

Key Performance Indicators (based on Range 5 Statements BT5 Matters): December (end of term 2)

Areas of learning (ELGs)		Statements	Not on track	Some evidence Seen	On track
Communication and Language	Listening, Attention and Understanding	I can understand and follow positional language. I can begin to explain my understanding when asked questions by others. I can show an interest and focus on an object/tasks for a long or short period of time. I can understand and follow a story without pictures or props.			
	Speaking	I can adapt my speech to my listeners needs. (e.g In a noisy environment they may speak louder to be heard). I can extend my sentences and answer 'who', 'what', 'when' and 'how' questions. I can use appropriate language when recreating and imagining roles. I can begin to use clear expressive language when retelling with a story map.			
Personal, Social and Emotional Development	Self-Regulation	I can demonstrate some patience (e.g. waiting for a toy or to talk to an adult). I can describe how I found trying a new activity and begin to explain why I may have felt this way.			
	Managing Feelings	I can talk about what I may like and dislike, that may be different or the same as a friend. I can talk about how others may be feeling based on the emotions and social cues they are showing.			
	Building Relationships	I can represent and recreate, with others in my play, what I have learnt from close adults around me. I can develop close relationships with my peers and begin to listen to their viewpoint/ideas within my play.			
Physical Development	Gross motor skills	I can describe in words or actions the effects physical activity has on my body. I can describe the physical changes to my body that occur when I feel unwell, anxious, tired, angry or sad. I can show an understanding of the need for safety when tackling new challenges.			
	Fine motor skills	I can show preference for my dominant hand. I can hold a pencil and use it effectively (with good pressure) when marking marks/writing. I can			
Literacy	Comprehension	I can retell a story using a story map. I can anticipate key events when reading a story. I can decode a picture in a story book.			
	Word Reading	I can read all set 1 sounds. I can blend sounds into words orally. I can read 'Word Time 1.1'. I can read 'Word Time 1.2'. I can read 'Word Time 1.3'. I can read 'Word Time 1.4'.			
	Writing	I can write my name. I can give consistent meaning to marks I make. I can form some recognisable letters. I can write the first sound I hear in words.			
Mathematics	Number	I can recognise and count numbers to 5. I can recognise numerals to 5 and beyond. I can use a five frame effectively. I can match items e.g. a pair. I can say one more and one less than a given number.			
	Numerical Pattern	I can recognise and name some 2d shapes. I can name and compare capacities. I can name and compare items by size. I can recognise and continue a pattern.			
Understanding the World	Past and Present	I can ask other and talk about how time has changed. (seasons, technology, growing etc.) I can place events relevant to me in chronological order.			
	People, Culture and Communities	I can talk about how others may celebrate special times (such as Diwali). I can compare how I may celebrate a special event in comparison to my friends. (What is the same and what is different).			
	The natural world	I know I can use books or stories to answer some questions about the natural world. I can begin to understand the effect my behaviour may have on the environment.			
Expressive Arts and Design	Creating with materials	I can understand how to create and use sounds intentionally. I can use various constructions tools and materials with a planned purpose.			
	Being Imaginative and Expressive	I can engage in imaginative play, alongside others, based on my own ideas or first-hand experiences. I can use available resources as props in my play.			