



Development Matters Framework for Pupils Working at ARE

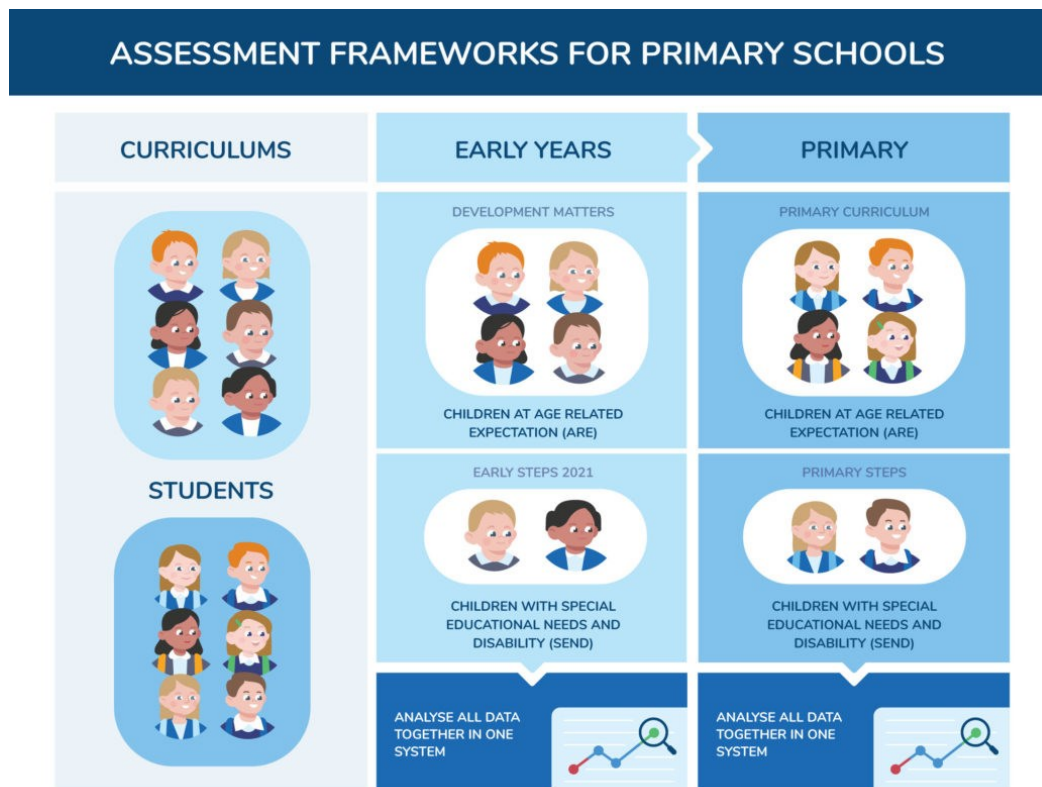
The development matters framework is for pupils working at age related expectations (ARE). This framework allows schools to use Connecting Steps for all pupils. This framework is for pupils working within their year group. They can use the Early Steps framework for pupils with SEND or pupils working below ARE



BSquared 

Connecting Steps V5

Connecting Steps is B Squared's assessment system that uses a wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.



“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings



One Assessment System

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

“B Squared has been an asset in our school development over the last 2 years”

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

Lots of school use 2 assessment systems, it increases teacher workload, it is more expensive and more complex. We are currently used in schools to assess pupils with SEND, but we want to develop our software to work with ALL pupils in primary schools.

Using 2 assessment systems causes a number of issues:

- Increased teacher workload using 2 systems
- Managing 2 different systems
- Merging data from 2 systems to create whole school data
- The cost of running 2 systems

Over the last year, we have been working to try and solve all of those problems:

- We have created the new Connecting Steps V5 to work with large groups of pupils, making it faster and easier to use.
- We are working with Groupcall to allow us to synchronise student information with your MIS to simplify administration.
- We are building a new analysis platform that will allow us to do school-level data or MAT/group level data.
- Our new analysis platform will merge data from different frameworks to create a whole-school and whole MAT/group picture for ALL pupils.
- We have developed 2 frameworks based on the new Early Years guidance, one for pupils with SEND and one for pupils working at age-related expectations.
- We have developed 2 frameworks for the primary curriculum, one for pupils with SEND and one for pupils working at age-related expectations.

This will give schools one system for all pupils (Early Years and Primary Curriculum), it will make whole school data easier and it will save schools money.

Assessment Content

The following pages show our assessment content for the development matters.

Selection

Group Type

Choose from the list

Group

AP

Framework

Progression Steps

Subject

English

Profile

Reading

Level

Step 4

15 Dec 2020

Today

History

Group Assessment by Level

AP - English, Reading - Progression Step 4

↑ ↓

▽

Today

Add Achievement

Assessment	Mini Mee	Wrong Framework	Vanessa Kensington	30% (Step 5)	Basil Exposition	Wrong Framework	Bogs Diamond	Wrong Framework	Nigel Powers	47% (Step 2)	Foxy Cleopatra	Wrong Framework	Austin Powers	Wrong Framework	baseline teststudent	Wrong Framework	Scott Evil	59% (Step 4)	Number Two	Wrong Framework
Word Reading																				
<input type="checkbox"/> Demonstrates an awareness of full stops when reading	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Becomes more fluent after re-reading the book	P	M	M	M	M	M	M	M	M	M					M	M				
<input type="checkbox"/> Becomes more accurate after re-reading book	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Reads aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence (PKSS)	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Re-reads the text to help decode words	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Decodes text using contextual cues, sometimes inaccurately	X	M	M	M	M	M	M	M	E	M					E					

Name:

Started:..... Completed:.....

Communication & Language

<input type="checkbox"/> Turns towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. [DM 2021]	<input type="checkbox"/> Says around 10 words (they may not all be clear). [DM 2021]	<input type="checkbox"/> Uses up to 50 words. [DM 2021]
<input type="checkbox"/> Gazes at faces, copying facial expressions and movements like sticking out their tongue. Makes eye contact for longer periods. [DM 2021]	<input type="checkbox"/> Uses a range of adult like speech patterns (jargon) and at least 20 clear words. [DM 2021]	<input type="checkbox"/> Begins to put two or three words together: 'more milk'. [DM 2021]
<input type="checkbox"/> Watches someone's face as they talk. [DM 2021]	<input type="checkbox"/> Understands single words in context—'cup', 'milk', 'daddy'. [DM 2021]	<input type="checkbox"/> Frequently asks questions, such as the names of people and objects. [DM 2021]
<input type="checkbox"/> Enjoys singing, music and toys that make sounds. [DM 2021]	<input type="checkbox"/> Understands frequently used words such as 'all gone', 'no' and 'bye-bye'. [DM 2021]	<input type="checkbox"/> Uses around 300 words. These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). [DM 2021]
<input type="checkbox"/> Copies what adults do, taking 'turns' in conversations (through babbling) and activities. Tries to copy adult speech and lip movements. [DM 2021]	<input type="checkbox"/> Chooses between 2 objects: 'Do you want the ball or the car?'. [DM 2021]	<input type="checkbox"/> Links up to 5 words together. [DM 2021]
<input type="checkbox"/> Recognises and is calmed by a familiar and friendly voice. [DM 2021]	<input type="checkbox"/> Understands simple instructions like 'give to mummy' or 'stop'. [DM 2021]	<input type="checkbox"/> Uses pronouns ('me', 'him', 'she'), and uses plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. [DM 2021]
<input type="checkbox"/> Responds to familiar voices, turns to their own name and 'takes turns' in conversations with babbling. [DM 2021]	<input type="checkbox"/> Recognises and points to objects if asked about them. [DM 2021]	<input type="checkbox"/> Follows instructions with three key words like: 'Can you wash dolly's face?'. [DM 2021]
<input type="checkbox"/> Takes turns by babbling and using single words. Points to things and uses gestures to show things to adults and share interests. [DM 2021]	<input type="checkbox"/> Understands lots of different single words and some two-word phrases, such as 'give me' or 'shoes on'. [DM 2021]	<input type="checkbox"/> Listens to simple stories and understands what is happening, with the help of the pictures. [DM 2021]
<input type="checkbox"/> Listens and responds to a simple instruction like: 'Adam, put on your shoes?'. [DM 2021]	<input type="checkbox"/> Generally focusses on an activity of their own choice and finds it difficult to be directed by an adult. [DM 2021]	<input type="checkbox"/> Identifies familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. [DM 2021]
<input type="checkbox"/> Makes sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). [DM 2021]	<input type="checkbox"/> Listens to other people's talk with interest, but can easily be distracted by other things. [DM 2021]	<input type="checkbox"/> Understands and acts on longer sentences like 'make teddy jump' or 'find your coat'. [DM 2021]
<input type="checkbox"/> Babbles, using sounds like 'baba', 'mamama'. [DM 2021]	<input type="checkbox"/> Becomes frustrated when they can't make themselves understood. [DM 2021]	<input type="checkbox"/> Understands simple questions about 'who', 'what' and 'where' (but generally not 'why'). [DM 2021]
<input type="checkbox"/> Uses gestures like waving and pointing to communicate. [DM 2021]	<input type="checkbox"/> Starts to say how they are feeling, using words as well as actions. [DM 2021]	<input type="checkbox"/> Understands many more words than they can say—between 200-500 words. [DM 2021]
<input type="checkbox"/> Reaches or points to something they want while making sounds. [DM 2021]	<input type="checkbox"/> Starts to develop conversation, often jumping from topic to topic. [DM 2021]	<input type="checkbox"/> Understands simple questions and instructions like: 'Where's your hat?' or 'What's the boy in the picture doing?'. [DM 2021]
<input type="checkbox"/> Copies your gestures and words. [DM 2021]	<input type="checkbox"/> Develops pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. [DM 2021]	<input type="checkbox"/> Shows that they understand action words by pointing to the right picture in a book. For example: 'Who's jumping?'. [DM 2021]
<input type="checkbox"/> Constantly babbles and uses single words during play. [DM 2021]	<input type="checkbox"/> Shows an interest in what other children are playing and sometimes joins in. [DM 2021]	
<input type="checkbox"/> Uses intonation, pitch and changing volume when 'talking'. [DM 2021]	<input type="checkbox"/> Shifts from one task to another if you get their attention. Using the child's name can help: 'Jason, can you stop now? We're tidying up'. [DM 2021]	
<input type="checkbox"/> Uses speech sounds (babbling) to communicate with adults. [DM 2021]	<input type="checkbox"/> Uses the speech sounds p, b, m, w. [DM 2021]	
<input type="checkbox"/> Begins to use single words like mummum, dada, tete (teddy). [DM 2021]	Is still learning to pronounce: [DM 2021]	
	<input type="checkbox"/> - l/r/w/y	
	<input type="checkbox"/> - f/th	
	<input type="checkbox"/> - s/sh/ch/dz/j	
	<input type="checkbox"/> - multi-syllabic words such as 'banana' and 'computer'	

Name:

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Communication & Language

- | | | |
|---|---|--|
| <input type="checkbox"/> Enjoys listening to longer stories and can remember much of what happens. [DM 2021] | <input type="checkbox"/> Develops their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. [DM 2021] | <input type="checkbox"/> Uses talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.' [DM 2021] |
| <input type="checkbox"/> Finds it difficult to pay attention to more than one thing at a time. [DM 2021] | <input type="checkbox"/> Has problems saying: [DM 2021] | <input type="checkbox"/> Shifts from one task to another if you fully obtain their attention, for example, by using their name. [DM 2021] |
| <input type="checkbox"/> Uses a wider range of vocabulary. [DM 2021] | <input type="checkbox"/> - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' | <input type="checkbox"/> Uses sentences of four to six words—I want to play with cars' or 'What's that thing called?'. [DM 2021] |
| <input type="checkbox"/> Understands a question or instruction that has two parts, such as: 'Get your coat and wait at the door'. [DM 2021] | <input type="checkbox"/> - some sounds: r, j, th, ch, and sh | <input type="checkbox"/> Uses sentences joined up with words like 'because', 'or', 'and', for example: 'I like ice cream because it makes my tongue shiver'. [DM 2021] |
| <input type="checkbox"/> Understands 'why' questions, like: 'Why do you think the caterpillar got so fat?'. [DM 2021] | <input type="checkbox"/> Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. [DM 2021] | <input type="checkbox"/> Uses the future and past tense: 'I am going to the park' and 'I went to the shop'. [DM 2021] |
| <input type="checkbox"/> Sings a large repertoire of songs. [DM 2021] | <input type="checkbox"/> Starts a conversation with an adult or a friend and continues it for many turns. [DM 2021] | <input type="checkbox"/> Answers simple 'why' questions. [DM 2021] |
| <input type="checkbox"/> Knows many rhymes, is able to talk about familiar books, and is able to tell a long story. [DM 2021] | | |

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Communication & Language

- | | | |
|---|--|---|
| <input type="checkbox"/> Understands how to listen carefully and why listening is important. [DM 2021] | <input type="checkbox"/> Use talk to help work out problems, organise thinking and activities, explain how things work, and why they might happen. [DM 2021] | <input type="checkbox"/> Uses new vocabulary in different contexts. [DM 2021] |
| <input type="checkbox"/> Learns new vocabulary. [DM 2021] | <input type="checkbox"/> Develops social phrases. [DM 2021] | <input type="checkbox"/> Listens carefully to rhymes and songs, paying attention to how they sound. [DM 2021] |
| <input type="checkbox"/> Uses new vocabulary through the day. [DM 2021] | <input type="checkbox"/> Engages in story times. [DM 2021] | <input type="checkbox"/> Learns rhymes, poems and songs. [DM 2021] |
| <input type="checkbox"/> Asks questions to find out more and to check they understand what has been said to them. [DM 2021] | <input type="checkbox"/> Listens to and talks about stories to build familiarity and understanding. [DM 2021] | <input type="checkbox"/> Engages in non-fiction books. [DM 2021] |
| <input type="checkbox"/> Articulates their ideas and thoughts in well-formed sentences. [DM 2021] | <input type="checkbox"/> Retells the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. [DM 2021] | <input type="checkbox"/> Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. [DM 2021] |
| <input type="checkbox"/> Connects one idea or action to another using a range of connectives. [DM 2021] | | |
| <input type="checkbox"/> Describes events in some detail. [DM 2021] | | |

Name:

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Communication & Language

Listening, Attention & Understanding

- ☐ Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions [ELG 2021]
- ☐ Makes comments about what they have heard and asks questions to clarify their understanding [ELG 2021]
- ☐ Holds conversation when engaged in back-and-forth exchanges with their teacher and peers [ELG 2021]

Speaking

- ☐ Participates in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary [ELG 2021]
- ☐ Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate [ELG 2021]
- ☐ Expresses 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 2021]

Name:

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Personal, Social & Emotional Development

- | | | |
|--|--|--|
| <input type="checkbox"/> Finds ways to calm themselves, through being calmed and comforted by their key person. [DM 2021] | <input type="checkbox"/> Plays with increasing confidence on their own and with other children, because they know their key person is nearby and available. [DM 2021] | <input type="checkbox"/> Develops friendships with other children. [DM 2021] |
| <input type="checkbox"/> Establishes their sense of self. [DM 2021] | <input type="checkbox"/> Feels confident when taken out around the local neighbourhood, and enjoys exploring new places with their key person. [DM 2021] | <input type="checkbox"/> Explores emotions beyond their normal range through play and stories. [DM 2021] |
| <input type="checkbox"/> Expresses preferences and decisions. They also try new things and start establishing their autonomy. [DM 2021] | <input type="checkbox"/> Feels strong enough to express a range of emotions. [DM 2021] | <input type="checkbox"/> Talks about their feelings in more elaborated ways: 'I'm sad because...' or 'I love it when ...'. [DM 2021] |
| <input type="checkbox"/> Engages with others through gestures, gaze and talk. [DM 2021] | <input type="checkbox"/> Grows in independence, rejecting help ('me do it'). Sometimes this leads to feelings of frustration and tantrums. [DM 2021] | <input type="checkbox"/> Responds to their name and responds to the emotions in your voice. [DM 2021] |
| <input type="checkbox"/> Uses engagement with others to achieve a goal, for example, gesture towards their cup to say they want a drink. [DM 2021] | <input type="checkbox"/> Begins to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. [DM 2021] | <input type="checkbox"/> Starts to be shy around strangers and shows preferences for certain people and toys. [DM 2021] |
| <input type="checkbox"/> Finds ways of managing transitions, for example from their parent to their key person. [DM 2021] | <input type="checkbox"/> Talks about and manages their emotions. [DM 2021] | <input type="checkbox"/> Shows increasing curious about their world and wants to explore it and be noticed by you. [DM 2021] |
| <input type="checkbox"/> Thrives as they develop self-assurance. [DM 2021] | <input type="checkbox"/> Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. [DM 2021] | <input type="checkbox"/> Starts to see themselves as a separate person, for example, wants to decide what to play with, what to eat, what to wear. [DM 2021] |
| <input type="checkbox"/> Looks back as they crawl or walk away from their key person. Looks for clues about how to respond to something interesting. [DM 2021] | | <input type="checkbox"/> Starts to enjoy the company of other children and wants to play with them. [DM 2021] |

Name:

Started:..... Completed:.....

Personal, Social & Emotional Development

- | | | |
|---|--|---|
| <input type="checkbox"/> Selects and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. [DM 2021] | <input type="checkbox"/> Helps to find solutions to conflicts and rivalries, for example, accepts that not everyone can be Spider-Man in the game, and suggests other ideas. [DM 2021] | <input type="checkbox"/> Begins to understand how others might be feeling. [DM 2021] |
| <input type="checkbox"/> Develops their sense of responsibility and membership of a community. [DM 2021] | <input type="checkbox"/> Increasingly follows rules, understands why they are important. [DM 2021] | <input type="checkbox"/> Sometimes manages to share or take turns with others, with adult guidance and understands 'yours' and 'mine'. [DM 2021] |
| <input type="checkbox"/> Becomes more outgoing with unfamiliar people, in the safe context of their setting. [DM 2021] | <input type="checkbox"/> Does not always need an adult to remind them of a rule. [DM 2021] | <input type="checkbox"/> Settles to some activities for a while. [DM 2021] |
| <input type="checkbox"/> Shows more confidence in new social situations. [DM 2021] | <input type="checkbox"/> Develops appropriate ways of being assertive. [DM 2021] | <input type="checkbox"/> Chooses to play alongside others. [DM 2021] |
| <input type="checkbox"/> Plays with one or more other children, extending and elaborating play ideas. [DM 2021] | <input type="checkbox"/> Talks with others to solve conflicts. [DM 2021] | <input type="checkbox"/> Takes part in pretend play, for example, being 'mummy' or 'daddy'. [DM 2021] |
| | <input type="checkbox"/> Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. [DM 2021] | <input type="checkbox"/> Takes part in other pretend play with different roles, for example, being the Gruffalo. Generally negotiates solutions to conflicts in their play. [DM 2021] |

Name:

Started:..... Completed:.....

Personal, Social & Emotional Development

- | | | |
|--|---|--|
| <input type="checkbox"/> Sees themselves as a valuable individual. [DM 2021] | <input type="checkbox"/> Expresses their feelings and considers the feelings of others. [DM 2021] | <input type="checkbox"/> Identifies and moderates their own feelings socially and emotionally. [DM 2021] |
| <input type="checkbox"/> Builds constructive and respectful relationships. [DM 2021] | <input type="checkbox"/> Shows resilience and perseverance in the face of challenge. [DM 2021] | <input type="checkbox"/> Thinks about the perspectives of others. [DM 2021] |
| | | <input type="checkbox"/> Manages their own needs. [DM 2021] |

Name:

Started:..... Completed:.....

Personal, Social & Emotional Development
Self-Regulation

- ☐ Shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly [ELG 2021]
- ☐ Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate [ELG 2021]
- ☐ Gives focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions [ELG 2021]

Managing Self

- ☐ Tries new activities confidently and shows independence, resilience, and perseverance in the face of challenge [ELG 2021]
- ☐ Explains the reasons for rules, knows right from wrong and tries to behave accordingly [ELG 2021]
- ☐ Manages their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices [ELG 2021]

Building Relationships

- ☐ Works and plays co-operatively and take turns with others [ELG 2021]
- ☐ Forms positive attachments to adults and friendships with peers [ELG 2021]
- ☐ Shows sensitivity to their own and to others' needs [ELG 2021]

Name:

Started:..... Completed:.....

Physical Development

- | | | |
|---|---|--|
| <input type="checkbox"/> Lifts their head while lying on their front. [DM 2021] | <input type="checkbox"/> Pulls themselves up to stand from a sitting position, and sits themselves down. [DM 2021] | <input type="checkbox"/> Spins, rolls, and independently use ropes and swings, for example, tyre swings. [DM 2021] |
| <input type="checkbox"/> Pushes their chest up with straight arms. [DM 2021] | <input type="checkbox"/> Picks up something small with their first finger and thumb (such as a piece of string). [DM 2021] | <input type="checkbox"/> Sits on a push-along wheeled toy, uses a scooter, or rides a tricycle. [DM 2021] |
| <input type="checkbox"/> Rolls over: from front to back, then back to front. [DM 2021] | <input type="checkbox"/> Gains control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. [DM 2021] | <input type="checkbox"/> Runs well, kicks a ball, and jumps with both feet off the ground at the same time. [DM 2021] |
| <input type="checkbox"/> Enjoys moving when outdoors and inside. [DM 2021] | <input type="checkbox"/> Claps and stamps to music. [DM 2021] | <input type="checkbox"/> Climbs confidently, catches a large ball and pedals a tricycle. [DM 2021] |
| <input type="checkbox"/> Sits without support. [DM 2021] | <input type="checkbox"/> Fits themselves into spaces, like tunnels, dens and large boxes, and moves around in them. [DM 2021] | <input type="checkbox"/> Develops manipulation and control. [DM 2021] |
| <input type="checkbox"/> Begins to crawl in different ways and directions. [DM 2021] | <input type="checkbox"/> Enjoys starting to kick, throw and catch balls. [DM 2021] | <input type="checkbox"/> Explores different materials and tools. [DM 2021] |
| <input type="checkbox"/> Pulls themselves upright, and bounces in preparation for walking. [DM 2021] | <input type="checkbox"/> Builds independently with a range of appropriate resources. [DM 2021] | <input type="checkbox"/> Uses large and small motor skills to do things independently, for example manages buttons and zips, and pours drinks. [DM 2021] |
| <input type="checkbox"/> Reaches out for objects as co-ordination develops. [DM 2021] | <input type="checkbox"/> Begins to walk independently, choosing appropriate props to support at first. [DM 2021] | <input type="checkbox"/> Shows an increasing desire to be independent, such as wanting to feed themselves and dress or undress. [DM 2021] |
| <input type="checkbox"/> Eats finger food and develops likes and dislikes. [DM 2021] | <input type="checkbox"/> Walks, runs, jumps, climbs, and starts to use the stairs independently. [DM 2021] | <input type="checkbox"/> Learns to use the toilet with help, and then independently. [DM 2021] |
| <input type="checkbox"/> Tries a wider range of foods with different tastes and textures. [DM 2021] | | |
| <input type="checkbox"/> Lifts objects up to suck them. [DM 2021] | | |
| <input type="checkbox"/> Passes things from one hand to the other. Lets go of things and hands them to another person, or drops them. [DM 2021] | | |
| <input type="checkbox"/> Moves with ease and enjoyment. [DM 2021] | | |

Name:

Started:..... Completed:.....

Physical Development

- | | | |
|---|---|---|
| <input type="checkbox"/> Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. [DM 2021] | <input type="checkbox"/> Matches their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. [DM 2021] | <input type="checkbox"/> Uses a comfortable grip with good control when holding pens and pencils. [DM 2021] |
| <input type="checkbox"/> Goes up steps and stairs, or climbs up apparatus using alternate feet. [DM 2021] | <input type="checkbox"/> Chooses the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel. [DM 2021] | <input type="checkbox"/> Starts to eat independently and learns how to use a knife and fork. [DM 2021] |
| <input type="checkbox"/> Skips, hops, stands on one leg and holds a pose for a game like musical statues. [DM 2021] | <input type="checkbox"/> Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. [DM 2021] | <input type="checkbox"/> Shows a preference for a dominant hand. [DM 2021] |
| <input type="checkbox"/> Uses large-muscle movements to wave flags and streamers, paint and make marks. [DM 2021] | <input type="checkbox"/> Uses one-handed tools and equipment, for example, making snips in paper with scissors. [DM 2021] | <input type="checkbox"/> Shows increasing independence as they get dressed and undressed, for example, putting coats on and doing up zips. [DM 2021] |
| <input type="checkbox"/> Starts taking part in some group activities which they make up for themselves, or in teams. [DM 2021] | | <input type="checkbox"/> Shows increasing independence in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. [DM 2021] |
| <input type="checkbox"/> Uses and remembers sequences and patterns of movements which are related to music and rhythm. [DM 2021] | | <input type="checkbox"/> Makes healthy choices about food, drink, activity and toothbrushing. [DM 2021] |

Name:

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Physical Development

Revises and refines the fundamental movement skills they have already acquired: [DM 2021]

☐ - climbing.

☐ - crawling.

☐ - hopping.

☐ - jumping.

☐ - rolling.

☐ - running

☐ - skipping.

☐ - walking.

☐ Progresses towards a more fluent style of moving, with developing control and grace. [DM 2021]

☐ Develops the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. [DM 2021]

☐ Develops their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. [DM 2021]

☐ Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. [DM 2021]

☐ Combines different movements with ease and fluency. [DM 2021]

☐ Uses a range of large and small apparatus confidently and safely, indoors and outside, alone and in a group. [DM 2021]

☐ Develops and refines a range of ball skills further, including: throwing, catching, kicking, passing, batting, and aiming. [DM 2021]

☐ Develops confidence, competence, precision and accuracy when engaging in activities that involve a ball. [DM 2021]

☐ Develops the foundations of a handwriting style which is fast, accurate and efficient. [DM 2021]

☐ Knows and talks about the different factors that support their overall health and wellbeing: [DM 2021]

☐ - being a safe pedestrian.

☐ - having a good sleep routine.

☐ - healthy eating.

☐ - regular physical activity.

☐ - sensible amounts of 'screen time'.

☐ - toothbrushing.

☐ Develops the skills they need to manage the school day successfully: [DM 2021]

☐ - lining up and queuing.

☐ - mealtimes.

☐ - personal hygiene.

Name:

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Physical Development

Gross Motor Skills

- ☐ Negotiates space and obstacles safely, with consideration for themselves and others [ELG 2021]
- ☐ Demonstrates strength, balance and coordination when playing [ELG 2021]
- ☐ Moves energetically, such as running, jumping, dancing, hopping, skipping, and climbing [ELG 2021]

Fine Motor Skills

- ☐ Holds a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases [ELG 2021]
- ☐ Uses a range of small tools, including scissors, paint brushes and cutlery [ELG 2021]
- ☐ Begins to show accuracy and care when drawing [ELG 2021]

Name:

Started:..... Completed:.....

Literacy

- | | | |
|--|---|--|
| <input type="checkbox"/> Enjoys songs and rhymes, tuning in and paying attention. [DM 2021] | <input type="checkbox"/> Enjoys sharing books with an adult. [DM 2021] | <input type="checkbox"/> Develops play around favourite stories using props. [DM 2021] |
| <input type="checkbox"/> Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. [DM 2021] | <input type="checkbox"/> Pays attention and responds to the pictures or the words. [DM 2021] | <input type="checkbox"/> Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo. [DM 2021] |
| <input type="checkbox"/> Says some of the words in songs and rhymes. [DM 2021] | <input type="checkbox"/> Seeks out favourite books to share with an adult, with another child, or to look at alone. [DM 2021] | <input type="checkbox"/> Enjoys drawing freely. [DM 2021] |
| <input type="checkbox"/> Copies finger movements and other gestures. [DM 2021] | <input type="checkbox"/> Repeats words and phrases from familiar stories. [DM 2021] | <input type="checkbox"/> Adds some marks to their drawings which they give meaning to, for example, "That says mummy." [DM 2021] |
| <input type="checkbox"/> Sings songs and says rhymes independently, for example, singing whilst playing. [DM 2021] | <input type="checkbox"/> Asks questions about the book. Makes comments and shares their own ideas. [DM 2021] | <input type="checkbox"/> Makes marks on their picture to stand for their name. [DM 2021] |

Name:

Started:..... Completed:.....

Literacy

Understands the five key concepts about print: [DM 2021]

- ☐ - page sequencing.
- ☐ - print can have different purposes.
- ☐ - print has meaning.
- ☐ - the names of the different parts of a book.
- ☐ - we read English text from left to right and from top to bottom.

Develops their phonological awareness, so that they can: [DM 2021]

- ☐ - count or clap syllables in a word.
- ☐ - recognise words with the same initial sound, such as money and mother.
- ☐ - spot and suggest rhymes.

- ☐ Engages in extended conversations about stories, learning new vocabulary. [DM 2021]
- ☐ Uses some of their print and letter knowledge in their early writing, for example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. [DM 2021]
- ☐ Writes some or all of their name. [DM 2021]
- ☐ Writes some letters accurately. [DM 2021]

Name:

Started:..... Completed:.....

Literacy

- | | | |
|---|---|---|
| <input type="checkbox"/> Reads individual letters by saying the sounds for them. [DM 2021] | <input type="checkbox"/> Reads a few common exception words matched to the school's phonic programme. [DM 2021] | <input type="checkbox"/> Forms lower-case and capital letters correctly. [DM 2021] |
| <input type="checkbox"/> Blends sounds into words, so that they can read short words made up of known letter-sound correspondences. [DM 2021] | <input type="checkbox"/> Reads simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. [DM 2021] | <input type="checkbox"/> Spells words by identifying the sounds and then writing the sound with letter(s). [DM 2021] |
| <input type="checkbox"/> Reads some letter groups that each represent one sound, and says sounds for them. [DM 2021] | <input type="checkbox"/> Re-reads books to build up their confidence in word reading, their fluency, their understanding, and enjoyment. [DM 2021] | <input type="checkbox"/> Writes short sentences with words that have known sound-letter correspondences using a capital letter and full stop. [DM 2021] |
| | | <input type="checkbox"/> Re-reads what they have written to check that it makes sense. [DM 2021] |

Name:

Started:..... Completed:.....

Literacy
Comprehension

- ☐ Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary [ELG 2021]
- ☐ Anticipates—where appropriate—key events in stories [ELG 2021]
- ☐ Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play [ELG 2021]

Word Reading

- ☐ Says a sound for each letter in the alphabet and at least 10 digraphs [ELG 2021]
- ☐ Reads words consistent with their phonic knowledge by sound-blending [ELG 2021]
- ☐ Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words [ELG 2021]

Writing

- ☐ Writes recognisable letters, most of which are correctly formed [ELG 2021]
- ☐ Spells words by identifying sounds in them and representing the sounds with a letter or letters [ELG 2021]
- ☐ Writes simple phrases and sentences that can be read by others [ELG 2021]

Name:

Started:..... Completed:.....

Mathematics

- | | | |
|---|--|--|
| <input type="checkbox"/> Combines objects like stacking blocks and cups. Puts objects inside others and takes them out again. [DM 2021] | <input type="checkbox"/> Enacts counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. [DM 2021] | <input type="checkbox"/> Completes inset puzzles. [DM 2021] |
| <input type="checkbox"/> Takes part in finger rhymes with numbers. [DM 2021] | <input type="checkbox"/> Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.' [DM 2021] | <input type="checkbox"/> Compares sizes, weights, and other measures using gesture and language, for example, 'bigger', 'little', 'smaller', 'high', 'low', 'tall', 'heavy'. [DM 2021] |
| <input type="checkbox"/> Reacts to changes of amount in a group of up to three items. [DM 2021] | <input type="checkbox"/> Climbs and squeezes selves into different types of spaces. [DM 2021] | <input type="checkbox"/> Notices patterns and arranges things in patterns. [DM 2021] |
| <input type="checkbox"/> Compares amounts, saying 'lots', 'more' or 'same'. [DM 2021] | <input type="checkbox"/> Builds with a range of resources. [DM 2021] | |

Name:

Started:..... Completed:.....

Mathematics

- | | | |
|--|---|---|
| <input type="checkbox"/> Demonstrates fast recognition of up to 3 objects, without having to count them individually ('subitising'). [DM 2021] | <input type="checkbox"/> Solves real world mathematical problems with numbers up to 5 [DM 2021] | <input type="checkbox"/> Selects shapes appropriately, for example, flat surfaces for building, a triangular prism for a roof etc. [DM 2021] |
| <input type="checkbox"/> Recites numbers past 5. [DM 2021] | <input type="checkbox"/> Compares quantities using language: 'more than', 'fewer than'. [DM 2021] | <input type="checkbox"/> Combines shapes to make new ones, for example, an arch, a bigger triangle, etc. [DM 2021] |
| <input type="checkbox"/> Says one number for each item in order: 1,2,3,4,5. [DM 2021] | <input type="checkbox"/> Talks about and explores 2D and 3D shapes, for example, circles, rectangles, triangles, and cuboids using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. [DM 2021] | <input type="checkbox"/> Talks about and identifies the patterns around them, for example, stripes on clothes, designs on rugs and wallpaper. Uses informal language like 'pointy', 'spotty', 'blobs', etc. [DM 2021] |
| <input type="checkbox"/> Knows that the last number reached, when counting a small set of objects, tells you how many there are in total ('cardinal principle'). [DM 2021] | <input type="checkbox"/> Understands position through words alone, for example, understands "the bag is under the table," with no pointing. [DM 2021] | <input type="checkbox"/> Extends and creates A-B-A-B patterns, for example, stick, leaf, stick, leaf. [DM 2021] |
| <input type="checkbox"/> Shows 'finger numbers' up to 5. [DM 2021] | <input type="checkbox"/> Describes a familiar route. [DM 2021] | <input type="checkbox"/> Notices and corrects an error in a repeating pattern. [DM 2021] |
| <input type="checkbox"/> Links numerals and amounts, for example, showing the right number of objects (up to 5) to match the numeral. [DM 2021] | <input type="checkbox"/> Discusses routes and locations using words like 'in front of' and 'behind'. [DM 2021] | <input type="checkbox"/> Begins to describe a sequence of events, real or fictional, using words such as 'first ...', 'then ...'. [DM 2021] |
| <input type="checkbox"/> Experiments with their own symbols and marks as well as numerals. [DM 2021] | <input type="checkbox"/> Makes comparisons between objects relating to size, length, weight and capacity. [DM 2021] | |

Name:

Started:..... Completed:.....

Mathematics

- | | | |
|--|--|---|
| <input type="checkbox"/> Counts objects, actions and sounds. [DM 2021] | <input type="checkbox"/> Understands the 'one more than/one less than' relationship between consecutive numbers. [DM 2021] | <input type="checkbox"/> Selects, rotates, and manipulates shapes in order to develop spatial reasoning skills. [DM 2021] |
| <input type="checkbox"/> Subitises. [DM 2021] | <input type="checkbox"/> Explores the composition of numbers to 10. [DM 2021] | <input type="checkbox"/> Composes and decomposes shapes, recognising that a shape can have other shapes within it, just as numbers can. [DM 2021] |
| <input type="checkbox"/> Links the number symbol (numeral) with its cardinal number value. [DM 2021] | <input type="checkbox"/> Recalls number bonds for numbers 0-10 automatically. [DM 2021] | <input type="checkbox"/> Continues, copies and creates repeating patterns. [DM 2021] |
| <input type="checkbox"/> Counts beyond ten. [DM 2021] | | <input type="checkbox"/> Compares length, weight and capacity. [DM 2021] |
| <input type="checkbox"/> Compares numbers. [DM 2021] | | |

Name:

Started:..... Completed:.....

Mathematics
Number

- ☐ Has a deep understanding of number to 10, including the composition of each number [ELG 2021]
- ☐ Subitises (recognise quantities without counting) up to 5 [ELG 2021]
- ☐ Recalls (automatically—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 [ELG 2021]

Numerical Patterns

- ☐ Counts verbally beyond 20, recognising the pattern of the counting system [ELG 2021]
- ☐ Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity [ELG 2021]
- ☐ Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally [ELG 2021]

Name:

Started:..... Completed:.....

Understanding the World

- | | | |
|--|--|---|
| <input type="checkbox"/> Repeats actions that have an effect. [DM 2021] | <input type="checkbox"/> Explores natural materials, indoors and outside. [DM 2021] | <input type="checkbox"/> Makes connections between the features of their family and other families. [DM 2021] |
| <input type="checkbox"/> Explores materials with different properties. [DM 2021] | <input type="checkbox"/> Explores and responds to different natural phenomena in their setting and on trips. [DM 2021] | <input type="checkbox"/> Notices differences between people. [DM 2021] |

Name: _____

Started:..... Completed:.....

Understanding the World

- | | | |
|--|---|---|
| <input type="checkbox"/> Uses all their senses in hands-on exploration of natural materials. [DM 2021] | <input type="checkbox"/> Explores how things work [DM 2021] | <input type="checkbox"/> Talks about the differences between materials and changes they notice. [DM 2021] |
| <input type="checkbox"/> Explores collections of materials with similar and/or different properties. [DM 2021] | <input type="checkbox"/> Plants seeds and cares for growing plants. [DM 2021] | <input type="checkbox"/> Continues to develop positive attitudes about the differences between people. [DM 2021] |
| <input type="checkbox"/> Talks about what they see, using a wide vocabulary. [DM 2021] | <input type="checkbox"/> Understands the key features of the life cycle of a plant and an animal. [DM 2021] | <input type="checkbox"/> Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos. [DM 2021] |
| <input type="checkbox"/> Begins to make sense of their own life-story and family's history. [DM 2021] | <input type="checkbox"/> Begins to understand the need to respect and care for the natural environment and all living things. [DM 2021] | |
| <input type="checkbox"/> Shows interest in different occupations. [DM 2021] | <input type="checkbox"/> Explores and talks about different forces they can feel. [DM 2021] | |

Name:

Started:..... Completed:.....

Understanding the World

- | | | |
|---|---|---|
| <input type="checkbox"/> Talks about members of their immediate family and community. [DM 2021] | <input type="checkbox"/> Draws information from a simple map. [DM 2021] | <input type="checkbox"/> Explores the natural world around them. [DM 2021] |
| <input type="checkbox"/> Names and describes people who are familiar to them. [DM 2021] | <input type="checkbox"/> Understands that some places are special to members of their community. [DM 2021] | <input type="checkbox"/> Describes what they see, hear and feel whilst outside. [DM 2021] |
| <input type="checkbox"/> Comments on images of familiar situations in the past. [DM 2021] | <input type="checkbox"/> Recognises that people have different beliefs and celebrate special times in different ways. [DM 2021] | <input type="checkbox"/> Recognises some environments that are different to the one in which they live. [DM 2021] |
| <input type="checkbox"/> Compares and contrasts characters from stories, including figures from the past. [DM 2021] | <input type="checkbox"/> Recognises some similarities and differences between life in this country and life in other countries. [DM 2021] | <input type="checkbox"/> Understands the effect of changing seasons on the natural world around them. [DM 2021] |

Name:

Started:..... Completed:.....

Understanding the World

Past & Present

- ☐ Talks about the lives of the people around them and their roles in society [ELG 2021]
- ☐ Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class [ELG 2021]
- ☐ Understands the past through settings, characters and events encountered in books read in class and storytelling [ELG 2021]

People, Culture & Communities

- ☐ Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps [ELG 2021]
- ☐ Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class [ELG 2021]
- ☐ Explains 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 [ELG 2021]

The Natural World

- ☐ Explores the natural world around them, making observations and drawing pictures of animals and plants [ELG 2021]
- ☐ Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class [ELG 2021]
- ☐ Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter [ELG 2021]

Name:

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Expressive Arts & Design

- | | | |
|---|---|---|
| <input type="checkbox"/> Shows attention to sounds and music. [DM 2021] | <input type="checkbox"/> Makes rhythmical and repetitive sounds. [DM 2021] | <input type="checkbox"/> Enjoys and takes part in action songs, such as 'Twinkle, Twinkle Little Star'. [DM 2021] |
| <input type="checkbox"/> Responds emotionally and physically to music when it changes. [DM 2021] | <input type="checkbox"/> Explores a range of sound-makers and instruments and plays them in different ways. [DM 2021] | <input type="checkbox"/> Starts to develop pretend play, pretending that one object represents another, for example, a child holds a wooden block to her ear and pretends it's a phone. [DM 2021] |
| <input type="checkbox"/> Moves and dances to music. [DM 2021] | <input type="checkbox"/> Notices patterns with strong contrasts and is attracted by patterns resembling the human face. [DM 2021] | <input type="checkbox"/> Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. [DM 2021] |
| <input type="checkbox"/> Anticipates phrases and actions in rhymes and songs, like 'Peepo'. [DM 2021] | <input type="checkbox"/> Starts to make marks intentionally. [DM 2021] | <input type="checkbox"/> Uses their imagination as they consider what they can do with different materials. [DM 2021] |
| <input type="checkbox"/> Explores their voices and enjoys making sounds. [DM 2021] | <input type="checkbox"/> Explores paint, using fingers and other parts of their bodies as well as brushes and other tools. [DM 2021] | <input type="checkbox"/> Makes simple models which express their ideas. [DM 2021] |
| <input type="checkbox"/> Joins in with songs and rhymes, making some sounds. [DM 2021] | <input type="checkbox"/> Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks they make. [DM 2021] | |

Name:

Started:..... Completed:.....

Expressive Arts & Design

- | | | |
|--|--|---|
| <input type="checkbox"/> Takes part in simple pretend play, using an object to represent something else even though they are not similar. [DM 2021] | <input type="checkbox"/> Joins different materials and explores different textures. [DM 2021] | <input type="checkbox"/> Listens with increased attention to sounds. [DM 2021] |
| <input type="checkbox"/> Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. [DM 2021] | <input type="checkbox"/> Creates closed shapes with continuous lines, and begins to use these shapes to represent objects. [DM 2021] | <input type="checkbox"/> Responds to what they have heard, expressing their thoughts and feelings. [DM 2021] |
| <input type="checkbox"/> Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. [DM 2021] | <input type="checkbox"/> Draws with increasing complexity and detail, such as representing a face with a circle and including details. [DM 2021] | <input type="checkbox"/> Remembers and sings entire songs. [DM 2021] |
| <input type="checkbox"/> Explores different materials freely, in order to develop their ideas about how to use them and what to make. [DM 2021] | <input type="checkbox"/> Uses drawing to represent ideas like movement or loud noises. [DM 2021] | <input type="checkbox"/> Sings the pitch of a tone sung by another person ('pitch match'). [DM 2021] |
| <input type="checkbox"/> Develops their own ideas and then decides which materials to use to express them. [DM 2021] | <input type="checkbox"/> Shows different emotions in their drawings and paintings, like happiness, sadness, fear etc. [DM 2021] | <input type="checkbox"/> Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. [DM 2021] |
| | <input type="checkbox"/> Explores colour and colour-mixing. [DM 2021] | <input type="checkbox"/> Creates their own songs, or improvises a song around one they know. [DM 2021] |
| | | <input type="checkbox"/> Plays instruments with increasing control to express their feelings and ideas. [DM 2021] |

Name:

Started:..... Completed:.....

Expressive Arts & Design

- | | | |
|---|--|--|
| <input type="checkbox"/> Explores, uses and refines a variety of artistic effects to express their ideas and feelings. [DM 2021] | <input type="checkbox"/> Listens attentively, moves to and talks about music, expressing their feelings and responses. [DM 2021] | <input type="checkbox"/> Sings in a group or on their own, increasingly matching the pitch and following the melody. [DM 2021] |
| <input type="checkbox"/> Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. [DM 2021] | <input type="checkbox"/> Watches and talks about dance and performance art, expressing their feelings and responses. [DM 2021] | <input type="checkbox"/> Develops storylines in their pretend play. [DM 2021] |
| <input type="checkbox"/> Creates collaboratively by sharing ideas, resources and skills. [DM 2021] | | <input type="checkbox"/> Explores and engages in music making and dance, performing solo or in groups. [DM 2021] |

Name:

Started:..... Completed:.....

Expressive Arts & Design

Creating with Materials

- ☐ Uses and explores (safely) a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function [ELG 2021]
- ☐ Shares their creations, explaining the process they have used [ELG 2021]
- ☐ Makes use of props and materials when role playing characters in narratives and stories [ELG 2021]

Being Imaginative & Expressive

- ☐ Invents, adapts, and recounts narratives and stories with peers and their teacher [ELG 2021]
- ☐ Sings a range of well-known nursery rhymes and songs [ELG 2021]
- ☐ Performs songs, rhymes, poems, and stories with others, and—when appropriate—tries to move in time with music [ELG 2021]



Want to find out more?

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Or get in touch with us...

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BSquared 