

Key Performance Indicators (based on Range 5 Statements BT5 Matters): March (end of term 4)

Areas of learning (ELGs)		Statements	Not on track	Some evidence Seen	On track
Communication and Language	Listening, Attention and Understanding	I can listen and respond to ideas expressed by others. I can show a two-channelled attention and listen and do for a short time. I can follow a story without pictures or prompts. I can show variability in my listening behaviours (e.g. assembly)			
	Speaking	I can predict and explain what I think will happen in a story. I can expand my vocabulary when using words to describe things. I can continue expanding my sentences by answering 'who', 'what', 'when', 'where', 'why' and 'how' questions. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.			
Personal, Social and Emotional Development	Self-Regulation	I can explain and show that I know right from wrong. I can show confidence in choosing resources and perseverance in carrying out a chosen activity. I can describe what I can do well and talk about myself in positive terms			
	Managing Feelings	I can respond appropriately to various situations. I can talk about mine and others feelings. I can talk about behaviour, consequences and how it makes me feel.			
	Building Relationships	I can show empathy to others. I can develop a particular friendship with other children and understand we may have different interest and viewpoints. I can show flexibility and co-operation when working with others.			
Physical Development	Gross motor skills	I can explain what a healthy diet looks like and why my body needs one. I can explain and demonstrate the importance of oral hygiene. I can show some understanding that good practices; exercise, eating, drinking water, sleeping and hygiene can contribute too good health. I can move in a variety of ways including; slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.			
	Fine motor skills	I can hold my pencil with the correct grip and use an effective amount of pressure. I can form letters correctly.			
Literacy	Comprehension	I can retell a story using a story map. I can predict what might happen next or suggest how a story might end. I can begin to innovate a class story map.			
	Word Reading	I can blend sounds to read words. (all up to 1.7) I can read short ditty stories. I can read all red storybooks. I can read the red words 'put', 'the', 'I', 'no', 'off', 'my', 'for' and 'he'.			
	Writing	I can form letter correctly. I can segment the sounds I hear in words and blend them together when writing. I can write labels and short captions. I can write a simple sentence which can be read by others.			
Mathematics	Number	I can make compositions of 4 and 5. I can make compositions of numbers to 10. I can make pairs. I can say number bonds to 10.			
	Numerical Pattern	I can recognise and name some 3d shapes. I can name and compare items by length. I can name and compare items by height. I can compare mass and capacities.			
Understanding the World	Past and Present	I can talk about past and present events in my life. I can talk about past and present events in my family members lives.			
	People, Culture and Communities	I enjoy joining in and talking about family customs and routines. I can talk about different occupations. I can talk about and compare my local environment with others.			
	The natural world	I can talk about similarities, differences and patterns of change in nature. I can talk about my local environment (home and school).			
Expressive Arts and Design	Creating with materials	I can experiment and explain what happens when I mix colours, textures, forms and functions. I can create music in a range of ways (e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to). I can create (using resources around me) representations of both imaginary and real-life ideas, events, people and objects.			
	Being Imaginative and Expressive	I can choose particular movements, instruments/sounds for my own imaginative purposes. I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.			