Curriculum for Wales Sample Pages

Includes samples from Routes to Progression, Welsh Progression Steps Core and Welsh Progression Steps Plus.

connecting steps
assessment software

BSquared

Connecting Steps

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

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

Brandon Mills, Deputy Head Teacher, Brookfields School

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

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

www.bsquared.co.uk/meetings

Our Assessment Software

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

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

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Encounter
Awareness
Attention & response
Engagement
Participation
Involvement
Gaining skills & understanding
Mastered

Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

Curriculum for Wales 2022

P Levels and NC Levels	School Years	Welsh Progression Steps	B Squared Welsh Progression Steps	ALN (Wales)	Foundation Phase (Wales)
NC 7	Year 11	Welsh Progression Step 5	Welsh Progression Step 5		
	Year 10				
NC 6	Year 9	Welsh Progression Step 4	Welsh Progression Step 4.3		
	Year 8		Welsh Progression Step 4.2		
NC 5	Year 7		Welsh Progression Step 4.1		
NC 4	Year 6	Welsh Progression Step 3	Welsh Progression Step 3.3		
	Year 5		Welsh Progression Step 3.2		
NC 3	Year 4		Welsh Progression Step 3.1		
NC 2 / NC 2a	Year 3	Welsh Progression Step 2	Welsh Progression Step 2.3		Outcome 6
NC 2b					
NC 2c	Year 2		Welsh Progression Step 2.2		Outcome 5
NC 1 / NC 1a					
NC 1b	Year 1		Welsh Progression Step 2.1		Outcome 4
NC 1c					
P8	Foundation 2	Welsh Progression Step 1	Welsh Progression Step 1.2		Outcome 3
P7	Foundation 1		Welsh Progression Step 1.1		Outcome 2
P6			Pre-Progression 6 (subject based)	C Steps	Outcome 1
			Pre-Progression 5 (subject based)	B Steps	
P5			Pre-Progression 4 (subject based)	A Steps	Gold
P4			Pre-Progression 3 (not subject based)	Routes for Learning	Silver
P3(ii)					
P3(i)			Pre-Progression 2 (not subject based)		Bronze
P2(ii)					
P2(i)			Pre-Progression 1 (not subject based)		
P1(ii)					
P1(i)					

Sample Pages

The samples over the next few pages are designed to give you an overview of the Routes to Progression.
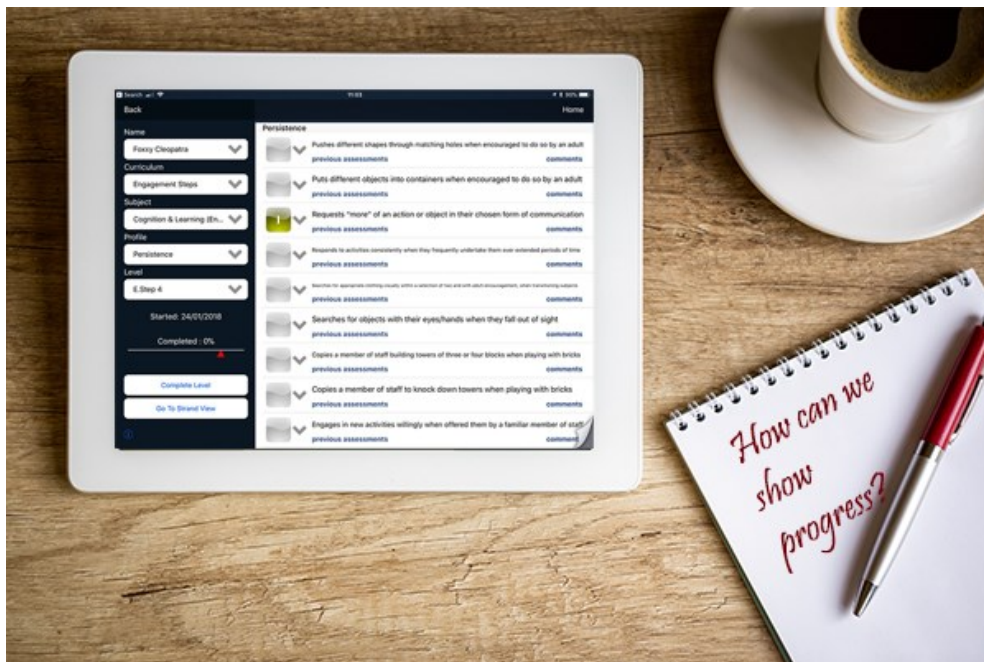
They show the different areas covered by this assessment framework and cover a range of ability levels.

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Name:

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

Cognitive

Notices stimuli [1-RfL 2020]

☐ Blinks defensively

☐ Shifts gaze

☐ Alerts to an unusual sound

☐ Freezes momentarily upon hearing a new sound

☐ Opens their eyes for brief periods of time when encountering stimulating events

☐ Closes their hand when their palm is touched

☐ Gives momentary attention to people in front of them

☐ Gives momentary attention to pictures put in front of them

☐ Cries to express their needs when in a state of hunger

☐ Cries to express their needs when in a state of pain or discomfort

☐ Notices stimuli [1-RfL 2020]

Demonstrates familiarity with recently presented stimulus [4-RfL 2020]

☐ Anticipates feeding by opening their mouth when given familiar visual cues

☐ Anticipates feeding by opening mouth when given familiar auditory cues

☐ Expresses eagerness vocally or physically when presented with a recently presented activity

☐ Expresses eagerness vocally or physically when presented with a recently presented object

☐ Reacts to repetition with an intermittent heightened expressive response when presented with a familiar object

☐ Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines

☐ Demonstrates familiarity with recently presented stimulus [4-RfL 2020]

Name:

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

Interaction

Supported 1:1 turn-taking with adult [7-RfL 2020]

☐ Takes a given object

☐ Attends briefly to items given to them

☐ Reacts to repetition with an intermittent heightened expressive response when involved in give-and-take activities

☐ Engages with 1:1 turn taking with an adult for two goes

☐ Supported 1:1 turn-taking with adult [7-RfL 2020]

Responds to own name [8-RfL 2020]

☐ Reacts excitedly to a familiar voice when a member of staff initiates interaction

☐ Directs their gaze towards a member of staff who has called their name

☐ Directs their body movements towards a member of staff who has called their name

☐ Responds to their own name by looking for a voice when they are called

☐ Responds to own name [8-RfL 2020]

Terminates interaction with adult [13-RfL 2020]

☐ Changes facial expressions during an interaction when they have had enough, e.g. squeezes eyes and mouth shut

☐ Directs their body movements away from a member of staff to show they have had enough, e.g. of an interaction, activity, food

☐ Terminates an interaction (may be unconventional)

☐ Terminates interaction with adult [13-RfL 2020]

Objects to termination of interaction [15-RfL 2020]

☐ Reacts with sorrow to the absence of a familiar person, e.g. when a favoured family member leaves

☐ Changes body movements when an interaction is terminated

☐ Changes facial expressions when an interaction is terminated

☐ Vocalises in order to extend interaction

☐ Vocalises to indicate displeasure

☐ Demonstrates anger through expressions and body language when people/actions frustrate them

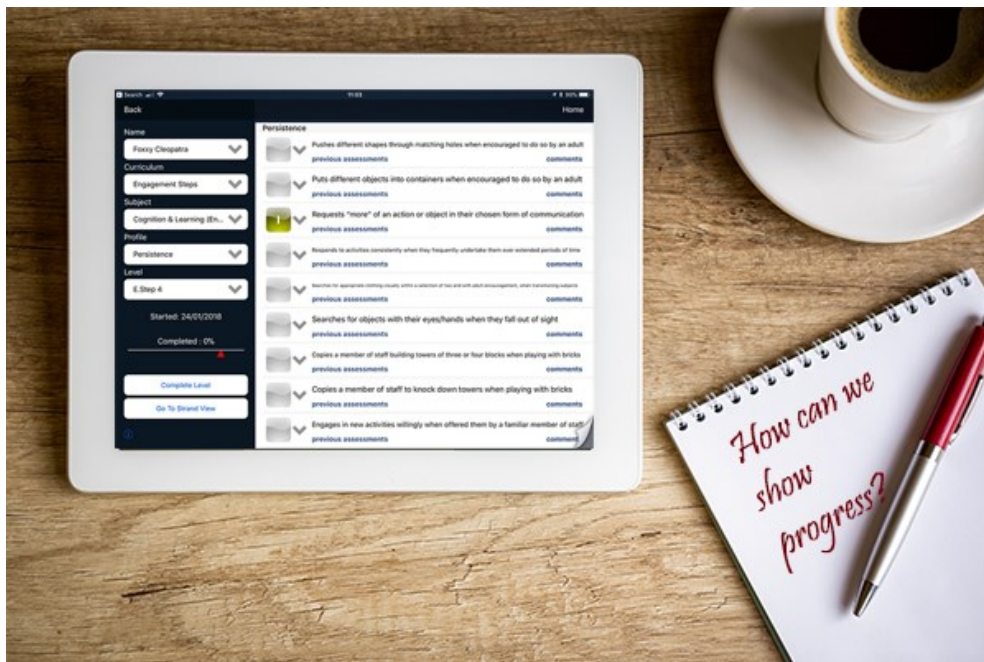☐ Objects to termination of interaction [15-RfL 2020]

Name:

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

Routemap

Notices stimuli [1-RfL 2020]

Responds to close physical contact with familiar person [2-RfL 2020]

Responds to very obvious stimuli [3-RfL 2020]

Demonstrates familiarity with recently presented stimulus [4-RfL 2020]

Responds to familiar voice or other personal identifier [5-RfL 2020]

Responds to range of stimuli [6-RfL 2020]

Supported 1:1 turn-taking with adult [7-RfL 2020]

Responds to own name [8-RfL 2020]

Responds consistently to one stimulus [9-RfL 2020]

Briefly follows moving stimulus [10-RfL 2020]

Responds to some stimuli in a way that can be interpreted as rejection [11-RfL 2020]

Responds differently to different stimuli [12-RfL 2020]

Terminates interaction with adult [13-RfL 2020]

Anticipates repetitively presented stimulus [14-RfL 2020]

Objects to termination of interaction [15-RfL 2020]

With support explores immediate environment [16-RfL2020]

Anticipates within familiar social routines [17-RfL 2020]

Redirects attention to a second object [18-RfL 2020]

Accidental actions cause effect [19-RfL 2020]

Looks briefly after object disappearing from their field of vision [20-RfL 2020]

In a reactive environment repeats action which obtains sensory feedback [21-RfL 2020]

Responds in ways that can be interpreted as meaning 'more' [22-RfL 2020]

Responds to cause and effect [23-RfL 2020]

In an everyday environment repeats action which obtains sensory feedback [24-RfL 2020]

Changes behaviour in response to interesting event nearby [25-RfL 2020]

Shows understanding that their action causes a specific effect [26-RfL 2020]

Begins to explore immediate environment with intent [27-RfL 2020]

Communicates behaviour in response to interesting event nearby [28-RfL 2020]

'Looks' backwards and forwards between two objects (knows two objects are present) [29-RfL 2020]

In the context of a familiar social game, perseveres by repeating action in order to get reward [30-RfL 2020]

Repeats action when first attempt unsuccessful [31-RfL 2020]

Attracts attention [32-RfL 2020]

Initiates social game [33-RfL 2020]

Object permanence [34-RfL 2020]

Does two different actions in sequence to get reward [35-RfL 2020]

Selects from two or more items [36-RfL 2020]

Communicates choice to attentive adult [37-RfL 2020]

Modifies action when repeating action does not work [38-RfL 2020]

Deliberately attracts attention to another person in order to communicate need {39-RfL 2020]

Joint attention [40-RfL 2020]

Expresses preference for items not present via symbolic means [41-RfL 2020]

Early problem-solving - trues new strategy when old one fails [42-RfL 2020]

Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy) [43-RfL 2020]

Sample Pages

The samples over the next few pages are designed to give you an overview of the Welsh Progression Steps Core.

They show the different areas covered by this assessment framework and cover a range of ability levels.

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Name:

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

Reading

Handles a book, turning pages mostly from front to back, looking at them with interest (C step).

☐ Starts reading at the front of the book

☐ Turns pages in a book, one page at a time

☐ Understands how to handle books properly

☐ Turns pages with care

☐ Looks at the same book many times

☐ Demonstrates interest in looking at books

☐ Demonstrates pleasure in finding objects in picture books which relate to questions

☐ Handles a book, turning pages mostly from front to back, looking at them with interest (C step)

Looks at left page in a book before right page (C step).

☐ Imitates reading behaviours of staff and peers, e.g. posture, eye focus, eye movement patterns, head movements, etc.

☐ Points to text on the screen

☐ Looks at left page in a book before right page (C step)

Matches very familiar words and recognises a few specific letters, e.g. letters of own name (C step).

☐ Identifies letters and symbols, demonstrating an understanding that they convey a meaning

☐ Matches written letters, e.g. letters in their name written in different fonts

☐ Points to words containing letters from their name

☐ Points to words which begin with the same letter as their own name

☐ Points to their name

☐ Identifies the initial letter of their name

☐ Recognises a few specific letters

☐ Matches short words with distinct shape

☐ Matches very familiar words and recognises a few specific letters, e.g. letters of own name (C step)

'Reads' a pictorial or symbolic timeline and says what is going to happen (C step).

☐ Identifies a familiar activity by its pictorial representation, e.g. on a timetable

☐ Identifies which signs/symbols/images represent different activities on their timetable

☐ Follows a sequence of activities in response to a timetable, e.g. objects, photos, symbols

☐ 'Reads' a pictorial or symbolic timeline and says what is going to happen (C step)

Finds a wanted item by examining/interpreting labels (C step).

☐ Identifies their own name on personal possessions, e.g. books

☐ Points out symbols, letters and words in their environment

☐ Recognises words or symbols in the environment

☐ Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet

☐ Puts items away using picture labels to help, e.g. back in a box or cupboard

☐ Finds a wanted item by examining/interpreting labels (C step)

Understanding languages is key to understanding the world around us.

Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to mediate effectively.

This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and genres. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.

Name:

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

Writing

Looks at/acknowledges their 'drawing' when an adult talks about what they have done (A step).

- [ ] Recognises that marks and symbols have meaning
- [ ] Observes written material in use, e.g. shopping list, etc.
- [ ] Sequences pictures, e.g. breakfast, lunch, dinner
- [ ] Look at marks made by others on a variety of surfaces
- [ ] Chooses to write
- [ ] Moves to area where 'writing' takes place
- [ ] Examines the marks they have made on paper
- [ ] Demonstrates pleasure in efforts
- [ ] Shows their writing/drawing to a member of staff
- [ ] Tells a member of staff what they have written
- [ ] Looks at/acknowledges their 'drawing' when an adult talks about what they have done (A step)

'Places' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control (A step).

- [ ] Colours on a blank sheet
- [ ] Watches the paper as they make marks
- [ ] 'Places' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control (A step)

Touches a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation) (A step).

- [ ] Puts marks or symbols alongside picture
- [ ] Touches a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation) (A step)

Persists in mark-making to produce a result (which appears random) (A step).

- [ ] Watches an adult use writing tools
- [ ] Chooses a writing tool
- [ ] Picks up a writing tool
- [ ] Imitates circular strokes
- [ ] Imitates horizontal strokes
- [ ] Imitates vertical strokes
- [ ] Shows some control of their writing tool
- [ ] Creates uncontrolled scribble with either hand
- [ ] Produces specific mark-making such as scribbles
- [ ] Persists in mark-making to produce a result (which appears random) (A step)

Experiments with mark-making using body parts, e.g. hands and feet (A step).

- [ ] Makes directed marks using different media using their body parts, e.g. assisted to use their handprint to make a card
- [ ] Experiments with mark-making through different media
- [ ] Experiments with mark-making using body parts, e.g. hands and feet (A step)

Grasps items and begins to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper (A step).

- [ ] Uses a dagger grip
- [ ] Uses a pincer grip
- [ ] Demonstrates an ability to hold, grasp and release a tool for writing
- [ ] Uses fingers to make marks, e.g. paint
- [ ] Uses an object or tool to make a mark, e.g. a spade in sand
- [ ] Creates horizontal scribble with a writing tool
- [ ] Creates vertical scribble with a writing tool
- [ ] Scribbles spontaneously when given pen and paper
- [ ] Makes large random strokes
- [ ] Grasps items and begins to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper (A step)

Expressing ourselves through languages is key to communication.
Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable register. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language and to mediate.
In this Area, learners should be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. The learning and experience supports them to develop an awareness of how they use language as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.

Name:

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

Measures

Finds the 'big' object from two otherwise similar items: where the difference in size is large and the activity is structured by an adult (B step).

☐ Begins to use simple vocabulary when describing the size of real objects when working with a member of staff

☐ Responds to some size-based words with support, e.g. moves the 'big' box when it is pointed to by a member of staff

☐ Fills and empties containers

☐ Makes something smaller, e.g. takes away some dough/clay from ball

☐ Makes something bigger, e.g. adds dough/clay to a ball

☐ Makes something longer, e.g. adds dough/clay to sausage shape

☐ Makes something shorter, e.g. breaks dough/clay off a sausage shape

☐ Contrasts quantities

☐ Sorts obviously bigger objects from smaller objects, e.g. big balls from small balls

☐ Identifies the larger of two objects where there is a marked difference

☐ Identifies the smaller of two objects where there is a marked difference

☐ Explores different items in their world in relation to size through a variety of actions within structured activities

☐ Explores different items in their world in relation to weight a variety of actions within structured activities

☐ Explores different items in their world in relation to length a variety of actions within structured activities

☐ Explores different items in their world in relation to capacity a variety of actions within structured activities

☐ Finds the 'big' object from two otherwise similar items: where the difference in size is large and the activity is structured by an adult (B step)

Finds one the same from a small collection of objects when the activity is structured by an adult (B step).

☐ Responds to "find one the same"

☐ Notices when one object in a collection does not match with others, e.g. a pencil in the car box

☐ Finds one item the same size from a small collection of objects

☐ Finds one item the same length from a small collection of objects

☐ Finds one the same from a small collection of objects when the activity is structured by an adult (B step)

Adjusts speed of clapping to match a model (faster or slower) (B step).

Understands and responds to the terms:

☐ - fast/faster

☐ - slow/slower

☐ Begins to change the speed of their clapping to match a member of staff with prompts

☐ Recognises if they are walking at the same speed as a partner, e.g. pulls a member of staff towards them if they see they are moving ahead

☐ Attempts to march in time with another person

☐ Copies one to three claps correctly

☐ Adjusts speed of clapping to match a model (faster or slower) (B step)

Anticipates a routine event when it is represented by a picture/symbol or object of reference (B step).

☐ Demonstrates awareness of start and finish by responding to a start and finish signifier such as a tune, object, etc.

☐ Moves to the correct place or activity with a start or finish signifier

☐ Collects one item needed for the end of day in response to a signifier

☐ Responds appropriately to the upcoming activity when they are told about it, e.g. home time, music lesson, etc.

☐ Responds appropriately to the upcoming activity when they are presented with a picture or symbol of it, e.g. home time, music lesson, etc.

☐ Recognises the daily routine

☐ Anticipates a routine event when it is represented by a picture/symbol or object of reference (B step)

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Geometry involves playing with, manipulating, comparing, naming and classifying shapes and structures. The study of geometry encourages the development and use of conjecture, deductive reasoning and proof. Measurement allows the magnitude of spatial and abstract features to be quantified, using a variety of standard and non-standard units. It can also support the development of numerical reasoning.
Reasoning about the sizes and properties of shapes and their surrounding spaces helps learners to make sense of the physical world and the world of mathematical shapes. Geometry and measurement have applications in many fields, including art, construction, science and technology, engineering, and astronomy.

Name:

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

Healthy Relationships

I can identify who looks after me and who my family and friends are.
- [ ] Names one person who can help them at home
- [ ] Names one person who can help them in the setting
- [ ] Communicates who their friends are

I can communicate my needs and feelings in my relationships.
- [ ] Begins to use words that describe simple emotions and mental states
- [ ] Agrees that they are experiencing positive emotions when a member of staff identifies they are looking happy or excited
- [ ] Agrees that they are experiencing negative emotions when a member of staff identifies they are looking sad or unhappy
- [ ] Communicates about the event, object or person that has made them happy
- [ ] Communicates about the event, object or person that has upset them
- [ ] Seeks comfort from familiar adults when needed
- [ ] Shares their feelings with a favourite peer
- [ ] Shares their feelings when prompted
- [ ] Shares their feelings without a prompt
- [ ] Demonstrates obvious enthusiasm when with favourite peer or member of staff
- [ ] Demonstrates affection for peers

- [ ] Communicates or demonstrates that they are having fun or enjoying the company of another when asked, e.g. does not want to leave an activity with a friend
- [ ] Communicates or demonstrates that they are not having fun or enjoying the company of another, e.g. complains to staff or peer, moves away, looks upset or frustrated

I can get along with others with and without support.
- [ ] Explores a new environment, away from members of staff
- [ ] Plays for a short time with peers and siblings
- [ ] Plays in the company of two or three peers
- [ ] Tolerates interruptions
- [ ] Agrees to join a familiar peer when they suggest an activity or action
- [ ] Takes turns with a partner
- [ ] Takes turns in a small group
- [ ] Lets a favoured peer join their activity or share equipment
- [ ] Demonstrates an interest in another's play and will join in
- [ ] Communicates about a shared experience, e.g. tells an adult about a game they have just played

I am beginning to recognise safe and unsafe behaviour in relationships.
- [ ] Removes themselves from unpleasant situations
- [ ] Comprehends the meaning of the terms 'Accidental' and 'Deliberate'
- [ ] Moves away from a peer if they feel unhappy with their actions or words
- [ ] Wants to share an action or situation that has scared them with an adult straight away, e.g. runs to find a member of staff

I am beginning to recognise that I have the right to be treated fairly and respectfully.
- [ ] Recognises when others are being unkind
- [ ] Complains when others are being unkind
- [ ] Identifies and reacts if they have missed their turn
- [ ] Demonstrates positive facial expressions, words or gestures in response to receiving a kind/caring action/words, e.g. smiles when someone thanks them for sharing
- [ ] Shares a familiar experience of unfairness in a relationship within a discussion
- [ ] Anticipates a positive event/outcome when following a rule or social norm, e.g. being thanked for helping someone
- [ ] Anticipates a negative event/outcome following breaking a rule or social norm, e.g. accepts that an object being fought over is taken away from both parties
- [ ] Makes simple connections between how they treat others and how others treat them when actions are pointed out to them

Healthy relationships are fundamental to our well-being.
This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.
Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.
Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.
As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

Name:

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

Decision-making

I can make decisions based on what I like and dislike.

☐ Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences

☐ Listens to a member of staff who is offering a choice

☐ Picks a symbol, picture or photograph which illustrates a choice within familiar activities

☐ Makes a choice based on what is offered

☐ Selects an activity independently

☐ Offers a suggestion when questioned, e.g. "football" when asked what they wish to do, or "drum" when asked what they would like to play

☐ Chooses familiar equipment to play on/with during free time/physical activities

I have developed an awareness that my decisions can affect me and others.

☐ Tests boundaries

☐ Accepts some boundaries for short periods with support

☐ Shows upset when a negative behaviour choice affects them, e.g. cries when an object they took from another is taken from them and given back

I can take part in group decisions.

☐ Listens to/watches others within a group situation

☐ Responds to spontaneous questions

☐ Adds to another's idea

☐ Demonstrates excited motions when their choice is mentioned as part of a group decision, e.g. "Who wants to make cakes?"

I have an understanding that things can be safe or unsafe.

☐ Moves away from prohibited places or equipment when requested

☐ Shows awareness that some things can hurt

☐ Exercises some care when warned something is dangerous

☐ Exercises some care when warned something is hot

Our decision-making impacts on the quality of our lives and the lives of others.
This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions.
Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process.
A key decision that affects learners for life is around their career pathways.

Name:

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

Listening

I can listen to, understand and communicate the general meaning of what I hear.

- ☐ Listens with concentration for longer periods of time
- ☐ Demonstrates understanding of the general meaning of less familiar topics that they hear about
- ☐ Listens to, understands and communicates the general meaning of what they hear

I can listen to, understand and later recall what I have heard.

- ☐ Makes relevant comments on what they have heard
- ☐ Recalls more specific details of what they have heard
- ☐ Listens to, understands and later recalls what they have heard

I can understand information about a variety of topics, identifying main points.

- ☐ Asks for clarification as needed
- ☐ Demonstrates an understanding of main points of a discussion through their more detailed responses
- ☐ Identifies and extracts relevant information and details in straightforward explanations
- ☐ Develops and adapts their vocabulary through listening, and use these new words in a variety of situations
- ☐ Includes new vocabulary heard through discussion, e.g. scientific terminology
- ☐ Checks understanding of what they have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments
- ☐ Makes connections between what they have heard/seen and what they know
- ☐ Understands information about a variety of topics, identifying main points

I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

- ☐ Responds appropriately to questions on a range of straightforward topics
- ☐ Responds appropriately to questions from familiar and unfamiliar people in a range of contexts
- ☐ Asks relevant questions about what they have heard
- ☐ Listens and responds to others showing understanding of more complex or longer information or instruction
- ☐ Understands and responds to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts

I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.

- ☐ Identifies a range of cues which can help them predict the general meaning in spoken contexts
- ☐ Identifies how non-verbal cues can help them understand general meaning in spoken contexts, e.g. body language, tone of voice
- ☐ Listens to, understands and infers the gift of what they hear
- ☐ Uses a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts

I can listen to others and understand that they may have a different perspective from my own.

- ☐ Signals understanding appropriately (nodding, agreeing, repeating)
- ☐ Sustains listening and participation in longer discussions or conversations about less familiar topics or experiences
- ☐ Listens to and responds appropriately to other points of view, respecting the conventions of turn-taking
- ☐ Takes part actively in a conversation
- ☐ Makes appropriate comments about opinions they do not agree with
- ☐ Listens to group talk and interactions purposefully to contribute to group discussion
- ☐ Suggests a reason why someone might have a different opinion or perspective from their own
- ☐ Respects the turn taking rights of others during discussions
- ☐ Listens to others and understands that they may have a different perspective from their own

Understanding languages is key to understanding the world around us.

Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to mediate effectively.

This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and genres. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.

Name:

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

Literature

I can comment on literature and make connections between what I hear, read and view.

☐ Reads, discusses and gives their own views on a range of literature, e.g. non-fiction, plays, poetry

☐ Summarises main ideas, identifying key details and using quotations for illustration

☐ Compares information, ideas and opinions in texts

☐ Distinguishes between fact and fiction, and fact and opinion

☐ Demonstrates understanding of a range of figurative language, e.g. finding an example of and explaining metaphors

I can use my knowledge of writing styles and the features of different literary genres to create my own work.

☐ Identifies characteristics of fictional texts, e.g. characters, dialogue, settings, themes

☐ Identifies characteristics of non-fictional texts, e.g. bold/italics to signal important words or phrases

☐ Identifies the purpose of a range of presentational features

☐ Creates their own straightforward texts based on literary genres which include some understanding of writing styles and features

I can use my imagination and experiment with language to create my own literature.

☐ Includes vocabulary mostly appropriate to the subject, genre and audience, suggesting alternative words for those which are more ambiguous

☐ Includes some appropriate adjectives and noun phrases to give affect and add interest/detail

☐ Experiments with sentence structures to create different effects for a range of purposes based on those found in literature

☐ Uses a thesaurus

☐ Includes some appropriate figurative language when creating their own literature, e.g. metaphors

I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.

☐ Explains and discusses their understanding of what they have read, drawing inferences and justifying these with evidence

☐ Predicts what might happen from details stated and implied

☐ Suggests what a character's actions, motives or thoughts infer

☐ Retrieves and records some appropriate evidence from a range of literature which support their ideas and opinions

I can make connections between what I hear, read and view.

☐ Makes simple connections between what they hear, read and view through discussion, e.g. within a group reading task led by an adult

I can show empathy when responding to literature and understand that others may have different views from mine.

☐ Demonstrates some empathy when responding to literature, giving some explanation behind their reasoning

☐ Listens and responds to others' views about the texts they have read, showing an appreciation that views may differ

Literature fires imagination and inspires creativity.

Literature expands horizons. In all its forms it can inspire and motivate us, while also helping us to learn more about language and communication.

This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature.

Name:

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

Reading

Handles a book, turning pages mostly from front to back, looking at them with interest (C step).

☐ Starts reading at the front of the book

☐ Turns pages in a book, one page at a time

☐ Understands how to handle books properly

☐ Turns pages with care

☐ Looks at the same book many times

☐ Demonstrates interest in looking at books

☐ Demonstrates pleasure in finding objects in picture books which relate to questions

☐ Handles a book, turning pages mostly from front to back, looking at them with interest (C step)

Looks at left page in a book before right page (C step).

☐ Imitates reading behaviours of staff and peers, e.g. posture, eye focus, eye movement patterns, head movements, etc.

☐ Points to text on the screen

☐ Looks at left page in a book before right page (C step)

Matches very familiar words and recognises a few specific letters, e.g. letters of own name (C step).

☐ Identifies letters and symbols, demonstrating an understanding that they convey a meaning

☐ Matches written letters, e.g. letters in their name written in different fonts

☐ Points to words containing letters from their name

☐ Points to words which begin with the same letter as their own name

☐ Points to their name

☐ Identifies the initial letter of their name

☐ Recognises a few specific letters

☐ Matches short words with distinct shape

☐ Matches very familiar words and recognises a few specific letters, e.g. letters of own name (C step)

'Reads' a pictorial or symbolic timeline and says what is going to happen (C step).

☐ Identifies a familiar activity by its pictorial representation, e.g. on a timetable

☐ Identifies which signs/symbols/images represent different activities on their timetable

☐ Follows a sequence of activities in response to a timetable, e.g. objects, photos, symbols

☐ 'Reads' a pictorial or symbolic timeline and says what is going to happen (C step)

Finds a wanted item by examining/interpreting labels (C step).

☐ Identifies their own name on personal possessions, e.g. books

☐ Points out symbols, letters and words in their environment

☐ Recognises words or symbols in the environment

☐ Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet

☐ Puts items away using picture labels to help, e.g. back in a box or cupboard

☐ Finds a wanted item by examining/interpreting labels (C step)

Understanding languages is key to understanding the world around us.
Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to mediate effectively.
This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and genres. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.

Name:

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

Writing

Looks at/acknowledges their 'drawing' when an adult talks about what they have done (A step).

☐ Recognises that marks and symbols have meaning

☐ Observes written material in use, e.g. shopping list, etc.

☐ Sequences pictures, e.g. breakfast, lunch, dinner

☐ Look at marks made by others on a variety of surfaces

☐ Chooses to write

☐ Moves to area where 'writing' takes place

☐ Examines the marks they have made on paper

☐ Demonstrates pleasure in efforts

☐ Shows their writing/drawing to a member of staff

☐ Tells a member of staff what they have written

☐ Looks at/acknowledges their 'drawing' when an adult talks about what they have done (A step)

'Places' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control (A step).

☐ Colours on a blank sheet

☐ Watches the paper as they make marks

☐ 'Places' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control (A step)

Touches a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation) (A step).

☐ Puts marks or symbols alongside picture

☐ Touches a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation) (A step)

Persists in mark-making to produce a result (which appears random) (A step).

☐ Watches an adult use writing tools

☐ Chooses a writing tool

☐ Picks up a writing tool

☐ Imitates circular strokes

☐ Imitates horizontal strokes

☐ Imitates vertical strokes

☐ Shows some control of their writing tool

☐ Creates uncontrolled scribble with either hand

☐ Produces specific mark-making such as scribbles

☐ Persists in mark-making to produce a result (which appears random) (A step)

Experiments with mark-making using body parts, e.g. hands and feet (A step).

☐ Makes directed marks using different media using their body parts, e.g. assisted to use their handprint to make a card

☐ Experiments with mark-making through different media

☐ Experiments with mark-making using body parts, e.g. hands and feet (A step)

Grasps items and begins to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper (A step).

☐ Uses a dagger grip

☐ Uses a pincer grip

☐ Demonstrates an ability to hold, grasp and release a tool for writing

☐ Uses fingers to make marks, e.g. paint

☐ Uses an object or tool to make a mark, e.g. a spade in sand

☐ Creates horizontal scribble with a writing tool

☐ Creates vertical scribble with a writing tool

☐ Scribbles spontaneously when given pen and paper

☐ Makes large random strokes

☐ Grasps items and begins to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper (A step)

Expressing ourselves through languages is key to communication.

Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable register. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language and to mediate.

In this Area, learners should be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. The learning and experience supports them to develop an awareness of how they use language as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.

Name:

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

Arithmetic

I have explored forming a quantity in different ways, using combinations of objects or quantities.

- ☐ Uses everyday and mathematical language to talk about their own ideas and choice
- ☐ Begins to apply relevant facts and techniques
- ☐ Combines two groups of objects to find 'how many altogether?' within a total of 10
- ☐ Records how they have formed quantities by using numerals and symbols with support, e.g. 10 = 2 + 8
- ☐ Finds and uses number facts to compose a number (up to 10) in different ways
- ☐ Explores forming a quantity in different ways, using combinations of objects or quantities

I can communicate how sets change when objects are added to and taken away from them.

- ☐ Suggests what they might need to do to complete the task or reach a solution
- ☐ Adds or removes one object from a group and counts how many now (up to 8)
- ☐ Adds or removes one object from a group and counts how many now (up to 10)
- ☐ Takes away objects to find 'how many are left?'
- ☐ Explores informal, personal methods of recording, moving towards using symbols
- ☐ Communicates how sets change when objects are added to and taken away from them

I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups.

- ☐ Selects the appropriate equipment and resources to help
- ☐ Explores appropriate mathematics and techniques to use
- ☐ Groups and shares objects and quantities within ten
- ☐ Experiences grouping and sharing with objects and quantities, and can group or share small quantities into equal-sized groups

The number system is used to represent and compare relationships between numbers and quantities.

Numbers are the symbol system for describing and comparing quantities. This will be the first abstract concept that learners meet in mathematics, and it helps to establish the principles of logical reasoning. In mathematics the number system provides learners with a basis for algebraic, statistical, probabilistic and geometrical reasoning, as well as for financial calculation and decision-making.

Knowledge of, and competence in, number and quantities are fundamental to learners' confident participation in the world, and provide a foundation for further study and for employment. Computational fluency is essential for problem-solving and progressing in all areas of learning and experience. Fluency is developed through using the four basic arithmetic operations and acquiring an understanding of the relationship between them. This leads to preparing the way for using algebraic symbolisation successfully.

Name:

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

Number

I can read, write and interpret larger numbers, up to at least 1000, using digits and words.

Reads numbers from 1 to 20:

☐ - in numerals

☐ - in words

Writes numbers from 1 to 20:

☐ - in numerals

☐ - in words

☐ Writes numbers to 10 consistently

☐ Matches numerals to 20

☐ Identifies and represents numbers using objects and pictorial representations including the number line

☐ Compares two groups using counting

☐ Compares numbers to 20 consistently

☐ Describes the position of objects, people or events using ordinal numbers, e.g. first, second, third, etc.

☐ Matches ordinal numbers to cardinal numbers

I can understand that the value of a number can be determined by the position of the digits.

☐ Gives an empty set a value of none or 0

☐ Recognises that the terms 'tens' and 'units' refer to the position of digits in a number

☐ Names a digit as the 'tens' or 'units' in a number to 20

I have engaged in practical tasks to estimate and round numbers to the nearest 10 and 100.

☐ Places numbers on a number line (to 20)

☐ Estimates where to place a number on a number line to 20, e.g. 5 nearer 0, 15 nearer 20

☐ Makes sensible estimates (using non-standard measures) in a variety of practical situations e.g. length/weight

I am beginning to estimate and check the accuracy of my answers, using inverse operations when appropriate.

☐ Estimates a number of objects and checks quantities by counting up to 20

☐ Talks about how they have checked their workings

☐ Suggests a different method to check their working

☐ Uses an inverse operation to check their accuracy with support

I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any whole number and simple unit fractions.

☐ Orders numerals to 20 consistently

☐ Places three non-sequential numbers up to 20 in order

☐ Identifies the numbers between two given numbers to 20

☐ Classifies numbers to 20 as odd or even

☐ Counts forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identifies a number that is one more or one less than a given number

☐ Counts to 20, demonstrating that the next number in the count is one more and the previous number is one less

☐ Joins in rote count to 100

☐ Counts objects that cannot be touched to 20

☐ Counts objects to 20 consistently

☐ Identifies missing numbers on a number line to 20

☐ Begins to count in halves

☐ Joins in rote counting in groups of ten up to 100

The number system is used to represent and compare relationships between numbers and quantities.
Numbers are the symbol system for describing and comparing quantities. This will be the first abstract concept that learners meet in mathematics, and it helps to establish the principles of logical reasoning. In mathematics the number system provides learners with a basis for algebraic, statistical, probabilistic and geometrical reasoning, as well as for financial calculation and decision-making.
Knowledge of, and competence in, number and quantities are fundamental to learners' confident participation in the world, and provide a foundation for further study and for employment. Computational fluency is essential for problem-solving and progressing in all areas of learning and experience. Fluency is developed through using the four basic arithmetic operations and acquiring an understanding of the relationship between them. This leads to preparing the way for using algebraic symbolisation successfully.

Name:

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

Balanced Diet & Nutrition

I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.

☐ Uses food/farming vocabulary correctly in context e.g. sow, rearing, harvest

☐ Recognises that climate and other conditions affect when and where food is grown or reared

☐ Identifies locally sourced fruit and vegetables which are grown in different seasons

☐ Explores the journey different foods must make, e.g. in terms of transport needs to move oranges from Spain to a shop in Neath

☐ Classifies food into the correct food groups

☐ Identifies some of the benefits each food group has on the human body

☐ Recognises that energy is provided by carbohydrates, fats and proteins

☐ Recognises that vitamins and minerals are required to keep the body healthy

☐ Organises a plate to show appropriate portion sizes for each food group

☐ Outlines a current healthy eating message and identifies how they can follow it

☐ Compares a current healthy eating message to their own diet

☐ Identifies one change they could make to their own diet to make it healthier/more balanced

☐ Recognises that it is important to eat a balanced diet

Keeping Safe & Hygienic when Cooking & Preparing Food

☐ Identifies basic kitchen safety and hygiene rules

☐ Recognises that food must be handled carefully otherwise it can cause serious illnesses

☐ Recognises the importance of washing ingredients

☐ Identifies a way to check ingredients to make sure they are fresh

☐ Demonstrates safe food processing skills under supervision, e.g. peeling, coring, grating

☐ Recognises different ingredients combine to create different tastes

☐ Identifies ingredients and equipment needed to make a recipe, and the techniques they will use

☐ Recognises a range of measures used in food preparation, e.g. pounds, grams, pints

☐ Chooses the correct equipment to measure ingredients with some support, e.g. teaspoon, scales, measuring jug

☐ Measures and weighs their ingredients carefully, with some support

☐ Follows recipes to make simple cooked food, e.g. bread

☐ Suggests ways to overcome cooking issues, e.g. how to stop food sticking to a baking tray

☐ Designs and creates a healthy, tasty filling, e.g. using pastry, jacket potatoes

☐ Suggests an ingredient they could add to create a specific texture

☐ Identifies some nutrition facts about the food they have planned and prepared

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.
From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels.
Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

Name:

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

Mental Health & Emotional Well-being

I have an awareness of my perceptions and thoughts.

- [ ] Describes the world around them using examples of what they can hear
- [ ] Describes the world around them using examples of what they can see
- [ ] Describes the world around them using examples of what they can smell
- [ ] Describes the world around them using examples of what they can taste
- [ ] Describes the world around them using examples of what they can touch
- [ ] Identifies how they feel about an idea
- [ ] Identifies how they feel about a situation
- [ ] Identifies how they feel about an object
- [ ] Communicates what or who is special to them
- [ ] Recognises they think differently to someone else, e.g. who the item belongs to
- [ ] Recognises they think the same as someone else, e.g. they both like an object/activity
- [ ] Responds with their own name in response to "Who wants …?"
- [ ] Declares that something is not fair
- [ ] Says positive statements about themselves

I can focus my attention and am aware of being able to do this.

- [ ] Orientates their body towards a member of staff's voice
- [ ] Gives eye contact when spoken to
- [ ] Notices and copies an 'attention action' to acknowledge focus is needed, e.g. as an adult points to their ears as a call for focus to listen
- [ ] Listens to others talking without interruption in a structured adult led activity, for short periods of time
- [ ] Spends time observing
- [ ] Stays on a simple task with some encouragement, to achieve success

I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.

- [ ] Finds a nearby familiar member of staff to speak to if they are upset during an activity
- [ ] Identifies a person or object that makes them feel happy after feeling sad
- [ ] Identifies how a negative incident might make them feel
- [ ] Identifies how a positive incident might make them feel
- [ ] Demonstrates changes in feelings, e.g. obvious enthusiasm after apathy about a situation they were unhappy about

I can notice and communicate how I am feeling.

- [ ] Verbalises feelings of anger
- [ ] Verbalises feelings of fear
- [ ] Verbalises feelings of happiness
- [ ] Verbalises feelings of love
- [ ] Verbalises feelings of sadness
- [ ] Communicates about their fears
- [ ] Expresses their feelings with appropriate language
- [ ] Expresses an opinion with appropriate language
- [ ] Expresses likes and dislikes, giving simple reasons

I am beginning to have an awareness of how feelings are communicated through actions.

- [ ] Identifies actions that demonstrate happiness
- [ ] Identifies actions that demonstrate sadness
- [ ] Identifies actions that demonstrate anger
- [ ] Identifies actions that demonstrate fear
- [ ] Identifies actions that demonstrate love
- [ ] Identifies actions that demonstrates care
- [ ] Links basic facial expressions to feelings, e.g. points to the smile when asked which face is happy
- [ ] Smiles or laughs in response to something funny

I have an awareness of the feelings of others.

- [ ] Appreciates other people have feelings
- [ ] Indicates an awareness of others' feelings through speech
- [ ] Begins to grasp whether another person's emotional state is positive or negative
- [ ] Shows awareness of a peer's strong emotion, e.g. anger
- [ ] Asks for help when another is hurt
- [ ] Demonstrates some empathy in certain situations

I am aware of when others are kind to me and when I am kind to others.

- [ ] Seeks out, and begins to interact with, specific peers
- [ ] Says why someone is their friend
- [ ] Communicates basic expectations to their friends, e.g. 'You should share your toy with me'
- [ ] Expresses emotions towards others using words, not just actions
- [ ] Explains or demonstrates how they can show concern for someone
- [ ] Identifies an action as 'kind'
- [ ] Identifies something they can do to show kindness

How we process and respond to our experiences affects our mental health and emotional well-being.
This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.
Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.
By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

Name:

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

Physical Skills

I can use and improve basic movement skills in familiar and unfamiliar situations.

☐ Performs a range of different movements using different body positions and body parts

☐ Demonstrates understanding of flexibility in simple terms and how it affects everyday life, and ability to perform

☐ States where 'core' is on their body and demonstrates how it supports the body

☐ Holds body weight in a variety of positions with more control

☐ Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level

☐ Shows control when performing a range of head and torso movements

☐ Shows control when performing a range of hand and arm movements

☐ Shows control when performing a range of leg and foot movements

☐ Holds balance in various shapes with and without equipment and describes what helps to maintain balance

☐ Moves at different speeds and can maintain balance whilst changing direction quickly

☐ Moves parts of the body using different speeds and force

☐ Maintains good balance, control, and rhythm when moving at variety of speeds

☐ Demonstrates multiple movements within a range of simple activities, e.g. jumping to catch a big ball

☐ Demonstrates eye/hand and eye/foot co-ordination required for movement skills in different games and using a range of equipment

☐ Demonstrates more controlled combined movement skills associated with familiar target games, e.g. grips and swings a golf club with growing control to reach the target

☐ Demonstrates more controlled combined movement skills associated with familiar net/wall games, e.g. hits a smaller ball with a large bat more consistently from further distances

☐ Demonstrates more controlled combined movement skills associated with familiar striking/fielding games, e.g. a range of throwing actions using a variety of objects

☐ Demonstrates more controlled combined movement skills associated with familiar territory games, e.g. jumps, catches and controls a big ball with movement

☐ Demonstrates more controlled combined movement skills associated with familiar individual pursuits, e.g. swims for 5 metres without swimming aid

I can respond to prompts in imaginative and creative ways.

☐ Combines actions to create movement sequences independently and with others in response to stimuli, e.g. music, words

☐ Demonstrates growing flair, originality, and imagination when creating and performing

☐ Links and orders a series of movements with and without equipment to perform a sequence

☐ Links repeating patterns of movement to create movement sequences involving a range of levels, balances and speeds

☐ Demonstrates and then explains what a quality movement looks like in a given context

I have the confidence and motivation to persevere when faced with physical challenges.

☐ Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge

☐ Demonstrates the motivation and enthusiasm to take up a challenge in a range of physical tasks

☐ Focusses their attention on more demanding physical challenges for ten minutes to persevere with an action or movement that needs practice

☐ Recognises and responds to intrinsically and extrinsically motivating factors when engaging in physical challenges

☐ Listens to advice from staff and sets own (mostly realistic) targets in relation to physical challenges

☐ Demonstrates persistence when facing a challenge and works to achieve a successful outcome

☐ Recognises if their team are losing but continues to work towards a positive outcome without 'giving up' most of the time

☐ Engages positively with others to use equipment safely and fairly

☐ Celebrates, values and uses achievements as part of improving performance

☐ Identifies areas of their own or a peer's sporting performance that could be improved and explains how

☐ Uses and improves basic movement skills in familiar and unfamiliar situations, responding to prompts in imaginative and creative ways and has the confidence and motivation to persevere when faced with physical challenges

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels.

Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

Sample Pages

The samples over the next few pages are designed to give you an overview of the Welsh Progression Steps Plus.

They show the different areas covered by this assessment framework and cover a range of ability levels.

BSquared
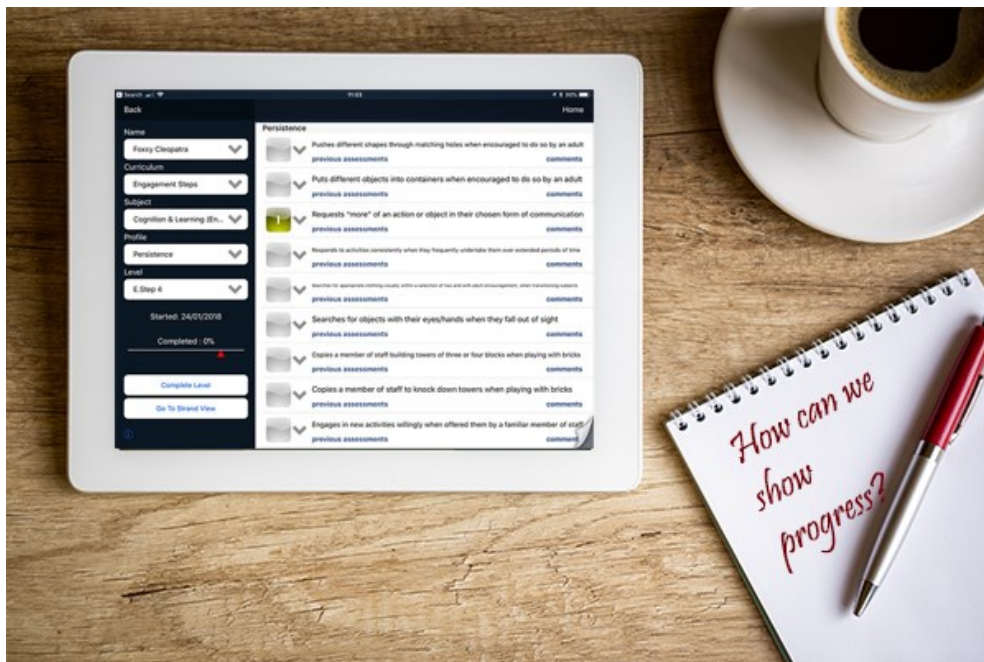
Name:

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

Enquiry, Exploration & Investigation

I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.

☐ Explores the environment, makes observations and communicates their ideas

☐ Shows curiosity and questions how things work

☐ Chooses to try new things when offered the object or experience

☐ Identifies why they are curious about an object or experience, e.g. it is different to something they know, it doesn't behave like they think it should

☐ Explores objects and phenomena in familiar environments within a range of practical activities

☐ Uses own experience when considering what to do/try next

☐ Makes simple suggestions about what to do to find out how something works

☐ Suggests what might happen based on their previous experience

☐ Makes simple predictions of how something works, e.g. based on familiar experiences or objects

☐ Gives a simple explanation why something will happen

☐ Gives a simple explanation why something happened

☐ Demonstrates something they have discovered using digital technologies, e.g. when zooming in on an ariel photograph

☐ Responds to questions about what they have explored and observed

☐ Relates findings to everyday experiences

☐ Asks simple questions to find out how something happened

☐ Asks simple questions to find out why something happened

☐ Asks simple questions to obtain information, e.g. about events/experiences

☐ Asks a variety of simple questions to clarify their understanding

☐ Recognises when something similar happened, and the results of that event, e.g. wet weather during an outdoor activity

☐ Through play, explores, discovers and begins to ask simple questions and offer possible answers based on previous experiences

I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.

☐ Responds to digital media relating to their locality, Wales and the wider world by interacting mostly independently with familiar software which allows them to experience a range of places, e.g. moving a map around an area and describing what they see

☐ Responds to visits and visitors relating to their locality, Wales and the wider world demonstrating they want to find out more, e.g. asking questions, starting a conversation about a visit they experienced

☐ Responds to local, national and international foods, showing an interest in unfamiliar foods/tastes

☐ Responds to texts written about/in their locality, Wales and the wider world by engaging in discussion or creative activities

☐ Demonstrates imagination about their locality, Wales and the wider world, e.g. creates a dragon lair after looking at a range of dragon sculptures

☐ Experiences a range of stimuli that have enthused and inspired them to imagine and be curious about their locality and Wales, as well as the wider world

I am beginning to communicate my observations in simple ways.

☐ Makes a simple analysis of experiences using vocabulary that is familiar to them

☐ Makes a simple pictorial representation of what they have seen

☐ Communicates by making marks, drawing symbols or writing letters and words in a range of contexts

☐ Shares feelings, experiences, information or ideas in pictures, print or digital text with support

☐ Uses cameras to take still and moving pictures

☐ Creates work that includes pictures and text

☐ Begins to communicate their observations in simple ways

I am beginning to communicate my findings in simple ways.

☐ Communicates their findings to others verbally and through drawings, photographs, displays and simple charts

☐ Talks simply about their findings

☐ Completes a simple chart to show their findings, e.g. puts pictures of trees in one pile and pictures of flowers in another

☐ Records data through pictures, e.g. weather information using pictures of the sun and rain

☐ Begins to communicate their findings in simple ways

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

The learners' journey through this Area will encourage enquiry and discovery, as they are challenged to be curious and to question, to think critically and to reflect upon evidence. An enquiring mind stimulates new and creative thinking, through which learners can gain a deeper understanding of the concepts underpinning humanities, and their application in local, national and global contexts. Such thinking can help learners to understand human experiences and the natural world better.

Appropriate disciplinary approaches, including digital humanities will help learners gather, justify, present, analyse, and evaluate a range of evidence. Interpreting and synthesising information will help learners build upon what they have already learned and further inform their understanding of the world. By thinking critically about their discoveries, learners can then draw informed conclusions, but also understand that some conclusions can only be partial or inconclusive and open to different interpretations. They will need to reflect carefully in order to improve their methodology and extend or deepen their enquiry.

Enquiry is more than an academic exercise; it enables reflection, which can help learners understand the human condition. This, in turn, can add meaning to learners' own lives and contribute to their sense of place and worldview.

This aspect of the Area will encourage the exploration of concepts, including questioning, evidence, evaluation, ethics and judgements.

Name:

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

Human Societies

I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.

☐ Places events correctly in a simple timeline, showing an understanding of how it is organised, e.g. past on the left/larger numbers towards the present day for AD

☐ Indicates the period of history using the correct terms

☐ Identifies some of the distinctive features of a period in history

I can describe and explain similarities and differences between people's lives both in the past and present.

☐ Uses historical evidence to help compare life in the past and the present, e.g. talks about evidence they can gather from a photograph of children in a Victorian school

☐ Identifies similarities and differences between aspects of children's lives in the past and present, e.g. schooling, clothing

☐ Identifies similarities and differences between aspects of people's lives in the past and present, e.g. work, food, housing

I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.

☐ Identifies a range of characteristics of communities and societies, e.g. meets people's basic needs, rules and boundaries, hierarchy

☐ Identifies some characteristics of communicates and societies which have changed within and across periods of time

☐ Begins to describe how an element of communities and societies have changed within and across periods of times, e.g. rulers of Wales changing due to invasions

☐ Begins to suggest a few reasons for, and results of changes within communities and societies, e.g. using evidence/artefacts

I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.

☐ Identifies some of the causes and effects of an event in history in a range of contexts

☐ Describes the main impact of an event in history on the communities and societies of that time

I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.

☐ Discusses similarities between their own identity and that of important people in their lives

☐ Identifies elements of Welsh culture and identity, stating which they feel are most important and why, e.g. comparing their own views to those of their parents or grandparents

☐ Identifies elements of cultures and identities other than Wales, e.g. foods, traditions, customs

I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.

☐ Identifies some ways in which their life is similar and different to others

☐ Identifies some experiences, beliefs and viewpoints they hold, that are similar and different to others

I have an understanding of how factors in the past and present have shaped my communities.

☐ Discusses as part of a group ways in which past events or actions of individuals or groups have shaped their community

☐ Discusses as part of a group ways in which present events or actions of individuals or groups have shaped their community

I can understand and describe how my community is governed and how people are represented.

☐ Identifies the name of their local community or town council and where it is based

☐ Identifies some of the roles of their local community or town council

☐ Recognises that you must be over 18 years old in order to vote

I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.

☐ Explores how countries and societies have been governed in the past and present

☐ Explores the roles of the monarchy in the past and present

☐ Discusses the main features of a democracy

I can describe some of the relationships, links and connections between a range of societies.

☐ Discusses some of the relationships, links and connections between a range of societies

Human societies are complex and diverse, and shaped by human actions and beliefs.

An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.

Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present.

Over time, places, communities and societies evolve, experiencing continuity and change that has affected, and continues to affect, their own and other people's lives. As they explore this, learners can come to appreciate how this evolution is driven by the interplay between a range of factors, including environmental, economic, social, political and cultural processes, human actions and religious and non-religious beliefs and worldviews. It will also help them build an understanding of the causes, consequences and significance of the changes and interrelationships that have shaped societies at different levels of development.

Experiences in this Area can encourage a critical understanding of how societies are and have been organised, structured and led, in the learners' own locality and in Wales, as well as in the wider world. Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore - and develop a tolerant and empathetic understanding of - the varied beliefs, values, traditions and ethics that underpin and shape human society.

This aspect of the Area encourages learners to explore concepts, including chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.

Name:

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

Listening & Reading

I have heard international languages being used.

☐ Identifies if they recognise a word spoken in their own native tongue whilst listening to an international language

☐ Suggests how they might tell how the speaker feels when listening to them speaking in an international language, e.g. facial expressions, volume and tone of voice

☐ Responds when hearing songs sung in an international language

☐ Asks for words in an international language to be said/explained

☐ Repeats isolated words they have practiced, e.g. repeats counting numbers to three

☐ Recognises words of praise

☐ Responds to a greeting

☐ Responds to a farewell

☐ Begins to select words/symbols in an international language for actions

☐ Matches words to words in an international language with support

☐ Accesses a picture dictionary in an international language with support

☐ Knows which way the text should be read, e.g. left to right

☐ Reads isolated words they have practiced, e.g. related nouns such as animals

Understanding languages is key to understanding the world around us.

Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to mediate effectively.

This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and genres. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.

Name:

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

Computing

I can use conditional statements to add control and decision-making to algorithms.

☐ Investigates the meaning of conditional repetition instructions in a visual programming language

☐ Explains the meaning of conditional repetition instructions in a visual programming language

☐ Uses if.....then.....instruction

I can identify repeating patterns and use loops to make my algorithms more concise.

☐ Investigates a range of algorithms that include repeated groups of instructions a fixed number of times and/or loops until a condition is met and explains their outcome

☐ Refines algorithms using repeating patterns and loops to make them more concise

☐ Gives instructions using repeating patterns and loops

I can explain and debug algorithms.

☐ Understands the importance of the order of statements within algorithms

☐ Recognises they need to test and check sequences to identify errors

☐ Detects and debugs errors after checking algorithms

☐ Begins to detect errors logically, recognises what the desired output is

I can use sensors and actuators in systems that gather and process data about the systems' environment.

☐ Identifies the input and output in simple systems

☐ Identifies the purpose of a sensor and actuator in a simple system

☐ Reads and compares data from simple systems which use sensors and actuators

I can identify positive and negative design elements that affect user interactions.

☐ Describes how a digital system can positively affect user interaction (based on systems they are familiar with)

☐ Describes how a digital system can negatively affect user interaction (based on systems they are familiar with)

☐ Identifies some of the benefits of rationing screen-time, the risks of time spent on devices, and the impact of positive and negative content online on wellbeing

I can explain how digital devices can be interconnected locally and globally.

☐ Identifies the role of a router in a network

☐ Identifies the difference between a Personal Area Network (PAN) and a Local Area Network (LAN)

☐ Identifies how digital devices are interconnected in a familiar setting, e.g. school, home

☐ Suggests why there are different types of networks

☐ Identifies some principles for keeping safe online: noticing and reporting risk, content and contact

☐ Searches online for a specific and clearly defined piece of information or content

☐ Identifies some features within online communications, e.g. search, reply all

☐ Begins to identify the purpose of a range of features within online communications

☐ Demonstrates appropriate online behaviour and applies a range of strategies to protect themselves and others from possible online dangers

I can explain the importance of securing the technology I use and protecting the integrity of my data.

☐ Identifies ways data can be stolen, e.g. phishing

☐ Explains and gives examples of a strong password

☐ Suggests what type of information could be stolen from technology at home, at school or in a place of work

☐ Identifies simple ways to secure a digital device

I can explain how my data is used by services, which can help me make more informed decisions when using technology.

☐ Identifies a variety of ways services can obtain data about a user

☐ Thinks critically about information shared online

☐ Identifies what kind of data can be used by different services

☐ Defines 'cookies'

☐ Identifies some positives and negatives of allowing cookies when using the internet

☐ Explains simply what 'identity theft' is

☐ Identifies why some services use data

I can explain how data is stored and processed.

☐ Describes the purpose of the processor, memory and storage and the relationship between them

☐ Defines and gives examples of 'cloud storage'

☐ Recognises that programs and files need storage and that different devices have different storage capacities

☐ Demonstrates understanding of folder structures, e.g. by moving a file/folder, showing how folders are related in a hierarchy or list

☐ Uses the terminology describing data storage requirements correctly, e.g. bytes, KB, MB, GB and TB

I can effectively store and manipulate data to produce and give a visual form to useful information.

☐ Organises information within an appropriately named folder to enable files to be located easily

☐ Chooses a generally suitable application to enter, edit and format information (including text, numbers and graphics)

☐ Selects appropriate software/application for the task

☐ Selects the appropriate tool for a range of simple tasks when managing the format of their data, e.g. moving columns to fit their data

☐ Comments on reasons for layout and content

☐ Creates and edits communications comprising of text and other digital content mostly independently

☐ Saves their document in a portable format, e.g. PDF

☐ Edits and enhances an image for a specific purpose

☐ Uses some technical vocabulary when working with spreadsheets, e.g. records, fields

☐ Begins to use a range of spreadsheet formulae

☐ Identifies basic errors in a spreadsheet which affect data, e.g. in a formula

☐ Formats their own simple spreadsheet

☐ Demonstrates the use of a tool which helps sort the user's most useful information, e.g. by using a filter

☐ Recognises you do not have to have the copyright symbol on work for it to be copyright

☐ Recognises why they should not post copyright material on forums

☐ Cites sources when researching and explains the importance of this

☐ Invites feedback/responses from others

Computation is the foundation for our digital world.

Computation involves algorithms processing data to solve a wide range of real-world problems. Computational processes have changed the way we live, work, study and interact with each other and our environment. They provide the foundation for all software and hardware systems, but learners should also be aware of the limitations of what computers can achieve. To create and use digital technologies to their full potential, learners need to know how they work. They also need to understand that there are broad legal, social and ethical consequences to the use of technology. This can help learners to make informed decisions about the future development and application of technology.

Name:

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

Living Things

I can recognise patterns from my observations and investigations and can communicate my findings.

☐ Identifies the information they need to compare to find patterns in their observations and investigations

☐ Observes and makes relevant comments about changes over time, e.g. how heat changes a candle

☐ Takes simple measurements using familiar equipment

☐ Records data in pre-printed charts and tables (fills data and headings in the correct cell)

☐ Records their observations, e.g. drawings, photographs or notes

☐ Creates a chart to record results

☐ Comments on similarities, differences and patterns when they are pointed out

☐ Identifies relationships they have found between two factors

☐ Identifies a link between the change made and the effect in an investigation

☐ Responds to simple questions about their observations and investigations which begin to draw on their findings

☐ Discusses the patterns they have identified, e.g. the animals who live in a cold habitat have thick fur

☐ Identifies what they have found out and how they found it out

☐ Explains their findings in relation to their experiment or research

☐ Uses simple, relevant vocabulary to begin to explain patterns they have identified in their findings

I can use my knowledge and understanding to predict effects as part of my scientific exploration.

☐ States a simple, generally plausible prediction

☐ Changes or modifies their prediction after gaining new information, e.g. after discussion or listening to another's ideas

I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.

☐ Identifies features of the local environment through discussion, local visits, mapping software

☐ Identifies how they/their families use their local environment and what impact this might cause, e.g. driving to school - air pollution

☐ Identifies objects they use as single or repeated use and considers how to make a more positive choice for the environment, e.g. canvas bags instead of plastic

☐ Recognises that they use different types of energy for different purposes, e.g. electricity for lights, gas to cook, food to eat

☐ Explores how resources they use, such as energy, are created in Wales, e.g. Dinorwig

☐ Recognises that using energy has an impact on the environment and living things

☐ Identifies a simple effect of a negative action on the environment for living things

☐ Identifies a simple effect of a positive action on the environment for living things

☐ Considers ways to change a variety of actions to make a smaller impact on their environment and living things

☐ Demonstrates some responsibility and respect towards the care the environment

I can explore relationships between living things, their habitats and their life cycles.

☐ Lists some life processes inherent to all living things

☐ Lists most things all living things need to survive, e.g. water, nutrition

☐ Identifies, names and classifies familiar living things generally correctly, e.g. plants, trees, flowers, amphibians, mammals, reptiles

☐ Names and describes a range of habitats, including micro-habitats

☐ Explains the role of different parts of a plant simply, e.g. roots anchor plant

☐ Describes how an animal or plant is suited to its environment, explaining how the habitat provides for the animal or plant

☐ Describes how animals get their food from other animals and/or from plants, and uses simple food chains to describe these relationships

☐ Recognises that all living things produce their own kind

☐ Orders simple life cycles of a range of living things, e.g. plants, humans, animals

☐ Describes the main changes of living things as they grow into maturity

The world around us is full of living things which depend on each other for survival.
By recognising the diversity of living things and how they interact with their environment, learners can develop an understanding of how these have evolved over significant periods of time. All living things require specific conditions and resources to survive and they may have to compete with other organisms to do so. Humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life. Knowing about the structures and functions of living things enables learners to understand how these things grow, develop and reproduce successfully. Developing an understanding of the factors which affect the health and success of organisms allows us to make informed decisions, including about the prevention and treatments of diseases.

Want to find out more?

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

www.bsquared.co.uk/meetings

Or get in touch with us...

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