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**Aberdeenshire Framework for Pupils with Significant and Complex Needs**

**May 2023**

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# **Section 1: Rationale and Definition**

**Rationale:**

The Aberdeenshire Framework for Supporting Pupils with Significant and Complex Needs sets out a clear progression for knowledge and understanding and related skills, as a precursor to the Early Level of the Curriculum for Excellence and associated skills progression. This framework provides learning pathways for learners aged 3-18 years with significant and complex needs and encompasses Broad General Education (BGE) and Senior Phase. It is intended to support teachers, pupil support assistants and early years’ practitioners to meet the individual learning needs of learners.

Every learner is entitled to a broad and balanced education and this framework allows education staff to detail the specific learning requirements of pupils as well as track their progress. It is recognised that some learners with complex needs may be working within the Early level for several years therefore there are two planning formats to use as their awareness and experience of their learning develops.

**Definition:**

There is no national definition for significant and complex needs, rather, the term should be viewed as a working description. Learners with significant and complex needs will have been assessed at Level 3 of Aberdeenshire’s staged intervention model. Pupils with enduring, complex and/or multiple additional support needs will:

* Require long term multi-agency involvement detailed in either a Child’s Plan and/or Individual Education Plan.
* Have significant difficulties with holding, organising and integrating new knowledge and skills, to the extent that it is likely to affect how they learn throughout their life and will therefore require highly individualised education planning.
* Have significant long-term learning difficulties across **multiple** cognitive domains that cannot be attributed to experiential gaps i.e., expressive language, receptive language, executive function, attention and social cognition.
* Require long term use of the Aberdeenshire ASN Progression Framework, Extended Early Level Curriculum or National 1 and 2 SQA Senior Phase curriculum to plan, track and monitor progression in learning

For some learners with significant and complex needs (but not all). They may:

* Have complex medical needs that require NHS care plan / protocols
* Require long-term support with intimate care needs.
* Be vulnerable due to family wellbeing, experiencing deprivation through socio-economic or multiple factors.

# **Section 2: How to Use the Progression Framework**

The Progression Framework is divided into four sections- Early Level Curriculum Planners, a skills framework for Early Level, alternative planning documentation and Trackers.

**Early Level Curriculum Planners:**

This section of the Framework has three formats for staff to document and evidence the learning of individual pupils:

**Format One** corresponds the Experiences and Outcomes (Es&Os) of Early Level Literacy and Numeracy with the Milestones and Foundation Milestones. This will allow staff to plan and evidence learning experiences for individual learners that build the foundations to the learning that is required for a learner to develop their understanding of the Es&Os. The Foundation Milestones are identified in green font and correspond to appropriate Es&Os. The aim of the learning is always linked to the Es&Os and the Milestones provide staff, concepts and experiences that will support the learner’s understanding of the E&O. Staff can highlight the Milestones to record the experiences a learner has undertaken. Please note not all Milestones need to be achieved however where a great many of them are achieved it would suggest a good foundation to the corresponding E&O being achievable for the learner. When attempting to teach an E&O staff underline the E&O being covered and please remember you don’t need to underline the entire E&O – please be specific as you may be only teaching part of it. The ‘Planned Learning’ column is where staff detail the specific learning experiences to be undertaken to suit the learner’s learning style/ motivation and interests. Once the E&O (or part of it) is achieved staff would highlight in the designated colour to show what term this was achieved- this can inform the tracking. The evaluation box would also be completed to help support future learning opportunities.

For Pupils who are working on the Early Level corresponding with the Milestones the other curricular areas the E&Os have been presented in Annual Bundles. These Annual Bundles are arranged in a three-year cycle to provide breadth to the learner’s learning. The learners using this progression framework at a school would all work on the same cycle. There are additional Foundation Milestones added to the Annual Bundles as they align with the curricular area of Health and Wellbeing. All learning opportunities related to the Annual Bundles would be detailed on the Planning Documents in section 7 of this Progression Framework document. The Planning Document section includes two styles of planning document that can be used. One style allows for the curricular area and E&O to be identified followed by a description of the intended learning with space for an evaluation to inform future learning. This template can also be used to evidence SQA work with identifying the unit the work is related to. The other style is to evidence Inter-Disciplinary Learning and the curricular areas can be identified on the template and corresponding Es&Os that are being focussed on. Staff are advised to print this document out as A3 to use. Staff can use either planning template or both to evidence learning. If an E&O is being attempted the Annual Bundle Grid would be underlined and highlighted on completion in accordance with the colour code.

**Format Two** corresponds the Experiences and Outcomes (Es&Os) of Early Level Literacy and Numeracy with the Milestones/ Foundation Milestones **and** Benchmarks to support judgements of learning. This format could be used to plan and evidence the learning of a learner who is working beyond the Milestones in certain areas of their learning. The evaluation of the learning would need to be kept separately. The use of this document would be as above and would be used alongside the Annual Bundles

**Format Three** corresponds theExperiences and Outcomes (Es&Os) of Early Level Literacy and Numeracy with the Benchmarks to support judgements of learning. Additional Benchmarks have been included that are taken from the previous Aberdeenshire Progression ASN Frameworks. This format could be used after a learner has shown achievement in the Milestones and is requiring to develop their depth and breadth of their learning whilst building on their skills. All curricular areas have a Planner that can be used to evidence learning, however this can also be supplemented by the IDL planner as an alternative format.

**Health and Wellbeing:**

When planning Health and Wellbeing for a learner with significant and complex needs please reference other levels within the Health and Wellbeing CfE curriculum particularly around ‘Relationships, Sexual health and Parenthood’ as we have responsibility to develop their awareness of their body, changes in their body, and how to keep safe. This is not covered at the Early Level.

**Life Skills Development Framework:**

The Life Skills Development Framework created by Westfield School are for staff to evidence the developmental achievements of pupils. Staff can utilise this document alongside the Early Level Planners Incorporating Milestones and Foundation Milestones. The Life Skills listed would support the underpinning of learning being established through the Milestones and Foundation Milestones leading towards a learner’s awareness and understanding of the Es&Os. Staff only record on this document what a learner has achieved or what they are currently working on- thus leaving the remainder of life skills targets with a possibility of attainment. This document allows the tiniest of steps of progression to be recorded.

**Skills Framework:**

The skills framework created by the Mintlaw Cluster is to provide staff with a resource that corresponds Curriculum for Excellence Skills with Blooms Taxonomy. This skills framework gives lists of skills that will help a learner develop skills for life, learning and work. The framework provides the vocabulary and possible questions that staff could use to support a learner in developing their skills. Whilst learners with significant and complex needs may not be able to demonstrate secure learning in the product and actions identified on the template it was provided as an exemplar for staff. To evidence work in this area staff could record on the planning documentation.

**Learner Support and Engagement:**

When supporting learners with significant and complex needs to access the curriculum it is very important for a practitioner to take account of the additional: physical, communicative, sensory and cognitive barriers the learners may experience. Evidencing this in the planners identifies the specific needs of learners. Support for learners may include:

|  |  |
| --- | --- |
| **Type of Support** | **Examples of Support** |
| Physical Support | Hand over hand, use of equipment |
| Gestural Support | Simple signs or gesture, pointing, demonstrating |
| Visual Support | Using objects, photos, pictures, symbols |
| Verbal Support | Prompting and cues, expectant pause |
| Support via Technology | Use of switches, apps, communication aids |
| No Support | No support required. Can work independently |

Furthermore, when planning learning activities for pupils with significant and complex needs the cognitive skills of the learners should be

considered. This is also important when evidencing the achievement and attainment of the pupils. Cognitive skills include:

|  |  |
| --- | --- |
| **Cognitive Skill** | **Examples** |
| Attention | Regulation, selective, shifting, sustained |
| Perception | Visual, auditory, kinaesthetic, spatial, temporal relationships |
| Memory | Short term, long term, working memory |
| Language and Communication | Receptive, expressive |
| Reasoning and Logic | Comparison, categorisation, cause and effect, analogy and inference |
| Meta-Cognition | Understanding what to do, selection of relevant information, creating/ testing hypothesis, systematic planning, precision and accuracy, flexibility, transfer and generalisation |

Providing learning experiences which stimulate the learner – which can be based on a learner’s specific interests, allow the cognitive skills to be developed and therefore develop a pupil’s engagement to learning activities. This may develop at very small incremental steps which through specific recording, the achievements of a learner can be demonstrated

# Early Level Planners

**3.Early Level Planners**

**(Corresponding with Milestones)**

**To be used in conjunction with Annual Bundles and planning documents**

Listening and Talking Planner**-Early- Incorporating Milestones**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Enjoyment and choice**  - within a motivating and challenging environment developing an awareness of the relevance of texts in my life. | I enjoy exploring and playing with patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read and listen to, and can share my likes and dislikes.  ***LIT 0-01b/LIT 0-11b***  I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.  ***LIT 0-01c*** |  | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos * Symbols * Shows a response to familiar characters, songs, rhymes and/or stories * Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities * Demonstrates likes or dislikes for characters, songs, rhymes and/or stories * Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories * Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes and stories |  |
| **Tools for listening, talking and communicating**  - to help me when interacting or presenting within and beyond my place of learning. | As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen.  ***LIT 0-02a/ENG 0-03a*** |  | * Shows awareness of people and activities. * Tolerates other people within their space * Demonstrates a clear reaction to people and activities * Responds to facial expressions and/or body language. * Shows a response to a social interaction with familiar people and activities. * Shows a response to a social interaction with unfamiliar people and activities * Imitates, during interactions, using vocalisations and/or body movements. * Maintains an interaction for a brief period * Terminates an interaction (may be unconventional) * Terminates an interaction in a conventional way (for example, saying bye or all done) * Initiates an interaction with a familiar person or in a familiar situation (for example, through play) * Initiates an interaction with an unfamiliar person or in an unfamiliar situation * Takes turns in an interaction with a familiar person or in a familiar situation (for example, through play) * Takes turns in an interaction with unfamiliar people and/or unfamiliar settings * Responds consistently to routines which are spoken or written * Identifies named objects, pictures or symbols consistently. * Listens and responds to different words and phrases appropriately * Can use single words to communicate * Can use a few words together to communicate * Uses short phrases to communicate * Shows awareness of others in a conversation * Demonstrates an awareness of others by taking turns. * Joins in with a conversation using a preferred mode of communication * Uses sentences to communicate * Responds to simple questions by non-verbal or verbal means |  |
| **Finding and using information**  -when listening to, watching and talking about texts with increasingly complex ideas. structures and specialist vocabulary. | I listen or watch for useful or interesting information, and I use this to make choices or learn new things.  ***LIT 0-04a*** |  | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression * Demonstrates an awareness that a specific toy or object has a purpose, e.g., pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Understands and responds to objects, pictures, symbols and/or key words from a familiar story, song or rhyme * Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them |  |
| **Understanding analysing and evaluating**  -investigating and/or appreciating text with increasingly complex ideas, structures and specialist vocabulary for different purposes. | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***LIT 0-07a/LIT 0-16a/***  ***ENG 0-17a*** |  | * Responds to repetitive words in a story or text * Anticipates repetitive words in familiar stories or rhymes * Responds to repetitive elements within stories * Recognises omissions and alterations to familiar song, rhyme, story or text * Recalls some aspects of a song, rhyme, story and/or text |  |
| **Creating texts**  - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.  ***LIT 0-09a***  I enjoy exploring events and stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-09b/LIT 0-31a***  As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.  ***LIT 0-10a*** |  | * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. * Reacts in some way to the emotions of others * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities * Shows emotional responses to a range of sensory stimuli, objects, people and/or activities * Copies the emotional responses of others in their facial expression and body gestures * Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) * Demonstrates pleasure in response to feedback from others * Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression * Attempts to self soothe (may be unconventional) * Tolerates an adult’s attempts to intervene when distressed * Accepts redirection when distressed * Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others * Responds to adult support when distressed * Selects a range of sensory stimuli, objects and/or activities to self soothe * Seeks adult support when distressed * Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities * Demonstrate that they can follow pattern, sequence in a song, rhyme, story or text by joining in * Shares a familiar experience demonstrating some awareness of sequence and structure * Expresses ideas through different types of play * Creates imaginary characters, rhymes and/or stories and communicates these to others * Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings. * Creates a text using an alternative method, e.g., photographs, symbols, etc |  |

**Reading Planner- Early- Incorporating Milestones**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Enjoyment and choice**  - within a motivating and challenging environment developing an awareness of the relevance of texts in my life. | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.  ***LIT 0-01b/LIT 0-11b*** |  | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos   + Symbols. * Shows an interest in rhymes, stories and/or text * Shows an interest and makes a choice of a familiar rhyme, story and/or text * Anticipates or reacts to parts of rhyme, story and/or text * Awareness of conventions of handling a storybook or text for example: * Turning a page * Left to right * Holding book right way up * Identifying front and back of a book * Knowing the difference between a picture and text * Explores a storybook or text in order to find objects, pictures and/or words |  |
| **Tools for reading**  - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.  ***ENG 0-12a/LIT 0-13a/LIT 0-21a*** |  | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions lead to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g., pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Recognises when a story starts and finishes * Matches objects, photos, pictures, symbols and/or text * Sorts objects, photos, pictures, symbols and/or text * Demonstrates an awareness that symbols and print carry meaning e.g., by pretending to read the print |  |
| **Finding and using information** when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary | I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.  ***Lit0-14a*** |  | * Uses hands, fingers or feet to explore objects * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) * Scans and tracks symbols and/or pictures * Makes a choice using symbols and/or pictures * Recognises and begins to read social sight words * Recognises familiar words and/or names * Recognises some familiar words in a storybook or text * Comments on some ideas within a story and/or text * Gives a response to a simple question about a text |  |
| **Understanding, analysing and evaluating**  - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***Lit 0-07a/Lit 0-16a/ENG0-17a***  I enjoy events and characters in stories and other texts, sharing my thoughts in different ways.  ***Lit0-19a*** |  | * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. * Reacts in some way to the emotions of others * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities * Shows emotional responses to a range of sensory stimuli, objects, people and/or activities * Copies the emotional responses of others in their facial expression and body gestures * Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) * Demonstrates pleasure in response to feedback from others * Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression * Recognises a character/object in a picture * Identifies an object/character within a story that is read to them * Recalls a character, object or event in a story that is read to them * Sequences parts of a story * Makes simple comments/ responses or asks questions about a story * Responds to a simple question about a story or text |  |

**Writing Planner-Early- Incorporating Milestones**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Enjoyment and Choice**  - within a motivating and challenging environment developing and awareness of the relevance of texts in my life | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a*** |  | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Uses hands, fingers or feet to explore objects. * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) * Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.) * Interacts with a range of objects using different senses * Shows an interest in print through exploring different ways that print is presented, e.g., shopping lists, cards, posters * Shows an interest in making marks * Experiments with mark making through different media * Produces specific mark making such as scribbles * Recognises that the function of writing is to convey meaning |  |
| **Tools for writing**  - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.  ***ENG 0-12a/LIT 0-13a/LIT 0-21a***  As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information*.*  ***LIT 0-21b*** |  | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions lead to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g., pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. * Reacts in some way to the emotions of others * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities * Shows emotional responses to a range of sensory stimuli, objects, people and/or activities * Copies the emotional responses of others in their facial expression and body gestures * Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) * Demonstrates pleasure in response to feedback from others * Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression * Demonstrates arm and/or hand movements and/or alternative method e.g., Assistive Technology during tactile, digital and/or multi-sensory activities * Demonstrates ability to hold, grasp and release tools for writing * Demonstrates control of preferred tool for writing in order to create patterns and sequences that convey meaning. * Uses fingers, hands and other media |  |
| Organising and using Information – considering texts to help create short and extended texts for different purposes. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages.  ***Lit0-26a*** |  | * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos   + Symbols. * Produces marks/drawings that they are able to share as having a meaning. * Produce meaningful marks that convey their own name * Looks at/explores objects, photos or pictures from a personal/ shared experience. * Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience * Uses objects, photos, pictures or symbols in sequence to create a story or a message. * Uses photograph/name card to label their own work * Conveys a message/idea/ information using their preferred mode of communication |  |
| Creating texts – applying the elements which writer uses to create different types of short or extended texts with increasingly complex ideas, structures and vocabulary. | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-9b/LIT0-31a*** |  | * Groups letters and leaves spaces between words * Uses familiar stories/characters to invent/create a story stories objects, photos, pictures or symbols in sequence – doesn’t make sense. * Begins to create a short piece of functional writing using objects, photos, pictures or symbols |  |

**Numeracy Planner- Early- Incorporating Milestones**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Estimation and rounding** | I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.  ***MNU 0-01a*** |  | * Shows a recognition of one, none and lots in a range of practical contexts * Shows recognition of more or less in a range of practical contexts |  |
| **Number and number processes** including addition, subtraction, multiplication, division, and negative numbers | I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order  ***MNU 0-02a***  .  I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.  ***MNU 0-03a*** |  | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g., pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Participates in nursery rhymes and songs which involve an introduction to number * Calls out/demonstrates an awareness of numbers that come next in a familiar sequence * Recognises some familiar numbers within the environment * Carries out familiar tasks that involve one to one matching * Recognises and/or uses the sequence of 1,2, 3 to lead into or out of an activity * Says or signs the number words in order * Recognises and identifies some numerals * When asked ‘how many?’, recognises that they should respond with a number * Follows along a sequence of numerals while communicating the words * Begins to show one-to-one correspondence by indicating (e.g. by pointing) at each item and/or reciting the appropriate number words * Uses counting to accurately identify ‘how many?’ there are in a small group of items * Gives a requested number of items in a practical setting * Adds one more and/or takes one away from a group of items on request * Identifies when there is none left * Demonstrates an understanding of first and last in a familiar routine |  |
| Primes  Powers and roots | There are no experiences and outcomes at this level |  | * There are no experiences and outcomes at this level |  |
| **Fractions, decimal fractions and percentages** including ratio and proportion | I can share out a group of items by making smaller groups and can split a whole object into smaller parts.  ***MNU 0-07a*** |  | * Splits an item into smaller pieces * Puts smaller pieces back together to make the whole * Takes part in distributing a collection of items between a group * Distributes items one at a time |  |
| **Money** | I am developing my awareness of how money is used and can recognise and use a range of coins.  ***MNU 0-09a*** |  | * Exchanges an item for something else * Exchanges a range of medium including coins, cards or other forms of money in exchange for something. * Handles a range of real money that demonstrates an awareness of money, e.g. puts it into a purse or a till or other relevant item. * Finds coins in a group of mixed items * Matches coins or notes that are the same * Sorts some coins from other coins * Identifies some coins * Uses language of money in a real-life situation, e.g. pay, coin, change, buy, pounds, pence |  |
| **Time** | I am aware of how routines and events in my world link with times and seasons and have explored ways to record and display these using clocks, calendars and other methods.  ***MNU 0-10a*** |  | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Demonstrates awareness of start and finish by responding to a start and finish signifier such as a tune, object, etc. * Moves on to doing something different in response to a simple timetable (e.g., objects, photos, symbols) * Follows a sequence of activities in response to a timetable (e.g., objects, photos, symbols) * Identifies that there are different activities that happen at different times of the day and different days of the week * Shows an awareness that there are different days of the week * Shows some awareness that there are different features associated with different seasons such as weather, clothes, festivals * Shows some understanding of time passing, e.g., through waiting for a timer, or waiting for a turn or activity * Shows some awareness of the language of time, e.g., before, after, time for, tomorrow, today, afternoon, morning, night, now, next, finished and wait |  |
| **Measurement** | I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.  ***MNU 0-11a*** |  | * Explores different items in their world in relation to size, weight, length and capacity through a variety of actions, e.g., filling and emptying * Identifies items by size and/or amount, e.g., big and small, heavy and light, full and empty, from a choice of two * Matches items by size and length * Sorts items by size and/or amount, e.g., big and small, heavy and light, full and empty * Responds to directions by more or less |  |
| **Mathematics – its impact on the world, past, present and future** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level. |  |
| **Patterns and relationships** | I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  ***MTH 0-13a*** |  | * Finds familiar items that go together and matches them * Responds to a change in a familiar pattern or routine |  |
| **Expressions and equations** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level. |  |
| **Properties of 2D shapes and**  **3D objects** | I enjoy investigating objects and shapes and can sort, describe and be creative with them.  ***MTH 0-16a*** |  | * Investigates the properties of shapes and objects through play activities such as posting shapes, stacking objects, inserting puzzle pieces * Uses objects in a way that demonstrates an awareness of their properties * Matches real life 3 D objects * Matches 2 D shapes * Recognises the names of some simple shapes, e.g. circle, star, square |  |
| **Angle, symmetry and transformation** | In movement, games, and using technology I can use simple directions and describe positions.  ***MTH 0-17a***  I have had fun creating a range of symmetrical pictures and patterns using a range of media.  ***MTH 0-19a*** |  | * Demonstrates an understanding of simple positional language such as in, on, under, up and down * Joins in familiar movement games and activities * Follows some simple directions within familiar movement games and dance, e.g., turn around |  |
| **Data and analysis** | I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.  ***MNU 0-20a***  I can match objects, and sort using my own and others’ criteria, sharing my ideas with others.  ***MNU 0-20b***  I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.  ***MNU 0-20c*** |  | * Uses hands, fingers or feet to explore objects. * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) * Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.) * Collects or chooses a group of objects that share one property * Matches specific objects to other objects, pictures or symbols * Sorts a group of objects using a given criteria * Uses signs/symbols/pictures/objects of reference to help me plan and make choices |  |
| **Ideas of chance and uncertainty** | There are no experiences and outcomes at this level. |  | There are no experiences and outcomes at this level. |  |

**Listening and Talking Planner- Early- Incorporating Milestones AND Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
| --- | --- | --- | --- | --- |
| **Enjoyment and choice**  - within a motivating and challenging environment developing an awareness of the relevance of texts in my life. | I enjoy exploring and playing with patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read and listen to, and can share my likes and dislikes.  ***LIT 0-01b/LIT 0-11b***  I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.  ***LIT 0-01c*** |  | * With support I play with patterns and sound. * I can respond to the rhythmic patterns in songs and music. * I can anticipate and complete lines in familiar nursery rhymes / stories. * With support, I can choose stories and other texts to watch, read or listen to, and can share my likes and dislikes. * I can share my ideas with friends. * I have favourite stories and can give a simple outline of what happened. * I can name characters in familiar stories. * I can guess what might happen next * I can use sounds of speech to communicate effectively. * I can identify sounds and blend them together to make words. * I can link patterns and sounds to my reading and writing. * I can listen and learn new words and use them in my stories. * I use available information to make decisions about choosing texts. * I actively explore stories and other texts, I choose to listen in order to give a response and can explain my choice. * I enjoy listening and responding to stories, events and characters and can explain why. * I can suggest an alternative ending to a familiar story. * I am beginning to understand some of the underlying themes in a story. * I can share my ideas with a wider audience (group, class etc) | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos * Symbols * Shows a response to familiar characters, songs, rhymes and/or stories * Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities * Demonstrates likes or dislikes for characters, songs, rhymes and/or stories * Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories * Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes and stories |
| **Tools for listening, talking and communicating**  - to help me when interacting or presenting within and beyond my place of learning. | As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen.  ***LIT 0-02a/ENG 0-03a*** |  | * With support I know when it is my turn to talk or listen. * With support I respond to facial expression, gesture, intonation and gesture when listening. * I can take turns when listening and talking in conversations. * I can listen to and responds to others. * I understand the protocols of conversation and discussion. * I use appropriate body language / facial expression when listening and talking. | * Shows awareness of people and activities. * Tolerates other people within their space * Demonstrates a clear reaction to people and activities * Responds to facial expressions and/or body language. * Shows a response to a social interaction with familiar people and activities. * Shows a response to a social interaction with unfamiliar people and activities * Imitates, during interactions, using vocalisations and/or body movements. * Maintains an interaction for a brief period * Terminates an interaction (may be unconventional) * Terminates an interaction in a conventional way (for example, saying bye or all done) * Initiates an interaction with a familiar person or in a familiar situation (for example, through play) * Initiates an interaction with an unfamiliar person or in an unfamiliar situation * Takes turns in an interaction with a familiar person or in a familiar situation (for example, through play) * Takes turns in an interaction with unfamiliar people and/or unfamiliar settings * Responds consistently to routines which are spoken or written * Identifies named objects, pictures or symbols consistently * Listens and responds to different words and phrases appropriately * Can use single words to communicate * Can use a few words together to communicate * Uses short phrases to communicate * Shows awareness of others in a conversation * Demonstrates an awareness of others by taking turns. * Joins in with a conversation using a preferred mode of communication * Uses sentences to communicate * Responds to simple questions by non-verbal or verbal means |
| **Finding and using information**  -when listening to, watching and talking about texts with increasingly complex ideas. structures and specialist vocabulary. | I listen or watch for useful or interesting information, and I use this to make choices or learn new things.  ***LIT 0-04a*** |  | * I can listen and learn new things. * With support I can make choices based on what I have heard or seen to learn new things. * I can use what I learn in different ways. * I can recognise and use useful or interesting information. | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression * Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Understands and responds to objects, pictures, symbols and/or key words from a familiar story, song or rhyme * Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them |
| **Understanding analysing and evaluating**  -investigating and/or appreciating text with increasingly complex ideas, structures and specialist vocabulary for different purposes. | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***LIT 0-07a/LIT 0-16a/***  ***ENG 0-17a*** |  | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I am beginning to make connections between new and familiar experiences or stories. * I can use what I have experienced or already know to make connections * and help me understand what I am learning about. * I can share my thoughts and feelings in a way that others can understand. * I can make connections between a range of texts and my life. | * Responds to repetitive words in a story or text * Anticipates repetitive words in familiar stories or rhymes * Responds to repetitive elements within stories * Recognises omissions and alterations to familiar song, rhyme, story or text * Recalls some aspects of a song, rhyme, story and/or text |
| **Creating texts**  - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.  ***LIT 0-09a***  I enjoy exploring events and stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-09b/LIT 0-31a***  As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.  ***LIT 0-10a*** |  | * I can retell experiences, sharing what I have been doing. * I can share information based on real life or imaginary events as I play. * I can tell others how I feel. * I can talk about the main events and characters in a story or text. * I can explore characters and tell stories based on real life or from familiar stories. * I show an interest in learning new words and ask what unfamiliar words mean. * With support I can use new vocabulary I have learned to express ideas and feelings. * I can talk about experiences and events recounting in a logical sequence. * I can use a range of words to express my feelings or understanding of the feelings of others or imaginary characters. * I can retell a story with a clear structure and sequence. | * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. * Reacts in some way to the emotions of others * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities * Shows emotional responses to a range of sensory stimuli, objects, people and/or activities * Copies the emotional responses of others in their facial expression and body gestures * Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) * Demonstrates pleasure in response to feedback from others * Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression * Attempts to self soothe (may be unconventional) * Tolerates an adult’s attempts to intervene when distressed * Accepts redirection when distressed * Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others * Responds to adult support when distressed * Selects a range of sensory stimuli, objects and/or activities to self soothe * Seeks adult support when distressed * Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities * Demonstrate that they can follow pattern, sequence in a song, rhyme, story or text by joining in * Shares a familiar experience demonstrating some awareness of sequence and structure * Expresses ideas through different types of play * Creates imaginary characters, rhymes and/or stories and communicates these to others * Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings. * Creates a text using an alternative method, e.g. photographs, symbols, etc |

**Reading Planner- Early- Incorporating Milestones AND Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
| --- | --- | --- | --- | --- |
| **Enjoyment and choice**  - within a motivating and challenging environment developing an awareness of the relevance of texts in my life. | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.  ***LIT 0-01b/LIT 0-11b*** |  | * I can play with and use simple patterns in words. * I can recognise that some words rhyme. * I can choose a text from a range of genres. * I can display reading behaviour (correct orientation, turn pages, look at words and pictures etc). * Using pictures for support I can talk about characters in stories. * Using pictures for support I can talk about likes and dislikes. * I can anticipate and predict what is going to happen. * I use patterns / sounds in words through rhythm, repetition, onset and rhyme. * I can identify rhyming words confidently. * I can select a book for enjoyment. * With support I can recognise the difference in genre. * I can discuss characters, events, likes and dislikes. * I can respond to texts in different ways. * I can anticipate and predict what is going to happen and give reasons. * I can read some words in books. * I like to read. | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos   + Symbols. * Shows an interest in rhymes, stories and/or text * Shows an interest and makes a choice of a familiar rhyme, story and/or text * Anticipates or reacts to parts of rhyme, story and/or text * Awareness of conventions of handling a storybook or text for example: * Turning a page * Left to right * Holding book right way up * Identifying front and back of a book * Knowing the difference between a picture and text * Explores a storybook or text in order to find objects, pictures and/or words |
| **Tools for reading**  - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write.  ***ENG 0-12a/LIT 0-13a/LIT 0-21a*** |  | * I can play with and use simple sounds in words. * I am learning that text is read from left to right and top to bottom. * I know that texts and illustrations are related. * I know some letter sounds and names. * I recognise my own name. * I can match and object to a given initial sound. * I can provide a word with the same initial sound as a given word. * I know that texts and illustrations are related. * I have an awareness of the purpose of capital letters, full stops and question marks in texts. | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Recognises when a story starts and finishes * Matches objects, photos, pictures, symbols and/or text * Sorts objects, photos, pictures, symbols and/or text * Demonstrates an awareness that symbols and print carry meaning e.g. by pretending to read the print |
| **Finding and using information** when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary | I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.  ***Lit0-14a*** |  | * I can identify signs, labels and logos in the environment. * I can identify print in the environment. * I am becoming familiar with book words (title, page, cover, author, and illustrator). * With support I can look at and talk about information from a variety of sources. * I can learn from texts. * I can read my own name. * I can read signs and labels. * I can read simple texts for information. * I can predict what the text may be about. * I can talk about what I have learned from texts. * I can talk about the differences between fiction and non-fiction texts. * I can explain book words (title, page, cover, author, and illustrator). * I can find and use information from a variety of sources. * I can find and use information from a variety of sources. * I can use information found in a text to plan and make choices about new things. | * Uses hands, fingers or feet to explore objects. * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) * Scans and tracks symbols and/or pictures * Makes a choice using symbols and/or pictures * Recognises and begins to read social sight words * Recognises familiar words and/or names * Recognises some familiar words in a storybook or text * Comments on some ideas within a story and/or text * Gives a response to a simple question about a text |
| **Understanding, analysing and evaluating**  - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***Lit 0-07a/Lit 0-16a/ENG0-17a***  I enjoy events and characters in stories and other texts, sharing my thoughts in different ways.  ***Lit0-19a*** |  | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I can say which characters I liked or disliked. * I can differentiate between a rhyme, a song and a story. * I am beginning to make connections between new and familiar experiences or stories. * I can use what I have experienced or already know to make connections and help me understand what I am learning about. * I can share my thoughts and feelings in a way that others can understand. * I can make meaningful predictions about events and characters in stories. * I can identify the beginning, middle and end of a story. * I can recognise some words in context. * I can make connections between a range of texts and my life. * I can find out more by asking questions. | * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. * Reacts in some way to the emotions of others * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities * Shows emotional responses to a range of sensory stimuli, objects, people and/or activities * Copies the emotional responses of others in their facial expression and body gestures * Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) * Demonstrates pleasure in response to feedback from others * Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression * Recognises a character/object in a picture * Identifies an object/character within a story that is read to them * Recalls a character, object or event in a story that is read to them * Sequences parts of a story * Makes simple comments/ responses or asks questions about a story * Responds to a simple question about a story or text |

**Writing Planner – Early- Incorporating Milestones AND Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
| --- | --- | --- | --- | --- |
| **Enjoyment and Choice**  - within a motivating and challenging environment developing and awareness of the relevance of texts in my life | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a*** |  | * I can explore sounds, rhymes and letters. * I can identify some sounds and objects that begin with that sound. * I can tell stories about my drawings / mark making. * I know people write for different reasons and can demonstrate this in my play. (imaginary notes, lists, letters, cards in the writing formation box). * I can identify missing rhyming words. * I can identify sounds and where the sound is in a word. * I can write to convey meaning. * I can talk about my writing. * I write daily for a range of purposes. | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Uses hands, fingers or feet to explore objects * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) * Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.) * Interacts with a range of objects using different senses * Shows an interest in print through exploring different ways that print is presented, e.g., shopping lists, cards, posters * Shows an interest in making marks * Experiments with mark making through different media * Produces specific mark making such as scribbles * Recognises that the function of writing is to convey meaning |
| **Tools for writing**  - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.  ***ENG 0-12a/LIT 0-13a/LIT 0-21a***  As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information*.*  ***LIT 0-21b*** |  | * I am learning that symbols and letters can convey meaning. * I am exploring sounds and words. * I am beginning to link sounds to letters. * I can recognise some symbols and icons in the environment. * I can make marks other than drawing. * I can begin to form my name using letters. * I can draw to create a text and talk about it. * I understand that words are written from left to right and top to bottom. * I am beginning to order the alphabet using the letter names. * I can print using both upper and lowercase correctly and legibly. * I understand the relationship between lowercase and uppercase letters. * I use say, make/break, blend, read and write to help my understanding of how words are made. * I use the sounds / phonemes I hear in words to spell. * I am aware that some common words do not look how they sound and I can read and write some of these words. * I am beginning to use strategies (Elkonin boxes, word shape, syllabification, tricky letters, and compound words) to help me to remember how to recognise and spell common words. * I can space out my words when I am writing. * I am beginning to write sentences while creating text. * I can start sentences using capital letters * I can finish sentences with a full stop * I can join simple sentences with simple connectives e.g. and, but, because * I can record knowledge, experiences and feelings in different written forms | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. * Reacts in some way to the emotions of others. * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities * Shows emotional responses to a range of sensory stimuli, objects, people and/or activities * Copies the emotional responses of others in their facial expression and body gestures * Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) * Demonstrates pleasure in response to feedback from others * Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression * Demonstrates arm and/or hand movements and/or alternative method e.g. Assistive Technology during tactile, digital and/or multi-sensory activities * Demonstrates ability to hold, grasp and release tools for writing * Demonstrates control of preferred tool for writing in order to create patterns and sequences that convey meaning * Uses fingers, hands and other media |
| Organising and using Information – considering texts to help create short and extended texts for different purposes. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages.  ***Lit0-26a*** |  | * I can make marks during play and talk about them to convey information, thoughts, ideas and feelings. * I can use talk, pictures or role-play to explore my ideas for creating text. * I am beginning to label or add words to my pictures. * I can write my name. * I am beginning to write to convey messages or information during play. * I can use talk, pictures or role-play to develop my ideas for writing. * I am beginning to write sentences using some of my ideas. * I can talk about the text I have created. * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing). | * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos   + Symbols. * Produces marks/drawings that they are able to share as having a meaning * Produce meaningful marks that convey their own name * Looks at/explores objects, photos or pictures from a personal/shared experience. * Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience * Uses objects, photos, pictures or symbols in sequence to create a story or a message. * Uses photograph/name card to label their own work * Conveys a message/idea/ information using their preferred mode of communication |
| Creating texts – applying the elements which writer uses to create different types of short or extended texts with increasingly complex ideas, structures and vocabulary. | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-9b/LIT0-31a*** |  | * I can describe an event / character from a story. * I can tell a story about a character or picture I have created. * I can create a story by drawing pictures and add some letters / words. * I can share my feelings and ideas in pictures and print. * I can create a story by drawing pictures and can add some simple text. * I am beginning to write about characters I have created and can share my ideas. | * Groups letters and leaves spaces between words * Uses familiar stories/characters to invent/create a story stories objects, photos, pictures or symbols in sequence – doesn’t make sense. * Begins to create a short piece of functional writing using objects, photos, pictures or symbols |

**Numeracy Planner -Early- Incorporating Milestones AND Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
| --- | --- | --- | --- | --- |
| **Estimation and rounding** | I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.  ***MNU 0-01a*** |  | * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can sort my objects into groups using simple criteria, explain how I did this and talk about their position using first, second etc. * I can count the objects to decide which has the most or least. * I can sort and create groups of objects by number. * I can describe their position using ordinal numbers. | * Shows a recognition of one, none and lots in a range of practical contexts * Shows recognition of more or less in a range of practical contexts |
| **Number and number processes** including addition, subtraction, multiplication, division and negative numbers | I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order  ***MNU 0-02a***  .  I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.  ***MNU 0-03a*** |  | * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can sort the objects using familiar or given criteria e.g. colour. * I can count the objects to decide which has the most or least. * I can sort and create groups of objects by number. I can describe their position using ordinal numbers. * I can identify all the numbers from 0-20. * I can say the number word sequences forwards and backwards in the range 0-20. * I can identify all the numbers from 0-100. * I can say the number word sequences forwards and backwards in the range 0-100. * I recognise patterns to 5, i.e., subitise * I recognise patterns to 10. * I can match the counting words with objects by touching each in turn. * I can use concrete materials to count a set of objects. * I can solve addition and subtraction problems using a count all strategy and materials. * I know that when we count, we start from zero. * I can skip count for easy multiples 2 and 5. * I know that the last number I count tells me the total of the set. * I can describe groups of objects by saying, which is bigger, smaller or if they are the same. * I can say the number before and after a given number in the range 0-10 i.e. count on and back. * I know that it does not matter which way I add the numbers I get the same answer. * I can solve addition and subtraction problems using a count all strategy and imaging. * I can demonstrate that when we add on zero the number stays the same. * I can demonstrate that when we subtract zero the number stays the same. * I can use counting words in a one-to-one relationship. * I can skip count for a range of multiples 2, 5, 10. * I can say the number before and after a given number in the range 0-20 i.e. count on and back. * I have learned the basic facts for addition and subtraction and number families up to 5 by investigating patterns and groupings. * I have learned the basic facts for addition and subtraction and number families to 10. | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities) * Participates in nursery rhymes and songs which involve an introduction to number * Calls out/demonstrates an awareness of numbers that come next in a familiar sequence * Recognises some familiar numbers within the environment * Carries out familiar tasks that involve one to one matching * Recognises and/or uses the sequence of 1,2, 3 to lead into or out of an activity * Says or signs the number words in order * Recognises and identifies some numerals * When asked ‘how many?’, recognises that they should respond with a number * Follows along a sequence of numerals while communicating the words * Begins to show one-to-one correspondence by indicating (e.g. by pointing) at each item and/or reciting the appropriate number words * Uses counting to accurately identify ‘how many?’ there are in a small group of items * Gives a requested number of items in a practical setting * Adds one more and/or takes one away from a group of items on request * Identifies when there is none left * Demonstrates an understanding of first and last in a familiar routine |
| Primes  Powers and roots | There are no experiences and outcomes at this level |  |  | * There are no experiences and outcomes at this level |
| **Fractions, decimal fractions and percentages** including ratio and proportion | I can share out a group of items by making smaller groups and can split a whole object into smaller parts.  ***MNU 0-07a*** |  | * I can split a whole object into halves. * I can share out a group of items, dealing them out one at a time using concrete materials. * I know that I have to use all of the whole. * I can split a whole object into equally sized parts and use the associated vocabulary. * I can share out a group of items and find out how many are in the smaller groups. I can decide what to do with any leftovers if they can be shared further or not. * I can use symmetry to partition groups into two, four or eight parts and use the associated vocabulary | * Splits an item into smaller pieces * Puts smaller pieces back together to make the whole * Takes part in distributing a collection of items between a group * Distributes items one at a time |
| **Money** | I am developing my awareness of how money is used and can recognise and use a range of coins.  ***MNU 0-09a*** |  | * I am developing an awareness of how money is used in real life. * I understand that coins have different values. * I am developing an awareness that coins/money can be exchanged for goods and services. * I can recognize the value of some coins. * I can recognize the value of all coins. * I can use a variety of coins in real life contexts. | * Exchanges an item for something else * Exchanges a range of medium including coins, cards or other forms of money in exchange for something. * Handles a range of real money that demonstrates an awareness of money, e.g. puts it into a purse or a till or other relevant item. * Finds coins in a group of mixed items * Matches coins or notes that are the same * Sorts some coins from other coins * Identifies some coins * Uses language of money in a real-life situation, e.g. pay, coin, change, buy, pounds, pence |
| **Time** | I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.  ***MNU 0-10a*** |  | * I can use the names of the days of the week. * I can describe the seasons and the special events associated with them. * I can use a weekly planner. * I know that an event has duration but cannot yet use a timer. * I can tell the time to whole hours. * I know the names and sequence of the days of the week and can plan events for future weeks. * I can describe the seasons and their order through the year. * I can use a calendar to plan or record an event. * I can use non-standard units to measure the duration of an event. * I can read time to ½ or ¼ of an hour. | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Demonstrates awareness of start and finish by responding to a start and finish signifier such as a tune, object, etc. * Moves on to doing something different in response to a simple timetable (e.g. objects, photos, symbols) * Follows a sequence of activities in response to a timetable (e.g. objects, photos, symbols) * Identifies that there are different activities that happen at different times of the day and different days of the week * Shows an awareness that there are different days of the week * Shows some awareness that there are different features associated with different seasons such as weather, clothes, festivals * Shows some understanding of time passing, e.g. through waiting for a timer, or waiting for a turn or activity * Shows some awareness of the language of time, e.g. before, after, time for, tomorrow, today, afternoon, morning, night, now, next, finished and wait |
| **Measurement** | I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.  ***MNU 0-11a*** |  | * I am beginning to use language such as tall, short, fat, thin, heavy, light, wide, big or small. * I can use familiar objects to measure the length, weight or capacity of items to help me compare them e.g. how many marbles fit in a jar or how many cups in a jug of water or the number of hands across a table. * I am beginning to use comparative language to describe the attributes of familiar items e.g. bigger/smaller, taller/shorter. * I can compare two objects by comparing their length, weight or capacity. * I use descriptive language such as tall, short, fat, thin, heavy, light, wide, big or small. * I can put objects in order or length, weight or capacity by comparing them directly. | * Explores different items in their world in relation to size, weight, length and capacity through a variety of actions, e.g. filling and emptying * Identifies items by size and/or amount, e.g. big and small, heavy and light, full and empty, from a choice of two * Matches items by size and length * Sorts items by size and/or amount, e.g. big and small, heavy and light, full and empty * Responds to directions by more or less |
| **Mathematics – its impact on the world, past, present and future** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level. | * There are no experiences and outcomes at this level. |
| **Patterns and relationships** | I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  ***MTH 0-13a*** |  | * I can recognize simple numeric and non-numeric patterns. * I can use simple language such as repeat, again, pattern etc. to describe these patterns. * I can duplicate and extend a simple pattern. * I can create my own patterns. | * Finds familiar items that go together and matches them * Responds to a change in a familiar pattern or routine |
| **Expressions and equations** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level. | * There are no experiences and outcomes at this level. |
| **Properties of 2D shapes and**  **3D objects** | I enjoy investigating objects and shapes and can sort, describe and be creative with them.  ***MTH 0-16a*** |  | * I can sort objects using familiar or given criteria e.g. colour. * I can talk about the dynamic properties of shapes e.g. it rolls, slides, stacks etc. and use these to sort shapes and objects. * I can use language such as straight, curved, flat, corner etc. to describe objects. * I use the properties of familiar objects to help me name shapes I am using e.g. wheel for circle. | * Investigates the properties of shapes and objects through play activities such as posting shapes, stacking objects, inserting puzzle pieces * Uses objects in a way that demonstrates an awareness of their properties * Matches real life 3 D objects * Matches 2 D shapes * Recognises the names of some simple shapes, e.g. circle, star, square |
| **Angle, symmetry and transformation** | In movement, games, and using technology I can use simple directions and describe positions.  ***MTH 0-17a***  I have had fun creating a range of symmetrical pictures and patterns using a range of media.  ***MTH 0-19a*** |  | * Use left and right to differentiate between identical body parts. * I can describe the position of an object by using positional words such as behind, in front of, above and below. * I can describe a sequence of directions, that involve turning, to a partner * I can follow a sequence of directions that involve turning. * I can program a sequence of directions into a programmable toy or similar technology. * I can create a symmetry picture using a fold. * I can create a symmetry picture or pattern using a flip or fold. | * Demonstrates an understanding of simple positional language such as in, on, under, up and down * Joins in familiar movement games and activities * Follows some simple directions within familiar movement games and dance, e.g. turn around |
| **Data and analysis** | I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.  ***MNU 0-20a***  I can match objects, and sort using my own and others’ criteria, sharing my ideas with others.  ***MNU 0-20b***  I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.  ***MNU 0-20c*** |  | * I can tell my teacher and peers what signs in my immediate environment mean. * I gain information from simple displays e.g. how many dogs are there or what are the most common pets. * I can collect a group of objects to answer a question posed by me or someone else. * I can sort my data into groups using simple criteria and explain how I did this. * I can draw a picture to make a display of my findings. I can talk about my findings and what the display shows. * I can use individual tally marks to collect information to answer a question posed by me or someone else. * I can sort and group my objects or data using a range of criteria and explain my reasons for choosing this method. * I can draw a pictograph or block graph to make a display of my findings and summarise the information in the display by counting | * Uses hands, fingers or feet to explore objects * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) * Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.) * Collects or chooses a group of objects that share one property * Matches specific objects to other objects, pictures or symbols * Sorts a group of objects using a given criteria * Uses signs/symbols/pictures/objects of reference to help me plan and make choices |
| **Ideas of chance and uncertainty** | There are no experiences and outcomes at this level. |  |  | * There are no experiences and outcomes at this level. |

# Annual Bundles

**4. Annual Bundles**

**Three-year Cycle including additional Foundation Milestones**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EARLY LEVEL EXPERIENCES + OUTCOMES - YEAR 1**  Starting Session : | | | | | | |
| **Expressive arts** | | | | | | |
| I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances. **EXA 0-01a** | | I have the freedom to discover and choose ways to create images and objects using a variety of materials.  **EXA 0-02a** | | I can create a range of visual information through observing and recording from my experiences across the curriculum.  **EXA 0-04a** | | I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a** |
| I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-11a** | | I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.  **EXA 0-12a** | | I enjoy singing and playing along to music of different styles and cultures.  **EXA 0-16a** | | Inspired by a range of stimuli and working on my own and/ or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 0-18a** |
| **Sciences** | | | | | | |
| I have observed living things in the environment over time and am becoming aware of how they depend on each other.  **SCN 0-01a** | | I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. **SCN 0-03a** | | I can identify my senses and use them to explore the world around me. **SCN 0-12a** | | I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a** |
| I recognise that we have similarities and differences but are all unique. **HWB 0-47a** | | I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b** | |  | |  |
| **Social studies** | | | | | | |
| I am aware that different types of evidence can help me to find out about the past. **SOC 0-01a** | | I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. **SOC 0-02a** | | I explore and discover the interesting features of my local environment to develop an awareness of the world around me. **SOC 0-07a** | | I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. **SOC 0-09a** |
| I am aware that different types of evidence can help me to find out about the world around me. **SOC 0-15a** | | I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  **SOC 0-17a** | | Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.  **SOC 0-18a** | | I explore and discover where foods come from as I choose, prepare and taste different foods **HWB 0-35a** |
| **Technologies (*Digital Literacy E+Os are covered every year as an integral part of learning and teaching)*** | | | | | | |
| I enjoy exploring and working with foods in different contexts TCH 0-04a | | I enjoy experimenting with a range of textiles TCH 0-04b | | I can share their thoughts with others to help further develop ideas and solve problems. TCH 0-04c | |  |
| I explore ways to design and construct models. TCH 0-09a | | I explore everyday materials in the creation of pictures/ models/ concepts  . TCH 0-10a | | I explore and discover different ways of representing ideas in imaginative ways.  TCH 0-11a | | I explore a variety of products covering a range of engineering disciplines.  TCH 0-12a |
| By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a** | | I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** | |  | |  |
| **Religious and Moral Education** | | | | | | |
| As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. **RME 0-01a** | As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0.02a | | I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives. **RME 0-03a** | | As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about. **RME 0-04a** | |
| As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a** | I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives. **RME 0-06a** | | I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a** | | As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. **RME 0-09a** | |
| **Health & Wellbeing** | | | | | | |
| I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a** | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a** | | I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a** | | I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.  **HWB 0-04a** | |
| I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.  **HWB 0-05a** | I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 0-20a** | | I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a** | | I am developing my movement skills through practice and energetic play.  **HWB 0-22a** | |
| I am aware of my own and others’ needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a** | By exploring and observing movement, I can describe what have learned about it.  **HWB 0-24a** | | I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.  **HWB 0-25a** | | I know that being active is a healthy way to be. **HWB 0-27a** | |
| I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. **HWB 0-28a** | I enjoy eating a diversity of foods in a range of social situations. **HWB 0-29a** | | Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a** | | I know that people need different kinds of food to keep them healthy. **HWB 0-32a** | |
| I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. **HWB 0-33a** | I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** | | I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  **HWB 0-44a** | | I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0-44b** | |
| I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB0-45a** | I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  **HWB 0-45b** | | I recognise that we have similarities and differences but are all unique.**HWB 0-47a** | | I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b** | |
| I am learning what I can do to look after my body and who can help me.  **HWB 0-48a** | I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **HWB 0-49a** | | I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 0-50a** | | I am able to show an awareness of the tasks required to look after a baby.  **HWB 0-51a** | |
| **Foundation Milestones** | | | | | | |
| Self and Emotions- Regulation | | | | | | |
| * Attempts to self soothe (may be unconventional) | * Tolerates an adult’s attempts to intervene when distressed | | * Accepts redirection when distressed | | * Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others | |
| * Responds to adult support when distressed | * Selects a range of sensory stimuli, objects and/or activities to self soothe | | * Seeks adult support when distressed | | * Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities | |
| Gross Motor Skills | | | | | | |
| * Shows an awareness of different body parts | * Demonstrates control of a body part (for example, stays still, turns head towards a stimulus or reaches hand towards a switch) | | * Maintains a position (on side, sitting, standing etc.) | | * Transitions in and out of a position (sitting, standing etc.) | |
| * Transitions out with centre of gravity and returns | * Travels in different ways (crawling, bottom shuffling, rolling, sliding, walking etc.) | | * Moves in a range of directions e.g. reaches or moves forward, backwards or sideways | | * Starts to control speed of movement | |
| * Starts to control force of movement |  | |  | |  | |

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| **EARLY LEVEL EXPERIENCES + OUTCOMES - YEAR 2**  Starting Session | | | |
| **Expressive arts** | | | |
| I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances. **EXA 0-01a** | Working on my own and with others, I use my curiosity and imagination to solve design problems. **EXA 0-06a** | I have opportunities to enjoy taking part in dance experiences. **EXA 0-10a** | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  **EXA 0-13a** |
| I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a** | I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a** |  |  |
| **Sciences** | | | |
| I have experienced, used and described a wide range of toys and common appliances. I can say ‘what makes it go’ and say what they do when they work.  **SCN 0-04a** | By investigating how water can change from one form to another, I can relate my findings to everyday experiences.  **SCN 0-05a** | Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. **SCN 0-07a** | Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.  **SCN 0-15a** |
| I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a** | I recognise that we have similarities and differences but are all unique.  **HWB 0-47a** | I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b** |  |
| **Social studies** | | | |
| I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.  **SOC 0-04a** | I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a** | I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  **SOC 0-17a** | Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.  **SOC 0-18a** |
| I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** |  |  |  |
| **Technologies (*Digital Literacy E+Os are covered every year as an integral part of learning and teaching)*** | | | |
| I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-05a | To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a | I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. TCH 0-07a |  |

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| **Religious and Moral Education** | | | |
| As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. **RME 0-01a** | As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-02a** | I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives. **RME 0-03a** | As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about. **RME 0-04a** |
| As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a** | I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives. **RME 0-06a** | I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a** | As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.  **RME 0-09a** |
| **Health & Wellbeing** | | | |
| I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-06a** | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.  **HWB 0-07a** | I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a** | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others  **HWB 0-09a** |
| I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  **HWB 0-10a** | I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 0-11a** | Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.  **HWB 0-12a** | Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a** |
| I value the opportunities I am given to make friends and be part of a group in a range of situations.  **HWB 0-14a** | I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 0-15a** | I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a** | I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 0-17a** |
| I know and can demonstrate how to travel safely. **HWB 0-18a** | In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a** | I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a** | I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |
| I am aware of my own and others’ needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a** | By exploring and observing movement, I can describe what I have learned about it.  **HWB 0-24a** | I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.  **HWB 0-25a** | I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.  **HWB 038a** |
| I can show ways of getting help in unsafe situations and emergencies. **HWB 0-42a** | I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  **HWB 0-44a** | I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 0-45a** |  |
| **Foundation Milestones** | | | |
| Self and Emotions- Regulation | | | |
| * Attempts to self soothe (may be unconventional) | * Tolerates an adult’s attempts to intervene when distressed | * Accepts redirection when distressed | * Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others |
| * Responds to adult support when distressed | * Selects a range of sensory stimuli, objects and/or activities to self soothe | * Seeks adult support when distressed | * Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities |
| Gross Motor Skills | | | |
| * Shows an awareness of different body parts | * Demonstrates control of a body part (for example, stays still, turns head towards a stimulus or reaches hand towards a switch) | * Maintains a position (on side, sitting, standing etc.) | * Transitions in and out of a position (sitting, standing etc.) |
| * Transitions out with centre of gravity and returns | * Travels in different ways (crawling, bottom shuffling, rolling, sliding, walking etc.) | * Moves in a range of directions e.g. reaches or moves forward, backwards or sideways | * Starts to control speed of movement |
| * Starts to control force of movement |  |  |  |

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| --- | --- | --- | --- |
| **EARLY LEVEL EXPERIENCES + OUTCOMES - YEAR 3**  Starting Session : | | | |
| **Expressive arts** | | | |
| I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances.  **EXA 0-01a** | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 0-05a** | I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. **EXA 0-07a** | Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 0-09a** |
| I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. **EXA 0-15a** | I can respond to music by describing my thoughts and feelings about my own and others’ work. **EXA 0-19a** |  |  |
| **Sciences** | | | |
| I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. **SCN 0-06a** | I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives. **SCN 0-09a** | Through play, I have explored a variety of ways of making sounds. **SCN 0-11a** | I can talk about science stories to develop my understanding of science and the world around me. **CN 0-20a** |
| I recognise that we have similarities and differences but are all unique. **HWB 0-47a** | I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b** |  |  |
| **Social studies** | | | |
| While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.  **SOC 0-12a** | By exploring my local community, I have discovered the different roles people play and how they can help. **SOC 0-16a** | I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  **SOC 0-17a** | Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.  **SOC 0-18a** |
| In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. **SOC 0-20a** | I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** |  |  |
| **Technologies *(Digital Literacy E+Os are covered every year as an integral part of learning and teaching)*** | | | |
| I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information. TCH 0-13a | I understand that sequences of instructions are used to control computing technology. TCH 0-14a | I can experiment with and identify uses of a range of computing technology in the world around me. TCH 0-14b | I can develop a sequence of instructions and run them using programmable devices or equivalent. TCH 0-15a |
| **Religious and Moral Education** | | | |
| As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.  **RME 0-02a** | I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives. **RME 0-03a** | As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a** | I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives. **RME 0-06a** |
| I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a** | As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.  **RME 0-09a** |  |  |
| **Health & Wellbeing** | | | |
| Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a** | Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a** | I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a** | In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a** |
| I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.  **HWB 0-21a** | I am developing my movement skills through practice and energetic play.  **HWB 0-22a** | I am aware of my own and others’ needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a** | By exploring and observing movement, I can describe what I have learned about it. **HWB 0-24a** |
| I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.  **HWB 0-25a** | I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** | I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  **HWB 0-44a** | I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0-44b** |
| I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults .**HWB 0-45a** |  |  |  |
| **Foundation Milestones** | | | |
| Self and Emotions- Regulation | | | |
| * Attempts to self soothe (may be unconventional) | * Tolerates an adult’s attempts to intervene when distressed | * Accepts redirection when distressed | * Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others |
| * Responds to adult support when distressed | * Selects a range of sensory stimuli, objects and/or activities to self soothe | * Seeks adult support when distressed | * Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities |
| Gross Motor Skills | | | |
| * Shows an awareness of different body parts | * Demonstrates control of a body part (for example, stays still, turns head towards a stimulus or reaches hand towards a switch) | * Maintains a position (on side, sitting, standing etc.) | * Transitions in and out of a position (sitting, standing etc.) |
| * Transitions out with centre of gravity and returns | * Travels in different ways (crawling, bottom shuffling, rolling, sliding, walking etc.) | * Moves in a range of directions e.g. reaches or moves forward, backwards or sideways | * Starts to control speed of movement |
| * Starts to control force of movement |  |  |  |

# Early Level Planners

**5.Early Level Planners**

**(Corresponding with Benchmarks)**

**Listening and Talking Planner -Early- Incorporating Benchmarks**

| **Curriculum**  **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Enjoyment and Choice**  - within a motivating and challenging environment developing + awareness of the relevance of texts in my life | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a / LIT 0-11a / LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.  ***LIT 0-01b / LIT 0-11b***  I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.  ***LIT 0-01c*** |  | * With support I play with patterns and sound. * I can respond to the rhythmic patterns in songs and music. * I can anticipate and complete lines in familiar nursery rhymes / stories. * With support, I can choose stories and other texts to watch, read or listen to, and can share my likes and dislikes. * I can share my ideas with friends. * I have favourite stories and can give a simple outline of what happened. * I can name characters in familiar stories. * I can guess what might happen next. |  |
| * I can use sounds of speech to communicate effectively. * I can identify sounds and blend them together to make words. * I can link patterns and sounds to my reading and writing. * I can listen and learn new words and use them in my stories. * I use available information to make decisions about choosing texts. * I actively explore stories and other texts, I choose to listen in order to give a response and can explain my choice. * I enjoy listening and responding to stories, events and characters and can explain why. * I can suggest an alternative ending to a familiar story. * I am beginning to understand some of the underlying themes in a story. * I can share my ideas with a wider audience (group, class etc) |  |
| **Tools for Listening and Talking**  – to help me when interacting or presenting within and beyond my place of learning | As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.  ***LIT 0-02a / ENG 0-03a*** |  | * With support I know when it is my turn to talk or listen. * With support I respond to facial expression, gesture, intonation and gesture when listening. |  |
| * I can take turns when listening and talking in conversations. * I can listen to and responds to others. * I understand the protocols of conversation and discussion. * I use appropriate body language / facial expression when listening and talking. |  |
| **Finding and using information**  – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary | I listen or watch for useful or interesting information and I use this to make choices or learn new things.  ***LIT 0-04a*** |  | * I can listen and learn new things. * With support I can make choices based on what I have heard or seen to learn new things. |  |
| * I can use what I learn in different ways. * I can recognise and use useful or interesting information. |  |
| **Understanding, analysing and evaluating**  – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***LIT 0-07a / LIT 0-16a /***  ***ENG 0-17a*** |  | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I am beginning to make connections between new and familiar experiences or stories. |  |
| * I can use what I have experienced or already know to make connections and help me understand what I am learning about. * I can share my thoughts and feelings in a way that others can understand. * I can make connections between a range of texts and my life. |  |
| **Creating texts**  – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.  ***LIT 0-09a***  I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-09b / LIT 0-31a***  As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.  ***LIT 0-10a*** |  | * I can retell experiences, sharing what I have been doing. * I can share information based on real life or imaginary events as I play. * I can tell others how I feel. * I can talk about the main events and characters in a story or text. * I can explore characters and tell stories based on real life or from familiar stories. * I show an interest in learning new words and ask what unfamiliar words mean. * With support I can use new vocabulary I have learned to express ideas and feelings. |  |
| * I can talk about experiences and events recounting in a logical sequence. * I can use a range of words to express my feelings or understanding of the feelings of others or imaginary characters. * I can retell a story with a clear structure and sequence. * I can use my own words to make up stories or recount events. * I use new words I have learned in context to enliven what I am saying. * I am extending my awareness of words and phrases to describe my ideas and feelings. |  |

**Reading Planner -Early- Incorporating Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Enjoyment and Choice**  - within a motivating and challenging environment developing + awareness of the relevance of texts in my life | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a / LIT 0-11a / LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.  ***LIT 0-01b / LIT 0-11b*** |  | * I can play with and use simple patterns in words. * I can recognise that some words rhyme. * I can choose a text from a range of genres. * I can display reading behaviour (correct orientation, turn pages, look at words and pictures etc). * Using pictures for support I can talk about characters in stories. * Using pictures for support I can talk about likes and dislikes. * I can anticipate and predict what is going to happen. |  |
| * I use patterns / sounds in words through rhythm, repetition, onset and rhyme. * I can identify rhyming words confidently. * I can select a book for enjoyment. * With support I can recognise the difference in genre. * I can discuss characters, events, likes and dislikes. * I can respond to texts in different ways. * I can anticipate and predict what is going to happen and give reasons. * I can read some words in books. * I like to read. |  |
| **Tools for Reading**  – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.  ***ENG 0-12a / LIT 0-13a / LIT 0-21a*** |  | * I can play with and use simple sounds in words. * I am learning that text is read from left to right and top to bottom. * I know that texts and illustrations are related. |  |
| * I know some letter sounds and names. * I recognise my own name. * I can match and object to a given initial sound. * I can provide a word with the same initial sound as a given word. * I know that texts and illustrations are related. * I have an awareness of the purpose of capital letters, full stops and question marks in texts. |  |
| **Finding and using Information** –  – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary | I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.  ***LIT 0-14a*** |  | * I can identify signs, labels and logos in the environment. * I can identify print in the environment. * I am becoming familiar with book words (title, page, cover, author, and illustrator). * With support I can look at and talk about information from a variety of sources. * I can learn from texts. * I can read my own name. |  |
| * I can read signs and labels. * I can read simple texts for information. * I can predict what the text may be about. * I can talk about what I have learned from texts. * I can talk about the differences between fiction and non-fiction texts. * I can explain book words (title, page, cover, author, and illustrator). * I can find and use information from a variety of sources. * I can find and use information from a variety of sources. * I can use information found in a text to plan and make choices about new things. |  |
| **Understanding, analysing and evaluating**  – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***LIT 0-07a / LIT 0-16a / ENG 0-17a***  I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.  ***LIT 0-19a*** |  | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I can say which characters I liked or disliked. * I can differentiate between a rhyme, a song and a story. * I am beginning to make connections between new and familiar experiences or stories. |  |
| * I can use what I have experienced or already know to make connections and help me understand what I am learning about. * I can share my thoughts and feelings in a way that others can understand. * I can make meaningful predictions about events and characters in stories. * I can identify the beginning, middle and end of a story. * I can recognise some words in context. * I can make connections between a range of texts and my life. * I can find out more by asking questions. |  |

**Writing Planner- Early- Incorporating Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Enjoyment and Choice**  - within a motivating and challenging environment developing + awareness of the relevance of texts in my life | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  ***LIT 0-01a/LIT 0-11a/LIT 0-20a*** |  | * I can explore sounds, rhymes and letters. * I can identify some sounds and objects that begin with that sound. * I can tell stories about my drawings / mark making. * I know people write for different reasons and can demonstrate this in my play. (imaginary notes, lists, letters, cards in the writing formation box). |  |
| * I can identify missing rhyming words. * I can identify sounds and where the sound is in a word. * I can write to convey meaning. * I can talk about my writing. * I write daily for a range of purposes. |  |
| **Tools for writing**  - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.  ***ENG 0-12a/LIT 0-13a/LIT 0-21a***  As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information*.*  ***LIT 0-21b*** |  | * I am learning that symbols and letters can convey meaning. * I am exploring sounds and words. * I am beginning to link sounds to letters. * I can recognise some symbols and icons in the environment. * I can make marks other than drawing. * I can begin to form my name using letters. * I can draw to create a text and talk about it. |  |
| * I understand that words are written from left to right and top to bottom. * I am beginning to order the alphabet using the letter names. * I can print using both upper and lowercase correctly and legibly. * I understand the relationship between lowercase and uppercase letters. * I use say, make/break, blend, read and write to help my understanding of how words are made. * I use the sounds / phonemes I hear in words to spell. * I am aware that some common words do not look how they sound and I can read and write some of these words. * I am beginning to use strategies (Elkonin boxes, word shape, syllabification, tricky letters, and compound words) to help me to remember how to recognise and spell common words. * I can space out my words when I am writing. * I am beginning to write sentences while creating text. * I can start sentences using capital letters * I can finish sentences with a full stop * I can join simple sentences with simple connectives e.g. and, but, because * I can record knowledge, experiences and feelings in different written forms. |  |
| **Organising and using Information** – considering texts to help create short and extended texts for different purposes. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages.  ***LIT 0-26a*** |  | * I can make marks during play and talk about them to convey information, thoughts, ideas and feelings. * I can use talk, pictures or role-play to explore my ideas for creating text. * I am beginning to label or add words to my pictures. * I can write my name. |  |
| * I am beginning to write to convey messages or information during play. * I can use talk, pictures or role-play to develop my ideas for writing. * I am beginning to write sentences using some of my ideas. * I can talk about the text I have created. * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing). |  |
| **Creating texts** – applying the elements which writer uses to create different types of short or extended texts with increasingly complex ideas, structures and vocabulary. | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-9b/LIT0-31a*** |  | * I can describe an event / character from a story. * I can tell a story about a character or picture I have created. * I can create a story by drawing pictures and add some letters / words. |  |
| * I can share my feelings and ideas in pictures and print. * I can create a story by drawing pictures and can add some simple text. * I am beginning to write about characters I have created and can share my ideas. |  |

**Numeracy Planner- Early- Incorporating Benchmarks**

| **Organisers** | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Estimation and rounding** | I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.  ***MNU 0-01a*** |  | * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can sort my objects into groups using simple criteria, explain how I did this and talk about their position using first, second etc. |  |
| * I can count the objects to decide which has the most or least. * I can sort and create groups of objects by number. * I can describe their position using ordinal numbers. |  |
| **Number and number processes** including addition, subtraction, multiplication, division and negative numbers  **Number and number processes (cont)** | I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.  ***MNU 0-02a***  I use practical materials and can ‘count on and back’ to help me understand addition and subtraction, recording my ideas and solutions in different ways.  ***MNU 0-03a*** |  | * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can sort the objects using familiar or given criteria e.g. colour. |  |
| * I can count the objects to decide which has the most or least. * I can sort and create groups of objects by number. I can describe their position using ordinal numbers. |  |
| * I can identify all the numbers from 0-20. * I can say the number word sequences forwards and backwards in the range 0-20. |  |
| * I can identify all the numbers from 0-100. * I can say the number word sequences forwards and backwards in the range 0-100. |  |
| * I recognise patterns to 5, i.e. subitise. |  |
| * I recognise patterns to 10. |  |
| * I can match the counting words with objects by touching each in turn. * I can use concrete materials to count a set of objects. * I can solve addition and subtraction problems using a count all strategy and materials. * I know that when we count we start from zero. * I can skip count for easy multiples 2 and 5. * I know that the last number I count tells me the total of the set. * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can say the number before and after a given number in the range 0-10 i.e. count on and back. |  |
| * I know that it does not matter which way I add the numbers I get the same answer. * I can solve addition and subtraction problems using a count all strategy and imaging. * I can demonstrate that when we add on zero the number stays the same. * I can demonstrate that when we subtract zero the number stays the same. * I can use counting words in a one-to-one relationship. * I can skip count for a range of multiples 2, 5, 10. * I can say the number before and after a given number in the range 0-20 i.e. count on and back. |  |
| * I have learned the basic facts for addition and subtraction and number families up to 5 by investigating patterns and groupings. |  |
| * I have learned the basic facts for addition and subtraction and number families to 10. |  |
| **Fractions, decimal fractions and percentages** including ratio and proportion | I can share out a group of items by making smaller groups and can split a whole object into smaller parts.  ***MNU 0-07a*** |  | * I can split a whole object into halves. * I can share out a group of items, dealing them out one at a time using concrete materials. * I know that I have to use all of the whole. |  |
| * I can split a whole object into equally sized parts and use the associated vocabulary. * I can share out a group of items and find out how many are in the smaller groups. I can decide what to do with any leftovers if they can be shared further or not. * I can use symmetry to partition groups into two, four or eight parts and use the associated vocabulary. |  |
| **Money** | I am developing my awareness of how money is used and can recognise and use a range of coins.  ***MNU 0-09a*** |  | * I am developing an awareness of how money is used in real life. * I understand that coins have different values. |  |
| * I am developing an awareness that coins/money can be exchanged for goods and services. |  |
| * I can recognize the value of some coins. |  |
| * I can recognize the value of all coins. * I can use a variety of coins in real life contexts. |  |
| **Time** | I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.  ***MNU 0-10a*** |  | * I can use the names of the days of the week. * I can describe the seasons and the special events associated with them. * I can use a weekly planner. * I know that an event has duration but cannot yet use a timer. * I can tell the time to whole hours. |  |
| * I know the names and sequence of the days of the week and can plan events for future weeks. * I can describe the seasons and their order through the year. * I can use a calendar to plan or record an event. * I can use non-standard units to measure the duration of an event. * I can read time to ½ or ¼ of an hour. |  |
| **Measurement** | I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.  ***MNU 0-11a*** |  | * I am beginning to use language such as tall, short, fat, thin, heavy, light, wide, big or small. |  |
| * I can use familiar objects to measure the length, weight or capacity of items to help me compare them e.g. how many marbles fit in a jar or how many cups in a jug of water or the number of hands across a table. |  |
| * I am beginning to use comparative language to describe the attributes of familiar items e.g. bigger/smaller, taller/shorter. * I can compare two objects by comparing their length, weight or capacity. |  |
| * I use descriptive language such as tall, short, fat, thin, heavy, light, wide, big or small. * I can put objects in order or length, weight or capacity by comparing them directly. |  |
| **Patterns and relationships** | I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  ***MTH 0-13a*** |  | * I can recognize simple numeric and non-numeric patterns. * I can use simple language such as repeat, again, pattern etc. to describe these patterns. |  |
| * I can duplicate and extend a simple pattern. * I can create my own patterns. |  |
| **Properties of 2D shapes and**  **3D objects** | I enjoy investigating objects and shapes and can sort, describe and be creative with them. ***MTH 0-16a*** |  | * I can sort objects using familiar or given criteria e.g. colour. |  |
| * I can talk about the dynamic properties of shapes e.g. it rolls, slides, stacks etc. and use these to sort shapes and objects. |  |
| * I can use language such as straight, curved, flat, corner etc. to describe objects. |  |
| * I use the properties of familiar objects to help me name shapes I am using e.g. wheel for circle. |  |
| **Angle, symmetry and transformation** | In movement, games, and using technology I can use simple directions and describe positions. ***MTH 0-17a***  I have had fun creating a range of symmetrical pictures and patterns using a range of media. ***MTH 0-19a*** |  | * Use left and right to differentiate between identical body parts. |  |
| * I can describe the position of an object by using positional words such as behind, in front of, above and below. |  |
| * I can describe a sequence of directions, that involve turning, to a partner * I can follow a sequence of directions that involve turning. |  |
| * I can program a sequence of directions into a programmable toy or similar technology. |  |
| * I can create a symmetry picture using a fold. |  |
| * I can create a symmetry picture or pattern using a flip or fold. |  |
| **Data and analysis** | I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.  ***MNU 0-20a***  I can match objects, and sort using my own and others’ criteria, sharing my ideas with others.  ***MNU 0-20b***  I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.  ***MNU 0-20c*** |  | * I can tell my teacher and peers what signs in my immediate environment mean. |  |
| * I gain information from simple displays e.g. how many dogs are there or what are the most common pets. |  |
| * I can collect a group of objects to answer a question posed by me or someone else. * I can sort my data into groups using simple criteria and explain how I did this. * I can draw a picture to make a display of my findings. I can talk about my findings and what the display shows. |  |
| * I can use individual tally marks to collect information to answer a question posed by me or someone else. * I can sort and group my objects or data using a range of criteria and explain my reasons for choosing this method. * I can draw a pictograph or block graph to make a display of my findings and summarise the information in the display by counting. |  |

**Science Planner- Early- Incorporating Benchmarks**

| **Curriculum**  **Organisers** | | | **E’s and O’s** | | **Planned learning Activities** | | **Benchmarks to support judgements** | | **Evaluation** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Planet Earth** | **Biodiversity**  **and interdependence** | I have observed living things in the environment over time and am becoming aware of how they depend on each other.  SCN 0-01a | |  | | * Explores and sorts objects as living, non-living or once living. * Describes characteristics of livings things and how they depend on each other, for example, animals which depend on plants for food. | |  | |
| I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.  SCN 0-03a | |  | | * Explores, observes and discusses basic needs of plants and what they need to grow including water, heat, sunlight and soil. * Demonstrates understanding of how plants grow from seeds. | |  | |
| **Energy  sources and sustainability** | I have experienced, used and described a wide range of toys and common appliances. I can say what makes it go and say what they do when they work.  SCN 0-04a | |  | | * Ask questions and describes what can ‘make things go’, for example, batteries, wind-up toys and sunlight. * Talks about toys and common appliances and what they do when  they work, for example, produce heat, light, movement or sound. | |  | |
| **Processes of the planet** | By investigating how water  can change from one form to another, I can relate my findings to everyday experiences.  SCN 0-05a | |  | | * Investigates the different properties of water and shares their findings with others. * Talks about water in nature and how it influences their everyday lives. * Identifies three main states of water (ice, water and steam) and uses scientific vocabulary such as ‘melting’, ‘freezing’ and ‘boiling’ to describe changes of state. | |  | |
|  | **Space** | I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life.  SCN 0-06a | |  | | * Describes how the rotation of the Earth in relation to the sun gives us day and night. * Talks about how the pattern of night and day changes over the course of a year. | |  | |
| **Forces, electricity, and waves** | **Forces** | Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.  SCN 0-07a | |  | | * Explores and sorts toys and objects into groups according to whether they need to be pushed or pulled. * Measures, using simple equipment, how the movement of an object is affected by the size of the force or the weight of the object. * Demonstrates, through play, how a force can make an object stay still, start to move, speed up, slow down and change shape. | |  | |
| **Electricity** | I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives.  SCN 0-09a | |  | | * Groups objects into those which get electricity either from mains electrical sockets or alternative sources, such as batteries and solar cells. * Talks about the importance of electricity in their daily lives. * Identifies the risks that can be caused by electricity and recognises how to stay safe. | |  | |
| **Vibrations and waves** | Through play, I have explored a variety of ways of making sounds.  SCN 0-11a | |  | | * Predicts, then investigates, ways to make sounds louder and quieter. * Identifies different sources of sound. | |  | |
| **Biological systems** | **Body systems and cells** | I can identify my senses and use them to explore the world around me.  SCN 0-12a  *HWB 0-47b* | |  | | * Identifies specific parts of the body related to each of the senses. * Uses their senses to describe the world around them, giving examples of things they see, hear, smell, taste and feel. | |  | |
| **Inheritance** | *HWB 0-47a* | |  | |  | |  | |
| **Materials** | **Properties  and uses of substances** | Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.  SCN 0-15a | |  | | * Explores and sorts materials into different groups depending on their properties, for example, whether they are strong, smooth, rough and if they float or sink. * Justifies the selection of appropriate materials for different uses based on their physical properties. | |  | |
| **Topical science** | **Topical**  **science** | I can talk about science stories to develop my understanding of science and the world around me.  SCN 0-20a | |  | | * Talks about the science they encounter in their everyday experiences. * Explores, through role-play, how science and science skills are used in a variety of jobs. | |  | |

**Social Studies Planner- Early - Incorporating Benchmarks**

|  | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **People, past events, and societies** | I am aware that different types of evidence can help me to find out about the past.  SOC 0-01a  I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.  SOC 0-02a  I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me.  SOC 0-04a |  | * Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts. * Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. * Recognises that people in the past lived differently. * Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing. |  |
| **People, place and environment** | I explore and discover the interesting features of my local environment to develop an awareness of the world around me.  SOC 0-07a  I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.  SOC 0-08a  I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.  SOC 0-09a  While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.  SOC 0-12a |  | * Identifies simple features of the local environment, for example, hill, river, road, railway. * Identifies different methods of taking journeys. * Expresses thoughts about which ways of travelling impact the environment both positively and negatively. * Talks about something they have done to care for the environment. * Draws or produces simple models of aspects of the local area, for example roads or buildings. * Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used. * Names and talks about at least two different kinds of weather. * Draws pictures to record the weather for three days. * Describes how weather affects the activities they can undertake. * Talks about how they feel about different kinds of weather. * Describes which weather is likely to be related to which season. |  |
| **People in society, economy and business** | I am aware that different types of evidence can help me to find out about the world around me.  SOC 0-15a  By exploring my local community, I have discovered the different roles people play and how they can help.  SOC 0-16a  I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  SOC 0-17a  Within my everyday experiences and play I make choices about where I work, how I work and who I work with.  SOC 0-18a  In real-life and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.  SOC 0-20a |  | * Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television. * Identifies at least two people who provide help in the community. * Talks about ways that each of those people help. * Takes on appropriate roles during imaginative play. * Identifies at least two different types of shops or services families might use, for example, supermarket or health centre. |  |

**Expressive Arts Planner- Early - Incorporating Benchmarks**

| **Curriculum Organisers** | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- |
| **Art and Design** | I have the freedom to discover and choose ways to create images and objects using a variety of materials.  EXA 0-02a  I can create a range of visual information through observing and recording from my experiences across the curriculum.  EXA 0-04a  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  EXA 0-05a  Working on my own and with others, I use my curiosity and imagination to solve design problems.  EXA 0-06a  I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  EXA 0-07a |  | * Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the seashore, the countryside, a forest. * Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose. * Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture. * Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes. * Shares views and listens appropriately to the views of others on their own or others’ work. * When creating images and objects to express ideas, thoughts and feelings: uses a variety of available materials and technology; * shows understanding that line can have different qualities, for example, thick, thin, broken, wavy. |  |
| **Dance** | I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.  EXA 0-08a  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.  EXA 0-09a  I have opportunities to enjoy taking part in dance experiences.  EXA 0-10a    I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  EXA 0-11a |  | * Performs a range of simple, repeated, intentional movements and gestures. * Uses space and resources creatively. * Chooses and explores ways of moving rhythmically, expressively and playfully. * Participates in dance that is taught and/or creative movement invented by peers. * Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat. * Shares their responses to stimuli through movement with, for example, peers or practitioner. * Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes. * Shares views and listens appropriately to the views of others on their own or others’ work. |  |
| **Drama** | I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.  EXA 0-12a  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  EXA 0-13a  I use drama to explore real and imaginary situations, helping me to understand my world.  EXA 0-14a  I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  EXA 0-15a |  | * Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale. * Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity. * Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture. * Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared. * Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel. * Communicates their ideas through improvised drama i.e. making it up as they go along. * Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes. * Shares views and listens appropriately to the views of others on their own or others’ work. |  |
| **Music** | I enjoy singing and playing along to music of different styles and cultures.  EXA 0-16a  I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.  EXA 0-17a  Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  EXA 0-18a  I can respond to music by describing my thoughts and feelings about my own and others’ work.  EXA 0-19a |  | * Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. * Uses instruments such as drum, claves, chime bar to play along to a range of music styles. * Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes. * Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet. * When communicating ideas and feelings through creative music activities:   + uses voice to explore sound and rhythm, for example, hums, whispers, sings;   + chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping;   + uses technology to capture sound, for example, audio recorders, microphones, apps and other software. |  |

**RME Planner- Early - Incorporating Benchmarks**

| **Curriculum Organisers** | **E’s and O’s** | | **Planned learning Activities** | | | **Benchmarks to support judgements** | **Evaluation** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Beliefs** | As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.  RME 0-01a  As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about.  RME 0-04a    I am developing respect for others and my understanding of their beliefs and values.  RME 0-07a | |  | | | * Shares thoughts and asks and answers questions to show and support understanding about stories, images, music and poems[[1]](#footnote-2) from Christianity and at least one World Religion. * Identifies and discusses at least two aspects[[2]](#footnote-3) of a religion. * Relates information and ideas about at least two beliefs to personal experiences. |  | |
| **Values and Issues** | | As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.  RME 0-02a | |  | * Shares thoughts about what is fair, unfair, caring and sharing. | | |  |
| **Practices and Traditions** | | I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives. RME 0-03a  I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives.  RME 0-06a  I am developing respect for others and my understanding of their beliefs and values.  RME 0-07a | |  | * Shares thoughts and asks and answers questions to show and support understanding about at least one celebration, festival and custom in Christianity and at least one World Religion. | | |  |

**Health and Wellbeing Planner- Early - Incorporating Benchmarks**

| **Curriculum Organisers** | | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- | --- |
| **Food and Health** | **Nutrition** | I enjoy eating a diversity of foods in a range of social situations.  **HWB 0-29a** |  | * Eats socially with others. * Recognises that we eat different foods at different times of the day and on different occasions. * Prepares and tastes a range of familiar and unfamiliar foods. * Recognises and respects that others’ food choices may be different from their own. |  |
| Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.  **HWB 0-30a** |  | * Recognises that eating more of some types of foods and less of others is good for health. * Identifies, prepares and tastes a rangeof foods, for example, fruit, vegetables. * Identifies how much water should be consumed in a day. |  |
| I know that people need different kinds of food to keep them healthy.  **HWB 0-32a** |  | * Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy. |  |
| **Safe and Hygienic Practices** | I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  **HWB 0-33a** |  | * Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing. * Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron. * Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge. * Works safely when using simple kitchen equipment. |  |
| **Food and the Consumer** | I explore and discover where foods come from as I choose, prepare and taste different foods.  **HWB 0-35a** |  | * Describes which foods come from plants and which come from animals when working with and tasting foods. |  |
| **Food and Textile Technologies** | **Creativity, Design, Dexterity, Problem solving,** **Developing appropriate items** | I enjoy exploring and working with foods in different contexts  **TCH 0-04a**  I enjoy experimenting with a range of textiles.  **TCH 0-04b**  I can share my thoughts with others to help develop ideas and solve problems.  **TCH 0-04c** |  | * Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. * Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing. * Within a food/textile context; - Explores and identifies at least two ideas to solve a problem. - Selects an appropriate solution. * Uses given resources to solve the problem / reach the solution. |  |

| **PSE** | | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| --- | --- | --- | --- | --- | --- |
| **Planning for choices and changes** | **Expectations and Aspirations**  **Relevance of learning to future choices** | I can describe some of the kinds of work that people do and I am finding out about the wider world of work.  **HWB 0-20a** |  | * Shares aspirations and goals for the future. * Talks about own learning, strengths and next steps. * Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. * Communicates with others about different jobs in the community. |  |
| **Physical Education** | **Physical Activity and Health** | I know that being active is a healthy way to be.  **HWB 0-27a**  I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.  **HWB 0-28a** |  | * Demonstrates different ways of being active, for example, energetic play. * Identifies how being active affects their body, for example, raised heartbeat, getting hot. * Gives reasons why being active is good for health. |  |
| **Substance Misuse** | **Use of substances**  **Action in unsafe situations** | I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.  **HWB 0-38a**  I can show ways of getting help in unsafe situations and emergencies.  **HWB 0-42a** |  | * Identifies which substances may be helpful and which may be harmful in given situations. * Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. * Names the emergency services. |  |
| **Relationships, sexual health, and parenthood** | **Physical changes, Sexual health and sexuality** | I recognise that we have similarities and differences but are all unique.  **HWB 0-47a**  I am aware of my growing body and I am learning the correct names for its different parts and how they work.  **HWB 0-47b**  I am learning what I can do to look after my body and who can help me.  **HWB 0-48a** |  | * Identifies body differences and similarities. * Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples. * Demonstrates modesty and privacy through, for example, closing toilet doors. * Manages personal space with respect towards self and others. |  |
| **Relationships, sexual health, and parenthood** | **Physical changes, Sexual health and sexuality** | I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 0-49a**  I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 0-45a**  I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 0-50a**  I am able to show an awareness of the tasks required to look after a baby.  **HWB 0-51a** |  | * Demonstrates an understanding of the concept, ‘my body belongs to me’. * Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust. * Identifies people who can help, for example, teachers, family members. * Recognises that care can come from a variety of different people. * Identifies that families may be made up of different people. * Gives examples of where living things come from, for example, plants from seeds, fish from eggs. * Explains that living things need food, water and care to grow and survive. * Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping. |  |

|  | | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluations** |
| --- | --- | --- | --- | --- | --- |
| **Physical Education** | **Kinaesthetic Awareness, Balance and Control, Coordination and Fluency,**  **Rhythm and Timing, Gross and Fine Motor Skills** | I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.  **HWB 0-21a**  I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  | **Physical Competencies:**   * Shows awareness of personal space (i.e. where body ends and space begins). * Moves at different speeds, levels and directions with others in a designated space. * Shows awareness of body parts and body positions when performing a range of different movements. |  |
|  | * Shows control of personal space and body parts when moving. * Holds balance in various shapes and maintains balance when moving. * Is beginning to manipulate objects as part of energetic play. |  |
|  | * Links movements together (moves body or parts of body in order). * Is beginning to move with purpose. * Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like. |  |
|  | * Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. * Responds with movement, for example, jump-clap-turn to recognised rhythm, beat, music, words. |  |
|  |  | * Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. * Is beginning to perform movement skills in sequence, for example, catch an object with two hands. |  |
|  |  | * Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, passobject from one hand to the other. |  |
| **Physical Education** | **Focus and Concentration, Cue Recognition, Sequential Thinking, Prioritising** | I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.  **HWB 0-21a**  I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  | **Cognitive Skills:**   * Focuses on task and pays attention to stimuli, for example, instructions from a practitioner. * Recognises external cues that need an immediate response, for example, starting and stopping. * Remembers two-step simple instructions, for example, bounce the ball and then change direction. * Works out the order for dealing with information (or tasks). |  |
| **Physical Education** | **Decision Making, Multi-processing, Problem Solving, Creativity** |  |  | * Repeats tasks in the correct sequence. * Makes decisions in response to simple tasks, for example, knowing when to start and stop. * Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards. * Uses prior knowledge and identifies key information to help form a solution. * Moves in response to a variety of stimuli. * Demonstrates imagination through energetic play. |  |
|  | I am developing my movement skills through practice and energetic play.  **HWB 0-22a**  I am aware of my own and others’ needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.  **HWB 0-23a**  By exploring and observing movement, I can describe what I have learned about it.  **HWB 0-24a** |  | **Personal Qualities:**   * Participates with enthusiasm. Enjoys being challenged. * Sets targets in simple tasks. * Describes why people participate in physical activity, for example, to have fun. * Is developing an awareness of self and an increasing self-reliance in dealing with new situations. * Discusses learning with adult support and describes likes and dislikes. |  |
| **Physical Education** | **Motivation, Confidence and Self-esteem, Determination and Resilience**  **Responsibility and Leadership, Respect and Tolerance, Communication** |  |  | * Responds and contributes to self and peer assessment with respect. * Celebrates, values and uses achievements to build next steps. * Is learning how to be a good winner and cope appropriately with losing. * Stays on task that may at first seem challenging, to achieve success. * Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour. * Accepts direction from an adult or peer. * Seeks appropriate help. * Is beginning to use self-control when carrying out simple tasks. * Adopts different roles when working individually or as part of a group. * Makes choices about learning and playing in a variety of contexts. * Shares with others and shows consideration during energetic play. * Is aware of ideas, thoughts and feelings of others. * Takes turns with others to use equipment safely. |  |
| **Physical Education** |  |  |  | * Is developing the ability to know when to listen and when to talk when interacting with others. * Uses words and/or body language to express ideas, thoughts and feelings |  |
| **Stamina, Speed, Core Stability and Strength**  **Flexibility, Speed** | I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  | **Physical Fitness:**   * Sustains energetic levels of play/activity. * Recognises different body parts required to sustain energetic activity. * Identifies different ways to be physically active. * Describes how the body changes when engaged in moderate to vigorous activity. * Moves at different speeds – slowly, steadily and quickly. * Moves parts of the body at different speeds. * Starts and stops quickly. * Understands speed in simple terms. * Is developing postural control when performing physical actions. * Moves in control and maintains shape. * Holds body weight/position of stillness for short periods  of time. * Moves freely across a full range of movements. |  |

**Technology Planner- Early - Incorporating Benchmarks**

| **Curriculum Organisers** | | | **E’s and O’s** | **Planned learning Activities** | | **Benchmarks to support judgements** | | **Evaluation** | |
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| **Digital Literacy** | **Using digital products and services in a variety of contexts to achieve a purposeful outcome** | I can explore digital technologies and use what I learn to solve problems and *share* ideas and thoughts.  **TCH 0-01a** | |  | * Recognises different types of digital technology. * Identifies the key components of different types of digital technology. * Logs on to a preferred device with a given password. * Identifies icons for different applications. * Opens and close a pre-saved file. * Identifies and consistently use the close icon. * Uses digital technologies in a responsible way and with appropriate care. | |  | |
| **Searching, processing and managing information responsibly** | I can use digital technologies to explore how to search and find information.  **TCH 0-02a** | |  | * Identifies and uses images and key words when searching for specific information. * Demonstrates an understanding of how information can be found on websites as text, audio, images and video. * Demonstrates an understanding of how they should not use materials owned by others without permission. | |  | |
| **Cyber resilience and internet safety** | I can explore, play and communicate using digital technologies safely and securely.  **TCH 0-03a** | |  | * Demonstrates an understanding of appropriate behaviour and language in the digital environment. * Demonstrates an understanding of the importance of passwords and passcodes for example access to school building. | |  | |
| **Food Textile** | **Food and Textile** | I enjoy exploring and working with foods in different contexts  **TCH 0-04a**  I enjoy experimenting with a range of textiles  **TCH 0-04b**  I can share their thoughts with others to help further develop ideas and solve problems.  **TCH 0-04c** | |  | * Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading * Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing, * Explores and identifies at least two ideas by using given resources to solve the problem * Selects an appropriate solution. | |  | |
| **Technological Developments in Society and Business** | **Awareness of technological developments (Past, Present and Future), including how theywork.** | I enjoy playing with and exploring technologies to discover what they can do and how they can help us.  **TCH 0-05a** | |  | * Discusses times when they have used different technologies. | |  | |
| **Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.** | To help care for the environment, I reduce, re-use and recycle the resources I use.  **TCH 0-06a**  I understand how local shops and services use technologies to provide us with what we need and want in our daily lives.  **TCH 0-07a** | |  | * Understands what can be reduced, re-used and recycled. * Gives examples of how people (for example police, fire, healthcare) who help us use technologies in their everyday work. | |  | |
| **Craft, Design, Engineering and graphics** | **Design and constructing models/product** | I explore ways to design and construct models.  **TCH 0-09a** | |  | * Builds models using different materials eg. junk modelling, wooden blocks * Uses tools and materials (paper, card, wood, plastic) to create models | |  | |
| **Exploring uses of materials** | I explore everyday materials in the creation of pictures/models/concepts  **TCH 0-10a** | |  | * Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light. * Uses a range of materials when creating a pictures/models/concepts eg…… * Identifies when a material is suitable or not for specific function or task eg…. | |  | |
| **Representing ideas, concepts and products through a variety of graphic media** | I explore and discover different ways of representing ideas in imaginative ways.  **TCH 0-11a** | |  | * Uses a range of materials (natural and man-made) and resources to create pictures. * Shares ideas with others. * Recognise 2D shapes and how they can be used to visually represent ideas/concepts. | |  | |
| **Application of Engineering** | I explore a variety of products covering a range of engineering disciplines.  **TCH 0-12a** | |  | * Recognises engineering in the world around them for example bridges, construction, electronics, computers. | |  | |
| **Computing Science** | **Understanding the world through computational thinking** | I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information  **TCH 0-13a** | |  | * Identifies and sequences the main steps in an everyday task to create instructions/an algorithm for example, washing hands. * Classifies objects and groups them into simple categories for examples, groups toy bricks according to colour. * Identifies patterns, similarities and differences in objects or information such as colour, size and temperature and simple relationships between them. | |  | |
| **Understanding and analysing computing technology** | I understand that sequences of instructions are used to control computing technology.  **TCH 0-14a**  I can experiment with and identify uses of a range of computing technology in the world around me.  **TCH 0-14b** | |  | * Demonstrates an understanding of how symbols can represent process and information. * Predicts what a device or person will do when presented with a sequence of instructions for example, arrows drawn on paper. * Identifies computing devices in the world (including those hidden in appliances and objects such as automatic doors). | |  | |
| **Designing, building and testing computing solutions** | I can develop a sequence of instructions and run them using programmable devices or equivalent  **TCH 0-15a** | |  | * Designs a simple sequence of instructions/algorithm for programmable device to carry out a task for example, directional instructions: forwards/backwards. * Identifies and corrects errors in a set of instructions. | |  | |

# Life Skills Progression Frameworks

**6. Life Skills Development Framework**

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| MOVEMENT +  COORDINATION | | SOCIAL + EMOTIONAL | | PLAY + UNDERSTANDING | | LANGUAGE + COMMUNICATION | |
| Rolls from tummy to back |  | Knows familiar people and begins to know if someone is a stranger |  | Puts things in his mouth to explore them |  | Responds to sounds by making sounds |  |
| Pushes up with arms when on tummy |  | Likes to look at himself in a mirror |  | Reaches to grab a toy he wants, things that are out of reach |  | Blows raspberries |  |
| Leans on hands to support himself when sitting |  | Responds to other people’s emotions and often seems happy |  | Copies gesture |  | Makes squealing noises |  |
| Gets to a sitting position by himself |  | Likes to play with others, especially parents/main caregiver |  | Looks for objects when dropped out of sight. Toy, spoon, etc. |  | Strings vowels together when babbling (ah, eh, oh) and likes turn  taking when making sounds |  |
| Moves items from one hand to his other |  | May be afraid of strangers or shy and nervous |  | Explores things in different ways like shaking, banging, throwing |  | Lifts arms up to be picked up |  |
| Uses fingers to move food towards himself / herself. |  | Has favourite toys and people |  | Puts something in a container and takes things out |  | Makes sounds to show joy and displeasure |  |
| Sits without support |  | Reacts when a main care-giver leaves, may be clingy with them |  | Looks for things he sees you hide. Like a toy under a blanket |  | Uses simple gestures like shaking head for no, waving bye-bye |  |
| Rocks back and forwards on knees, sometimes crawling backwards before forwards |  | Repeats sounds or actions to get attention |  | Looks around at things nearby, showing curiosity |  | Responds to own name |  |
| Crawls |  | Puts out arms or legs to help with dressing |  | Finds hidden things easily |  | Begins to say consonant sounds (jabbering with “m and b” |  |
| Drinks from a cup, without a lid as you hold it |  | Reacts to games like” row, row, boat, round the garden, peek a boo” |  | Starts to use objects correctly. E.g., drinks from a cup, brushes hair |  | Copies sounds and gestures of others and makes sounds with intonation |  |
| Picks things up between thumb and pointer finger. Like small bits of food |  |  |  | Bangs 2 things together |  | Understands no (briefly stops when you say it) |  |
| Pulls up to stand |  |  |  | Lets objects go without help |  | Uses fingers to point at things |  |
| Walks, holding onto furniture |  |  |  | Pokes with index finger |  | Responds to simple spoken requests |  |
| May take a few steps without holding on |  |  |  | Follows simple directions like “pick up the toy” |  | Says mama, dada, uh oh |  |
| May stand alone |  |  |  |  |  | Tries to say words you say |  |

The overviews could be completed on an on-going basis throughout the course of the year.

The developmental skills described are not designed to be observable within the weekly routine of the classroom. Write any additional comments or observations, if needed, in the box below.

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| MOVEMENT | COORDINATION | DAILY ROUTINES | SOCIAL & EMOTIONAL | PLAY & IMAGINATION | UNDERSTANDING | EXPRESSION |
| Actively explores, interested in outside | Drinks, with cup held in 2 hands, may spill a little | Tries to help with dressing and personal routines; arm out for sleeve, etc | Seeks caregivers’ attention, may be sometimes clingy | Is interested in pushing and pulling things; buggies, toy cars | Likes to have conversations with adults; may skip between topics | Learning new words every day |
| Able to climb on and off furniture and get into child’s chair without help, either sideways or backwards | Makes attempts, sometimes with success, to fit shapes into inset boards, sorters or jigsaw puzzles | Beginning to associate a sequence of actions with daily routines; knows what happens next | Explores new situations, toys, etc, but checks in for reassurance, or cuddle if anxious | Curious about toys and explores environment | Listens and responds to simple instructions, out of context; Ben, get your shoes; Ali, put your teddy in bed | Able to make themselves understood half the time or more |
| Walks and runs without falling over | Can throw ball forward without falling | Knows where things belong, coat and shoes by the door | Can express emotion; may cry at small injury, seek help or comfort | Matches objects with parts that fit together; puts lids on pans, teapot | Follows adult body language, including pointing, gesture and facial expressions | Uses words for actions (run, eat, etc) as well as naming objects and people |
| Able to start and stop running under own control | Fills and empties containers, takes items in & out of cupboards, boxes | Starting to understand concepts of ‘start ‘and ‘stop’ | Can tolerate gradually longer separation from main caregiver, may sometimes ‘fuss’ | Can organise and categorise objects; all the teddies, cars, etc | Recognises and points to named pictures of everyday objects in books | Beginning to put two to three words together; ‘go park now’, ‘more juice’ |
| Squats and rises without using hands | Beginning to put on and takes off hats and simple shoes | Copies adult in simple task; shaking clothes, pulls at bedding, holds cutlery | Growing sense of self, determination; may lead to anger, frustration, tantrums, | Early make believe play; feed teddy, drive car, brush doll’s hair | Begins to find small detail in pictures on request | Copies familiar expressions heard: ‘oh dear’, ‘all gone’ |
| Able to walk upstairs and downstairs holding hand or rail, 2 feet per step | Turns pages of a book, sometimes one at a time | Starting to understand concepts of ‘now’ and ‘next’; expects regular events | Becoming aware of others’ feelings; excited if hears happy voice, concerned at crying | Begins to move to music, a regular beat, listen to or join in rhymes or songs | Sits and listens to simple story book with pictures | Begins to use words to refer to people and things that are not present |
| Attempts jumping off a bottom step with one handheld | Feeds self with spoon | May know when wet or soiled and communicate that to adult | Plays alongside other child or children each doing separate activity | Uses toys according to function, e.g., “pours” tea and offers to adult | Able to make simple choices: Orange or Milk? Teddy or Dolly? | Sings or gestures along with favourite nursery rhymes, but words not always clear |
| Jumps, both feet together, off the Ground | Interested in making marks in different materials | Able to wait a short time for needs or wants to be met | Repeats actions that produce laughter and attention | Starts to share; some give and take when adult prompts | Beginning to understand concepts of size; big, little, more, etc | Beginning to ask lots of questions; ‘what’s that?’, ‘where going?’ |
| Walks into large ball to kick it | Looks closely at and beginning to use toys with buttons/flaps or simple mechanisms | Sometimes insists on ‘doing it myself’ | Enjoys messy play & different textures | Recognises objects and people in pictures | Can indicate body part on self, teddy/dolly, adult when named | Makes requests by naming, with or without pointing or gesture |
| Pushes along with feet on sit astride toy | Beginning to balance blocks to make small towers | Manages a few easy behaviour rules with support and encouragement | Plays cooperatively with an adult; rolling a ball back and forth | Can focus on activity of own choice for short times | Interested in books; rhymes and may have favourite. Hands book to adult to share. | May become frustrated when unable to make self-understood; may result in tantrum |

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| **MOVEMENT** | | **COORDINATION** | | **ROUTINES** | | **SOCIAL - EMOTIONAL** | | **PLAY - IMAGINATION** | | **UNDERSTANDING** | | **EXPRESSION** | |
| Explores playground equipment, outside environment | | Explores new toys to see what they can do | | Removes and puts on coat; \*may need help for fastenings | | Generally, separates easily from caregivers | | Uses large boxes as cars, Houses etc in play with other children | | Understand when we talk about people not present; Mummy’s gone shopping | | Can express needs and wants using phrases/ 4-to-5-word sentences | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goes up steps, alternating feet, may alternate coming down, may hold rail | | Makes marks on paper to ‘make a picture’ and can sometimes tell about it. Can paint using a brush | | Can change shoes \*may need help for fastenings and correct feet | | Is aware when others are distressed although may be ‘thrown’ by it; responds positively to other’s happiness | | Cooperates with other children in play; joins in chasing games, group of children playing | | Can follow two-part instruction - no visual cues/ outside a routine; ‘get your shoes & sit on the chair’ | | Approaches adults and children, makes contact; smiles and says ‘hello’ and ‘Bye Bye \*in appropriate situation | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Climbs up and slides down, \*may need encouragement/help | | Eats, using a spoon and fork and can drink from a cup | | Can make choices from 2 or 3 possibilities | | Comes to an adult when needing help, when upset or situation is not ‘safe’ | | Joins in cooking/ sand/ water activities, pouring, mixing, kneading | | Knows familiar action rhymes, songs & rhymes and can fill in missing words or actions | | Talks about pictures/ stories in their own words and can link to own experiences | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can move forwards and backwards and moves around avoiding collisions | | Can pour sand/ water/ milk from one container to another | | Attempts to do up zips and buttons | | Often likes to play with ‘friends’, is affectionate towards them and familiar adults | | Plays ‘Pretend’ and fantasy games | | Can take turns in a conversation that someone else has started | | Tells others what to do; ‘don’t do that’, ‘give it to me’, ‘it’s mine’ | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can run, avoiding obstacles and turning corners | | Can snip with scissors, screw up paper for collage | | Can sit with the group and participate in social snack | | Expresses emotion - clear facial expressions; argues with words not just actions | | Imaginative play extends to sequences, washing, dressing, feeding doll/teddy | | Can tell simple news and respond to ‘What?’ ‘Where?’ questions | | Able to use pronouns (I, he) plurals and some ‘ing’ words | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can balance on one foot for 3 seconds; able to hop with one handheld | | Can thread beads/ reels on a lace with stiffened end | | Can focus on a task: e.g. Helps to set the table | | Understands concept of ‘mine’ and ‘his/hers’ in a play context | | Shares a picture book with an adult for 5 mins | | Points to detail in pictures; Where’s the dog’s tail? - big pig? | | Is usually intelligible to new or unfamiliar listeners | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can focus on partner, catch with two hands and kick a large ball | | Can fit Duplo, Sticklebricks etc together | | Can go to the toilet by themselves | | Listens to and responds to other children, with talk, during play | | Can make a simple model from ‘junk’ playdough, bricks | | In a small group, listens and attends to simple stories, with pictures | | Uses some positional word; in, on, up, down, under | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can jump off last step, may want to hold hand | | Can screw objects together / take off simple lids | | Can wash and dry hands without supervision | | Can share toys and take turns when encouraged | | Imitates play of other children and adults | | Understands in, on, under, down, up, big, little | | Can ask questions: ‘Who?’, ‘What’s that for?’ | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can ride a trike or bike with stabilisers, learning to steer | | Can roll playdough into balls | | Stops playing, helps to tidy up toy they were playing with; puts in the right boxes | | Developing self-conscious emotions; guilt, pride, embarrassment | | Actively participates in group game; Farmer wants wife, duck, goose | | Recognises objects by how they are used; Which one do you drink from? | | Is usually fluent | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can throw a small ball to an adult, while  looking at the adult | | Can pick up and place pieces in a simple interlocking jigsaw | | Can shift attention from one activity to another | | Developing a sense of humour | | Begins to dress up using props: hat, wand, tools, shoes | | Aware of time in relation to events; after lunch, at the weekend | | Can use p b m n w h t d and all vowel sounds and some of s f k g | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The overviews could be completed on an on-going basis throughout the course of the year.

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| **MOVEMENT** | | **COORDINATION** | | **ROUTINES** | | **SOCIAL - EMOTIONAL** | | **PLAY - IMAGINATION** | | **UNDERSTANDING** | | **EXPRESSION** | |
| Able to walk on tiptoes or heels, when asked, or along a line, 1 foot in front of the other | | Handles crayons and brushes with reasonable control | | Changes own shoes *placing on correct feet;* Fastens and unfastens Velcro | | Developing stable friendships | | Shows imagination during small world play, sequencing events and stories | | Follows 3 instructions to carry out an activity without visual cues | | Uses well-formed sentences; may have some grammatical immaturities; ‘falled’ | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goes up and down steps with alternating feet, one foot on each step | | Can draw using straight and curved lines | | Dresses and undresses by themselves except for difficult fastenings | | Generally, cooperates with playmates and beginning to be able to negotiate | | Takes turns and shares toys with other children | | Listens and appropriately joins in talk about current activity with adults and other children | | Easily understood although may still be some immaturities in speech sounds: eg: r, th, ch | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explores playground equipment. Uses slides and swings, may need a ‘starter push’ | | Cuts along straight lines and beginning to cut around a shape | | Generally, gets clothes the right way out and round for dressing | | Attempts to comfort playmates who are upset or hurt | | Plays board game in small group: adult supported | | Understands concepts like biggest, more, just one | | Can describe an event in reasonable order | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jumps high with feet together, lands with more control from  step | | Can copy or continue a pattern using coloured beads, cubes, shapes | | Helps to set table, serve and participate in social snack | | Able to talk about the feelings of characters in stories: cross, scared, happy | | Draws or paints recognisable pictures without prompting | | Shows understanding of story by simple question or commenting | | Uses language to gain information and give own ideas | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kicks a large ball with some accuracy | | Can fit together pieces to construct models, layouts; Duplo, Popids, train track… | | Helps adults clearing up and tidying classroom | | Responds to unfamiliar adult with speech | | In group play takes on different roles: doctor, shopkeeper, parent… | | Understands position and adjectives: eg: behind, long,  between | | Starts, takes turns and stops, in longer conversations | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Throw a small ball with some accuracy, catches large ball with 2 hands | | Draws person showing some details | | Accepts unpredicted changes to daily routines | | Aware of more complex humour, laughs at jokes that are told | | Adapts objects as props in imaginative play | | Can follow spoken instructions without having to stop and look at the speaker | | Uses more pronouns: ‘I’, ‘me’, ‘my’, ‘mine’, ‘you’, ‘yours’, ‘he’, ‘she’ | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Able to balance on one foot, minimal body sway | | Pours liquids with little spilling | | Goes to the toilet and washes hands independently | | Follows rules and likes pleasing others | | Engages in make believe fantasy role play using dressing up, actions and different voices | | Understands and follows instructions: first… next… last | | Can sequence 3 to 4 pictures/photos logically and talk through the story | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hops on one foot or hops forward one step without other foot touching the ground | | Completes jigsaws with 12 plus pieces | | Can wipe/ blow own nose | | Developing a sense of fairness | | Uses and adapt the ideas of other children and adults in creative & imaginative play | | Understands Why/How, Who, What happened questions | | Asks questions starting with: Can…? Does…? Why… | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Runs and changes direction smoothly, reciprocal/ swinging arm movements | | Hand dominance developing | | Can focus on a game, activity until completed and then move onto next one | | Becoming aware of other children’s emotions | | Uses imagination to create and play with models e.g.: Duplo | | Beginning to understand more abstract words: if… maybe… might… | | Beginning to use plurals but may use ‘mouses’ etc | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pedals a tricycle including steering | | Uses a fork and spoon and beginning to use knife to spread | | Asks for help when needed | | Developing self confidence | | Is able to choose and plan play activities? | | Aware of time in relation to daily routine: tonight, tomorrow | | Can tell own name and age | |
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The developmental skills described are not designed to be used as part of a formal assessment and generally they should all be observable within the weekly routine of the setting. Write any additional comments or observations, if needed, on a separate sheet and attach to the overview.

The overviews could be completed on an on-going basis throughout the course of the year. The four-year-old Overview must be completed by the end of May. Use of the three-year-old overview is optional, but it would be particularly useful to complete should there be pre-existing concerns about a child’s development.

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| **Date** | **Comment** |
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# Skills Framework

**7. Skills Framework: Early Level**

Mintlaw Cluster Skills Progression

**An Aberdeenshire Skills for Learning, Life and Work**

**Poster has been created to**

* provide a readily accessible reference point for educators and pupils to relate learning activities to a common vocabulary of skills for learning, life and work

* emphasise the inter-related, complementary and overlapping nature of skills for learning, life and work.



**CfE Skills matched to BLOOM’S TAXONOMY - EARLY LEVEL**

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| **Analysing** | | | | **Applying** | | **Creating** | |
| appreciating  categorising  choosing  comparing  coping  counting  deciding  describing  developing  discovering  drawing conclusions experimenting explore | | investigating  listening  looking/observing  making links  observing problem solving  questioning  recording  recognising  reflecting  responding  talking and communicating | | apply knowledge  comparing  counting  demonstrate  describing  developing  drawing  investigating  looking/observing  making links  modelling  playing  planning | preparing  problem solving  recognising  recording  representing  responsibility  risk taking  show  sorting and matching  understanding  working together | comparing  construct  cooperating  decision making  developing  discover  drawing  experimenting  explore  express feelings  inventing  investigating  imagination | Imagine  managing  ownership of learning  plan  preparing  present  presenting  problem solve  recognising  representing  risk taking |
| **Evaluating** | | | | **Remembering** | | **Understanding** | |
| aesthetic understanding  appreciation  choose  choosing  collaborating  comparing  coping  developing  discussing | draw conclusions  express feelings  experiment  feedback  listen  making decisions  making links | | ownership of learning  prepare  problem solving  questioning reflection  respect  responsibility | comparing drawing communication familiarisation  co-operating making links counting observing describing recognising risk taking (you’ll remember it didn’t work!) responsibility working together | | aesthetic understanding communication/talking compare counting describing developing experimenting explain familiarising identify imagine looking/observing making links prepare presenting Recognise representing respect represent responsibility spatial awareness  social awareness sorting working together | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **ANALYSING** | **Early Level** | |
| **Associated Skill -**  **Questioning** | Why do you think?  How do you know?  Why did this happen?  Can you think of a question?  What do you do when you ask a question?  Is that a yes/no question?  What kind of things would you say if you wanted to find out something?  Can you ask me a question? | What do you think happens next?  Can you think of a different ending?  Is this like something you’ve seen before?  Can you tell me what this is about?  What is wrong?  Why did you/they do that?  When did the story change? |
| **Actions** | Talking, writing, reading, brainstorming, comparing, organising, deconstructing, attributing, outlining, structuring, integrating, modelling. | |
| **Products** | Creating a quiz, making up comprehension questions for others, questions for flow charts, KWL, survey, database, mobile, abstract, report, graph, spreadsheet, checklist, chart, and outline. | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**    **ANALYSING** | **Early Level** | |
| **Associated Skill -**  **COMPARE** | Why do you think?  How do you know?  Why did this happen?  Can you think of a question?  What do you do when you ask a question?  Is that a yes/no question?  What kind of things would you say if you wanted to find out something? | Can you ask me a question?  What do you think happens next?  Can you think of a different ending?  Is this like something you’ve seen before?  Can you tell me what this is about?  What is wrong?  Why did you/they do that?  When did the story change? |
| **Actions** | Comparing; organising; categorising; structuring; identifying; judging; experimenting; hypothesising; investigating; relating; distinguishing | |
| **Products** | Data handling; graph work; survey; data bases; mobiles; reports; spreadsheets; checklist; chart; posters; book review/study; Leaflets; peer assessment; debates; diagrams; flow charts; | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy –**  **ANALYSING** | **Early Level** | |
| **Associated Skill -**  **Reflecting** | What do you like about …?  What is good about…?  What would you do differently next time?  What was the problem with…?  What if…?  How did it make you feel?  Why do you think the author chose this title? (P1) | Why do you think the story is called this?  How do you think …. felt in the story?  Did the character feel sad/happy/angry?  How would you feel if that happened to you?  Have you seen something like this before?  Has ….ever happened to you or somebody you know?  When did … feel like that? Can you show me in the story? |
| **Actions** | ‘Good looking’ skills, accept feedback, give feedback, talk about their learning Discuss, look at, read, test, listen, share ideas, Deconstruct, attribute, | |
| **Products** | Use feedback to improve product, child can describe what happened, child can tell me what they learned (picture/words/actions)Text, model, performance (P.E/drama), peer assessment, self-assessment, ideas for improvements/changes, checklist, feedback, learning journals, Report, checklist, peer assessment | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **APPLYING** | **Early level** | |
| **Associated Skill -**  **RESEARCH** | What do you know about……?  What do you want to know?  Can we make a list?  Where will we look to find out more about…..? | Which would be the best place to look?  Which skills will we use eg. listening, talking?  How will we show what we have learned? |
| **Actions** | Investigating, questioning, interviewing, voting, classifying, recording, selecting, using, organising. | |
| **Products** | Presentation, illustration, wall display, performance, demonstration, chart, map, graph, table, video, written report, article, journal entry. | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **APPLYING** | **Early level** | |
| **Associated Skill -**  **REPORTING** | What do you want / need to share?  Where did you get this information?  How did you get the information?  Who is this for? Why do they need / want it? | How will you show what you found out / what you know?  Can you group the information?  Have you reported before? Will you choose the same way again?  Why? / Why / Not? Why was it a good was to do a report? |
| **Actions** | Present, tally, create charts, show, annotate, record, investigate, edit, collate, tabulate, carry out, construct, using information, executing, generalising. | |
| **Products** | Diary, journal, blog, film, sound recording, poster, booklet, talk / presentation, video / radio broadcast, power point (etc.), model, diagram, annotated drawing / diagram, (book) report, green screen film, illustration, sculpture, youtube, pen drive, performance, charts (tally, pie, graph, pictogram, Venn), database, survey, classification key, (food) chain, (picture) dictionary / glossary, flashcards, loop cards, board game, card game (ie topic Top Trumps), set of instructions, recipe, class debate. | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **APPLYING** | **Early level** | |
| **Associated Skill -**  **Demonstrate** | Can you sort by colour/shape/size?  Have you seen this before?  Have you done this before?  What would happen if (one part) was changed?  When/where could you use this?  Can you show me how to? | What will we use?  Show and Tell (Who will we show it to?)  What would you like to find out?  What is a better way to do it?  Can you tell me how we did this? |
| **Actions** | sort, group, implement, transfer, execute, use, present, show, tell, teach, experiment, select, make, write, follow, share, improve | |
| **Products** | Presentation, illustration, simulation, model, sculpture, drama, venn diagram, instructions | |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom’s Taxonomy**  **CREATING** | **Early Level** |
| **Associated Skill -**  **CREATE** | Can you build a…?  Can you a make a …?  Can you draw…?  Can you design…?  What would you create with this? |
| **Actions** | Designing, writing, making, constructing, inventing, producing, devising, assembling, developing, generating, adapting, improving, composing, |
| **Products** | Song, recipe, book, story board, poem, newspaper article, video, assembly, scene, painting, drawing, types of team identity e.g. team name, chant, etc model, story, display, map, game, film, picture, poster, diagram, plan, leaflet, power point, mind map, questions, dance |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom’s Taxonomy**  **CREATING** | **Early level** |
| **Associated Skill -**  **PRESENT** | Work with a partner to…  Can you pretend…?  Imagine you are…  What do you need to put on a…?  Who are we presenting to?  What makes a good presenter?  How will you know if you have been successful?  Show me using your thumbs how well you have worked with your partner/group. |
| **Actions** | Presenting Demonstrating Discussing Showing Describing  Communicating Organising Developing Improving Composing  Selecting Self and Peer Assessment |
| **Products** | Presentation Display Picture PowerPoint Poster Film Model  Show Game Talk Dance Rap/Rhyme/Song |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom’s Taxonomy**    **CREATING** | **Early level** |
| **Associated Skill -**  **e.g. Planning** | What would you need to…..?  How would you…..?  Why did you build that?  Can you build……?  Is there a different way……?  What would happen if……..?  What are your success criteria?  I see…. I think …..I wonder |
| **Actions**  **e.g., organise, attribute** | Planning Devising Inventing Designing Discussing Collaborating  Evaluating Adapting Improve if needed Editing |
| **Products**  **e.g., survey, database** | Plan Diagram Mind map Storyboard Picture Plan Questions Scribed plan  Scribed picture |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy –**  **EVALUATING** | **Early level** | |
| **Associated Skill -**  **DRAWING CONCLUSIONS** | What did you think?  Is that what you wanted/expected to happen?  What would happen if?  Was that a surprise?  What do you think will happen next? | How can you tell that..?  Why do you think?  How did you decide or choose?  How can we make it work better? |
| **Actions** | Judging, observing, testing, comparing, reasoning, analysing, explaining, justifying, hypothesising, organising. | |
| **Products** | Making a decision or choice, a debate, a report, a chart with sentences about conclusions, review, self-evaluation, discussion, plenary, evaluation, investigation, verdict, conclusion, letter, panel, graph, poster. persuasive talking and writing. | |

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| **Questions to consider when planning learning activities / language to be modelled** | | | |
| **Bloom’s Taxonomy –**  **Evaluating** | **Early level** | | |
| **Associated Skill -**  **Respond** | Keep the questions simple and short and differentiate accordingly.  Keep in mind, you want to ensure all children feel included and able to respond by the various products.   * How did…..? * Who did....? * What did you think/feel? * Why? * How could you make it better?   Did you like/not like….? | | |
| **Actions** | * Select from a variety of choices. * Check * Monitor | * Formulate an opinion * Judge * Detect * Monitor * Persuade | * Justify an opinion * Hypothesise * Critique * Monitor * Persuade |
| **Products** | * smiley face, tick or cross, highlight * oral or pictorial response * AifL – show me, thumbs up/down etc * Role Play * Simple evaluation | * Role play * Hot seating * Recount – written or oral * Debate * Persuasive speech * Evaluation | * Verdict * Report * Debate * Hot seating * Evaluation |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy –**  **EVALUATING** | **Early level** | |
| **Associated Skill -**  **ASSES** | Did this help us learn about…  How well have you?  Can you tell me? | How do you think you could have done a better job?  How will we know we have done a good job?  Did you work well together? Why? |
| **Actions** | Traffic lighting, fist of 5 | |
| **Products** | Improved piece of work, dialogue between learners, dialogue with the teacher… | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **Remembering** | **Early level** | |
| **Associated Skill -**  **Order** | Make a list  Put the events in order  Can you tell me…  What is the main part | What is the most important?  What happened after?  Can you name?  Describe what happened before/after? |
| **Actions** | Group recite list sequence listening recognising describing identifying retrieving naming locating finding recall state | |
| **Products** | Timeline poem instructions sorting activities recipes mental maths active literacy list worksheet | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **REMEMBERING** | **Early level** | |
| **Associated Skill -**  **RETRIEVE** | Can you find …?  Look for the ….  Do you remember…?  Tell me …  Show me… | Did this happen?  What else can you tell me …  Why did …?  When did…?  What happened next?  How do you know …? |
| **Actions** | Recall, listing, visualise, name, find, select, quote, describe, puppets, sequence | |
| **Products** | List, description, timeline, highlighted passage, role play, recipe | |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom’s Taxonomy**  **Remembering** | **Early level** |
| **Associated Skill -**  **SUSTAIN** | What can you remember about…?  When have we done this before?  What did you use to remember this? (pictures, display, songs, rhymes)  Can you show someone else how to do that?  Can you use what you have learned in another activity? |
| **Actions** | recite, recognising, revisit, present, memorise, understand, recall, peer teaching |
| **Products** | Plenary, quiz, presentation, poster, leaflets, peer teaching, reproduction, songs, mnemonics |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom’s Taxonomy**  **Understanding** | **Early level** |
| **Associated Skill -**  **Transfer** | Can you show me / act out?  Can you tell me what you know…?  What could happen next?  Who was the main character?  What is the difference between?  What is the main theme?  Who do you think…?  Can you illustrate….? |
| **Actions** | Interpreting, Exemplifying, Summarising, Inferring, Paraphrasing, Classifying, Comparing, Explaining… |
| **Products** | Recitation, Summary, Collection, Explanation, Show and tell, Example, Quiz, List, Label, Outline, Picture, Poster, Video, Presentation, Piece of writing, …. |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom’s Taxonomy**  **UNDERSTANDING** | **Early level** |
| **Associated Skill -**  **e.g. COMMUNICATE** | Can you show me?  Can you tell me?  Can you act out what happens?  What do know about?  What do you know about e.g Chinese New Year?  Who’s this story all about? |
| **Actions** | Explaining, paraphrasing, summarising, comparing, inferring, |
| **Products** | Show and tell, picture, presentation, labelling, summarised in writing, list, |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom’s Taxonomy**  **UNDERSTANDING** | **Early level** | |
| **Associated Skill -**  **Summarising** | Can you tell me…  Can you draw…  What happened…  What did you see/hear/feel/taste/smell…  Show me… | |
| **Actions** | Summarise | |
| **Products** | Writing  Presentation  Book Creator or other  Video  Audio Recording/Talk | Picture/Painting  Movie/Green Screen  Poster  Play/Sketch |

# Planning Documents

**8. Planning Documents:**

**To be used for recording learning for BGE and NQs**

**Planning Document – Expressive Arts**

**E&O/NQ code:**

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| --- | --- | --- | --- |
| **Pupil** | **Intended Learning** | **How is this to be achieved?** | **Evaluation** |
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**Planning Document – Sciences**

**E&O/NQ code:**

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| **Pupil** | **Intended Learning** | **How is this to be achieved?** | **Evaluation** |
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**Planning Document – Social Studies**

**E&O/NQ code:**

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| **Pupil** | **Intended Learning** | **How is this to be achieved?** | **Evaluation** |
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**Planning Document – Health and Wellbeing**

**E&O/NQ code:**

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| **Pupil** | **Intended Learning** | **How is this to be achieved?** | **Evaluation** |
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**Planning Document – Technologies**

**E&O/NQ code:**

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| **Pupil** | **Intended Learning** | **How is this to be achieved?** | **Evaluation** |
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**Planning Document – RME**

**E&O/NQ code:**

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| **Pupil** | **Intended Learning** | **How is this to be achieved?** | **Evaluation** |
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Skills:

Health and Wellbeing:

Religious and Moral Education:

Sciences:

Technologies:

Social Studies:

**Aberdeenshire Framework for Pupils with Significant and Complex Needs May 2023**

Expressive Arts

DYW:

• I can communicate with people about the different jobs they do in my community.

• I can discuss some of the rewards that a job brings.

• I believe I can do any job.

• I can role play different job roles.

• I can follow rules and routines and explain why they are important.

• I can talk about my learning, my strengths and my next steps.

• I can develop ideas and take part in projects to make things

Evaluation

# Senior Phase

**9.Senior Phase**

**Scottish Qualification Authority- SQA**

Once a pupil with significant and complex needs is in Senior Phase (S4, S5, S6) they are no longer taught the Broad General Education of the Curriculum for Excellence. They need to be provided with an alternative curriculum. The SQA provide National Units that can be taught. National 1 and National 2 qualifications are set at SCQF levels 1 and 2 and are designed for learners who require additional support. They provide opportunities for learners to develop their knowledge and skills, and to have their achievements certificated. There is a wide range of [National Units 1 and 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.sqa.org.uk%2Fsqa%2Ffiles_ccc%2FProvision_document_units_and_units_from_courses.xlsx&wdOrigin=BROWSELINK) that can be selected from.

National 1 Units are set at SCQF level 1 and build on the Broad General Education offered S1 to S3. They enable learners to work towards qualifications that are appropriate to their needs and provide opportunities for personalised approaches to learning and assessment.

National 1 Units are assessed pass or fail by the teacher, and they are available in a broad range of subjects

**Support for learners**

Learners who do National 1 and 2 Units require varying degrees of support. Some may take part at an experiential or sensory level where they require full support, some may require frequent direction and support to enable them to take part, while others may take part independently or with intermittent support.

Schools have the flexibility to manage the support requirements of each individual learner. They may also keep informal records as part of the learning and teaching approaches, to show how the learner is progressing.

**Progression opportunities**

Learners who achieve National 1 units could have the opportunity to progress to other National 1 units or awards at SCQF level 1. They could also progress to qualifications at SCQF level 2, which include National 2 units, National 2 courses and awards at SCQF level 2.

**Additional Learning Opportunities**

In order to support the unique and specific learning styles of pupils with significant and complex needs other programmes of work can be looked at to supplement SQA units. A guide to Youth Awards in Scotland can be found: [Amazing Things (5th edition) | Youth Scotland](https://www.youthscotland.org.uk/resources/amazing-things-5th-edition/)

# Complex Needs Trackers

**10.Complex Needs Trackers:**

**Early Level Trackers**

**NQ Tracker**

**Early Level Tracker**

A link to a tracker for a learner working on Early level can be found [here](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fasn-aberdeenshire.org%2Fwp-content%2Fuploads%2F2023%2F05%2FAberdeenshire-Tracker-of-Early-Level-Incorporating-Milestones-and-Benchmarks-1.xlsx&wdOrigin=BROWSELINK). The Tracker is for an individual learner and will record their attainment each session in May and November from Primary 1 to the end of S3. The Tabs that are titled ‘Curricular Area MS’ have the Milestones and Foundation Milestones for staff to record a pupils attainment corresponding to the relevant E&O. Within these particular tabs the recording of attainment is linked to the [Continuum of Engagement (Education Scotland)](https://education.gov.scot/media/pcvpeaeg/milestones-supporting-learners-with-complex-asn.pdf) which will show a detailed assessment indicator of a learner’s attainment:

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| --- | --- | --- |
| **Experiences** | Encounters | Learner is present during an activity or experience |
| Notices | Learner appears to be aware of what is happening around them |
| Shows Interest | Learner demonstrates some interest in people, events or objects |
| **Actively Engages** | Responds | Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects |
| Focuses Attention | Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects |
| Participates Actively | Learner begins to be pro-active in their interactions with people, events and objects. He/she anticipates a familiar sequence of events |
| Initiates | Learner initiates activities and interactions more regularly and responds to options and choices |
| **Applies and Extends** | Demonstrates Understanding | Learner demonstrates their understanding and skills in a specific learning setting |
| Consolidates | Learner recalls their previous leaning and can use it in familiar situations |
| Extends | Learner becomes more confident in their learning and can apply skills in a range of unfamiliar settings |

The key for coding the tracker can be found in the top left-hand corner of the tracker and in typing the appropriate code (linked to the Continuum of Engagement) the tracker will detail the attainment of the learner.

The tabs that only have a curricular title (apart from Health and Wellbeing) have the benchmarks for staff to record a learner’s attainment corresponding to the relevant E&O. The learner’s attainment will be represented using the colour coding of red, amber and green. The colours signify: red- experiences, amber- actively engages and green- applies and extends .

Having the Milestones, Foundation Milestones and Benchmarks on the tracker allows the attainment of the foundations of learning to be attributed to each learner as they work towards the E&O.

When using the Health and Wellbeing tab staff can record a learner’s attainment by using the red, amber, green colour coding against the relevant E&O to record an indicator of a learner’s attainment.

The Literacy Overview tab will update directly in response to any information being added to the individual reading, writing and listening and talking tabs.

**SQA Tracker**

A link to a tracker for a learner working on SQA Units National 1 and 2 can be found [here](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fasn-aberdeenshire.org%2Fwp-content%2Fuploads%2F2023%2F05%2FAberdeenshire-SQA-Nat-1-Nat-2-Tracker.xlsx&wdOrigin=BROWSELINK). Staff can record the progress for the entire Senior Phase cohort as learners listed at the left have three rows assigned to them representing S4, S5 and S6 attainment related to National 1 and 2 units. As a new learner enters senior phase staff can add them to the top of the spreadsheet. The two columns allow staff to indicate if a learner has completed partial units or the entire unit. Staff need to enter the date at which the partial unit or full unit was completed.

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1. The expectation is that not all of these categories would necessarily be included. This would be a matter for professional judgement. [↑](#footnote-ref-2)
2. ‘Aspects’ of a religion might include, for example, prayer, worship, belief in a divine being/beings, belief in a soul etc. It might also include, artefacts, places etc. [↑](#footnote-ref-3)