

Personal, Social & Emotional Development

	Objective	Achieved
Emotions & Friendship	To be able to identify something that they are good at.	
	To be able to share with their friends.	
	To be able to take turns.	
	To be able to identify some of their own emotions.	
	To be able to identify when they need help to solve a conflict.	
	To have formed a friendship with another child.	
	To have formed a secure relationship with an adult.	
Health	To be able wash their hands independently.	
	To be able to identify when they need the toilet.	
	To be able to use the toilet independently.	
	Can understand why it is important to brush their teeth.	
	Can brush their teeth independently.	
	Can understand which parts of their body are private.	

Expressive Art and Design

	Objective	Achieved
DT	To be able to use the equipment safely.	
	Can join different materials and textures in a range of ways.	
	Can experiment with a range of tools to complete a task.	
Art	To be able to draw a face with details.	
	To be able to show emotions in their art.	
	Can explore what happens when colours are mixed.	
	To know about an artist.	
	To be able to create art that shows ideas.	
Music	Can listen to sounds, rhymes and songs.	
	Can sing a song by heart.	
	Can match the pitch of a song being sung by another person.	
	Can create their own simple songs or tunes.	
	Can name a few common instruments.	
	Has tried to play a range of instruments from a range of families. E.g. Percussion, etc.	
Imaginative Play	Be able to take part in pretend play.	
	Be able to create imaginary story lines in their play.	
	Can have an object represent something else when playing.	
	Make small worlds when playing.	

Physical Development

	Objective	Achieved
Gross Motor	Can balance on one leg.	
	Can make large movements with their arms and legs.	
	Can jump and land on two feet.	
	Can run and jump.	
	Can safely ride a balance bike.	
	Can put on their coat. (They may not be able to fasten the zip.)	
	With the help of other can move larger objects.	
	Can go up and down stairs safely.	
Fine Motor	Can put their shoes or wellies independently.	
	Can dress and undress themselves with limited support. E.g. Undoing buttons.	
	Can make snips using scissors.	
	Can identify their dominant hand when writing.	
	Can use a pencil, paint brush or other one-handed tool.	
	Has an improving tripod grip when holding a pencil, pen or paint brush.	
	Can thread string through large holes.	

Understanding the World

	Objective	Achieved
History	To be able to name and talk about their family members.	
	To be able to identify their own position in their family.	
	To be able to talk about their own past.	
Geography	To be able to describe their home.	
	Can name their local area and describe some features of it. E.g. Hilly, Green	
	Know that there are different countries in the world.	
	Are able to identify some differences between the countries of the world using photos and videos.	
PSHE	To recognise that everyone is different and that is a good thing.	
	Begin to identify and ask questions about a range of occupations.	
	To name people who help us at school.	
Science	To recognise the emergency services.	
	Can name and identify a range of weather types.	
	Can name the 4 seasons and some features of each season.	
	Can identify some plants and flowers.	
	Can explain simply how a plant grows.	
	Can explain simply what a plant needs to grow.	
	Can explain simply how to take care of an animal.	
Can talk about the differences between materials.		
RE	To talk about the different forces they feel.	
	To be able to recount a simple story told or heard by Jesus.	
	To have an understanding of a Christian festival. E.g. Easter/Christmas	
	To be able to talk about another religions or cultures festivals. E.g. Diwali, Chinese New Year, etc.	

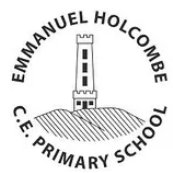
	Objective	Achieved
Number	To recognise numbers to 5.	
	To recognise numbers to 10.	
	To count to 10 forwards and backwards independently.	
	Can count items up to 10 items.	
	Can subitise up to 3.	
	To be able to show finger numbers up to 5.	
	To be able to identify the digit and match it to <u>its</u> number up to 5.	
	To experiment with mathematical symbols.	
	To form digits up to 5 correctly.	
	To compare quantities and use the terms more and fewer.	
Pattern	To be able to identify numbers up to 5 in different representations.	
	To be able to say all the numbers to 10 correctly.	
	To be able to copy an abab repeating pattern.	
	To be able to extend an abab repeating pattern.	
Space	To be able to create their own ab pattern.	
	To be able to correct an incorrect ab pattern.	
	To understand and comprehend a range of positional language.	
Shape	To be able to use a range of positional language without resorting to pointing.	
	To describe a familiar route using positional language.	
	To be able to name some 2D shapes.	
Measure	To be able to describe 2D shapes using informal words.	
	To be able to name 3D shapes.	
	To be able to describe 3D shapes using informal words.	
	To be able to use 2D and 3D shapes in their play. E.g. Building	
Time	To be able to combine two shapes to make a new one.	
	To be able to compare the mass of items.	
	To be able to measure the mass of items.	
	To be able compare the length, <u>width</u> and height of items.	
	To use measuring skills in their play.	
Time	To remember some of the days of the week.	
	To know the month of their birthday.	
	To know the 4 seasons of the year.	
	To use words such as first, then to describe the sequence of events.	
	To be able to talk about the immediate past and future.	

Literacy

	Objective	Achieved
Writing	To be able to write their name independently.	
	To be able to form the letters that appear in their name.	
	To be able to make marks for a purpose. E.g. Letter writing.	
	To be able to talk about their pieces of writing.	
Phonics	To be able to blend some simple words.	
	To be able to identify the initial sound of some words.	
	To be able to segment some simple words.	
	To be able to sing a range of nursery rhymes.	
	To be able to identify environmental and instrumental sounds.	
	To be able to clap and count out syllables.	
	To be able to identify rhyming words.	
	To understand what alliteration is.	
	To be able to identify words that show alliteration.	
	To be able to read and recognise their name.	
Comprehension	To make simple predictions.	
	To be able to recall a basic fact from a story.	
	To be able to recall a fact from a non-fiction text.	
	To be able to recount a story that is familiar to them.	
	Understand that print has meaning.	
	Understand that print has a range of different purposes.	
	Understand that we read from left to right.	
	Understand that we read from top to bottom.	
	Understand page sequencing. E.g. Which way to turn the page.	
	Be able to identify some simple parts of books.	

Communication and Language

	Objective	Achieved
Speaking and listening	To be able to take turns speaking.	
	To begin to use new vocabulary.	
	To be able to explain the meaning of a new word.	
	To be able to follow a 2-step instruction.	
	To be able speak in full sentences.	
	To give a statement.	
	To be able to ask a what or where question.	
	To express their own wants or needs.	
To use connectives when speaking. E.g. Because & and		



Assessment Criteria Pre-School Emmanuel Holcombe

