throw and catch a large ball, beanbag or an object |
| EYFS Physical development | Gross motor | Range 5 | Creates lines and circles pivoting from the shoulder and elbow Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping |
| EYFS Physical development | Gross motor | Range 6 | Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk |
| EYFS Physical development | Gross motor | Range 6 | Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance |
| EYFS Physical development | Gross motor | Range 6 | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles |
| EYFS Physical development | Gross motor | Range 6 | Travels with confidence and skill around, under, over and through balancing and climbing equipment |
| EYFS Physical development | Gross motor | Range 6 | Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| EYFS Physical development | Fine motor | Range 1 | Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp |
| EYFS Physical development | Fine motor | Range 1 | Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) |
| EYFS Physical development | Fine motor | Range 2 | Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them |
| EYFS Physical development | Fine motor | Range 2 | Points with first finger, sharing attention with adult |
| EYFS Physical development | Fine motor | Range 2 | Manipulates objects using hands singly and together, such as squeezing water out of a sponge |

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| EYFS Physical development | Fine motor | Range 3 | Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). |
| EYFS Physical development | Fine motor | Range 3 | When holding crayons, chinks etc, makes connections between their movement and the marks they make |
| EYFS Physical development | Fine motor | Range 4 | May be beginning to show preference for dominant hand and/or leg/foot |
| EYFS Physical development | Fine motor | Range 4 | Turns pages in a book, sometimes several at once |
| EYFS Physical development | Fine motor | Range 4 | Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools |
| EYFS Physical development | Fine motor | Range 4 | Holds mark-making tools with thumb and all fingers |
| EYFS Physical development | Fine motor | Range 5 | Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons |
| EYFS Physical development | Fine motor | Range 6 | Uses simple tools to effect changes to materials |
| EYFS Physical development | Fine motor | Range 6 | Handles tools, objects, construction and malleable materials safely and with increasing control and intention |
| EYFS Physical development | Fine motor | Range 6 | Shows a preference for a dominant hand |
| EYFS Physical development | Fine motor | Range 6 | Begins to use anticlockwise movement and retrace vertical lines |
| EYFS Physical development | Fine motor | Range 6 | Begins to form recognisable letters independently |
| EYFS Physical development | Fine motor | Range 6 | Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed |
| EYFS Physical development | Fine motor | Range 6 | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |
| EYFS Physical development | Fine motor | ELG | |
| EYFS Literacy | Word Reading | Range 1 | Notices and engages with sounds and images in the environment |
| EYFS Literacy | Word Reading | Range 1 | As part of sensory exploration, may touch and handle books and digital reading devices |
| EYFS Literacy | Word Reading | Range 1 | Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to |
| EYFS Literacy | Word Reading | Range 2 | Handles books, printed and digital reading material with interest |
| EYFS Literacy | Word Reading | Range 2 | Responds to sounds in the environment such as cars, sirens and birds |
| EYFS Literacy | Word Reading | Range 2 | Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments |
| EYFS Literacy | Word Reading | Range 2 | Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes |
| EYFS Literacy | Word Reading | Range 2 | Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences |
| EYFS Literacy | Word Reading | Range 3 | Is interested in and anticipates books and rhymes and may have favourites |
| EYFS Literacy | Word Reading | Range 3 | Begins to join in with actions and sounds in familiar song and book sharing experience |
| EYFS Literacy | Word Reading | Range 4 | Has some favourite stories, rhymes, songs, poems or jingles |

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| | Reading Word | | |
| EYFS Literacy | Reading Word | Range 4 | Repeats and uses actions, words or phrases from familiar stories |
| EYFS Literacy | Reading Word | Range 4 | Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i> |
| EYFS Literacy | Reading Word | Range 4 | Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps |
| EYFS Literacy | Reading Word | Range 4 | Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes |
| EYFS Literacy | Reading Word | Range 5 | Listens to and joins in with stories and poems, when reading one-to-one and in small groups |
| EYFS Literacy | Reading Word | Range 5 | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories |
| EYFS Literacy | Reading Word | Range 5 | Shows interest in illustrations and words in print and digital books and words in the environment |
| EYFS Literacy | Reading Word | Range 5 | Recognises familiar words and signs such as own name, advertising logos and screen icons |
| EYFS Literacy | Reading Word | Range 5 | Looks at and enjoys print and digital books independently |
| EYFS Literacy | Reading Word | Range 5 | Knows that print carries meaning and, in English, is read from left to right and top to bottom |
| EYFS Literacy | Reading Word | Range 5 | Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) |
| EYFS Literacy | Reading Word | Range 5 | Handles books and touch screen technology carefully and the correct way up with growing competence |
| EYFS Literacy | Reading Word | Range 5 | Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps |
| EYFS Literacy | Reading Word | Range 5 | Begins to develop phonological and phonemic awareness |
| EYFS Literacy | Reading Word | Range 5 | Shows awareness of rhyme and alliteration |
| EYFS Literacy | Reading Word | Range 5 | Recognises rhythm in spoken words, songs poems and rhymes |
| EYFS Literacy | Reading Word | Range 5 | Claps or taps the syllables in words during sound play |
| EYFS Literacy | Reading Word | Range 5 | Hears and says the initial sound in words |
| EYFS Literacy | Reading Word | Range 6 | Enjoys an increasing range of print and digital books, both fiction and non-fiction |
| EYFS Literacy | Reading Word | Range 6 | Knows that information can be retrieved from books, computers and mobile digital devices |
| EYFS Literacy | Reading Word | Range 6 | Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example |
| EYFS Literacy | Reading Word | Range 6 | Begins to develop phonological and phonemic awareness |
| EYFS Literacy | Reading Word | Range 6 | Continues a rhyming string and identifies alliteration |
| EYFS Literacy | Reading Word | Range 6 | Hears and says the initial sound in words |
| EYFS Literacy | Reading Word | Range 6 | Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them |
| EYFS Literacy | Reading Word | Range 6 | Starts to link sounds to letters, naming and sounding the letters of the alphabet |
| EYFS Literacy | Reading Word | Range 6 | Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> |

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| EYFS Literacy | Word Reading | Range 6 | Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences |
| EYFS Literacy | Word Reading | Range 6 | Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text |
| EYFS Literacy | Word Reading | Range 6 | Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| EYFS Literacy | Word Reading | ELG | |
| EYFS Literacy | Comprehension | Range 1 | Turns when hears own name |
| EYFS Literacy | Comprehension | Range 1 | Starts to understand contextual clues, e.g. familiar gestures, words and sounds |
| EYFS Literacy | Comprehension | Range 2 | Responds to simple questions when in a familiar context with a special person (e.g. <i>Where's Mummy?</i> , <i>Where's your nose?</i>) |
| EYFS Literacy | Comprehension | Range 2 | Understanding of single words in context is developing, e.g. <i>cup, milk, daddy</i> |
| EYFS Literacy | Comprehension | Range 3 | Understands different situations - able to follow routine events and activities using nonverbal cues |
| EYFS Literacy | Comprehension | Range 3 | Selects familiar objects by name and will go and find objects when asked, or identify objects from a group |
| EYFS Literacy | Comprehension | Range 3 | Understands simple sentences (e.g. <i>Throw the ball</i>) |
| EYFS Literacy | Comprehension | Range 4 | Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> |
| EYFS Literacy | Comprehension | Range 4 | Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) |
| EYFS Literacy | Comprehension | Range 4 | Developing understanding of simple concepts (e.g. <i>Fast/slow, good/bad</i>) |
| EYFS Literacy | Comprehension | Range 5 | Understands use of objects (e.g. <i>Which one do we cut with?</i>) |
| EYFS Literacy | Comprehension | Range 5 | Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture |
| EYFS Literacy | Comprehension | Range 5 | Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> |
| EYFS Literacy | Comprehension | Range 5 | Beginning to understand <i>why</i> and <i>how</i> questions |
| EYFS Literacy | Comprehension | Range 5 | Begins to be aware of the way stories are structured, and to tell own stories |
| EYFS Literacy | Comprehension | Range 5 | Talks about events and principal characters in stories and suggests how the story might end |
| EYFS Literacy | Comprehension | Range 6 | Understands a range of complex sentence structures including negatives, plurals and tense markers |
| EYFS Literacy | Comprehension | Range 6 | Beginning to understand humour, e.g. nonsense rhymes and jokes |
| EYFS Literacy | Comprehension | Range 6 | Able to follow a story without pictures or props |
| EYFS Literacy | Comprehension | Range 6 | Is able to recall and discuss stories or information that has been read to them, or they have read themselves |
| EYFS Literacy | Comprehension | Range 6 | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading |
| EYFS Literacy | Comprehension | Range 6 | Describes main story settings, events and principal characters in increasing detail |
| EYFS Literacy | Comprehension | Range 6 | Re-enacts and reinvents stories they have heard in their play |
| EYFS Literacy | Comprehension | Range 6 | Understands questions such as <i>who; why; when; where</i> and <i>how</i> |

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| EYFS Literacy | Comprehension | ELG | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| EYFS Literacy | Writing | Range 1 | Explore sensory materials to make marks with an adult |
| EYFS Literacy | Writing | Range 2 | Explore sensory materials to make marks Begins to understand the cause and effect of their actions in mark making |
| EYFS Literacy | Writing | Range 3 | Knows that the marks they make are of value |
| EYFS Literacy | Writing | Range 3 | Enjoys the sensory experience of making marks |
| EYFS Literacy | Writing | Range 4 | Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Makes up stories, play scenarios, and drawings in response to experiences, such as outings |
| EYFS Literacy | Writing | Range 5 | Sometimes gives meaning to their drawings and paintings |
| EYFS Literacy | Writing | Range 5 | Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves |
| EYFS Literacy | Writing | Range 5 | Includes mark making and early writing in their play |
| EYFS Literacy | Writing | Range 5 | Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right |
| EYFS Literacy | Writing | Range 5 | Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes |
| EYFS Literacy | Writing | Range 5 | Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words |
| EYFS Literacy | Writing | Range 5 | Begins to make letter-type shapes to represent the initial sound of their name and other familiar words |
| EYFS Literacy | Writing | Range 5 | Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats |
| EYFS Literacy | Writing | Range 6 | Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology |
| EYFS Literacy | Writing | Range 6 | Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together |
| EYFS Literacy | Writing | Range 6 | Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name |
| EYFS Literacy | Writing | Range 6 | Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences |
| EYFS Literacy | Writing | Range 6 | Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others |
| EYFS | | | |
| Mathematics | Number | Range 1 | Reacts to changes of amount when those amounts are significant (more than double) |
| EYFS | | | |
| Mathematics | Number | Range 2 | May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers |
| EYFS | Number | Range 2 | Looks for things which have moved out of sight |

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| Mathematics EYFS | | | Uses number words, like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things |
| Mathematics EYFS | Number | Range 3 | In everyday situations, takes or gives two or three objects from a group |
| Mathematics EYFS | Number | Range 4 | Beginning to notice numerals (number symbols) |
| Mathematics EYFS | Number | Range 4 | Beginning to count on their fingers. |
| Mathematics EYFS | Number | Range 5 | Subitises one, two and three objects (without counting) |
| Mathematics EYFS | Number | Range 5 | Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) |
| Mathematics EYFS | Number | Range 5 | Links numerals with amounts up to 5 and maybe beyond |
| Mathematics EYFS | Number | Range 5 | Explores using a range of their own marks and signs to which they ascribe mathematical meanings |
| Mathematics EYFS | Number | Range 5 | Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers |
| Mathematics EYFS | Number | Range 5 | Beginning to use understanding of number to solve practical problems in play and meaningful activities |
| Mathematics EYFS | Number | Range 5 | Beginning to recognise that each counting number is one more than the one before |
| Mathematics EYFS | Number | Range 5 | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same |
| Mathematics EYFS | Number | Range 6 | Engages in subitising numbers to four and maybe five |
| Mathematics EYFS | Number | Range 6 | Counts out up to 10 objects from a larger group |
| Mathematics EYFS | Number | Range 6 | Matches the numeral with a group of items to show how many there are (up to 10) |
| Mathematics EYFS | Number | Range 6 | Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects |
| Mathematics EYFS | Number | Range 6 | Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three |
| Mathematics EYFS | Number | Range 6 | In practical activities, adds one and subtracts one with numbers to 10 |
| Mathematics EYFS | Number | Range 6 | Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-” |
| Mathematics EYFS | Number | ELG | Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| Mathematics EYFS | Numerical | Range 3 | Responds to words like <i>lots</i> or <i>more</i> |
| Mathematics EYFS | Patterns | Range 3 | Says some counting words |
| Mathematics EYFS | Numerical | Range 3 | May engage in counting-like behaviour, making sounds and pointing |
| Mathematics EYFS | Patterns | Range 3 | or saying some numbers in sequence |
| Mathematics EYFS | Numerical | Range 4 | Beginning to compare and recognise changes in numbers of things, |

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| Mathematics EYFS Mathematics | Patterns Numerical Patterns | Range 4 | using words like <i>more, lots or 'same'</i> Begins to say numbers in order, some of which are in the right order (ordinality) |
| EYFS Mathematics | Numerical Patterns | Range 5 | Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> |
| EYFS Mathematics | Numerical Patterns | Range 5 | May enjoy counting verbally as far as they can go |
| EYFS Mathematics | Numerical Patterns | Range 5 | Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. |
| EYFS Mathematics | Numerical Patterns | Range 5 | Uses some number names and number language within play, and may show fascination with large numbers |
| EYFS Mathematics | Numerical Patterns | Range 5 | Begin to recognise numerals 0 to 10 |
| EYFS Mathematics | Numerical Patterns | Range 6 | Uses number names and symbols when comparing numbers, showing interest in large numbers |
| EYFS Mathematics | Numerical Patterns | Range 6 | Estimates of numbers of things, showing understanding of relative size |
| EYFS Mathematics | Numerical Patterns | Range 6 | Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 |
| EYFS Mathematics | Numerical Patterns | Range 6 | Increasingly confident at putting numerals in order 0 to 10 (ordinality) |
| EYFS Mathematics | Numerical Patterns | ELG | Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| EYFS Mathematics | Supplementary | Range 1 | Explores space when they are free to move, roll and stretch |
| EYFS Mathematics | Supplementary | Range 1 | Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other |
| EYFS Mathematics | Supplementary | Range 1 | Explores differently sized and shaped objects |
| EYFS Mathematics | Supplementary | Range 1 | Beginning to put objects of similar shapes inside others and take them out again |
| EYFS Mathematics | Supplementary | Range 1 | Shows interest in patterned songs and rhymes, perhaps with repeated actions |
| EYFS Mathematics | Supplementary | Range 1 | Experiences patterned objects and images |
| EYFS Mathematics | Supplementary | Range 1 | Begins to predict what happens next in predictable situation |
| EYFS Mathematics | Supplementary | Range 1 | Responds to size, reacting to very big or very small items that they see or try to pick up |
| EYFS Mathematics | Supplementary | Range 2 | Explores space around them and engages with position and direction, such as pointing to where they would like to go |
| EYFS Mathematics | Supplementary | Range 2 | Stacks objects using flat surfaces |
| EYFS Mathematics | Supplementary | Range 2 | Responds to changes of shape |
| EYFS Mathematics | Supplementary | Range 2 | Attempts, sometimes successfully, to match shapes with spaces on inset puzzles |
| EYFS Mathematics | Supplementary | Range 2 | Joins in with repeated actions in songs and stories |
| EYFS Mathematics | Supplementary | Range 2 | Initiates and continues repeated actions |

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| Mathematics EYFS | | | Shows an interest in objects of contrasting sizes in meaningful contexts |
| Mathematics EYFS | Supplementary | Range 2 | |
| Mathematics EYFS | Supplementary | Range 2 | Gets to know and enjoys daily routine |
| Mathematics EYFS | Supplementary | Range 2 | Shows an interest in emptying containers |
| Mathematics EYFS | Supplementary | Range 3 | Enjoys filling and emptying containers |
| Mathematics EYFS | Supplementary | Range 3 | Investigates fitting themselves inside and moving through spaces |
| Mathematics EYFS | Supplementary | Range 3 | Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles |
| Mathematics EYFS | Supplementary | Range 3 | Beginning to select a shape for a specific space |
| Mathematics EYFS | Supplementary | Range 3 | Enjoys using blocks to create their own simple structure and arrangements |
| Mathematics EYFS | Supplementary | Range 3 | Becoming familiar with patterns in daily routines |
| Mathematics EYFS | Supplementary | Range 3 | Joins in with and predicts what comes next in a story or rhyme |
| Mathematics EYFS | Supplementary | Range 3 | Beginning to arrange items in their own patterns, e.g. lining up toys |
| Mathematics EYFS | Supplementary | Range 3 | Shows an interest in size and weight |
| Mathematics EYFS | Supplementary | Range 3 | Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram |
| Mathematics EYFS | Supplementary | Range 3 | Beginning to understand that things might |
| Mathematics EYFS | Supplementary | Range 4 | Moves their bodies and toys around objects and explores fitting into spaces |
| Mathematics EYFS | Supplementary | Range 4 | Begins to remember their way around familiar environments |
| Mathematics EYFS | Supplementary | Range 4 | Responds to some spatial and positional language |
| Mathematics EYFS | Supplementary | Range 4 | Explores how things look from different viewpoints including things that are near or far away |
| Mathematics EYFS | Supplementary | Range 4 | Chooses puzzle pieces and tries to fit them in |
| Mathematics EYFS | Supplementary | Range 4 | Recognises that two objects have the same shape |
| Mathematics EYFS | Supplementary | Range 4 | Makes simple constructions |
| Mathematics EYFS | Supplementary | Range 4 | Joins in and anticipates repeated sound and action patterns |
| Mathematics EYFS | Supplementary | Range 4 | Is interested in what happens next using the pattern of everyday routine |
| Mathematics EYFS | Supplementary | Range 4 | Explores differences in size, length, weight and capacity |
| Mathematics EYFS | Supplementary | Range 4 | Beginning to understand some talk about immediate past and future |
| Mathematics EYFS | Supplementary | Range 4 | Beginning to anticipate times of the day such as mealtimes or home time |
| Mathematics EYFS | Supplementary | Range 5 | Responds to and uses language of position and direction |
| Mathematics EYFS | Supplementary | Range 5 | Predicts, moves and rotates objects to fit the space or create the shape they would like |

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| EYFS Mathematics | Supplementary | Range 5 | Chooses items based on their shape which are appropriate for the child's purpose |
| EYFS Mathematics | Supplementary | Range 5 | Responds to both informal language and common shape names |
| EYFS Mathematics | Supplementary | Range 5 | Shows awareness of shape similarities and differences between objects |
| EYFS Mathematics | Supplementary | Range 5 | Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes |
| EYFS Mathematics | Supplementary | Range 5 | Attempts to create arches and enclosures when building, using trial and improvement to select blocks |
| EYFS Mathematics | Supplementary | Range 5 | Creates their own spatial patterns showing some organisation or regularity |
| EYFS Mathematics | Supplementary | Range 5 | Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) |
| EYFS Mathematics | Supplementary | Range 5 | Joins in with simple patterns in sounds, objects, games and stories |
| EYFS Mathematics | Supplementary | Range 5 | dance and movement, predicting what comes next |
| EYFS Mathematics | Supplementary | Range 5 | In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items |
| EYFS Mathematics | Supplementary | Range 5 | Recalls a sequence of events in everyday life and stories |
| EYFS Mathematics | Supplementary | Range 6 | Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints |
| EYFS Mathematics | Supplementary | Range 6 | Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) |
| EYFS Mathematics | Supplementary | Range 6 | May enjoy making simple maps of familiar and imaginative environments, with landmarks |
| EYFS Mathematics | Supplementary | Range 6 | Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes |
| EYFS Mathematics | Supplementary | Range 6 | Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes |
| EYFS Mathematics | Supplementary | Range 6 | Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build |
| EYFS Mathematics | Supplementary | Range 6 | Spots patterns in the environment, beginning to identify the pattern "rule" |
| EYFS Mathematics | Supplementary | Range 6 | Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat |
| EYFS Mathematics | Supplementary | Range 6 | Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy |
| EYFS Mathematics | Supplementary | Range 6 | Becomes familiar with measuring tools in everyday experiences and play |
| EYFS Mathematics | Supplementary | Range 6 | Is increasingly able to order and sequence events using everyday language related to time |
| EYFS Mathematics | Supplementary | Range 6 | Beginning to experience measuring time with timers and calendars |
| EYFS Understanding the World | Technology (Computing) | Range 3 | Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times |
| EYFS Understanding the World | Technology (Computing) | Range 3 | Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them |
| EYFS Understanding the World | Technology | Range 4 | Seeks to acquire basic skills in turning on and operating |

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| Understanding the World EYFS | (Computing) | | some digital equipment |
| Understanding the World EYFS | Technology (Computing) | Range 4 | Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car |
| Understanding the World EYFS | Technology (Computing) | Range 4 | Plays with water to investigate “low technology” such as washing and cleaning |
| Understanding the World EYFS | Technology (Computing) | Range 4 | Uses pipes, funnels and other tools to carry/ transport water from one place to another Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support |
| Understanding the World EYFS | Technology (Computing) | Range 5 | Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets |
| Understanding the World EYFS | Technology (Computing) | Range 5 | Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images |
| Understanding the World EYFS | Technology (Computing) | Range 5 | Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet |
| Understanding the World EYFS | Technology (Computing) | Range 5 | |
| Understanding the World EYFS | Technology (Computing) | Range 6 | Completes a simple program on electronic devices |
| Understanding the World EYFS | Technology (Computing) | Range 6 | Uses ICT hardware to interact with age- appropriate computer software |
| Understanding the World EYFS | Technology (Computing) | Range 6 | Can create content such as a video recording, stories, and/or draw a picture on screen |
| Understanding the World EYFS | Technology (Computing) | Range 6 | Develops digital literacy skills by being able to access, understand and interact with a range of technologies |
| Understanding the World | Technology (Computing) | Range 6 | Can use the internet with adult supervision to find and retrieve information of interest to them |
| EYFS Expressive Arts and Design | Creating with Materials | Range 1 - 2 | Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration |
| EYFS Expressive Arts and Design | Creating with Materials | Range 3 | Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression |
| EYFS Expressive Arts and Design | Creating with Materials | Range 3 | Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments |
| EYFS Expressive Arts and Design | Creating with Materials | Range 3 | Mirrors and improvises actions they have observed, e.g. clapping or waving |
| EYFS Expressive Arts and Design | Creating with | Range 3 | Sings/vocalises whilst listening to music or playing with instruments/sound makers |

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| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 3 | Notices and becomes interested in the transformative effect of their action on materials and resources |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 4 | Joins in singing songs |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 4 | Creates sounds by rubbing, shaking, tapping, striking or blowing |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 4 | Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 4 | Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 4 | Enjoys and responds to playing with colour in a variety of ways, for example combining colours |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 4 | Uses 3D and 2D structures to explore materials and/or to express ideas |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Explores and learns how sounds and movements can be changed |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Enjoys joining in with moving, dancing and ring games |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Taps out simple repeated rhythms |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Develops an understanding of how to create and use sounds intentionally |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Continues to explore colour and how colours can be changed |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 5 | Uses tools for a purpose |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 6 | Begins to build a collection of songs and dances |
| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 6 | Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are |

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| EYFS Expressive Arts and Design | Materials Creating with Materials | Range 6 | singing or music they are listening to Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking |
| EYFS Expressive Arts and Design | Creating with Materials | Range 6 | Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. |
| EYFS Expressive Arts and Design | Creating with Materials | Range 6 | Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. |
| EYFS Expressive Arts and Design | Creating with Materials | ELG | |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 1-2 | Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 3 | Expresses self through physical actions and sound |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 3 | Pretends that one object represents another, especially when objects have characteristics in common |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 3 | Creates sound effects and movements, e.g. creates the sound of a car, animals |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 4 | Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 4 | Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 4 | Creates rhythmic sounds and movements |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 5 | Uses movement and sounds to express experiences, expertise, ideas and feelings |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 5 | Experiments and creates movement in response to music, stories and ideas |
| EYFS Expressive Arts and Design | Being Imaginative and Expressive | Range 5 | Sings to self and makes up simple songs |
| EYFS Expressive | Being Imaginative and Expressive | Range 5 | Creates sounds, movements, drawings to accompany |

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| Arts and Design | Imaginative and Expressive Being | | stories |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 5 | Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 5 | Engages in imaginative play based on own ideas or first-hand or peer experiences. |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 5 | Uses available resources to create props or creates imaginary ones to support play |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 5 | Plays alongside other children who are engaged in the same theme |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 6 | Creates representations of both imaginary and real-life ideas, events, people and objects |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 6 | Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 6 | Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 6 | Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 6 | Introduces a storyline or narrative into their play |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | Range 6 | Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| EYFS Expressive Arts and Design | Imaginative and Expressive Being | ELG | |

Sensory Profile

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| Touch - Hypersensitivity (Tactile Defensiveness) | becomes fearful, anxious or aggressive with light or unexpected touch |
| Touch - Hypersensitivity (Tactile Defensiveness) | as an infant, did/does not like to be held or cuddled; may arch back, cry, and pull away |
| Touch - Hypersensitivity (Tactile Defensiveness) | distressed when nappy is being, or needs to be, changed |
| Touch - Hypersensitivity (Tactile Defensiveness) | appears fearful of, or avoids standing in close proximity to other people or peers (especially in lines) |
| Touch - Hypersensitivity (Tactile Defensiveness) | becomes frightened when touched from behind or by someone/something they can not see (such as under a blanket) |
| Touch - Hypersensitivity (Tactile Defensiveness) | complains about having hair brushed; may be very picky about using a particular brush |
| Touch - Hypersensitivity (Tactile Defensiveness) | bothered by rough bed sheets (i.e., if old and "bumpy") |
| Touch - Hypersensitivity (Tactile Defensiveness) | avoids group situations for fear of the unexpected touch |
| Touch - Hypersensitivity (Tactile Defensiveness) | resists friendly or affectionate touch from anyone besides parents or siblings (and sometimes them too!) |
| Touch - Hypersensitivity (Tactile Defensiveness) | dislikes kisses, will "wipe off" place where kissed |
| Touch - Hypersensitivity (Tactile Defensiveness) | prefers hugs |
| Touch - Hypersensitivity (Tactile Defensiveness) | a raindrop, water from the shower, or wind blowing on the skin may feel like torture and produce adverse and avoidance reactions |
| Touch - Hypersensitivity (Tactile Defensiveness) | may overreact to minor cuts, scrapes, and or bug bites |
| Touch - Hypersensitivity (Tactile Defensiveness) | avoids touching certain textures of material (blankets, rugs, stuffed animal |
| Touch - Hypersensitivity (Tactile Defensiveness) | refuses to wear new or stiff clothes, clothes with rough textures, turtlenecks, jeans, hats, or belts, etc. |
| Touch - Hypersensitivity (Tactile Defensiveness) | avoids using hands for play |
| Touch - Hypersensitivity (Tactile Defensiveness) | avoids/dislikes/aversive to "messy play", i.e., sand, mud, water, glue, glitter, playdough, slime, shaving cream/funny foam etc. |
| Touch - Hypersensitivity (Tactile Defensiveness) | will be distressed by dirty hands and want to wipe or wash them frequently |
| Touch - Hypersensitivity (Tactile Defensiveness) | excessively ticklish |
| Touch - Hypersensitivity (Tactile Defensiveness) | distressed by seams in socks and may refuse to wear them |
| Touch - Hypersensitivity (Tactile Defensiveness) | distressed by clothes rubbing on skin; may want to wear shorts and short sleeves year round, toddlers may prefer to be naked and pull nappies and clothes off constantly or, may want to wear long sleeve shirts and long trousers year round to avoid having skin exposed |
| Touch - Hypersensitivity (Tactile Defensiveness) | distressed about having face washed |
| Touch - Hypersensitivity (Tactile Defensiveness) | distressed about having hair, toenails, or fingernails cut |
| Touch - Hypersensitivity (Tactile Defensiveness) | resists brushing teeth and is extremely fearful of the dentist |
| Touch - Hypersensitivity (Tactile Defensiveness) | is a picky eater, only eating certain tastes and textures; mixed textures tend to be avoided as well as hot or cold foods; resists trying new foods |
| Touch - Hypersensitivity (Tactile Defensiveness) | may refuse to walk barefoot on grass or sand |
| Touch - Hypersensitivity | may walk on toes only |

(Tactile Defensiveness)

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| Touch - Hyposensitivity (Under-Responsive) | may crave touch, needs to touch everything and everyone |
| Touch - Hyposensitivity (Under-Responsive) | is not aware of being touched/bumped unless done with extreme force or intensity |
| Touch - Hyposensitivity (Under-Responsive) | is not bothered by injuries, like cuts and bruises, and shows no distress with injections (may even say they love getting injections!) |
| Touch - Hyposensitivity (Under-Responsive) | may not be aware that hands or face are dirty or feel his/her nose running |
| Touch - Hyposensitivity (Under-Responsive) | may be self-abusive; pinching, biting, or banging his own head |
| Touch - Hyposensitivity (Under-Responsive) | mouths objects excessively |
| Touch - Hyposensitivity (Under-Responsive) | frequently hurts other children or pets while playing |
| Touch - Hyposensitivity (Under-Responsive) | repeatedly touches surfaces or objects that are soothing (i.e., blanket) |
| Touch - Hyposensitivity (Under-Responsive) | seeks out surfaces and textures that provide strong tactile feedback |
| Touch - Hyposensitivity (Under-Responsive) | thoroughly enjoys and seeks out messy play |
| Touch - Hyposensitivity (Under-Responsive) | craves vibrating or strong sensory input |
| Touch - Hyposensitivity (Under-Responsive) | has a preference and craving for excessively spicy, sweet, sour, or salty foods |

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| Poor Tactile Perception and Discrimination: | has difficulty with fine motor tasks such as buttoning, zipping, and fastening clothes |
| Poor Tactile Perception and Discrimination: | may not be able to identify which part of their body was touched if they were not looking |
| Poor Tactile Perception and Discrimination: | may be afraid of the dark |
| Poor Tactile Perception and Discrimination: | may be a messy dresser; looks dishevelled, does not notice pants are twisted, shirt is half un tucked, shoes are untied, one trouser leg is up and one is down, etc. |
| Poor Tactile Perception and Discrimination: | has difficulty using scissors, crayons, or cutlery |
| Poor Tactile Perception and Discrimination: | continues to mouth objects to explore them even after age two |
| Poor Tactile Perception and Discrimination: | has difficulty figuring out physical characteristics of objects; shape, size, texture, temperature, weight, etc. |
| Poor Tactile Perception and Discrimination: | may not be able to identify objects by feel, uses vision to help; such as, reaching into backpack or desk to retrieve an item. |

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| Movement - Hypersensitivity (Over-Responsive): | avoids/dislikes playground equipment; i.e., swings, ladders, slides, or merry-go-rounds |
| Movement - Hypersensitivity | prefers sedentary tasks, moves slowly and cautiously, avoids taking risks, |

(Over-Responsive): and may appear "wimpy"

Movement - Hypersensitivity (Over-Responsive): avoids/dislikes elevators and escalators; may prefer sitting while they are on them or, actually get motion sickness from them

Movement - Hypersensitivity (Over-Responsive): may physically cling to an adult they trust

Movement - Hypersensitivity (Over-Responsive): may appear terrified of falling even when there is no real risk of it

Movement - Hypersensitivity (Over-Responsive): afraid of heights, even the height of a curb or step

Movement - Hypersensitivity (Over-Responsive): fearful of feet leaving the ground

Movement - Hypersensitivity (Over-Responsive): fearful of going up or down stairs or walking on uneven surfaces

Movement - Hypersensitivity (Over-Responsive): afraid of being tipped upside down, sideways or backwards; will strongly resist getting hair washed over the sink

Movement - Hypersensitivity (Over-Responsive): startles if someone else moves them; i.e., pushing his/her chair closer to the table

Movement - Hypersensitivity (Over-Responsive): as an infant, may never have liked baby swings or jumpers

Movement - Hypersensitivity (Over-Responsive): may be fearful of, and have difficulty riding a bike, jumping, hopping, or balancing on one foot (especially if eyes are closed)

Movement - Hypersensitivity (Over-Responsive): may have disliked being placed on stomach as an infant

Movement - Hypersensitivity (Over-Responsive): loses balance easily and may appear clumsy

Movement - Hypersensitivity (Over-Responsive): fearful of activities which require good balance

Movement - Hypersensitivity (Over-Responsive): avoids rapid or rotating movements

Movement - Hyposensitivity (Under- Responsive): in constant motion, can't seem to sit still

Movement - Hyposensitivity (Under- Responsive): craves fast, spinning, and/or intense movement experiences

Movement - Hyposensitivity (Under- Responsive): loves being tossed in the air

Movement - Hyposensitivity (Under- Responsive): could spin for hours and never appear to be dizzy

Movement - Hyposensitivity (Under- Responsive): loves the fast, intense, and/or scary rides at amusement parks.

Movement - Hyposensitivity (Under- Responsive): always jumping on furniture, trampolines, spinning in a swivel chair, or getting into upside down positions

Movement - Hyposensitivity (Under- Responsive): loves to swing as high as possible and for long periods of time

Movement - Hyposensitivity (Under- Responsive): is a "thrill-seeker"; dangerous at times

Movement - Hyposensitivity (Under- Responsive): always running, jumping, hopping etc. instead of walking

Movement - Hyposensitivity (Under- Responsive): rocks body, shakes leg, or head while sitting

Movement - Hyposensitivity (Under- Responsive): likes sudden or quick movements, such as, going over a big bump in the car or on a bike

Poor Muscle Tone and / or has a limp, "floppy" body

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| Coordination: Poor Muscle Tone and / or | frequently slumps, lies down, and/or leans head on hand or arm while working at his/her desk |
| Coordination: Poor Muscle Tone and / or | difficulty simultaneously lifting head, arms, and legs off the floor while lying on stomach ("superman" position) |
| Coordination: Poor Muscle Tone and / or | often sits in a "W sit" position on the floor to stabilize body |
| Coordination: Poor Muscle Tone and / or | fatigues easily! |
| Coordination: Poor Muscle Tone and / or | compensates for "looseness" by grasping objects tightly |
| Coordination: Poor Muscle Tone and / or | difficulty turning doorknobs, handles, opening and closing items |
| Coordination: Poor Muscle Tone and / or | difficulty catching him/her self if falling |
| Coordination: Poor Muscle Tone and / or | difficulty getting dressed and doing fasteners, zips, and buttons |
| Coordination: Poor Muscle Tone and / or | may have never crawled as an baby |
| Coordination: Poor Muscle Tone and / or | has poor body awareness; bumps into things, knocks things over, trips, and/or appears clumsy |
| Coordination: Poor Muscle Tone and / or | poor gross motor skills; jumping, catching a ball, jumping jacks, climbing a ladder etc. |
| Coordination: Poor Muscle Tone and / or | poor fine motor skills; difficulty using "tools", such as pencils, cutlery, combs, scissors etc. |
| Coordination: Poor Muscle Tone and / or | may appear ambidextrous, frequently switching hands for colouring, cutting, writing etc.; does not have an established hand preference/dominance by 4 or 5 years old |
| Coordination: Poor Muscle Tone and / or | has difficulty licking an ice cream cone |
| Coordination: Poor Muscle Tone and / or | seems to be unsure about how to move body during movement, for example, stepping over something |
| Coordination: Poor Muscle Tone and / or | difficulty learning exercise or dance steps |
| Coordination: | |
| Sensory Seeking Behaviours for poor muscle control and coordination: | seeks out jumping, bumping, and crashing activities |
| Sensory Seeking Behaviours for poor muscle control and coordination: | stomps feet when walking |
| Sensory Seeking Behaviours for poor muscle control and coordination: | kicks his/her feet on floor or chair while sitting at desk/table |

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| Sensory Seeking Behaviours for poor muscle control and coordination: | bites or sucks on fingers and/or frequently cracks his/her knuckles |
| Sensory Seeking Behaviours for poor muscle control and coordination: | loves to be tightly wrapped in many or weighted blankets, especially at bedtime |
| Sensory Seeking Behaviours for poor muscle control and coordination: | prefers clothes (and belts, hoods, shoelaces) to be as tight as possible |
| Sensory Seeking Behaviours for poor muscle control and coordination: | loves/seekes out "squishing" activities |
| Sensory Seeking Behaviours for poor muscle control and coordination: | enjoys bear hugs |
| Sensory Seeking Behaviours for poor muscle control and coordination: | excessive banging on/with toys and objects |
| Sensory Seeking Behaviours for poor muscle control and coordination: | loves "mock fighting" and tackling/wrestling games |
| Sensory Seeking Behaviours for poor muscle control and coordination: | frequently falls on floor intentionally |
| Sensory Seeking Behaviours for poor muscle control and coordination: | would jump on a trampoline for hours on end |
| Sensory Seeking Behaviours for poor muscle control and coordination: | grinds his/her teeth throughout the day |
| Sensory Seeking Behaviours for poor muscle control and coordination: | loves pushing/pulling/dragging objects |
| Sensory Seeking Behaviours for poor muscle control and coordination: | loves jumping off furniture or from high places |
| Sensory Seeking Behaviours for poor muscle control and coordination: | frequently hits, bumps or pushes other children |
| Sensory Seeking Behaviours for poor muscle control and coordination: | chews on pens, straws, shirt sleeves etc. |

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| Difficulty With "Grading" Of Movement | misjudges how much to flex and extend muscles during tasks/activities (i.e., putting arms into sleeves or climbing) |
| Difficulty With "Grading" Of Movement | difficulty regulating pressure when writing/drawing; may be too light to see or so hard the tip of writing implement breaks |
| Difficulty With "Grading" Of Movement | written work is messy and he/she often rips the paper when erasing |
| Difficulty With "Grading" Of Movement | always seems to be breaking objects and toys |
| Difficulty With "Grading" Of Movement | misjudges the weight of an object, such as a glass of juice, picking it up with too much force sending it flying or spilling, or with too little force and complaining about objects being too heavy |
| Difficulty With "Grading" Of Movement | may not understand the idea of "heavy" or "light"; would not be able to hold two objects and tell you which weighs more |
| Difficulty With "Grading" Of Movement | seems to do everything with too much force; i.e., walking, slamming doors, pressing things too hard, slamming objects down |
| Difficulty With "Grading" Of Movement | plays with animals with too much force, often hurting them |

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| Sounds - Hypersensitivity | distracted by sounds not normally noticed by others; i.e., humming of |
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(Auditory Defensiveness): lights or refrigerators, fans, heaters, or clocks ticking
 Sounds - Hypersensitivity fearful of the sound of a flushing toilet (especially in public bathrooms),
 (Auditory Defensiveness): vacuum, hairdryer, squeaky shoes, or a dog barking
 Sounds - Hypersensitivity started with or distracted by loud or unexpected sounds
 (Auditory Defensiveness): bothered/distracted by background environmental sounds; i.e., lawn
 Sounds - Hypersensitivity mowing or outside construction
 (Auditory Defensiveness): frequently asks people to be quiet; i.e., stop making noise, talking, or
 Sounds - Hypersensitivity singing
 (Auditory Defensiveness): runs away, cries, and/or covers ears with loud or unexpected sounds
 Sounds - Hypersensitivity may refuse to go to theatres, cinemas, fairs, skating rinks, musical
 (Auditory Defensiveness): concerts etc.
 Sounds - Hypersensitivity may decide whether they like certain people by the sound of their voice
 (Auditory Defensiveness):

Sounds - Hyposensitivity (Under- often does not respond to verbal cues or to name being called
 Registers):
 Sounds - Hyposensitivity (Under- appears to "make noise for noise's sake"
 Registers):
 Sounds - Hyposensitivity (Under- loves excessively loud music or TV
 Registers):
 Sounds - Hyposensitivity (Under- seems to have difficulty understanding or remembering what was
 Registers): said
 Sounds - Hyposensitivity (Under- appears oblivious to certain sounds
 Registers):
 Sounds - Hyposensitivity (Under- appears confused about where a sound is coming from
 Registers):
 Sounds - Hyposensitivity (Under- talks self through a task, often out loud
 Registers):
 Sounds - Hyposensitivity (Under- had little or no vocalizing or babbling as an infant
 Registers):
 Sounds - Hyposensitivity (Under- needs directions repeated often, or will say, "What?" frequently
 Registers):

Oral input - picky eater, often with extreme food preferences; i.e., limited repertoire of foods,
 Hypersensitivity (Oral picky about brands, resistive to trying new foods or restaurants, and may not eat
 Defensiveness): at other people's houses
 Oral input -
 Hypersensitivity (Oral may only eat "soft" or pureed foods past 24 months of age
 Defensiveness):
 Oral input -
 Hypersensitivity (Oral may gag with textured foods
 Defensiveness):
 Oral input -
 Hypersensitivity (Oral has difficulty with sucking, chewing, and swallowing; may choke or have a fear of
 Defensiveness): choking
 Oral input -
 Hypersensitivity (Oral resists/refuses/extremely fearful of going to the dentist or having dental work
 Defensiveness): done
 Oral input -
 Hypersensitivity (Oral may only eat hot or cold foods
 Defensiveness):
 Oral input -
 Hypersensitivity (Oral refuses to lick envelopes, stamps, or stickers because of their taste

Defensiveness):

Oral input -

Hypersensitivity (Oral dislikes or complains about toothpaste and mouthwash

Defensiveness):

Oral input -

Hypersensitivity (Oral avoids seasoned, spicy, sweet, sour or salty foods; prefers bland foods

Defensiveness):

Oral input - Hyposensitivity (Under-Registers)

may lick, taste, or chew on inedible objects

Oral input - Hyposensitivity (Under-Registers)

prefers foods with intense flavour; i.e., excessively spicy, sweet, sour, or salty

Oral input - Hyposensitivity (Under-Registers)

excessive drooling past the teething stage

Oral input - Hyposensitivity (Under-Registers)

frequently chews on hair, shirt, or fingers

Oral input - Hyposensitivity (Under-Registers)

constantly putting objects in mouth past the toddler years

Oral input - Hyposensitivity (Under-Registers)

acts as if all foods taste the same

Oral input - Hyposensitivity (Under-Registers)

can never get enough condiments or seasonings on his/her food

Oral input - Hyposensitivity (Under-Registers)

loves vibrating toothbrushes and even trips to the dentist

Smells - Hyposensitivity (Under-Responsive):

has difficulty discriminating unpleasant odours

Smells - Hyposensitivity (Under-Responsive):

may drink or eat things that are poisonous because they do not notice the noxious smell

Smells - Hyposensitivity (Under-Responsive):

unable to identify smells from scratch 'n sniff stickers

Smells - Hyposensitivity (Under-Responsive):

does not notice odours that others usually complain about

Smells - Hyposensitivity (Under-Responsive):

fails to notice or ignores unpleasant odours

Smells - Hyposensitivity (Under-Responsive):

makes excessive use of smelling when introduced to objects, people, or places

Smells - Hyposensitivity (Under-Responsive):

uses smell to interact with objects

Visual input - Hypersensitivity (Over-Responsiveness)

sensitive to bright lights; will squint, cover eyes, cry and/or get headaches from the light

Visual input - Hypersensitivity (Over-Responsiveness)

has difficulty keeping eyes focused on task/activity he/she is working on for an appropriate amount of time

Visual input - Hypersensitivity (Over-Responsiveness)

easily distracted by other visual stimuli in the room; i.e., movement, decorations, toys, windows, doorways etc.

Visual input - Hypersensitivity (Over-Responsiveness)

has difficulty in bright colourful rooms or a dimly lit room

Visual input - Hypersensitivity (Over-Responsiveness)

rubs his/her eyes, has watery eyes or gets headaches after reading or watching TV

Visual input - Hypersensitivity (Over-Responsiveness)

avoids eye contact

Visual input - Hypersensitivity (Over-Responsiveness)

enjoys playing in the dark

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| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | has difficulty telling the difference between similar printed letters or figures; i.e., p & q, b & d, + and x, or square and rectangle |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | has a hard time seeing the "big picture"; i.e., focuses on the details or patterns within the picture |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | has difficulty locating items among other items; i.e., papers on a desk, clothes in a drawer, items on a grocery shelf, or toys in a bin/toy box |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | often loses place when copying from a book or the whiteboard |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | difficulty controlling eye movement to track and follow moving objects |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | has difficulty telling the difference between different colours, shapes, and sizes |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | often loses his/her place while reading or doing maths problems |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | makes reversals in words or letters when copying, or reads words backwards; i.e., "was" for "saw" and "no" for "on" not expected for age |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | complains about "seeing double" |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | difficulty finding differences in pictures, words, symbols, or objects |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | difficulty with consistent spacing and size of letters during writing and/or lining up numbers in math problems |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | difficulty with jigsaw puzzles, copying shapes, and/or cutting/tracing along a line |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | tends to write at a slant (up or down hill) on a page |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | confuses left and right |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | fatigues easily with schoolwork |
| Visual Input - Hyposensitivity (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception): | difficulty judging spatial relationships in the environment; i.e., bumps into objects/people or missteps on curbs and stairs |
| Interoception (Body awareness) (under responsive) | Unable to identify if they are hot or cold - may wear jumpers in hot weather or no coat/jumper in cold weather |
| Interoception (Body awareness) (under responsive) | difficulty tensing and flexing muscles |
| Interoception (Body awareness) | difficulty identifying if they are hungry - tummy may rumble but child |

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| (under responsive) | does not seek or eat food |
| Interoception (Body awareness) (under responsive) | difficulty identifying if they are thirsty |
| Interoception (Body awareness) (under responsive) | difficulty identifying pain - high pain responses |
| Interoception (Body awareness) (under responsive) | difficulties identifying own feelings happy, tired, calm |
| Interoception (Body awareness) (under responsive) | Issues controlling bowel/bladder movements - may soil frequently even after being toilet trained |
| Interoception (Body awareness) (under responsive) | difficulty identifying body parts and where they are being touched or are hurt |

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| Interoception (Body awareness) (over responsive) | Complains about feeling hot / cold |
| Interoception (Body awareness) (over responsive) | complains about feeling hungry - seeks food |
| Interoception (Body awareness) (over responsive) | drinks a lot of water |
| Interoception (Body awareness) (over responsive) | complains of pain even after minor touching/injuries - low pain responses |
| Interoception (Body awareness) (over responsive) | Goes to the toilet frequently |

Live, Laugh, Learn

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|------------------------|-------|---------------------|---|
| Live Laugh Learn Award | Live | EYFS and Pre-formal | With help I can put my toys away. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | With support I can explore/brush my teeth. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I am developing skills to successfully use cutlery. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can share where feels poorly/hurt/funny. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I am beginning to regulate anxiety around sensory overloads – noise, witnessing other behaviours etc. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can say who I should go to if I hurt myself – adult, staff. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can identify which service I need for help – dentist, doctor. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can recognise I need to go to the toilet – AAC, symbols, etc. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I deposit and retrieve my coat and belongings. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can identify if I am hot/cold and respond accordingly. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can begin to use basic skill for cooking |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can recognise sad/dangerous behaviours. |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can begin to ask for help when needed |
| Live Laugh Learn Award | Live | EYFS and Pre-formal | I can share toys/resources with peers/family. |
| Live Laugh Learn | Laugh | EYFS and Pre- | I can say who my friends are. |

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| Award | | formal | |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can ask to share resources/activities with someone. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can play alongside a peer with some support. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can listen and follow a one step instruction. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can spend time socialising with a friend with adult support e.g. playdate. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can look in the direction of people talking. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can look in the direction of people talking and acknowledge them. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can recognise how to have kind hands and feet. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can say what makes me happy. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can recognise if I feel sad/wobbly/funny/different. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can share if I have done something amazing. |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can hand out resources/toys |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can identify if someone is hurt |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can support the local community – litter picking, animal feeders, |
| Live Laugh Learn Award | Laugh | EYFS and Pre-formal | I can help my adult – parent, family, teaching staff |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can share activities/achievements |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can show what makes me laugh/feel happy/sad. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can engage in a mindfulness activity e.g. yoga |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can support/cheer others. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can say how to be a good friend. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can explore new foods/textures. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can explore new toys/resources. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can visit a new place |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can travel on a different forms of transport |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can engage in a new activity |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can play games alongside my peers. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can take part in an out of school activity e.g. a picnic, birthday party |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can mark make and share my creations. |
| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can build using bricks, construction toys or junk modelling |

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| Live Laugh Learn Award | Learn | EYFS and Pre-formal | I can begin to regulate my emotions with support e.g. jumping on my trampoline when frustrated |
| Live Laugh Learn Award | Live | Semi-Formal | I can identify how to keep myself clean |
| Live Laugh Learn Award | Live | Semi-Formal | I can dress myself ready for the day |
| Live Laugh Learn Award | Live | Semi-Formal | I can make my bed and keep my room tidy |
| Live Laugh Learn Award | Live | Semi-Formal | I can sort identify when clothes are dirty and help with the washing |
| Live Laugh Learn Award | Live | Semi-Formal | I can make a drink and a simple snack/meal for myself |
| Live Laugh Learn Award | Live | Semi-Formal | I can write a shopping list, go to the shops with an adult and purchase the items on your list |
| Live Laugh Learn Award | Live | Semi-Formal | I can go to restaurant and make a choice from a menu |
| Live Laugh Learn Award | Live | Semi-Formal | I can talk about and identify who is in my family |
| Live Laugh Learn Award | Live | Semi-Formal | I can talk about and identify my background, race or culture/religion |
| Live Laugh Learn Award | Live | Semi-Formal | I can keep safe and respectful when out about. |
| Live Laugh Learn Award | Live | Semi-Formal | I can take part in an activity or exercise regularly to keep me healthy e.g. going for a walk |
| Live Laugh Learn Award | Live | Semi-Formal | I can ride a scooter, tricycle or bike safely |
| Live Laugh Learn Award | Live | Semi-Formal | I can explore my local area with an grown up and direct them to get home |
| Live Laugh Learn Award | Live | Semi-Formal | I can stop, look and listen when crossing the road |
| Live Laugh Learn Award | Live | Semi-Formal | I am aware of the emergency services and their job roles |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can show consideration to others e.g. showing good manners, being a good friend |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can acknowledge when I have got something wrong e.g. say sorry when necessary |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can talk about an issue that is important to me to another person |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can share a preferred activity or object with another person |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can help a friend when they need it e.g. get help if someone falls over |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can have a sleep over at a friend or relatives house |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can spend time socialising with a friend e.g. playdate |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can help to care for an animal e.g. feed/clean out a pet or take a dog for a walk |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can help a family member complete a job or chore e.g. wash the car or vacuum the house |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can take part in an activity to help raise money for charity |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can sing a song or put on a performance to make others happy |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can watch a pantomime or go and see a show |
| Live Laugh Learn Award | Laugh | Semi-Formal | I can take part in a club or group activity e.g. football/ dance club |

Award

Live Laugh Learn

Award Laugh Semi-Formal I can play a simple sport related team game e.g. rounders

Live Laugh Learn

Award Laugh Semi-Formal I can play a simple table top game with other e.g. snake and ladders
I can show consideration to others e.g. showing good manners, being a good friend

Live Laugh Learn

Award Learn Semi-Formal I can acknowledge when I have got something wrong e.g. say sorry when necessary

Live Laugh Learn

Award Learn Semi-Formal I can talk about an issue that is important to me to another person

Live Laugh Learn

Award Learn Semi-Formal I can share a preferred activity or object with another person

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Live Laugh Learn

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Live Laugh Learn

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Live Laugh Learn

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Live Laugh Learn

Award Learn Semi-Formal I can watch a pantomime or go and see a show

Live Laugh Learn

Award Learn Semi-Formal I can take part in a club or group activity e.g. football/ dance club

Live Laugh Learn

Award Learn Semi-Formal I can play a simple sport related team game e.g. rounders

Live Laugh Learn

Award Learn Semi-Formal I can play a simple table top game with other e.g. snake and ladders
Independently choosing appropriate clothing relating to weather e.g. thermals, coat, sun cream

Live Laugh Learn

Award Live Formal Make a cold snack for myself

Live Laugh Learn

Award Live Formal Make a hot snack – using microwave, toaster, toastie maker and kettle

Live Laugh Learn

Award Live Formal I recognise and wash my hands thoroughly to a high standard

Live Laugh Learn

Award Live Formal I can confidently share information about my culture and heritage - where appropriate

Live Laugh Learn

Award Live Formal I know how to contact the emergency service and ask for the relevant service based on the need

Live Laugh Learn

Award Live Formal I can walk safely in my community using the pavement and crossings independently

Live Laugh Learn

Award Live Formal I can ride a scooter or bike safely independently

Live Laugh Learn

Award Live Formal I can choose and follow a recipe to make a meal

Live Laugh Learn

Award Live Formal I can tell the time and have an awareness of what time things happen

Live Laugh Learn

Award Live Formal Explore your local area with an grown up and see if you can direct them to get home

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| Live Laugh Learn Award | Live | Formal | Go to restaurant and order food or drink form a menu |
| Live Laugh Learn Award | Live | Formal | I can be responsible for my personal hygiene e.g. take a shower, use deodorant, change my clothes |
| Live Laugh Learn Award | Live | Formal | I can begin to recognise changes in my body and know who to discuss these with |
| Live Laugh Learn Award | Live | Formal | I can identify how to behaviour appropriately when I am out in the community |
| Live Laugh Learn Award | Laugh | Formal | I can show consideration to others |
| Live Laugh Learn Award | Laugh | Formal | I can demonstrate patience and appropriate table manners when eating in a group |
| Live Laugh Learn Award | Laugh | Formal | I can acknowledge when I have got something wrong e.g. say sorry when necessary |
| Live Laugh Learn Award | Laugh | Formal | I can win and lose and manage my emotions to remain calm when playing cooperatively |
| Live Laugh Learn Award | Laugh | Formal | I can talk about an issue that is important to me to another person |
| Live Laugh Learn Award | Laugh | Formal | I can recognise when a friend needs help and offer support |
| Live Laugh Learn Award | Laugh | Formal | I can go on a residential trip |
| Live Laugh Learn Award | Laugh | Formal | I can form my own opinion and remain true to my values |
| Live Laugh Learn Award | Laugh | Formal | I can complete essential care for a pet e.g. brushing a dog, feeding a cat etc |
| Live Laugh Learn Award | Laugh | Formal | I can support my sibling or family member when completing everyday tasks |
| Live Laugh Learn Award | Laugh | Formal | I can solve conflict with my sibling or friends using a fun cooperative activity to share |
| Live Laugh Learn Award | Laugh | Formal | I can make a choice of outs of school activity that I can do with a friend |
| Live Laugh Learn Award | Laugh | Formal | I can take part in an extracurricular club such as football, drama or dance club etc |
| Live Laugh Learn Award | Laugh | Formal | I can play a board game with members of my family |
| Live Laugh Learn Award | Laugh | Formal | I can share dinner time with my family and be an active participant in discussion |
| Live Laugh Learn Award | Learn | Formal | I can make food from different cultures with support |
| Live Laugh Learn Award | Learn | Formal | I can visit a library, book shop or newsagent a choose a book or magazine to read/look at |
| Live Laugh Learn Award | Learn | Formal | I can create a playlist of my favourite songs or musical artist. |
| Live Laugh Learn Award | Learn | Formal | I can learn/practice using a musical instrument |
| Live Laugh Learn Award | Learn | Formal | I can identify a favourite piece of art/sculpture and recreate it in my own way |
| Live Laugh Learn Award | Learn | Formal | I can listen to and understand current affairs and discuss with peers at an appropriate time |
| Live Laugh Learn Award | Learn | Formal | I can take care of the environment by planting food or flowers |
| Live Laugh Learn Award | Learn | Formal | I can take care of the environment by collecting litter in my community with support |
| Live Laugh Learn Award | Learn | Formal | I can recycle appropriately knowing which recycling bins are for which item |
| Live Laugh Learn Award | Learn | Formal | I can contribute to helping safe energy in my home e.g. switching |

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| Award | | | lights off |
| Live Laugh Learn | | | I can identify differences and similarities in different places e.g. towns, cities, counties and countries |
| Award | Learn | Formal | |
| Live Laugh Learn | | | |
| Award | Learn | Formal | I can teach a new skill to another person |
| Live Laugh Learn | | | I can take part in a competitive team event e.g. quiz, sporting event or competition |
| Award | Learn | Formal | |
| Live Laugh Learn | | | |
| Award | Learn | Formal | I can make or build something using new or old materials |
| Live Laugh Learn | | | I can recognise and limit my own screen time and change to an alternative activity when necessary |
| Award | Learn | Formal | |

Toileting

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| Stage 1 |
| I can go into the room where the toilet is |
| I can have my nappy changed in the room where the toilet is |
| I can listen to an adult saying wet or dry when nappy is checked/changed. (Adult will smile when the nappy is dry and show a neutral expression when it is wet) |
| I can watch the contents of the nappy being put into the toilet. Listen to adult saying the phrase "Poo poo in the toilet" or similar (Phrase to be agreed with parents) |
| I can use a baby wipe to clean self, hand over hand (After adult has already cleaned) |
| I can clean self with a baby wipe (After adult has already cleaned) |
| I can watch the toilet being flushed |
| Stage 1b ONLY for children who resist sitting on the toilet |
| I can sit a toy on the seat |
| I can sit on a potty seat on the floor |
| I can sit with an adult on the toilet |
| I can sit on the toilet with a towel /cardboard / seat down |
| I can sit and sing a song until the sand timer runs out / timer goes off |
| Stage 2 - using the toilet |
| I can regularly sit on the toilet with pull up/nappy on, once per hour, 30 minutes after having a drink |
| I can regularly sit on the toilet – nappy removed, once per hour, 30 minutes after having a drink |
| I can urinate in the toilet when placed there by an adult (some children may only complete this when their nappy is removed) |
| I can wear knickers or pants over the pull up/nappy |
| |
| Stage 3 - Wearing pants / using pull ups / pant/ knicker liners |
| I can wear pants/knickers inside the pull up |
| I can wear pants without a pull up / liner. (Some children may need to wear liners due to bowel issues related to constipation) |
| I can show some awareness of feeling wet / soiled |
| I can ask / sign / indicate need for the toilet – not necessarily on time |
| I can urinate in the toilet when placed there by an adult |
| Stage 4 - Wearing pants or knickers |
| I can ask / sign / indicate / take self to the toilet – on time 50% of the time |
| I can ask / sign / indicate / take self to the toilet – on time 90% of the time |
| I can urinate in the toilet |
| Stage 5 – Cleaning self and developing independence – when using the toilet regularly |
| I can wipe front of self, using tissue / baby wipe / toilet wipe |
| I can wipe back of self with hand over hand – after an adult has cleaned |
| I can wipe back of self with hand over hand |
| I can wipe back of self and check that tissue is clean before stopping – with adult support |
| I can wipe back of self and check that tissue is clean before stopping |
| I can flush the toilet with a reminder |
| I can flush the toilet |
| I can wash hands with reminders |

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| I can wash hands independently |
| Stage 5b – for children who don't like the toilet being flushed. |
| I can stay in the room furthest point away from the toilet while the toilet is flushed by an adult |
| I can gradually move closer to the toilet |
| I can stand next to toilet while it is being flushed with an adult |
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| I can flush with support from an adult |
| I can flush the toilet with a reminder |
| I can flush the toilet independently |
| Stage 6 a – releasing bowels – children who won't do this on the toilet |
| I can stay in the toilet area to release bowels – if using a nappy |
| I can sit on the toilet whilst wearing a nappy to release my bowels |
| I can sit on the toilet with a nappy on with a hole cut in the back / nappy over the seat |
| I can sit on the toilet with kitchen roll covering the hole / toilet tissue |
| I can blow bubbles whilst sitting on the toilet |
| Stage 6b - releasing bowels |
| I can sit for 3-5 minutes on the toilet |
| I can sit on the toilet when taken by an adult 10-30 minutes after eating a meal |
| I can release bowels on the toilet when taken by an adult |
| I can request the toilet for a bowel movement and release bowels on the toilet |
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| I can recognise toilet signs and choose an appropriate toilet to use in unfamiliar settings |

Toileting – managing clothing

| Managing clothing – Stage 1 |
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| I can pull down pull up/remove tabs on nappy with hand over hand support. |
| I can pull down pull up/remove tabs on nappy |
| I can pull up pull up/fasten tab on nappy with support |
| I can pull up pull up/fasten tab on nappy independently |
| Managing clothing – Stage 2 |
| I can pull down pants/knickers with hand over hand support. |
| I can pull down pants/knickers |
| I can pull up front of pants/knickers from top of legs with support. |
| I can pull up front of pants/knickers from top of legs |
| I can pull up front and back of pants/knickers from top of legs with support for the back |
| I can pull up front and back of pants/knickers from top of legs |
| I can pull up front and back of pants/knickers from knees |
| I can pull up front and back of pants/knickers from ankles. |
| Managing clothing – Stage 3 |
| I can pull up front of trousers/tights hand over hand. |
| I can pull up front and back of trousers hand over hand. |
| I can pull up front of trousers/tights from top of legs independently |
| |
| I can pull up back and front of trousers/tights from top of legs independently |
| I can pull up front of trousers/tights from knees independently |
| I can pull up back and front of trousers/tights from knees independently |
| I can pull up front of trousers/tights from bottom of legs independently |
| I can pull up back and front of trousers/tights from bottom of legs independently |
| I can fasten trousers with support |
| I can fasten trousers independently |
| Managing clothing – Stage 3 – Girls |
| I can lift skirt with support. |
| I can lift skirt independently and sit on the toilet making sure clothing is moved out of the way |