



Progression Steps Sample Pages

Progression Steps is our assessment framework for pupils working below are related expectations in key stages 1 through to 4. The framework works with the pre-key stage standards and goes up into the higher ability range within the National Curriculum.





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

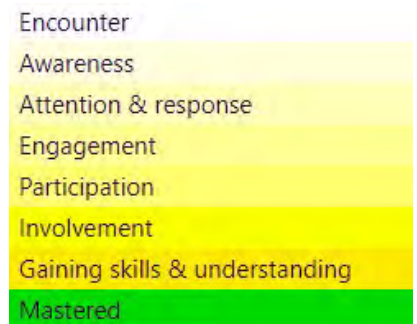
Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

“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.



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

Sample Pages

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



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

Name:

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

Word Reading

- | | | |
|---|---|--|
| <input type="checkbox"/> Says a single sound for 10+ graphemes (PKSS) | <input type="checkbox"/> Immediately turns a book the right way up | <input type="checkbox"/> Identifies letters in their forename |
| <input type="checkbox"/> Reads words by blending sounds with known graphemes, with help from a member of staff (PKSS) | <input type="checkbox"/> Moves finger along text from left to right | <input type="checkbox"/> Relates letters in own name to print in the environment |
| <input type="checkbox"/> Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet | <input type="checkbox"/> Moves from top to bottom of a page | <input type="checkbox"/> Echoes a member of staff slowly sounding out CVC words |
| <input type="checkbox"/> Identifies the letters of the alphabet by their sound | <input type="checkbox"/> Points to text when 'reading' | <input type="checkbox"/> Says the sound of some letters in own name |
| <input type="checkbox"/> Correctly relates a sound to a letter when given a choice of three | <input type="checkbox"/> Progresses through a book from front to back | <input type="checkbox"/> Says the sound of some letters of the alphabet |
| <input type="checkbox"/> Matches short words with distinct shape | <input type="checkbox"/> Finds letters from their name that have been written in a book | <input type="checkbox"/> Identifies the initial letter of their name |

Comprehension

- | | | |
|---|---|---|
| <input type="checkbox"/> Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS) | <input type="checkbox"/> Predicts what will happen in a repetitive story | <input type="checkbox"/> Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. |
| <input type="checkbox"/> Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' (PKSS) | <input type="checkbox"/> Predicts the ending of a sentence | <input type="checkbox"/> Describes their own experience using collected pictures |
| <input type="checkbox"/> Re-enacts simple stories | <input type="checkbox"/> Questions the reader if part of the story alters | <input type="checkbox"/> Explains how a character might be feeling, e.g. Jack was running because he was "scared" |
| <input type="checkbox"/> Brings a favourite book to be read | <input type="checkbox"/> Relates an experience to an event or story | <input type="checkbox"/> Reacts excitedly when hearing familiar stories |
| <input type="checkbox"/> Holds the book while sharing it | <input type="checkbox"/> Talks about their favourite character in a story | <input type="checkbox"/> Repeats specific lines when 'reading' independently |
| <input type="checkbox"/> Looks at the left-hand page first | <input type="checkbox"/> 'Reads' their writing aloud | <input type="checkbox"/> Shows interest in a narrative/story by asking for it again or continuing a conversation about it |
| <input type="checkbox"/> Opens a book at the first page | <input type="checkbox"/> Communicates how a story or poem makes them feel | <input type="checkbox"/> Sits in group and listens to a story |

Name:

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

Composition		
<input type="checkbox"/> Writes about real events, recording these simply and clearly (PKSS)	<input type="checkbox"/> Builds simple descriptions within their writing, e.g. of a character and setting in a story	<input type="checkbox"/> Identifies a misspelt word in the course of their writing
<input type="checkbox"/> Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (PKSS)	<input type="checkbox"/> Structures their writing with a clear beginning and ending	<input type="checkbox"/> Checks verb choices are correct when showing time when evaluating and editing
<input type="checkbox"/> Writes sentences that are linked thematically, with meaning and purpose	<input type="checkbox"/> Orally tells a story, e.g. from a simple story map	<input type="checkbox"/> Checks for sense in what they have written when evaluating and editing
<input type="checkbox"/> Checks for appropriate punctuation and vocabulary choices when drafting and writing, e.g. by reading each sentence aloud	<input type="checkbox"/> Suggests simple improvements to their own and others' writing	<input type="checkbox"/> Plans basic sections
<input type="checkbox"/> Organises their information in an accessible manner when writing non-fiction, e.g. headings	<input type="checkbox"/> Checks essential information is included in their non-fiction writing	<input type="checkbox"/> Lists key words and phrases to include in their writing
<input type="checkbox"/> Checks their layout is correct in their non-fiction writing	<input type="checkbox"/> Checks their layout is correct in their non-fiction writing	<input type="checkbox"/> Plans their writing to address the correct audience
Vocabulary, Grammar & Punctuation		
<input type="checkbox"/> Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS)	<input type="checkbox"/> Writes using the past progressive tense to indicate continuing action in the past consistently, e.g. Ben was reading his book all day	<input type="checkbox"/> Includes an apostrophe to mark common contracted forms most of the time
<input type="checkbox"/> Uses the present and past tense mostly correctly and consistently (PKSS)	<input type="checkbox"/> Writes simple expanded noun phrases to aid description or specification	<input type="checkbox"/> Includes commas in a list within their extended writing some of the time
<input type="checkbox"/> Understands and uses the grammatical vocabulary taught at this level when discussing their writing	<input type="checkbox"/> Writes simple sentences using different forms, e.g. questions, commands and statements	<input type="checkbox"/> Gives familiar people's names capital letter
<input type="checkbox"/> Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS)	<input type="checkbox"/> Includes possessive apostrophe in singular plurals correctly some of the time	<input type="checkbox"/> Includes some correct exclamation marks in the course of their writing
Transcription: Spelling		
<input type="checkbox"/> Spells many common exception words correctly (PKSS)	<input type="checkbox"/> Writes dictated sentences spelling common exception words and using punctuation mostly correctly	<input type="checkbox"/> Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their
<input type="checkbox"/> Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (PKSS)	<input type="checkbox"/> Accesses a dictionary using their knowledge of the alphabet	<input type="checkbox"/> Spells some common words with contracted forms correctly
	<input type="checkbox"/> Matches words in word families	<input type="checkbox"/> Adds suffixes when spelling longer words, e.g. -ful, -less, -ly, -ment
	<input type="checkbox"/> Creates plurals using -s and -es spelling some correctly	<input type="checkbox"/> Adds possessive apostrophe for singular possession mostly correctly, e.g. Jack's toy
Transcription: Handwriting & Presentation		
<input type="checkbox"/> Uses spacing between words that reflects the size of the letters (PKSS)	<input type="checkbox"/> Adjusts the size and style of their writing according to purpose	<input type="checkbox"/> Comments on the layout of text in different sources
<input type="checkbox"/> Considers the way a piece of work is presented, e.g. suggests how the headings make finding specific information easier	<input type="checkbox"/> Joins two letters within a word with some success	<input type="checkbox"/> Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (PKSS)

Name:

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

Spoken Language

- | | | |
|--|---|--|
| <input type="checkbox"/> Recites a simple four-line rhyme or verse by heart
<input type="checkbox"/> Joins in with rendition of short poem or rhyme
<input type="checkbox"/> Speaks using the correct register class most of the time
<input type="checkbox"/> Waits turn to speak in small group most of the time
<input type="checkbox"/> Demonstrates they are listening through gestures, e.g. nodding
<input type="checkbox"/> Faces the person with whom they are speaking
<input type="checkbox"/> Picks up on cues that a peer is listening
<input type="checkbox"/> Improvises the role of a familiar character in a short scene
<input type="checkbox"/> Takes part in group or class play, e.g. assembly or Christmas performance | <input type="checkbox"/> Engages in role play situations
<input type="checkbox"/> Explores ideas through discussion when working with others
<input type="checkbox"/> Speculates with others on what might happen, e.g. in an experiment
<input type="checkbox"/> Makes a contribution in small group discussions
<input type="checkbox"/> Stays on topic when engaging in short communication that interests them
<input type="checkbox"/> Holds attention when communicating with others
<input type="checkbox"/> Communicates how they feel to others
<input type="checkbox"/> Describes an object or picture they can see
<input type="checkbox"/> Justifies their opinion simply | <input type="checkbox"/> Expresses own ideas and opinions in clear statements
<input type="checkbox"/> Makes and expresses their choice
<input type="checkbox"/> Copies and includes new words during discussion, e.g. topic based vocabulary used by a member of staff
<input type="checkbox"/> Questions the speaker on what has just been said
<input type="checkbox"/> Asks questions about matters that interest them
<input type="checkbox"/> Listens to what others are saying in a group situation
<input type="checkbox"/> Speaks clearly in front of others
<input type="checkbox"/> Retells some of the story told by an adult (PKSS)
<input type="checkbox"/> Answers literal questions about a familiar book that is read to them
<input type="checkbox"/> Puts forward a suggestion |
|--|---|--|

Name:

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

Measurement		
<p>Weight</p> <p><input type="checkbox"/> Uses comparative language to describe an object as heavy or light, heavier or lighter</p> <p><input type="checkbox"/> Orders two items by weight</p> <p><input type="checkbox"/> Compares weights by handling</p> <p><input type="checkbox"/> Finds objects which are heavier than a specified item</p> <p><input type="checkbox"/> Finds objects which are lighter than a specified item</p> <p><input type="checkbox"/> Helps a member of staff to use weighing scales in order to compare the weight of something</p> <p>Length</p> <p><input type="checkbox"/> Orders a range of (clearly different-sized) objects depending on length/size</p> <p><input type="checkbox"/> Identifies the smallest object from a group of five</p> <p><input type="checkbox"/> Identifies the largest object from a group of five</p> <p><input type="checkbox"/> Finds objects which are shorter than a specified item</p> <p><input type="checkbox"/> Finds objects which are longer than a specified item</p> <p><input type="checkbox"/> Draws lines with a ruler</p> <p><input type="checkbox"/> Orders a range of different-sized objects by size</p> <p><input type="checkbox"/> Uses comparative language to describe an object as near or far</p>	<p><input type="checkbox"/> Uses comparative language to describe an object as high or low</p> <p><input type="checkbox"/> Uses comparative language to compare if an object is as long or longer</p> <p>Capacity</p> <p><input type="checkbox"/> Finds which box will hold a specific shaped or sized object</p> <p><input type="checkbox"/> Fills an empty container and uses appropriate language to describe what they have done</p> <p><input type="checkbox"/> Estimates the number of cubes in container</p> <p><input type="checkbox"/> Counts cubes into a container</p> <p><input type="checkbox"/> Compares which container holds more and less</p> <p><input type="checkbox"/> Orders two items by capacity</p> <p>Temperature</p> <p><input type="checkbox"/> Lists ways to heat something up</p> <p><input type="checkbox"/> Lists ways to cool something down</p> <p><input type="checkbox"/> Recognises that very hot objects can burn</p> <p><input type="checkbox"/> Identifies that the Sun creates warmth</p> <p><input type="checkbox"/> Expresses the terms 'hot' and 'cold' appropriately</p> <p><input type="checkbox"/> Names some objects that can be hot</p>	<p><input type="checkbox"/> Describes simply how the temperature feels, e.g. when they go outside</p> <p><input type="checkbox"/> Compares the temperature of water using their hand, e.g. explaining that "this bowl is warmer"</p> <p>Time</p> <p><input type="checkbox"/> Sequences four pictures of daily events</p> <p><input type="checkbox"/> Recounts what they did a short time ago, e.g. at playtime</p> <p><input type="checkbox"/> Indicates that night and day follow and are regular</p> <p><input type="checkbox"/> Uses a range of vocabulary to describe key parts of the day, e.g. afternoon, bedtime, meal time, day</p> <p><input type="checkbox"/> Identifies some of the days of the week</p> <p><input type="checkbox"/> Explains the uses of a clock</p> <p><input type="checkbox"/> Discusses key times of the day in simple terms</p> <p><input type="checkbox"/> Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.</p> <p>Money</p> <p><input type="checkbox"/> Sorts coins into two groups, e.g. copper and silver</p> <p><input type="checkbox"/> 'Shops' with items valued up to 10p using 1p coins</p> <p><input type="checkbox"/> Makes 10 pence using ten 1p coins</p> <p><input type="checkbox"/> Explains the purpose of money</p>
Properties of Shape		
<p><input type="checkbox"/> Describes handled shapes by number of sides and corners they have</p> <p><input type="checkbox"/> Draws round shape templates</p> <p><input type="checkbox"/> Finds shapes on the face of objects</p> <p><input type="checkbox"/> Finds similar shapes on a group of objects</p> <p><input type="checkbox"/> Sorts 3D objects, e.g. all the cylindrical containers</p>	<p><input type="checkbox"/> Creates repeating patterns using 3D objects</p> <p><input type="checkbox"/> Creates patterns from shapes</p> <p><input type="checkbox"/> Continues and creates a pattern using real life materials, e.g. apples, oranges and bananas</p> <p><input type="checkbox"/> Describes shapes, listing some properties, e.g. sides, round</p>	<p><input type="checkbox"/> Draws some simple shapes</p> <p><input type="checkbox"/> Refers to a box-like shape using the term 'square'</p> <p><input type="checkbox"/> Makes matching shapes using pliable material</p> <p><input type="checkbox"/> Refers to a round shape using the term 'circle'</p>
Position and Direction		
<p><input type="checkbox"/> Continues and creates a pattern using real life materials</p> <p><input type="checkbox"/> Rotates puzzle shapes to fit into place</p> <p><input type="checkbox"/> Assembles a ten-piece puzzle</p>	<p><input type="checkbox"/> Describes where objects are in relation to others using positional language</p> <p><input type="checkbox"/> Finds items from simple positional and directional clues</p> <p><input type="checkbox"/> Places objects where asked, e.g. 'on top of'</p>	<p><input type="checkbox"/> Physically follows 'forward', 'backward' and 'turn' instructions</p> <p><input type="checkbox"/> Gives another person forward, backward and turn instructions to move from one point to another</p> <p><input type="checkbox"/> Builds using geometric construction material</p>

Name:

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

Statistics

- | | | |
|---|--|---|
| <input type="checkbox"/> Asks and answers simple questions about the data they have gathered | <input type="checkbox"/> Records data in simple pre-drawn tables | <input type="checkbox"/> Sort objects using more than one criteria |
| <input type="checkbox"/> Asks and answers simple questions by counting the number of objects in each category | <input type="checkbox"/> Records data in tally charts | <input type="checkbox"/> Sorts categories by quantities |
| <input type="checkbox"/> Asks and answers simple questions by sorting the categories by quantity | <input type="checkbox"/> Records data using simple measurements | <input type="checkbox"/> Suggests ways of improving data collection |
| <input type="checkbox"/> Asks and answers questions about totalling and comparing categorical data | <input type="checkbox"/> Selects criterion and sorts objects | |
| <input type="checkbox"/> Records data in a simple bar graph | <input type="checkbox"/> Solves questions relating to totalling | |

Name:

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

Biology

<p><u>Animals including humans</u></p> <input type="checkbox"/> Points to the main features on a person's face when asked <input type="checkbox"/> Names own sex <input type="checkbox"/> Names a range of common animals <input type="checkbox"/> Gives creatures an appropriate name, e.g. bird if flying <input type="checkbox"/> Echoes a member of staff to produce animal sounds <input type="checkbox"/> Points to parts of their body when asked <input type="checkbox"/> Draws a person with a head <input type="checkbox"/> Finds the birds, fish or people from a range of pictures <input type="checkbox"/> Recognises main body parts, e.g. leg, arm <input type="checkbox"/> Describes simply what they have seen an animal do or eat, e.g. by saying the word, picking a picture, imitating the action or noise, etc. <input type="checkbox"/> Matches pictures of infant animals to adult animals	<p><u>Plants</u></p> <input type="checkbox"/> Differentiates between plant life, e.g. flowers and leaves, trees and other plants <input type="checkbox"/> Identifies one characteristic of a plant or seed, e.g. small <input type="checkbox"/> Notices and responds to plants in their local environment <input type="checkbox"/> Collects different leaves with assistance <input type="checkbox"/> Identifies something they might need to plant seeds, e.g. by pointing to the soil when shown a range of items <input type="checkbox"/> Identifies that leaves grow on plants <input type="checkbox"/> Observes the results of putting a plant in the dark <input type="checkbox"/> Identifies leaves in a variety of situations, e.g. flower, grass, pine needles, etc. <p><u>Living things and their habitats</u></p> <input type="checkbox"/> Anticipates one thing they may see outside, e.g. a bird <input type="checkbox"/> Communicates what they can see in the environment <input type="checkbox"/> Communicates what they can hear in the environment <input type="checkbox"/> Comments on and asks questions about the natural world <input type="checkbox"/> Identifies an attribute of a habitat, e.g. the Arctic is "Cold"	<input type="checkbox"/> Points out something they find when exploring a habitat, e.g. points out a bug found in soil <input type="checkbox"/> Identifies that different pets or animals eat different things <input type="checkbox"/> Suggests plants need water <input type="checkbox"/> Compares pictures of infant and adult animals, e.g. identifying the infant or adult <p><u>Evolution and Inheritance</u></p> <input type="checkbox"/> Recognises differences between themselves and a peer <input type="checkbox"/> Looks at examples of rock faces and points out colours/patterns <input type="checkbox"/> Looks at and responds to pictures of themselves at different ages <input type="checkbox"/> Notices that some animals have similar features, e.g. points to the eyes/mouth of different animals <input type="checkbox"/> Names a characteristic of an animal or bird, e.g. beak, claws, teeth <input type="checkbox"/> Shows an awareness of past activities in which they were involved <input type="checkbox"/> Recognises their family in a video clip <input type="checkbox"/> Recognises their family in photograph <input type="checkbox"/> Looks at and responds to examples of fossilised animals/plants
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Working Scientifically

<input type="checkbox"/> Demonstrates curiosity in the outside world <input type="checkbox"/> Asks questions about a new or unfamiliar object <input type="checkbox"/> Answers a simple "What is [+noun]?" question <input type="checkbox"/> Offers a word when hypothesising, e.g. if we went outside in the snow, without a coat, how might we feel? <input type="checkbox"/> Names a single property of an object or animal, e.g. hot or cold <input type="checkbox"/> Examines parts of familiar objects up close <input type="checkbox"/> Selects objects by their function, property or part	<input type="checkbox"/> Notices obvious changes, e.g. leaves changing colour <input type="checkbox"/> Explores objects and materials they are given <input type="checkbox"/> Sorts objects by a given criteria when contrasts are obvious <input type="checkbox"/> Puts objects they have tested in a group <input type="checkbox"/> Shows some expectation of change after a period of time <input type="checkbox"/> States what they noticed, e.g. 'not working', or 'bigger' <input type="checkbox"/> Starts to be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc.	<input type="checkbox"/> Recognises a familiar object regardless of colour, e.g. pencil/cup <input type="checkbox"/> Shows some basic awareness of cause-and-effect <input type="checkbox"/> Uses a single word, sign or symbol to name an object <input type="checkbox"/> Looks at collection of similar objects and may give a property to classify them, e.g. different coins are all money, etc. <input type="checkbox"/> Helps to carry out simple test <input type="checkbox"/> Anticipates the end result of an activity, e.g. that some objects will float or sink <input type="checkbox"/> Matches pictures to objects
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Name:

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

Chemistry		
<p><u>The particulate nature of matter</u></p> <p><input type="checkbox"/> Demonstrates understanding of the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure</p> <p><u>Atoms, elements and compounds</u></p> <p><input type="checkbox"/> Demonstrates understanding of a simple (Dalton) atomic model</p> <p><input type="checkbox"/> Demonstrates understanding of differences between atoms, elements and compounds</p> <p><u>Pure and impure substances</u></p> <p><input type="checkbox"/> Demonstrates understanding of the concept of a pure substance</p> <p><input type="checkbox"/> Demonstrates understanding of mixtures, including dissolving</p>	<p><input type="checkbox"/> Demonstrates understanding of diffusion in terms of the particle model</p> <p><u>Chemical reactions</u></p> <p><input type="checkbox"/> Demonstrates understanding of chemical reactions as the rearrangement of atoms</p> <p><input type="checkbox"/> Demonstrates understanding of defining acids and alkalis in terms of neutralisation reactions</p> <p><input type="checkbox"/> Demonstrates understanding of the pH scale for measuring acidity/alkalinity; and indicators</p> <p><u>Energetics</u></p> <p><input type="checkbox"/> Demonstrates understanding of energy changes on changes of state (qualitative)</p> <p><u>The periodic table</u></p>	<p><input type="checkbox"/> Demonstrates understanding of the varying physical and chemical properties of different elements</p> <p><input type="checkbox"/> Demonstrates understanding of the properties of metals and non-metals</p> <p><u>Materials</u></p> <p><input type="checkbox"/> Demonstrates understanding of the order of metals and carbon in the reactivity series</p> <p><u>Earth and atmosphere</u></p> <p><input type="checkbox"/> Demonstrates understanding of the composition of the Earth</p> <p><input type="checkbox"/> Demonstrates understanding of the structure of the Earth</p> <p><input type="checkbox"/> Demonstrates understanding of the Earth as a source of limited resources and the efficacy of recycling</p>
Working Scientifically		
<p><u>Working Scientifically - Scientific Attitudes</u></p> <p><input type="checkbox"/> Evaluates risks</p> <p><u>Working Scientifically - Experimental Skills and Investigations</u></p> <p><input type="checkbox"/> Makes predictions using scientific knowledge and understanding</p>	<p><input type="checkbox"/> Makes and records observations and measurements using a range of methods for different investigations; and evaluates the reliability of methods and suggest possible improvements</p> <p><u>Working Scientifically - Analysis and Evaluation</u></p> <p><input type="checkbox"/> Presents observations and data using appropriate methods, including tables and graphs</p> <p><input type="checkbox"/> Identifies further questions arising from their results</p>	<p><u>Working Scientifically - Measurement</u></p> <p><input type="checkbox"/> Undertakes basic data analysis including simple statistical techniques</p>

Name:

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

Physics

Forces and magnets

- Manipulates magnets to make them repel or attract each other
- Lists objects in the setting that are magnetic
- Notes how fast a pendulum swings at different lengths
- Describes what it feels like to run against and with the wind, and why it is more difficult
- Compares the strength needed to walk in water and the speed they can travel
- Recognises that it requires more effort to pull an object over some surfaces more than others
- Describes what a simple mechanism does, e.g. lifts
- Identifies simple levers
- Notes that a magnet is not touching the object to move it

Seasonal changes

- Recognises the abbreviations for metric units of temperature °C
- Compares temperatures, e.g. around the setting
- Records temperatures, e.g. in different places around the setting
- Explains that temperature is a measure of how hot or cold things are
- Describes seasonal changes
- Describes weather conditions using appropriate vocabulary
- Discusses how different seasons affect wildlife

- Discusses how different seasons affect plant life
- Describes the effects of weather conditions
- Notes where the Sun is at different points in the day
- Observes and discusses weather in terms of temperature

Earth and space

- States how many hours there are in one day
- Gives a simple reason why the shadow has changed position
- Describes the changes in shadows throughout the day
- Describes the rotation of the Earth in simple terms, e.g. on an slant or axis
- Classifies planets by properties they have researched, e.g. those which have Moons
- Compares and discusses photos of different planets in the Solar System
- Recognises the Sun is a star
- States that the Sun provides light and warmth

Light

- Demonstrates how to use a mirror to look around corners
- Sorts objects into transparent, translucent and opaque using a light source to test them
- Makes simple connections between a light source making its own light and a reflector needing light to glow
- Experiments how shadows change by moving the torch nearer and further from the object

- Represents the light they have reflected using arrows away from the light source
- Examines a selection of light sources and names what is making the light, e.g. flame
- Explains that there needs to be a light source to make a shadow
- Recognises that light travels from its source

Sound

- Demonstrates how to make high, low, soft and loud sounds with different classroom instruments
- Identifies if different sound sources can be heard through solid objects
- Associates vibrations they see to the sound they hear
- States what is vibrating when an instrument is played
- Explains that we hear sounds when they reach the ear
- Describes vibrations, e.g. after watching the surface of water move when a tuning fork touches it

Electricity

- Uses the term "circuit" appropriately
- Suggests what might happen if you put a battery or cell in an object the wrong way around
- Suggests simply how electricity travels from one place to another
- Identifies which materials could be used to make an electrical switch, e.g. through investigation
- Creates a simple electrical circuit using cells, bulbs, buzzers and wires

Working Scientifically

- Comments on similarities, differences and patterns when they are pointed out
- Takes simple measurements using familiar equipment
- Includes a wider range of scientific words related to topic appropriately
- Extracts basic information from appropriate secondary sources
- Explains their findings in relation to their experiment or research
- Records data in a simple bar graph

- Records data using simple measurements
- States a simple prediction
- Communicates own ideas or theories
- Identifies what they have found out and how they found it out
- Carries out simple directed comparative tests with some support
- Classifies using given information, e.g. living things as arachnids and insects

- Sort objects using more than one criteria
- Chooses and uses simple equipment to answer scientific questions appropriately
- Records their observations, e.g. drawings, photographs or notes
- Observes and makes relevant comments about changes over time, e.g. how heat changes a candle
- Asks questions about things they find intriguing
- Asks considered questions about what they have seen or information they have listened to or read about

Sample Pages

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



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

Name:

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

Computer Science

- | | | |
|---|---|--|
| <input type="checkbox"/> Completes an image or sound using a switch | <input type="checkbox"/> Moves through simple maze on computer | <input type="checkbox"/> Presses a switch to complete an image on a screen |
| <input type="checkbox"/> Describes the effect of turning an object on or off | <input type="checkbox"/> Operates simple appropriate structured software | <input type="checkbox"/> Repeats switch pressing at appropriate time |
| <input type="checkbox"/> Explores the results of pressing a button on a robot | <input type="checkbox"/> Physically follows 'forward', 'backward' and 'turn' instructions | <input type="checkbox"/> Stops activating a switch when the action is complete |
| <input type="checkbox"/> Gives another person forward, backward and turn instructions to move from one point to another | <input type="checkbox"/> Presses a switch at the appropriate moment, e.g. to hit target | <input type="checkbox"/> Uses a single click of the mouse to select an object |
| <input type="checkbox"/> Interacts with a computer sequencing program | | |

Information & Communication

- | | | |
|--|---|---|
| <input type="checkbox"/> Adds text to a document | <input type="checkbox"/> Identifies the correct purpose of each switch | <input type="checkbox"/> Selects applications using logos |
| <input type="checkbox"/> Asks for saved text or pictures to be retrieved | <input type="checkbox"/> Indicates program they wish to use | <input type="checkbox"/> Selects from a four-box grid on a touch sensitive keyboard |
| <input type="checkbox"/> Changes sounds on an electronic musical device | <input type="checkbox"/> Inputs numbers to five on computer correctly | <input type="checkbox"/> Selects from a six-box grid on a touch sensitive keyboard |
| <input type="checkbox"/> Chooses the best application (from a limited choice) for their task | <input type="checkbox"/> Moves the cursor around the screen using a mouse | <input type="checkbox"/> Selects from an eight-box grid on a touch sensitive keyboard |
| <input type="checkbox"/> Chooses to replay a video or audio recording | <input type="checkbox"/> Names objects with switches | <input type="checkbox"/> Uses a graphics program, e.g. to create a picture |
| <input type="checkbox"/> Creates work that includes pictures and text | <input type="checkbox"/> Operates a remote control toy | <input type="checkbox"/> Uses cameras to take still and moving pictures |
| <input type="checkbox"/> Enters their name on the computer | <input type="checkbox"/> Presses keys and the space bar on a keyboard to produce text | <input type="checkbox"/> Verbalises what they want to search for |
| <input type="checkbox"/> Explores computer software to create new sound patterns | <input type="checkbox"/> Presses the play button on media player | <input type="checkbox"/> Works with a member of staff online |
| <input type="checkbox"/> Finds named letters on a QWERTY keyboard | <input type="checkbox"/> Presses the stop button on media player | |

E-Safety

- | | | |
|---|--|---|
| <input type="checkbox"/> Accepts rules of the setting | <input type="checkbox"/> Identifies how they feel if someone copies them | <input type="checkbox"/> Suggests a way they can share information with someone |
| <input type="checkbox"/> Adds their opinion to a discussion | <input type="checkbox"/> Identifies ownership, e.g. of familiar items | <input type="checkbox"/> Suggests who a stranger might be |
| <input type="checkbox"/> Challenges another person's idea | <input type="checkbox"/> Identifies who they can speak to when either they or someone else are upset | <input type="checkbox"/> Takes part in a discussion with partner |
| <input type="checkbox"/> Describes what they like or don't like | <input type="checkbox"/> Realises what they do affects others | <input type="checkbox"/> Understands the term 'stranger danger' |
| <input type="checkbox"/> Explains the difference between right and wrong giving simple examples | <input type="checkbox"/> States simply which applications they like using and why | |

Name:

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

Families & People Who Care for Me		
<input type="checkbox"/> Communicates what or who is special to them	<input type="checkbox"/> Identifies people who cares for others, e.g. families, nurses, etc.	<input type="checkbox"/> Separates from caregivers more willingly
<input type="checkbox"/> Identifies a group to which they belong	<input type="checkbox"/> Names people in pictures	<input type="checkbox"/> States how they celebrate things in their lives, e.g. birthdays
	<input type="checkbox"/> Names people in their immediate family	

Caring Friendships		
<input type="checkbox"/> Chooses to be in a group, partnered or near to a specific person during an activity	<input type="checkbox"/> Contributes in group discussion	<input type="checkbox"/> Plays group games requiring interaction with peers
<input type="checkbox"/> Chooses to sit with a specific person at mealtime	<input type="checkbox"/> Contributes in one-to-one discussion	<input type="checkbox"/> Seeks out, and begins to interact with, specific peers
<input type="checkbox"/> Chooses to start an interaction with peers in some situations	<input type="checkbox"/> Engages with two or three others spontaneously	<input type="checkbox"/> Shares a member of staff with other peers
<input type="checkbox"/> Co-operates with a peer for a short period	<input type="checkbox"/> Identifies one friend or known peer within a specific leisure activity	<input type="checkbox"/> Shares equipment
<input type="checkbox"/> Communicates with peers co-operatively	<input type="checkbox"/> Interacts while sharing equipment	<input type="checkbox"/> Takes turns
	<input type="checkbox"/> Interacts with others in small group	

Respectful Relationships		
<input type="checkbox"/> Accepts they do not always get what they ask for	<input type="checkbox"/> Explains or demonstrates how they can show concern for someone	<input type="checkbox"/> Makes it clear they agree with a suggestion
<input type="checkbox"/> Accepts that others may join their activity	<input type="checkbox"/> Expresses 'please' and 'thank you' appropriately with less reminding	<input type="checkbox"/> Makes it clear they do not agree with a suggestion
<input type="checkbox"/> Accepts they may not be able to join an activity	<input type="checkbox"/> Expresses an opinion with appropriate language	<input type="checkbox"/> Makes it clear they need more information or clarification
<input type="checkbox"/> Approaches a group they would like to join	<input type="checkbox"/> Expresses emotions towards others using words, not just actions	<input type="checkbox"/> Listens to information from others
<input type="checkbox"/> Asks if they can join an activity	<input type="checkbox"/> Expresses likes and dislikes, giving simple reasons	<input type="checkbox"/> Maintains interest in and participates in a short staff-led group discussion
<input type="checkbox"/> Carries on a simple two-way conversation	<input type="checkbox"/> Expresses their feelings with appropriate language	<input type="checkbox"/> Manages conflicts by asking for help from a member of staff
<input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me'	<input type="checkbox"/> Indicates an awareness of others' feelings through speech	<input type="checkbox"/> Pauses, showing consideration when offered an idea from member of staff or peer
<input type="checkbox"/> Claps hands to show appreciation	<input type="checkbox"/> Initiates a simple conversation	<input type="checkbox"/> Shares an activity with another person for five minutes, e.g. share a book
<input type="checkbox"/> Declares that something is not fair	<input type="checkbox"/> Leaves time for a member of staff to respond	<input type="checkbox"/> Takes part in a simple staff-led discussion in which they can express their views
<input type="checkbox"/> Demonstrates appropriate audience behaviour, e.g. listening quietly	<input type="checkbox"/> Leaves time for a peer to respond	<input type="checkbox"/> Takes turns, with some supervision from a member of staff
<input type="checkbox"/> Demonstrates remorse when they have done something wrong	<input type="checkbox"/> Listens for the answers to questions	<input type="checkbox"/> Verbalises feelings of: happiness, sadness, anger, fear and love
<input type="checkbox"/> Demonstrates some empathy in certain situations		

Online Relationships		
<input type="checkbox"/> Describes the information they can see onscreen, e.g. green house, little dog, numbers	<input type="checkbox"/> Looks for an object on the screen	<input type="checkbox"/> Recognises that images on a monitor can represent reality, e.g. an apple
<input type="checkbox"/> Describes the result of their action	<input type="checkbox"/> Matches picture on clip or computer to objects in the environment	

Being Safe		
<input type="checkbox"/> Identifies things they are not allowed to do	<input type="checkbox"/> Identifies things they can do	<input type="checkbox"/> Shows care and concern for self
<input type="checkbox"/> Identifies behaviour that could be considered as right and wrong	<input type="checkbox"/> Listens to why what they have done is wrong or right	

Name:

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

Mental Wellbeing		
<input type="checkbox"/> Communicates how they feel using appropriate language	<input type="checkbox"/> Describes, simply, how they feel in safe and unsafe situations	<input type="checkbox"/> Recognises that they have choices in how they behave
<input type="checkbox"/> Describes how they support their friends and how they feel supported themselves	<input type="checkbox"/> Explains the difference between feelings and describes reasons they would feel them	<input type="checkbox"/> Recognises what makes them unique
<input type="checkbox"/> Describes why people in their lives are special, and what makes them special	<input type="checkbox"/> Recognises that people react to emotions in different ways	<input type="checkbox"/> Suggests how a behaviour can affect someone
Internet Safety & Harms		
<input type="checkbox"/> Asks permission to use the work of others with reminders	<input type="checkbox"/> Identifies real and simulated experiences on the internet	<input type="checkbox"/> Recognises that there are a variety of sources for information
<input type="checkbox"/> Attempts to identify the purpose of a specific website, with support	<input type="checkbox"/> Informs a member of staff when they use the internet	<input type="checkbox"/> Recognises what could be given as their personal information, e.g. their date of birth
<input type="checkbox"/> Gives examples of different ways to communicate online	<input type="checkbox"/> Recognises that others have ownership of their own information	<input type="checkbox"/> Recognises why they should be careful when using internet accessible devices, e.g. keeping personal information private
Physical Health & Fitness		
<input type="checkbox"/> Comments on the differences in the speed of their heartbeat after exercise	<input type="checkbox"/> Identifies different types of exercise	<input type="checkbox"/> Swims on front for 5 metres without swimming aid
<input type="checkbox"/> Compares the strength needed to walk in water and the speed they can travel	<input type="checkbox"/> Initiates physical activity for five minutes	<input type="checkbox"/> Undertakes physical activity for five minutes
<input type="checkbox"/> Gives one reason why they need to warm up and cool down	<input type="checkbox"/> Swims on back for 5 metres without swimming aid	
Healthy Eating		
<input type="checkbox"/> Describes the importance of a balanced diet and exercise	<input type="checkbox"/> Lists food and water as necessary for humans to survive	<input type="checkbox"/> Recognises that a balanced diet helps us remain healthy
<input type="checkbox"/> Draws a picture of a healthy meal	<input type="checkbox"/> Lists healthy desserts	<input type="checkbox"/> Suggests which out of a choice, is a healthier option
<input type="checkbox"/> Identifies some of the properties of fruit and vegetables	<input type="checkbox"/> Pinpoints the healthy elements of a packed lunch or school dinner	<input type="checkbox"/> Suggests why the correct amount of a range of food helps humans remain healthy
Drugs, Alcohol & Tobacco		
<input type="checkbox"/> Suggests how an unhealthy choice might affect our body	<input type="checkbox"/> Suggests how familiar medicines affect the body	
Health & Prevention		
<input type="checkbox"/> Identifies allergies or intolerances they have	<input type="checkbox"/> Notices a change in their health that is not visible, e.g. sore throat, aching back	<input type="checkbox"/> Puts an appropriate amount of toothpaste on the toothbrush
	<input type="checkbox"/> Notices minor common health issues, e.g. chapped lips, spots	<input type="checkbox"/> Washes their face effectively
		<input type="checkbox"/> Washes their hands effectively
Basic First Aid		
<input type="checkbox"/> Cuts a plaster to size and sticks it on a wound with some accuracy	<input type="checkbox"/> Recognises what a rash looks like, e.g. via photographs or simple description	<input type="checkbox"/> Suggests what to do next when treating a minor injury, e.g. the wound is now clean so next we cover it with a plaster
<input type="checkbox"/> Identifies that a serious injury requires attention at a hospital		
Changing Adolescent Body		
<input type="checkbox"/> Describes the main changes of young animals and humans as they grow up	<input type="checkbox"/> Identifies what part of the life cycle they are in currently	

Name:

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

Developing Confidence & Responsibility & Making the Most of Their Abilities

- | | | |
|---|---|--|
| <input type="checkbox"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity
<input type="checkbox"/> Demonstrates some ways to calm themselves down
<input type="checkbox"/> Describes feelings associated with change and loss in simple terms
<input type="checkbox"/> Describes some simple ways they take care of themselves
<input type="checkbox"/> Identifies different emotions using the appropriate names
<input type="checkbox"/> Identifies how they feel when someone is kind and unkind | <input type="checkbox"/> Identifies positive aspects of themselves
<input type="checkbox"/> Identifies ways they can feel better mentally
<input type="checkbox"/> Identifies what is special about belonging
<input type="checkbox"/> Identifies what makes them special
<input type="checkbox"/> Identifies who to go to when feeling sad or angry
<input type="checkbox"/> Manages their frustration and is able to ask for assistance
<input type="checkbox"/> Recognises that it is normal and acceptable to feel different emotions | <input type="checkbox"/> Recognises that things change over time
<input type="checkbox"/> Recognises the activities or people that make them feel happy
<input type="checkbox"/> Sets simple goals and achieves them
<input type="checkbox"/> Shares their feelings with others
<input type="checkbox"/> Shares their own point of view on things that matter to them
<input type="checkbox"/> Suggests ways to respond if they are feeling sad or hurt |
|---|---|--|

Preparing to Play an Active Role as Citizens

- | | | |
|---|--|---|
| <input type="checkbox"/> Explains how a vote can be taken, e.g. show of hands, ballot
<input type="checkbox"/> Explains in simple terms what unkind behaviour is and the feelings associated with it, e.g. teasing, bullying
<input type="checkbox"/> Gives examples of right and wrong behaviour
<input type="checkbox"/> Gives examples of what is fair and unfair
<input type="checkbox"/> Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc. | <input type="checkbox"/> Helps to construct a set of rules, explaining why they are important
<input type="checkbox"/> Identifies some forms of bullying and suggests simple ways to combat bullying
<input type="checkbox"/> Identifies some groups to which they belong
<input type="checkbox"/> Identifies their 'jobs' at home or in the setting
<input type="checkbox"/> Identifies their responsibilities in the classroom and within the school
<input type="checkbox"/> Identifies ways to help at home | <input type="checkbox"/> Identifies what they do/can do to contribute to the classroom environment
<input type="checkbox"/> Lists the people in the community that help
<input type="checkbox"/> Recognises that the outcome of a vote may not follow their wishes
<input type="checkbox"/> Shows an awareness of the need to care for the environment
<input type="checkbox"/> States the leader of the Government is called the Prime Minister
<input type="checkbox"/> States where the Government is based |
|---|--|---|

Developing a Healthy, Safer Lifestyle

- | | | |
|---|---|--|
| <input type="checkbox"/> Actively takes part in outdoor challenges
<input type="checkbox"/> Actively takes part in physical challenges
<input type="checkbox"/> Avoids obstacles whilst running
<input type="checkbox"/> Checks food for freshness with guided prompting, e.g. What is the date? How does it smell/look?
<input type="checkbox"/> Classifies food using a guide, e.g. as carbohydrates, protein, vegetables, fats
<input type="checkbox"/> Demonstrates an understanding of when to say, 'No'
<input type="checkbox"/> Describes rules they have to follow regarding medicines
<input type="checkbox"/> Describes what happens to their heart when they exercise | <input type="checkbox"/> Explains simply how minds and bodies can be hurt
<input type="checkbox"/> Identifies exercise or choices they make to keep themselves healthy
<input type="checkbox"/> Identifies some healthy elements of their packed lunch or school dinner
<input type="checkbox"/> Identifies that some substances may be poisonous, e.g. liquid, plants, etc.
<input type="checkbox"/> Identifies that too much of one food may make them ill
<input type="checkbox"/> Identifies that, without permission, they shouldn't touch medicines or equipment
<input type="checkbox"/> Identifies ways they can feel better physically
<input type="checkbox"/> Identifies ways to keep healthy, e.g. sleep, exercise, cleaning teeth | <input type="checkbox"/> Initiates physical activities for pleasure
<input type="checkbox"/> Moves in water, e.g. walks, jumps or hops with and without using swimming aids
<input type="checkbox"/> Outlines what the 'five a day' message means
<input type="checkbox"/> Pedals a bicycle
<input type="checkbox"/> Runs in different directions and stops with control
<input type="checkbox"/> Starts cycling from a stop position, pedals and stops with some control
<input type="checkbox"/> Steers a bicycle avoiding most stationary obstacles
<input type="checkbox"/> Suggests how they can help to keep themselves physically and emotionally safe in different situations |
|---|---|--|

Developing Good Relationships & Respecting the Differences between People

- | | | |
|---|---|---|
| <input type="checkbox"/> Accepts an apology
<input type="checkbox"/> Communicates how they feel to others
<input type="checkbox"/> Demonstrates sensitivity towards others
<input type="checkbox"/> Demonstrates understanding that not everyone wants to do what they want
<input type="checkbox"/> Describes how important people in their life should care for each other
<input type="checkbox"/> Describes how to respond to physical contact | <input type="checkbox"/> Describes some of the needs of others and of living things
<input type="checkbox"/> Explains what a secret is and what it means to keep a secret
<input type="checkbox"/> Gives examples of people who help them in the community
<input type="checkbox"/> Gives examples of physical contact that makes them feel comfortable
<input type="checkbox"/> Identifies ways in which they can tell if people are happy or sad
<input type="checkbox"/> Listens to what others are saying in a group situation | <input type="checkbox"/> Lists the special people in their lives, describing why they are special
<input type="checkbox"/> Maintains a topic initiated by the other person
<input type="checkbox"/> Makes a friend, talks and shares feeling with them
<input type="checkbox"/> Plays with others co-operatively
<input type="checkbox"/> Recognises when others are being unkind
<input type="checkbox"/> Suggests ways to respond to unwanted physical contact |
|---|---|---|

Name:

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

Families

- | | | |
|--|--|--|
| <input type="checkbox"/> Communicates what or who is special to them | <input type="checkbox"/> Identifies people who cares for others, e.g. families, nurses, etc. | <input type="checkbox"/> Separates from caregivers more willingly |
| <input type="checkbox"/> Identifies a group to which they belong | <input type="checkbox"/> Names people in pictures | <input type="checkbox"/> States how they celebrate things in their lives, e.g. birthdays |
| | <input type="checkbox"/> Names people in their immediate family | |

Respectful Relationships, Including Friendships

- | | | |
|---|---|--|
| <input type="checkbox"/> Accepts that others may join their activity | <input type="checkbox"/> Demonstrates remorse when they have done something wrong | <input type="checkbox"/> Interacts while sharing equipment |
| <input type="checkbox"/> Accepts they do not always get what they ask for | <input type="checkbox"/> Engages with two or three others spontaneously | <input type="checkbox"/> Interacts with others in small group |
| <input type="checkbox"/> Accepts they may not be able to join an activity | <input type="checkbox"/> Explains or demonstrates how they can show concern for someone | <input type="checkbox"/> Leaves time for a member of staff to respond |
| <input type="checkbox"/> Approaches a group they would like to join | <input type="checkbox"/> Expresses 'please' and 'thank you' appropriately with less reminding | <input type="checkbox"/> Leaves time for a peer to respond |
| <input type="checkbox"/> Asks if they can join an activity | <input type="checkbox"/> Expresses emotions towards others using words, not just actions | <input type="checkbox"/> Manages conflicts by asking for help from a member of staff |
| <input type="checkbox"/> Chooses to be in a group, partnered or near to a specific person during an activity | <input type="checkbox"/> Expresses their feelings with appropriate language | <input type="checkbox"/> Pauses, showing consideration when offered an idea from member of staff or peer |
| <input type="checkbox"/> Chooses to sit with a specific person at mealtime | <input type="checkbox"/> Follows simple instructions when playing games | <input type="checkbox"/> Plays group games requiring interaction with peers |
| <input type="checkbox"/> Chooses to start an interaction with peers in some situations | <input type="checkbox"/> Gives their forename on request when asked at reception with a prompt or encouragement | <input type="checkbox"/> Seeks out, and begins to interact with, specific peers |
| <input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me' | <input type="checkbox"/> Identifies one friend or known peer within a specific leisure activity | <input type="checkbox"/> Shares a member of staff with other peers |
| <input type="checkbox"/> Communicates with peers co-operatively | <input type="checkbox"/> Indicates an awareness of others' feelings through speech | <input type="checkbox"/> Shares an activity with another person for five minutes, e.g. share a book |
| <input type="checkbox"/> Co-operates with a peer for a short period | <input type="checkbox"/> Initiates a simple conversation | <input type="checkbox"/> Takes turns |
| <input type="checkbox"/> Declares that something is not fair | | <input type="checkbox"/> Verbalises feelings of: happiness, sadness, anger, fear and love |
| <input type="checkbox"/> Demonstrates empathy for others | | |

Online & Media

- | | | |
|---|---|---|
| <input type="checkbox"/> Describes the information they can see onscreen, e.g. green house, little dog, numbers | <input type="checkbox"/> Looks for an object on the screen | <input type="checkbox"/> Recognises the thumbnail of a familiar film, e.g. on Netflix |
| <input type="checkbox"/> Describes the result of their action | <input type="checkbox"/> Matches picture on clip or computer to objects in the environment | <input type="checkbox"/> Relates a computer image to a print of the same image |
| | <input type="checkbox"/> Recognises that images on a monitor can represent reality, e.g. an apple | |

Being Safe

- | | | |
|---|---|---|
| <input type="checkbox"/> Communicates the terms 'I', 'you' and 'me' correctly | <input type="checkbox"/> Listens to why what they have done is wrong or right | <input type="checkbox"/> Makes it clear they need more information or clarification |
| <input type="checkbox"/> Identifies behaviour that could be considered as right and wrong | <input type="checkbox"/> Makes it clear they agree with a suggestion | <input type="checkbox"/> Shows care and concern for self |
| | <input type="checkbox"/> Makes it clear they do not agree with a suggestion | |

Intimate & Sexual Relationships, Including Sexual Health

- | | | |
|---|---|--|
| <input type="checkbox"/> Comments on obvious changes in their own lives | <input type="checkbox"/> Expresses simple opinions, e.g. too hot, or too loud, etc. | <input type="checkbox"/> Names the main parts of a human body |
| <input type="checkbox"/> Demonstrates how different parts of their body move, e.g. arms can go: up, down, around, backwards, forwards, etc. | <input type="checkbox"/> Identifies a difference in a photo of a person taken when they are young and older | <input type="checkbox"/> Sequences a series of three pictures showing human life cycle |
| <input type="checkbox"/> Demonstrates understanding that people have different names for their private parts | <input type="checkbox"/> Identifies that different people are different ages | <input type="checkbox"/> Sequences personal events over a longer period, e.g. through photos |
| <input type="checkbox"/> Draws a person | <input type="checkbox"/> Matches some images of animals to their babies | <input type="checkbox"/> States a physical difference between boys and girls |
| <input type="checkbox"/> Draws face with up to three features | | <input type="checkbox"/> States a physical similarity between boys and girls |

Name:

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

Mental Wellbeing		
<input type="checkbox"/> Communicates how they feel using appropriate language	<input type="checkbox"/> Describes, simply, how they feel in safe and unsafe situations	<input type="checkbox"/> Recognises that they have choices in how they behave
<input type="checkbox"/> Describes how they support their friends and how they feel supported themselves	<input type="checkbox"/> Explains the difference between feelings and describes reasons they would feel them	<input type="checkbox"/> Recognises what makes them unique
<input type="checkbox"/> Describes why people in their lives are special, and what makes them special	<input type="checkbox"/> Recognises that people react to emotions in different ways	<input type="checkbox"/> Suggests how a behaviour can affect someone
Internet Safety & Harms		
<input type="checkbox"/> Asks permission to use the work of others with reminders	<input type="checkbox"/> Identifies real and simulated experiences on the internet	<input type="checkbox"/> Recognises that there are a variety of sources for information
<input type="checkbox"/> Attempts to identify the purpose of a specific website, with support	<input type="checkbox"/> Informs a member of staff when they use the internet	<input type="checkbox"/> Recognises what could be given as their personal information, e.g. their date of birth
<input type="checkbox"/> Gives examples of different ways to communicate online	<input type="checkbox"/> Recognises that others have ownership of their own information	<input type="checkbox"/> Recognises why they should be careful when using internet accessible devices, e.g. keeping personal information private
Physical Health & Fitness		
<input type="checkbox"/> Comments on the differences in the speed of their heartbeat after exercise	<input type="checkbox"/> Identifies different types of exercise	<input type="checkbox"/> Swims on front for 5 metres without swimming aid
<input type="checkbox"/> Compares the strength needed to walk in water and the speed they can travel	<input type="checkbox"/> Initiates physical activity for five minutes	<input type="checkbox"/> Undertakes physical activity for five minutes
<input type="checkbox"/> Gives one reason why they need to warm up and cool down	<input type="checkbox"/> Swims on back for 5 metres without swimming aid	
Healthy Eating		
<input type="checkbox"/> Describes the importance of a balanced diet and exercise	<input type="checkbox"/> Lists food and water as necessary for humans to survive	<input type="checkbox"/> Recognises that a balanced diet helps us remain healthy
<input type="checkbox"/> Draws a picture of a healthy meal	<input type="checkbox"/> Lists healthy desserts	<input type="checkbox"/> Suggests which out of a choice, is a healthier option
<input type="checkbox"/> Identifies some of the properties of fruit and vegetables	<input type="checkbox"/> Pinpoints the healthy elements of a packed lunch or school dinner	<input type="checkbox"/> Suggests why the correct amount of a range of food helps humans remain healthy
Drugs, Alcohol & Tobacco		
<input type="checkbox"/> Suggests how an unhealthy choice might affect our body	<input type="checkbox"/> Suggests how familiar medicines affect the body	
Health & Prevention		
<input type="checkbox"/> Identifies allergies or intolerances they have	<input type="checkbox"/> Notices minor common health issues, e.g. chapped lips, spots	<input type="checkbox"/> Washes their face effectively
<input type="checkbox"/> Notices a change in their health that is not visible, e.g. sore throat, aching back	<input type="checkbox"/> Puts an appropriate amount of toothpaste on the toothbrush	<input type="checkbox"/> Washes their hands effectively
Basic First Aid		
<input type="checkbox"/> Cuts a plaster to size and sticks it on a wound with some accuracy	<input type="checkbox"/> Recognises what a rash looks like, e.g. via photographs or simple description	<input type="checkbox"/> Suggests what to do next when treating a minor injury, e.g. the wound is now clean so next we cover it with a plaster
<input type="checkbox"/> Identifies that a serious injury requires attention at a hospital		
Changing Adolescent Body		
<input type="checkbox"/> Describes the main changes of young animals and humans as they grow up	<input type="checkbox"/> Labels body parts on a male and female outline	<input type="checkbox"/> Recognises that humans start life as babies
<input type="checkbox"/> Describes the simple needs of babies and young people	<input type="checkbox"/> Names body parts which should be private	<input type="checkbox"/> Recognises they should only show their genitals if they have concerns and seek the appropriate medical attention, e.g. doctor or nurse
<input type="checkbox"/> Describes the stages in the human life cycle simply, e.g. baby, child, adult	<input type="checkbox"/> Orders simple life cycles	<input type="checkbox"/> Uses the scientific name for their genitals
<input type="checkbox"/> Identifies what part of the life cycle they are in currently	<input type="checkbox"/> Recognises that all living things produce their own kind	

Name:

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

Critical Thinking & Debate

<input type="checkbox"/> Accepts others' opinions <input type="checkbox"/> Asks questions about matters that interest them <input type="checkbox"/> Describes an event/action of a person in a news story <input type="checkbox"/> Distinguishes between fiction and non-fiction texts <input type="checkbox"/> Explores ideas through discussion <input type="checkbox"/> Explores ideas through discussion when working with others <input type="checkbox"/> Expresses own ideas and opinions in clear statements <input type="checkbox"/> Justifies their opinion simply	<input type="checkbox"/> Links events they have heard about/seen in a news report to their own experiences <input type="checkbox"/> Looks at a range of sources for information, e.g. leaflets to find community places or events of interest <input type="checkbox"/> Looks through brochures, asking appropriate questions about the content <input type="checkbox"/> Makes and expresses their choice <input type="checkbox"/> Makes simple factual statements about basic information they have read or had read to them <input type="checkbox"/> Makes statements about basic information clearly <input type="checkbox"/> Makes statements of fact clearly	<input type="checkbox"/> Names sources for information <input type="checkbox"/> Predicts what might happen next after hearing about a news story, e.g. the boat might sink, the charity pay for a new minibus <input type="checkbox"/> Puts forward a suggestion <input type="checkbox"/> Questions the speaker on what has just been said <input type="checkbox"/> Recognises the purpose of the text, e.g. to inform or advertise <input type="checkbox"/> Speculates with others on what might happen, e.g. in an experiment <input type="checkbox"/> Understands a short news narrative on a simple subject
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Democratic Citizens & the UK Political System

<input type="checkbox"/> Explains how a vote can be taken, e.g. show of hands, ballot <input type="checkbox"/> Identifies a picture of the reigning Monarch <input type="checkbox"/> Recognises that the outcome of a vote may not follow their wishes	<input type="checkbox"/> Recognises who takes the lead in different areas their setting, e.g. the kitchen, a subject, the outdoor area <input type="checkbox"/> States the leader of the Government is called the Prime Minister	<input type="checkbox"/> States the name of capital city of the country in which they live <input type="checkbox"/> States the name of the country in which they live <input type="checkbox"/> States where the Government is based
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Role of Law & Justice System

<input type="checkbox"/> Defines the terms 'crime' and 'criminal' <input type="checkbox"/> Defines the terms 'truth' and 'lie' <input type="checkbox"/> Explains how choosing a wrong action can have negative consequences <input type="checkbox"/> Explains simply what could happen if someone takes an item out of a shop without paying	<input type="checkbox"/> Gives examples of right and wrong behaviour <input type="checkbox"/> Gives examples of what is fair and unfair <input type="checkbox"/> Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc.	<input type="checkbox"/> Identifies people in uniform, e.g. police, nurse <input type="checkbox"/> Identifies some of the work of the police <input type="checkbox"/> Lists the people in the community that help <input type="checkbox"/> Role plays a call to emergency services
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Managing Money & Planning for the Future

<input type="checkbox"/> Describes what they spend their money on <input type="checkbox"/> Expects to be handed a piece of paper when asked if they would like the receipt <input type="checkbox"/> Gives equivalent amounts to 20p <input type="checkbox"/> Identifies a way of saving money in the setting <input type="checkbox"/> Identifies basic information on a shopping receipt <input type="checkbox"/> Identifies the apps on their mobile phone which relate to banking and money, e.g. mobile payment app such as Apple Pay, mobile banking app <input type="checkbox"/> Identifies where they have seen an ATM <input type="checkbox"/> Inserts the correct card into an ATM	<input type="checkbox"/> Lists activities/events which cost and those which are 'free' <input type="checkbox"/> Lists items they would like to buy, suggesting how they could pay for them <input type="checkbox"/> Locates basic information within a bank statement, e.g. their account number, address, name <input type="checkbox"/> Matches single coins to priced items <input type="checkbox"/> Reads some words on bank forms, e.g. date/number on a deposit slip <input type="checkbox"/> Recognises and knows the value of different denominations of coins <input type="checkbox"/> Recognises the different denominations of notes <input type="checkbox"/> Recognises the symbol for pence (p) <input type="checkbox"/> Recognises the symbol for pounds (£)	<input type="checkbox"/> Recognises they can save their money to use later <input type="checkbox"/> Remembers their PIN <input type="checkbox"/> Solves money problems involving addition and subtraction of single digit numbers up to 20p <input type="checkbox"/> Sorts coins by denomination for banking <input type="checkbox"/> States where they get their money <input type="checkbox"/> Talks about the money they have spent when looking at their bank statement, e.g. remembers why they took out £10 and what it was spent on <input type="checkbox"/> Types their PIN into an ATM (pressing enter if required) when requested <input type="checkbox"/> Uses a single coin in a vending machine
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Volunteering & Responsible Activity

<input type="checkbox"/> Completes a rota task or practical group activity successfully which benefits a community, e.g. picking up litter outside the setting <input type="checkbox"/> Explains why people help others <input type="checkbox"/> Gives examples of people who help them in the community	<input type="checkbox"/> Gives simple reasons why we are all responsible for looking after our own and other's property <input type="checkbox"/> Identifies people who work to maintain the environment <input type="checkbox"/> Identifies ways that they can care for their surroundings <input type="checkbox"/> Identifies ways to help at home	<input type="checkbox"/> Puts personal items in correct place <input type="checkbox"/> Puts things away so they can be found next time <input type="checkbox"/> Shows an awareness of the need to care for the environment <input type="checkbox"/> Suggests the different help they could give a variety of people, e.g. at home, in their setting, a peer
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Name:

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

Physical Competence

- | | | |
|---|--|---|
| <input type="checkbox"/> Attempts to catch a big ball with two hands | <input type="checkbox"/> Jumps and lands with balance | <input type="checkbox"/> Stops a ball that is passed to them with some success |
| <input type="checkbox"/> Attempts to hit a small ball that is coming towards them with a hand, racquet or bat | <input type="checkbox"/> Jumps over obstacles which are 10 cm high | <input type="checkbox"/> Takes part in a sending and receiving rally with a partner |
| <input type="checkbox"/> Balances on different parts of the body | <input type="checkbox"/> Looks at the ball and dribbles at walking speed with some success | <input type="checkbox"/> Throws a ball using two hands |
| <input type="checkbox"/> Catches large bounced ball | <input type="checkbox"/> Passes a ball to a partner with some success | <input type="checkbox"/> Throws a ball with one hand |
| <input type="checkbox"/> Combines a series of actions in gymnastics | <input type="checkbox"/> Repeats actions to refine movement in dance | <input type="checkbox"/> Throws a bean bag into the air and catches it |
| <input type="checkbox"/> Combines different parts of the body when dancing | <input type="checkbox"/> Repeats actions to refine movement in gymnastics | <input type="checkbox"/> Throws and catches a small ball with a partner |
| <input type="checkbox"/> Creates a short dance sequence using a variety of actions | <input type="checkbox"/> Shows awareness of parts of the body in relation to whole | <input type="checkbox"/> Throws object in an intended direction |
| <input type="checkbox"/> Hits a ball that has been thrown using a large bat or racquet with some success | | <input type="checkbox"/> Undertakes a forward roll |

Physical Activity

- | | | |
|--|---|--|
| <input type="checkbox"/> Climbs up and down equipment without falling | <input type="checkbox"/> Moves self through a simple maze | <input type="checkbox"/> Shows awareness of space when moving near others |
| <input type="checkbox"/> Drops to the ground from climbing frame | <input type="checkbox"/> Pedals a tricycle | <input type="checkbox"/> Steers a tricycle |
| <input type="checkbox"/> Finds ways around a simple course in the playground | <input type="checkbox"/> Runs with control of direction | <input type="checkbox"/> Stops running on command and in a controlled manner |
| <input type="checkbox"/> Hops on one foot | <input type="checkbox"/> Runs with control of speed | <input type="checkbox"/> Travels under and over equipment |
| <input type="checkbox"/> Moves in different directions | <input type="checkbox"/> Runs with pace and effort | |

Competition

- | | | |
|--|--|--|
| <input type="checkbox"/> Communicates with teammates during a game | <input type="checkbox"/> Follows rules when playing a staff-led game | <input type="checkbox"/> Takes part in running races |
| <input type="checkbox"/> Co-ordinates themselves in simple obstacle race | <input type="checkbox"/> Identifies that games have rules | <input type="checkbox"/> Takes part in simple team games |

Healthy, Active Lives

- | | | |
|--|---|--|
| <input type="checkbox"/> Describes how they feel after running | <input type="checkbox"/> Names and labels the main external parts of the body | <input type="checkbox"/> Recognises changes to the body when active |
| <input type="checkbox"/> Identifies that food provides energy | <input type="checkbox"/> Notices breathing after exercise, e.g. describes how speed changes | <input type="checkbox"/> Recognises that they have been energetic |
| <input type="checkbox"/> Identifies things which people do that are bad for your health, e.g. smoking, eating too much, lack of exercise, etc. | | <input type="checkbox"/> Shows awareness of heartbeat after exercise |

Swimming & Water Safety

- | | | |
|--|--|--|
| <input type="checkbox"/> Accepts support to push and glide on back with one float | <input type="checkbox"/> Blows bubbles with mouth submerged | <input type="checkbox"/> Propels themselves through the water using one arm and legs whilst holding a swimming aid |
| <input type="checkbox"/> Accepts support to push and glide on front with one float | <input type="checkbox"/> Enters the water safely from the side of the pool | <input type="checkbox"/> Suggests simple ways they can be safe in water |
| <input type="checkbox"/> Allows water to splash over their face and head | <input type="checkbox"/> Holds a float position with support | <input type="checkbox"/> Understands the need to be careful around the pool |

Sample Pages

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



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

Name:

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

Producing, Exploring & Recording		
<input type="checkbox"/> Collects pictures that interest them in a scrapbook or on the computer	<input type="checkbox"/> Makes models using a range of tools (under supervision)	<input type="checkbox"/> Recognises and finds geometric shapes in the environment
<input type="checkbox"/> Discusses what they are going to do, including how and why in simple terms	<input type="checkbox"/> Mixes colours and makes adjustments to the colour	<input type="checkbox"/> Identifies and describes patterns
<input type="checkbox"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.	<input type="checkbox"/> Discusses a range of tools and their purpose	<input type="checkbox"/> Creates different textures, e.g. bubbles, sponges, blots
<input type="checkbox"/> Uses cameras to take still and moving pictures	<input type="checkbox"/> Describes textures using simple vocabulary	
Technical Proficiency		
<input type="checkbox"/> Colours in a picture and keeps within the lines most of the time	<input type="checkbox"/> Draws lines with a ruler	<input type="checkbox"/> Talks about different lines, e.g. corner, curve, straight
<input type="checkbox"/> Holds a pencil correctly	<input type="checkbox"/> Draws round shape templates	<input type="checkbox"/> Draws different types of lines, e.g. curve, straight
<input type="checkbox"/> Cuts thicker materials with scissors, e.g. tape, string, etc.	<input type="checkbox"/> Folds, tears and cuts paper and card	
<input type="checkbox"/> Describes where objects are in relation to others using positional language	<input type="checkbox"/> Names colours consistently	
Evaluation & Analysis		
<input type="checkbox"/> Answers questions about what they are doing	<input type="checkbox"/> Describes the difference in texture between two objects	
<input type="checkbox"/> Indicates that drawings, paintings and sculptures have meaning	<input type="checkbox"/> Discusses their work using appropriate vocabulary	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Identifies similarities and differences in a picture	<input type="checkbox"/> Observes and comments simply about the artwork of different cultures	
<input type="checkbox"/> Identifies visual content of artist's work	<input type="checkbox"/> Shows awareness of styles from different cultures	

Name:

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

Creative, Technical & Practical Expertise

- | | | |
|---|--|--|
| <input type="checkbox"/> Selects an electrical object that will give light
<input type="checkbox"/> Selects an electrical object that will move
<input type="checkbox"/> Selects an electrical object that will make a sound
<input type="checkbox"/> Notices the difference without a battery/cell
<input type="checkbox"/> Makes objects move faster or slower
<input type="checkbox"/> Finds an item in their immediate environment that can be pulled
<input type="checkbox"/> Finds an item in their immediate environment that can be pushed
<input type="checkbox"/> Uses electricity to move an object, e.g. blows an object with an electric fan, manoeuvres a remote-controlled car, etc.
<input type="checkbox"/> Presses a switch at a specific point to achieve a desired result | <input type="checkbox"/> Moves an object in a variety of different ways, e.g. forwards and backwards, around in circles, etc.
<input type="checkbox"/> Snips with scissors
<input type="checkbox"/> Rolls, flattens, tears, joins and moulds pliable material
<input type="checkbox"/> Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors, glue
<input type="checkbox"/> Links or joins construction toys generally independently
<input type="checkbox"/> Uses an access/control device to make an object appear
<input type="checkbox"/> Grasps tools generally independently
<input type="checkbox"/> Moves tools generally independently | <input type="checkbox"/> Chooses the correct familiar material for a task from a group of three, e.g. cardboard, paper, string
<input type="checkbox"/> Communicates about textures they feel on different materials
<input type="checkbox"/> Puts an object together with assistance
<input type="checkbox"/> Turns a screw toy anticlockwise
<input type="checkbox"/> Turns a screw toy clockwise
<input type="checkbox"/> Recognises that when the equipment is turned off, it won't work, e.g. no light from a torch
<input type="checkbox"/> Demonstrates awareness they need a tool to help, e.g. asks for scissors to help cut a material |
|---|--|--|

Designing & Making for Users

- | | | |
|---|--|---|
| <input type="checkbox"/> Requests a tool or object for a purpose
<input type="checkbox"/> States simply how they will make a product, e.g. "Stick box"
<input type="checkbox"/> Suggests ways to decorate or colour their model
<input type="checkbox"/> Makes a product for a familiar purpose, e.g. a container to hold pencils
<input type="checkbox"/> Builds a tower of seven bricks | <input type="checkbox"/> Builds a tower of five bricks
<input type="checkbox"/> Stacks, organises and re-organises blocks and boxes
<input type="checkbox"/> Selects an object for a purpose
<input type="checkbox"/> Handles a range of containers of different sizes, materials and openings
<input type="checkbox"/> Chooses an item from a selection to decorate their product | <input type="checkbox"/> Places bricks on top of others successfully
<input type="checkbox"/> Builds a tower of blocks with a member of staff
<input type="checkbox"/> Changes a shape made with pliable material
<input type="checkbox"/> Explores the use of building bricks |
|---|--|---|

Evaluating & Testing Ideas & Products

- | | | |
|--|--|---|
| <input type="checkbox"/> Demonstrates an awareness that specific actions cause an expected result
<input type="checkbox"/> States what they noticed, e.g. 'not working', or 'bigger'
<u>Investigating and Analysing Products</u>
<input type="checkbox"/> Identifies one property of a material being handled, e.g. cold, hard, shiny, etc. | <input type="checkbox"/> Identifies textures they feel on materials after verbal prompt, e.g. hard/soft, rough/smooth, shiny/dull
<input type="checkbox"/> Tests new/unfamiliar objects, e.g. through manipulation/squeezing
<input type="checkbox"/> Examines parts of familiar objects up close
<input type="checkbox"/> Demonstrates an understanding of how electronic objects work, e.g. pushes buttons to make a car move forward | <input type="checkbox"/> Demonstrates an understanding of how mechanical objects work, e.g. winds up a car to make it move
<input type="checkbox"/> Identifies if they can pull, bend, or squash a material after manipulating it
<input type="checkbox"/> Identifies simple differences between materials, e.g. states if a material is dry or wet |
|--|--|---|

Name:

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

Creative, Technical & Practical Expertise		
<input type="checkbox"/> Recognises the abbreviations for metric units of mass: kg, g <input type="checkbox"/> Recognises the abbreviations for metric units of capacity: l, ml <input type="checkbox"/> Recognises how some ingredients are packaged, e.g. flour in bags <input type="checkbox"/> Investigates the weight of goods recorded on containers <input type="checkbox"/> Demonstrates some simple techniques, e.g. podding, picking, hulling	<input type="checkbox"/> Recognises where to keep different foodstuffs <input type="checkbox"/> Identifies simple ways they can avoid spreading or catching germs <input type="checkbox"/> Watches vegetables being cut and/or peeled and describes how this is done safely <input type="checkbox"/> Outlines the safe procedures to handle hot foods, e.g. oven gloves to remove a tray that has been in the oven <input type="checkbox"/> Discusses safety precautions they must take when preparing food	<input type="checkbox"/> Follows simple non-cook recipes with minimal support, e.g. to make a dip <input type="checkbox"/> Picks out the ingredients from a range of foods needed in a recipe <input type="checkbox"/> Shapes dough effectively using cutters <input type="checkbox"/> Kneads and shapes dough using a rolling pin <input type="checkbox"/> Measures using a range of numerical measuring equipment with some support
Designing & Making for Users		
<input type="checkbox"/> Makes a healthy non-cooked item which adheres to a specific element, e.g. must include a specific ingredient, have a specific texture <input type="checkbox"/> Designs a healthy non-cooked item which adheres to a specific element, e.g. must include a specific ingredient, have a specific texture	<input type="checkbox"/> Plans and makes a healthy packed lunch <input type="checkbox"/> Lists equipment and ingredients they will need to make their own food or drink	<input type="checkbox"/> Considers the effect of varying food ingredients
Evaluating & Testing Ideas & Products		
<input type="checkbox"/> Evaluates their cooking against a given criteria	<input type="checkbox"/> Begins to understand that the appearance of food on the plate is important	<input type="checkbox"/> Arranges food attractively on a plate
Principles of Nutrition & Cooking		
<input type="checkbox"/> Names a month that falls in each season <input type="checkbox"/> Recognises ways to recycle some food and drink packaging <input type="checkbox"/> Finds out where food was sourced using packaging information <input type="checkbox"/> Suggests where various foods are sourced, e.g. field, farm, sea <input type="checkbox"/> Names the animal that specific foods comes from, e.g. bacon from a pig	<input type="checkbox"/> Describes different ways food is sourced from the sea, e.g. lobster pots, nets, rods <input type="checkbox"/> Describes different types of farming <input type="checkbox"/> Recognises that animals including humans need a certain amount of different types of nutrition <input type="checkbox"/> Assess if their own meal is balanced with support <input type="checkbox"/> Finds out about the sugar content of different drinks using food labels	<input type="checkbox"/> Relates the necessity of food to an active lifestyle <input type="checkbox"/> Measures a portion of food, e.g. cereal <input type="checkbox"/> Gives examples of different diets that people follow, e.g. vegetarians <input type="checkbox"/> Explores what benefit each food groups have to the human body <input type="checkbox"/> Lists food as a requirement for growth

Name: _____

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

Geographical Skills & Fieldwork

- | | | |
|---|---|---|
| <input type="checkbox"/> Asks for more information to aid their understanding | <input type="checkbox"/> Identifies common items by using familiar group names, e.g. plants, animals, etc. | <input type="checkbox"/> Shows an awareness that some things always happen, e.g. water always makes paper wet, etc. |
| <input type="checkbox"/> Handles a magnifying glass | <input type="checkbox"/> Describes what they see in the grounds of the setting | <input type="checkbox"/> Observes short term changes in the setting |
| <input type="checkbox"/> Records their activity and results, e.g. selects the correct picture in a sequence | <input type="checkbox"/> Takes photographs of objects or places in the outside environment, communicating why they are of interest | <input type="checkbox"/> Observes short term changes outside |
| <input type="checkbox"/> Answers a question based on their observations | <input type="checkbox"/> Responds appropriately to position-based terminology, e.g. the cup is in front of the plate, put your coat behind the door, etc. | <input type="checkbox"/> Observes changes over a long period of time |
| <input type="checkbox"/> Collects pictures from a range of sources that relate to a specific subject | <input type="checkbox"/> Describes the directional movement of an object | |
| <input type="checkbox"/> Points out and simply describes the information contained in a photo or picture | <input type="checkbox"/> Answers 'Who?', 'What?' or 'Where?' questions | |
| <input type="checkbox"/> Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. | | |

Human & Physical Geography

- | | | |
|---|---|--|
| <input type="checkbox"/> Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc. | <input type="checkbox"/> Discusses the shops they have visited and what things they have bought there | <input type="checkbox"/> Identifies obvious differences between summer and winter |
| <input type="checkbox"/> Shows an awareness of place/habitat, e.g. conkers and acorns found near trees | <input type="checkbox"/> Suggests what they might find in the sea | <input type="checkbox"/> Names familiar places or buildings correctly, e.g. church, park, garage, flat |
| <input type="checkbox"/> Gives simple attributes of different habitats | <input type="checkbox"/> Suggests what they might see in a forest | <input type="checkbox"/> Describes simply photographs of unfamiliar places, e.g. deserts, rain forests |
| <input type="checkbox"/> Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc. | <input type="checkbox"/> Chooses a weather symbol for each day | <input type="checkbox"/> Matches pictures of known animals to their normal habitats |
| | <input type="checkbox"/> Matches a picture showing a type of weather, e.g. shows a picture of the sun when asked to find something that shows sunny or warm weather | |

Locational Knowledge

- | | | |
|---|---|---|
| <input type="checkbox"/> Looks at globe and describes its shape | <input type="checkbox"/> Indicates the direction of familiar places from home | <input type="checkbox"/> Looks at pictures of the Earth taken from space, describing simply what they see |
| | | <input type="checkbox"/> Uses the term 'a long way' |

Place Knowledge

- | | | |
|---|---|--|
| <input type="checkbox"/> Describes a familiar indoor place | <input type="checkbox"/> Identifies a difference when looking at a photograph of a place taken long ago and more recently | <input type="checkbox"/> Identifies a difference between two familiar outdoor places, e.g. the park and their garden |
| <input type="checkbox"/> Describes a familiar outdoor place | <input type="checkbox"/> Identifies a difference between two familiar indoor places, e.g. their bedroom and the bathroom | |

Name:

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

Historical Terminology

- | | |
|---|---|
| <input type="checkbox"/> Appropriately uses dates when discussing times, events and people in history
<input type="checkbox"/> Indicates the period of history using the correct terms | <input type="checkbox"/> Includes some abstract vocabulary associated to different times in relation to aspects covered, e.g. empire or civilization
<input type="checkbox"/> Recognises that the past can be divided into different periods |
|---|---|

Cause & Consequence

- | | |
|--|--|
| <input type="checkbox"/> Explains the cause behind an event in history simply and describes the consequences of the event for the people of that time
<input type="checkbox"/> Pinpoints big changes or turning points within a period in history | <input type="checkbox"/> Describes continuity and change throughout a period in history, e.g. how a settlement had to develop geographically or belief system staying constant
<input type="checkbox"/> Makes simple links between changes within and between periods of history, e.g. how religion changed with different rulers |
|--|--|

Historical Enquiry & Interpretation

- | | | |
|--|--|---|
| <input type="checkbox"/> Draws simple conclusions based on their findings
<input type="checkbox"/> Finds evidence to support their prediction or answer
<input type="checkbox"/> Extracts and combines information from more than one given source | <input type="checkbox"/> Interprets simple information, e.g. found in pictures or on buildings
<input type="checkbox"/> Plans questions to research from sources
<input type="checkbox"/> Realises that the past can be divided into different periods | <input type="checkbox"/> Explains what historical evidence can tell us about people, events or places in history, e.g. archaeological remains
<input type="checkbox"/> Contrasts simple interpretations of an event, theme or person's actions with some support |
|--|--|---|

Understanding Connections

- | | | |
|--|---|---|
| <input type="checkbox"/> Places the region of historical significance, e.g. event or civilization on a world map
<input type="checkbox"/> Suggests how a person or society made mistakes, e.g. when describing the demise of a civilization
<input type="checkbox"/> Recognises some similarities and differences within a period of history | <input type="checkbox"/> Recognises some similarities and differences between periods in history
<input type="checkbox"/> Gives reasons why an event, person or place is important in history
<input type="checkbox"/> Describes the achievements of significant people | <input type="checkbox"/> Describes elements that are similar or different within and between periods of history using evidence to back up their view
<input type="checkbox"/> Demonstrates an understanding of the geographical importance of places studied, e.g. where the Saxons or Scots came from and why they settled where they did |
|--|---|---|

British & World History

- | | |
|---|---|
| <input type="checkbox"/> Describes key achievements of a period in history, explaining why it is of historical interest
<input type="checkbox"/> Displays knowledge of the sequence and duration of different societies studied in history | <input type="checkbox"/> Demonstrates an understanding of key features of a historical concept, person or event with some use of evidence to back up their ideas
<input type="checkbox"/> Places significant people, events or places within a given chronological framework |
|---|---|

Name:

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

Speaking

- | | | |
|---|--|--|
| <input type="checkbox"/> Repeats and choruses to learn accurate pronunciation | <input type="checkbox"/> Names some nouns in the classroom | <input type="checkbox"/> Gives their name in a short phrase |
| <input type="checkbox"/> Repeats words and phrases individually | <input type="checkbox"/> Describes objects using colours | <input type="checkbox"/> Says "please" and "thank you" |
| <input type="checkbox"/> Repeats words and phrases in a chorus | <input type="checkbox"/> Counts out objects to five | <input type="checkbox"/> Greets the teacher, other pupils or visitor |

Listening

- | | | |
|--|--|--|
| <input type="checkbox"/> Responds to simple celebratory greetings, e.g. happy Christmas | <input type="checkbox"/> Listens to, and understands a range of simple songs, poems and rhymes | <input type="checkbox"/> Listens to information to match an object |
| <input type="checkbox"/> Responds to a farewell | <input type="checkbox"/> Points to a word when it is spoken | <input type="checkbox"/> Responds to phrases and short sentences |
| <input type="checkbox"/> Responds to a greeting | <input type="checkbox"/> Claps syllables they hear in a word | <input type="checkbox"/> Identifies some verbs |
| <input type="checkbox"/> Recognises words of praise | <input type="checkbox"/> Follows simple, common classroom commands | <input type="checkbox"/> Identifies some nouns and their plurals |
| <input type="checkbox"/> Identifies some numbers heard (to five) individually/in short sentences | <input type="checkbox"/> Gives simple, formulaic responses | |
| <input type="checkbox"/> Identifies some rhyming words | <input type="checkbox"/> Listens to information to match a word | |

Reading

- | | | |
|--|--|--|
| <input type="checkbox"/> Notices the spelling of familiar words | <input type="checkbox"/> Uses visual clues to aid comprehension | <input type="checkbox"/> Identifies some numbers |
| <input type="checkbox"/> Identifies single words and translates to English | <input type="checkbox"/> Identifies some nouns and their plurals | <input type="checkbox"/> Identifies some colours |
| <input type="checkbox"/> Identifies a verb/noun in a sentence | <input type="checkbox"/> Picks out words they recognise from a short text/dialogue | |
| <input type="checkbox"/> Points to some objects after reading noun | <input type="checkbox"/> Reads some classroom nouns from flash cards | |

Writing

- | | | |
|--|---|---|
| <input type="checkbox"/> Copies words to label objects, e.g. parts of body on a picture/colours in a rainbow | <input type="checkbox"/> Fills in missing word in a sentence | <input type="checkbox"/> Writes and draws the names of some classroom objects |
| <input type="checkbox"/> Chooses appropriate words from a list given, to complete short sentence | <input type="checkbox"/> Copies single words from board/dictionary/glossary without error | |

Name:

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

Musical Experience

- | | | |
|---|---|--|
| <input type="checkbox"/> Explains preferences using musical terminology
<input type="checkbox"/> Listens to and comments on music where sounds have been altered using technology, e.g. how the timbre has changed
<input type="checkbox"/> Identifies unison and harmony | <input type="checkbox"/> Identifies simple metre
<input type="checkbox"/> Identifies groupings of instruments, e.g. strings or brass
<input type="checkbox"/> Discusses the music in relation to instrumentation, textures, use of lyrics and basic structure | <input type="checkbox"/> Watches recordings of iconic artists or groups of the 20th century, commenting on specific musical elements
<input type="checkbox"/> Recalls patterns of sounds and rhythms, demonstrating attention to dynamics and tempo
<input type="checkbox"/> Demonstrates an understanding of the history of music from a selection of one of the five main periods of Western Music |
|---|---|--|

Singing & Musical Instruments

- | | | |
|--|---|--|
| <input type="checkbox"/> Explains how they can enhance their performance, using musical elements as a basis
<input type="checkbox"/> Sings with control of pitch and rhythm
<input type="checkbox"/> Sings with confidence
<input type="checkbox"/> Reads simple notational instruction whilst performing | <input type="checkbox"/> Plays classroom instruments with increasing control
<input type="checkbox"/> Plays a solo part using instruments
<input type="checkbox"/> Performs rhythmically
<input type="checkbox"/> Holds their part when singing with a group in a two-part round | <input type="checkbox"/> Attempts to control the performance if something goes wrong
<input type="checkbox"/> Performs simple music demonstrating increasing accuracy and fluency
<input type="checkbox"/> Performs simple music demonstrating increasing control and expression
<input type="checkbox"/> Performs their own part accurately when in a production with others |
|--|---|--|

Music Creation

- | | | |
|--|--|--|
| <input type="checkbox"/> Includes a range of dynamics in group composition
<input type="checkbox"/> Writes and reads a range of musical rhythms
<input type="checkbox"/> Records, explores and manipulates sounds using technology | <input type="checkbox"/> Recognises the term "time signature" and knows where to find one
<input type="checkbox"/> Recognises the symbols for sharp and flat notes and can find the sharp and flat notes on tuned classroom instruments
<input type="checkbox"/> Plays simple melodies and rhythms from notation | <input type="checkbox"/> Composes a short piece for a given purpose
<input type="checkbox"/> Chooses and combines sounds for a range of purposes
<input type="checkbox"/> Composes with regard to the dimensions of music
<input type="checkbox"/> Adds bar lines to separate music into the correct time signature |
|--|--|--|

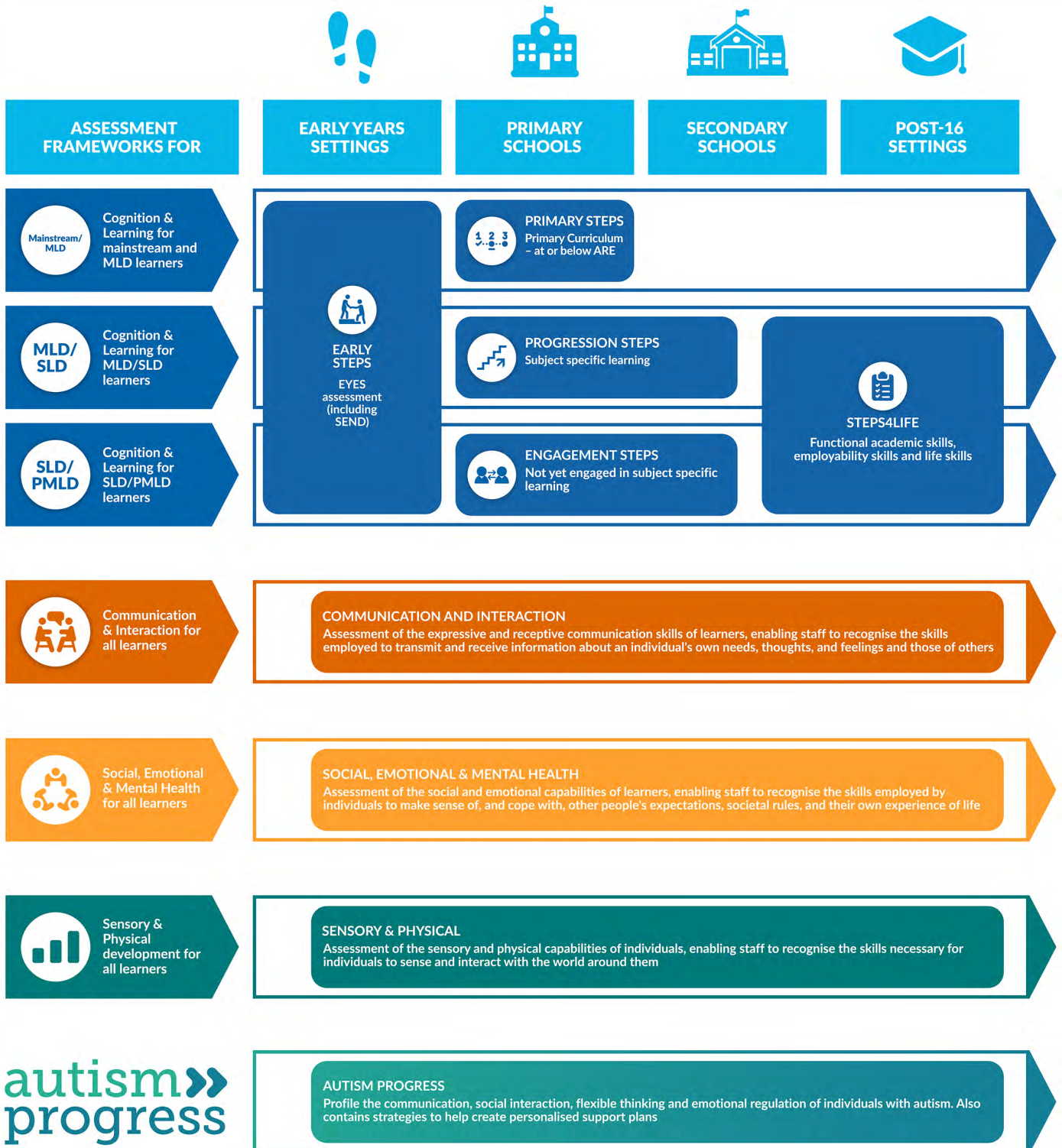
Name:

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

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Shows an awareness of different beliefs	<input type="checkbox"/> Recognises photos or clips of specific celebrations	<input type="checkbox"/> Recognises that religions have holy or special days
<input type="checkbox"/> Acts out situations from stories	<input type="checkbox"/> Communicates about how different you might feel on a special/holy day	<input type="checkbox"/> Recounts a short sequence of events, e.g. by sequencing images or manipulating objects (PKSS)
<input type="checkbox"/> Names some important religious people, e.g. after reading a story or listening to a visitor	<input type="checkbox"/> Identifies that some festivals are celebrated with special foods	<input type="checkbox"/> Describes an action of the character
<input type="checkbox"/> Joins in discussion about the moral of the story	<input type="checkbox"/> Identifies some special foods that are eaten in celebration	<input type="checkbox"/> Describes an event in a story
<input type="checkbox"/> Understands that festivals are celebrations	<input type="checkbox"/> Explains simply what a promise is	<input type="checkbox"/> Recognises situations in a story, e.g. danger, surprise, etc.
Personal Development & Wellbeing		
<input type="checkbox"/> Demonstrates understanding that many people can be our friends	<input type="checkbox"/> Explains what it means to keep a promise	<input type="checkbox"/> Explains the difference between right and wrong giving simple examples
<input type="checkbox"/> Explains why something or someone is special to them	<input type="checkbox"/> Explains simply which types of behaviours are right and wrong	
<input type="checkbox"/> Explains what a friend is to them	<input type="checkbox"/> Shows consideration towards others	
Community Cohesion		
<input type="checkbox"/> Shows some awareness that others' ideas, though different, are not wrong	<input type="checkbox"/> Indicates that some people around the world dress differently to them	<input type="checkbox"/> Indicates that some people around the world speak different languages to them
	<input type="checkbox"/> Indicates that some people around the world eat different foods to them	<input type="checkbox"/> Indicates that people of different faiths can live in the same location, anywhere in the world
	<input type="checkbox"/> Indicates that some people around the world have different type of homes to them	<input type="checkbox"/> Appreciates other people have feelings

Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.



Cognition and Learning

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 7 areas of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Computing, PSHE (including Relationships) and PE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RQF Level 1 and 2.

Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism—Communication, Flexibility of Thought, Social Interaction, Emotional Regulation

***“Connecting Steps was crucial in securing our
Outstanding OFSTED Inspection”***

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

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



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www.bsquared.co.uk/meetings

Or get in touch with us...

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