

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In PSED: Making Relationships

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
40-60	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<p>Exceeding</p> <p>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In PSED: Self Confidence and Self awareness

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
40-60	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul>	<p>Exceeding</p> <p>Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In PSED: Managing Feelings and Behaviour

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
40-60	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<p>Exceeding</p> <p>Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Communication and Language: Listening and Attention

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
40-60	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<p>Exceeding Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Communication and Language: Understanding

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul>	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
40-60	<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<p>Exceeding</p> <p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Communication and Language: Speaking

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></li> </ul>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
40-60	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>	<p>Exceeding</p> <p>Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Physical Development: Moving and Handling

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
40-60	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<p>Exceeding</p> <p>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Physical Development: Health and Self Care

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
40-60	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>	<p>Exceeding</p> <p>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Understanding the World: People and Communities

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
40-60	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<p>Exceeding Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Understanding of the World: The World

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
40-60	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Understanding the World: Technology

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
40-60	<ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p>Exceeding</p> <p>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Expressive Arts and Design: Exploring and using media and materials

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
40-60	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p>Exceeding Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Assessment Criteria In Expressive Arts and Design: Being Imaginative

Name \_\_\_\_\_

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
40-60	<ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p>Exceeding</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	

