



Early years

Foundation Stage Profile

Handbook

Early years practitioners

Settings in receipt of government funding to provide early years education and schools with nursery and reception aged children

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Foreword by Baroness Catherine Ashton

Parliamentary Under Secretary of State for Sure Start, Early Years and Childcare

The introduction of the foundation stage in September 2000 was widely welcomed by early years practitioners. It gave this very important stage of education a distinct identity. The early learning goals set high expectations for the end of the foundation stage, but expectations that are achievable for most children who have followed a relevant curriculum. We published *Curriculum guidance for the foundation stage* to help practitioners understand what the goals mean for children aged three to five throughout the foundation stage. The guidance shows what practitioners need to do to help children make good progress towards, and where appropriate beyond, the goals. The guidance has been warmly received by practitioners, as they have worked with it over the last two years.

The *Foundation Stage Profile* replaces statutory baseline assessment on entry to primary school. Our recent expansion of funded provision for three and four year old children means that most children enter school having already spent considerable time in other foundation stage settings. It is important that settings work together to ensure that the wealth of information gathered by each one is passed on to provide the baseline starting point on which the next practitioner can build.

Real progress has been made in implementing the foundation stage, which is now a statutory stage of the national curriculum for England, alongside key stages 1–4. The *Foundation Stage Profile* is an important part of this implementation.

- It builds on the curriculum guidance.
- It reflects the key role of skilful and well-planned observations in providing reliable assessment information on young children.
- It recognises the important contribution parents and children can make to assessment.
- It has been developed drawing on the extensive expertise of that same group of early education specialists who contributed to the development of the curriculum guidance.
- It sets out a way of summarising young children's achievements at the end of the foundation stage and provides important information for parents and year 1 teachers.

We are very grateful to the wide range of practitioners who participated in developing and trialling the *Foundation Stage Profile*. They have found it a manageable and appropriate way to assess children's achievements throughout the reception year and at the end of the foundation stage. I am confident that you will find it helpful. This profile based on observation will ensure that every child leaves the foundation stage with their strengths acknowledged and celebrated and their needs and next steps in their learning clearly identified. I commend it to you.

Foreword by Ken Boston

Chief Executive, Qualifications and Curriculum Authority

I have great pleasure in presenting this publication, which will support those responsible for the education of young children in building on existing good practice. It contains:

- A handbook which contains guidance on how to:
 - develop a broad curriculum that sets out clear expectations;
 - respond flexibly to the particular needs of the children, their families and the communities in which they live;
 - track children’s progress.
- A CD-ROM that shows examples of children’s work.

To help children progress, practitioners need information about what the children know, understand and can do. Through observing children at work, and by making notes when necessary about what has been achieved, practitioners can make professional judgements about their children’s achievements and decide on the next steps in learning. They can also provide information for parents and carers about how children are progressing. This process, known as ‘assessment for learning’, is central to raising achievement. It also enhances the professionalism of practitioners by recognising their role in making judgements about their children’s progress and in deciding how much record keeping is necessary. This publication is designed to help practitioners to do this. I hope its sensible and straightforward approach will mark the beginning of a new era in assessment practice.

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1 Introduction

The Foundation Stage Profile

Throughout the foundation stage, as part of the learning and teaching process, practitioners need to assess each child's development in relation to the stepping stones and early learning goals that form part of the *Curriculum guidance for the foundation stage*. These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child. By the end of the final year of the foundation stage, the Foundation Stage Profile will provide a way of summing up that knowledge.

Six areas of learning

The *Curriculum guidance for the foundation stage* sets out six areas of learning covering children's physical, intellectual, emotional and social development. All six of these areas of learning are included in the Profile:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

A record of children's development across all of these areas provides a picture of the whole child at the end of the foundation stage.

Assessment scales

The early learning goals in the curriculum guidance were not devised as assessment criteria. The Foundation Stage Profile captures the early learning goals as a set of 13 assessment scales, each of which has nine points. Early learning goals are presented individually or have been split or combined, where appropriate, for ease of use.

- The first three points describe a child who is still progressing towards the achievements described in the early learning goals, and are based mainly on the stepping stones in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the early learning goals, but there may be some exceptions to this pattern.

- The next five points are drawn from the early learning goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all of the earlier points.
- The final point in each scale describes a child who has achieved all the points from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the early learning goals.

To complete the Foundation Stage Profile scale booklet by the end of the reception year, you need to record each item that the child has achieved in each scale. Each point should be considered separately. For each scale point, the judgement made should represent your assessment of the child's typical attainment, in the sense that while a child's behaviour may vary somewhat from day to day and from context to context, the assessment made is the best description of the child's achievement.

An example of a completed scale is presented on page 4 of this handbook.

Using this handbook – the assessment process

In most cases, practitioners will be able to make judgements in relation to the various items in the scales from their knowledge of each child, as s/he develops through on-going learning and teaching. Alongside the items in each of the scales, **Chapter 2** of this handbook offers a range of exemplification to support interpretation of the items. In addition, the CD-ROM that accompanies this handbook provides further exemplification.

Where you require further information to support your judgements from on-going learning and teaching, you may wish to carry out some additional observations of the child's behaviour in different contexts. These contexts should be part of your normal curriculum provision, within which the assessment observations are planned and integrated. In **Chapter 3**, case studies are provided to demonstrate how assessment observations can be integrated into a wide range of learning activities.

Other contributors will be involved in the assessment process – the child's parents or carers, the child him or herself, records from previous settings and observations by learning assistants, nursery nurses and other practitioners. The Profile is designed to accommodate this range of contributions, and **Chapter 4** gives further guidance on this.

Chapter 5 gives guidance on assessing children with a range of special educational needs.

Chapter 6 focuses on the progress of children learning English as an additional language.

Chapter 7 describes the framework within which LEAs will make arrangements to support practitioners in developing secure and consistent assessments for the Profile.

Recording children's development

The use of the Foundation Stage Profile rests on the assumption that teachers build up their assessments throughout the year on a cumulative basis, from ongoing learning and teaching. The Profile has been designed to reflect this process and can be completed periodically throughout the year, using the evidence from ongoing assessment, to record the achievement of particular items in the scales. From the Profile, it will be possible to see which items a child has achieved in the autumn, spring and summer terms. This will assist practitioners who wish to use the Profile to make ongoing records or track progress informally.

For each area of learning there is a 'Comments' box, which you may choose to use for noting any particular points about the child's development, for example assessment contexts, observation evidence or next steps.

The final point of each scale represents attainment that is beyond the early learning goals in breadth and depth. For exceptional children, further assessments may also apply. In these cases a tick should be placed in the circle marked 'further assessment applies'.

The circle, 'alternative assessment applies', should be ticked where it is not possible to record assessments for any of the items in a scale, as described in Chapter 5.

Schools may choose to use their own recording systems based on the early learning goals.

Whether or not the Profile is used throughout the year, assessments against the scales it includes should be finalised during the summer term, summarising each child's development at that point. Assessments should be in accordance with the guidelines in the handbook. Transfer of data to the LEA can be completed by school administrative staff if appropriate. Arrangements for the collection of data from schools will be advised separately.

The Foundation Stage Profile will form the basis for reports to parents and for information to be passed on to the child's next teacher. Reporting a child's progress to his or her parents or carers is a key requirement. If the scale booklet is used throughout the reception year, periodically discussed with parents, and completed in the summer term, it may be used instead of a conventional written report at the end of the school year.

Example of pages from a completed Profile

Information about the child from previous settings

Nursery Transition Record; detailed records in Language, M² & P.S.E. Began full time in January. Took a while to settle - especially parting from Dad / Gran. Happy & more confident once settled. Photos show range of activities enjoyed.

Home visit; seems a little anxious about starting school - will miss Taz (dog) keen to show me new lunchbox. Asked if there would be painting. We read 'Farmer Duck' chatted about animals & did a puzzle.

Discussion with child

- Likes coming to school "to see my friends" (Sarah, Adam & Jyoti) & "learning about animals" (current topic)

- Best thing? - Outdoor area "I'm good at being a policeman when the bikes are out - we don't have any crashes"

- Don't like? - Lunchtime "it's very noisy"

- We looked at drawings from Adam & Jyoti "I can write words with my pictures now" Also pointed out to me that he can see his 1001 and knows lots more songs. 😊

Date: 5th June

Discussion with parents (1)

M/D describe him as a happy child - can be tearful or grumpy when tired. Often wary of new situations / change.

Main concern is for him to be happy, settled & confident.

Always busy at home. Likes cooking, puzzles and computer games. Plays Shop-ted from house. Enjoys outdoors - riding bike, climbing & running. See separate notes under areas of learning.

Parents signature: Matthew Jones Date: 10th Oct.

Discussion with parents (2)

Appears happy & settled. Joins in most activities enthusiastically - often talks about his day, at home, in some detail.

M/D note he seems much more aware of it's words around him - wants to know what things say. Discussed ways of moving things on to him 'having a go' (reading & writing).

Also discussed developing confidence to persevere in general when things are new or challenging. Developed a lot. Already continue impulses!

Parents signature: Matthew Jones Date: 20th March.

Personal, social and emotional development

Dispositions and attitudes

✓ ECE 3 statement assessment applies

| | | |
|---|---|--|
| Shows an interest in classroom activities through observation or participation. | Shows self-awareness, recognises self and manages own personal hygiene. | Shows persistence and perseverance, particularly when trying to do a particular task or activity successfully. |
| Shows confidence and manages own personal hygiene with adult support. | Understands own abilities and manages independently. | ✓ ECE 3 further statement applies |
| Displays high levels of involvement in self-chosen activities. | Considers to be interested, motivated and confident learner. | COMMENTS |
| Autism level: Spring term / Summer term | Autism level: Spring term / Summer term | <p>Exposure to N/A</p> <p>Ready to try! what do if gap is small? 7/6</p> |

Points 1 to 8 are derived from the early learning goals and can be achieved in any order.

Personal, social and emotional development

Social development

✓ ECE 3 statement assessment applies

| | | |
|---|--|--|
| Plays alongside others. | Speaks as part of a group or class, sharing ideas and materials. | Understands the role of others. |
| Builds a friendship through games and talk. | Forming relationships with adults and peers. | ✓ ECE 3 further statement applies |
| Takes turns in games with adult support. | Understands that they need to be agreed values and codes of behavior by groups of people, including children, to work together harmoniously. | COMMENTS |
| Autism level: Spring term / Summer term | Autism level: Spring term / Summer term | <p>in familiar situations. Br. aden out now. 19/6</p> |

Points 1 to 8 are derived from the early learning goals and can be achieved in any order.

2 Using the assessment scales

This section is at the heart of the assessment scheme. The nine points on each of the assessment scales are listed. Beneath each one is further elaboration and exemplification, demonstrating the kinds of behaviour and contexts that could count as evidence of a child's achievement. Some of this exemplification is drawn from the *Curriculum guidance for the foundation stage*.

Dispositions and attitudes

1

Shows an interest in classroom activities through observation or participation.

The child shows curiosity, displaying a brief interest in activities, by watching or listening for a short time or by joining in, sometimes with adult support.

Connor stands and watches three of his peers playing in the sand, smiling as he watches. With encouragement from the practitioner, he moves to join the group. He continues watching for a while, joining in after being handed a dumper truck by another child.

After watching the other children moving their hands in the 'gloop' on the table, Abdul, a child with physical disabilities, smiles and becomes excited as he is assisted to do the same.

2

Dresses, undresses and manages own personal hygiene with adult support.

With some support, the child is able to dress and undress for outdoor or physical activities.

Leanne brings her coat to the practitioner, indicating that she wants her to hold the arm while she puts it on. Once the practitioner has engaged the bottom of the zip fastening, she can pull it up herself.

Simon can dress himself after games if his clothes are placed in the correct order in a pile.

3

Displays high levels of involvement in self-chosen activities.

Through a widening range of activities the child shows high levels of involvement, for example becoming involved in a self-chosen activity, which s/he perseveres to complete. If interrupted, s/he would be keen to return to the activity.

Gary has been engrossed for a whole session building a boat out of Duplo and is reluctant to leave his model when it is time for lunch. He brightens when the practitioner offers to leave the boat assembled and returns to this activity and completes the model the following day.

Jonathan (who has an autistic spectrum disorder) selects a toy to play with every morning and tends to stick with this throughout the day whenever he has free time. The next day, he will happily choose another toy if a different range of toys is made available, which does not include the previous day's toy.

4

Dresses and undresses independently and manages own personal hygiene.

The child shows personal independence, putting on outdoor clothes, washing hands or pouring out drinks at snack-time.

The children dress themselves after a physical activity session, helping each other where necessary.

5

Selects and uses activities and resources independently.

When taking part in self-initiated or adult-instigated activities, the child selects resources from the range provided and can add to these by choosing from other resources which are accessible. The child selects activities independently from a range provided or from other appropriate activities that are accessible.

In a literacy session there are a number of activities set up in the classroom. Jamal chooses to take his name card to the table where the magnetic letters and boards are. He searches through the letters, finding those which match the letters in his name.

Kate, Mai and Daniel choose to paint. They help each other to put on painting aprons and Mai, who is ready first, clips a piece of paper to an easel for each of them.

Working in a small group on a collage activity, Kia realises that the glue sticks they will need have not been provided on their table. She quietly counts the number of children in her group. She then goes to the art trolley, selects and carefully carries back the appropriate number.

Mary chooses to use the computer from a range of symbols in her communication book.

6

Continues to be interested, motivated and excited to learn.

The child engages in a range of activities. S/he displays motivation to learn, through attentiveness and perseverance. S/he may show excitement when anticipating and participating in some of these.

Adam, who has a visual impairment, works with Sarah, looking at leaves magnified on a closed-circuit television monitor. As he removes the leaves, he sees that his own hand is also magnified when he puts it under the screen. He becomes excited and with Sarah's help collects other objects, such as coins, Sticklebricks and dice to look at using the monitor.

Chante listens very attentively to a story about the seaside. Later, she finds books about the sea and the shore and looks at them with interest. That evening, she asks her mother to find photographs of the family's recent seaside holiday and, the next day, takes them to show the practitioner and her friends.

7

Is confident to try new activities, initiate ideas and speak in a familiar group.

When new classroom activities are introduced, the child is confident to try them. S/he initiates ideas, either by trying things out individually, or by making suggestions when working in a small group. The child speaks confidently in a familiar group, for example asking and answering questions during book-sharing sessions or describing some of her/his experiences to other children. This may be demonstrated in small groups, for example the child describing to the group a model s/he has made in a construction activity, or in larger group situations such as circle time.

As Josh and Amy play with toy cars in the sand tray, Amy suggests that they fetch some blocks to build a bridge to help the person driving the car to get home.

Last night it was Tom's turn to take Bones the dog home in the toy bag. The following morning he asks the practitioner if he can tell the group about what Bones did at his house last night. Tom confidently addresses the group, telling them about how he and Bones helped Dad to cook tea.

8

Maintains attention and concentrates.

The child is attentive and able to concentrate well, for example listening attentively while the practitioner describes the range of interesting activities on offer or reads a story aloud. (NB Levels of concentration are likely to be affected by the suitability of activities, in terms of their challenge and relevance.)

Haaris and Andy spend about 15 minutes investigating the bottles containing beads, glitter, sequins etc suspended in viscous liquids. They take it in turns to use a torch and a mirror, exploring the effect of light shining through the various bottles.

A group of children are visited by a firefighter. He has been invited into the class to talk about his job. The children gather round and sit quietly while he tells them about his job and how they can keep themselves safe.

Sanya spends an entire morning exploring the textures of the collage materials.

The child has achieved all the early learning goals for dispositions and attitudes. In addition, the child:

9

Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.

When taking part in a range of challenging activities, the child sustains very high levels of involvement, often showing reluctance to leave an activity until reaching an outcome which s/he considers satisfactory. The challenging activities include some instigated by the practitioner as well as those initiated by the child.

After sharing the story 'Penguins in the Fridge', Steven makes a penguin out of reclaimed materials as part of an adult-initiated activity. Towards the end of the activity, he suggests to the rest of the group that they find 'something that we can make look like ice cubes' to keep the penguins cold. He and the group eventually decide to cut up scraps of white card into squares. They place the penguins they have made into the 'fridge' and scatter the 'ice' around them. Steven then goes back to the reclaimed materials again. He finds some yoghurt pots and puts them in the fridge also. 'There, it looks like a real fridge now!'

Social development

1

Plays alongside others.

The child plays alongside others, sometimes using the same materials or resources.

Max and Oliver are playing in the water tray. Max begins to tip water into the water wheel to make it turn. After watching the wheel for a while, Oliver begins to tip water into the wheel as well.

2

Builds relationships through gesture and talk.

Relationships are sustained or initiated through talk, which may consist of single words or short phrases. Communication can also be accompanied by the child's use of body language, such as facial expressions and gestures, to build relationships (for example smiling or handing a toy to another child).

At break time, the practitioner usually makes a sign for 'drink' to Shaam who is autistic. One day, DeAndre sees the practitioner preparing the drinks. He turns to Shaam, smiles and makes the drink sign.

Sufyan and Nagina speak very little English and have no common language. However, when playing together they make great use of facial expressions and gestures, especially the use of pointing and thumbs up and thumbs down signs.

Michael, who is profoundly deaf, wants the tiger that Joseph is holding. He looks towards the practitioner who has been helping him to communicate with his peers. Now, instead of snatching the toy as he used to do, he gestures to Joseph and using a syllabic representation says 'Jo - seph, ti - ger, thank - you'.

3

Takes turns and shares with adult support.

Depending on the activity and the availability of adult support, the child works as part of a group for short periods of time, for example playing ring games such as pass the parcel and card games such as picture dominoes or pairs.

At the beginning of term, Neville was always reluctant to give up any of the bikes in the outdoor area. Now he understands that after a few minutes, if another child asks to have a go, he should get off the bike and let her/him have a turn. Generall, he does this willingly with the very occasional reminder from the practitioner.

Playing the skeleton game, Lewis needs only one more numbered body part to win. He grabs the die when it is not his turn, at the same time looking up at the adult nearby. He then decides to put it back on the table and waits his turn.

4

Works as part of a group or class, taking turns and sharing fairly.

When working as part of a large or small group, the child takes turns and shares fairly, for example waiting patiently for a turn to feed a baby animal, or sharing the resources when playing in the sandpit.

Nisha is working with a jigsaw. Derek asks if he can join her, explaining that he wants to do that puzzle too. Nisha wants to finish the puzzle herself and says Derek can have a turn after her. When she has finished the puzzle, she packs it away, finds Derek and gives him the puzzle to play with.

Annika is playing a board game with a small group. The die rolls over and lands in front of her. When it is the next player's turn, Thomas says, 'Come on Annika, your go.' However, knowing that it is not her turn, she passes the die back to Jen.

5

Forms good relationships with adults and peers.

The child forms good relationships with others, including adults and children within the setting. For example, when children and practitioners from other classes visit, s/he is friendly and welcoming. When selecting food at dinner time the child will speak to the adult serving the meals with some awareness of courtesy.

Sam takes the register back to the school office. He stays and talks to the secretary for a few minutes before returning to the classroom.

At break Miriam helps Rae to fasten her coat. In the playground Miriam plays tag and skipping games with the other children. She actively searches and holds hands with another child to make a line.

Krishan beckons to a new child visitor to come and see his painting. He takes the visitor by the hand while showing him the British Sign Language for 'painting'.

6

Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

The child knows the classroom rules and can offer explanations about why it is important to try to keep to them. For example, s/he would understand that running in the classroom could cause an accident.

Corrine and William are dressing up. Corrine wants to carry on dancing to the music that has just started playing on the tape recorder. 'The music means it's tidy up time', reminds William. As they take off the dressing up clothes, they hang them on hangers and put them on the clothes rail and remember to put the hats back in the hat box.

7

Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.

The child's behaviour indicates that s/he is developing awareness of the need to respect and value others. S/he enjoys sharing information about her/his own culture and beliefs and shows interest and enjoyment in cultural and religious differences.

While drawing a picture of himself and his friend, John selects a peachy skin tone to colour in his own face. 'I will need the light brown one after, to do Tilak's face', he explains.

Kylie understands that Cory (who has learning difficulties) finds it hard to line up. At the end of playtime, she quietly takes his hand and they walk together to the line.

Harry says, 'I can't understand what Kumari says – she's talking all funny.' Zoe replies, 'She's speaking her family's language. She talks in our language too.'

8

Understands that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.

The child has a positive self-image and shows that s/he is comfortable with her/himself.

Charlie is a wheelchair user. When the practitioner asks the group for help in finding the repeated phrase in the big book they are using, he volunteers. 'I can read it. I am a good reader.' He propels the wheelchair, unaided, up to the book where he points to and reads the words.

Umar sees Joely fingering the prayer mat which is on display. He tells her that it is a special mat, his Dad has one at home and he kneels on it to say his prayers.

The child has achieved all the early learning goals for social development. In addition, the child:

9

Takes into account the ideas of others.

The child works collaboratively with others, listening to their ideas. S/he takes appropriate account of these ideas, at times showing a willingness to change or adapt plans in response to constructive suggestions from other children.

Some children are acting out the 'Three Billy Goats Gruff'. Ben is organising the other children and telling them which parts to play. Rizwan is unhappy and doesn't want to play the part of the troll. 'OK, I'll be the troll', says Ben 'and you can tell everyone what to do'.

Emotional development

1

Separates from main carer with support.

On arrival for the daily session, the child needs support in identifying a person or activity to provide initial security.

When Patricia arrives, she always looks for her key practitioner. Her granny stays with her as she decides what to do and becomes involved in an activity with other children and the key practitioner.

2

Communicates freely about home and community.

The child may talk about significant personal events or bring objects or a home/school book to share with the group.

Mustafa says, 'It's Eid tomorrow so I am staying at home for a big party.'

Tanya says, 'You know Ellie, I'm going to her house after school till my Dad gets home from work.'

3

Expresses needs and feelings in appropriate ways.

The child expresses needs and feelings appropriately, sometimes with adult support.

During a structured activity, the practitioner is talking about feelings with a small group of children. Saidah says that she feels sad. When asked why she says, 'Now I'm five my mummy says I have to sleep in my own bed and I'm scared.'

Paul spends quite some time building a car with a construction kit. Just as he finishes it Jason picks it up and runs off with it. Rather than retaliate, Paul goes to the practitioner and explains that he has built the car and asks for her help.

Fred, a child with language delay, needs to use the toilet. He goes to the symbols on the wall, selects the relevant symbol and gives it to a member of staff.

4

Responds to significant experiences, showing a range of feelings when appropriate.

The child responds appropriately to experiences showing a range of feelings, with only occasional need for adult support.

In the classroom the tape recorder is playing some music from the film 'Titanic'. Owen approaches the practitioner and says, 'This music is very sad isn't it?'

Lima is keen to tell the group all about her brother's birthday the day before. She describes his presents and his cake and says she enjoyed joining in his celebration.

Jameela is part of a group which is sharing the big book 'Farmer Duck'. She notes the contrast between the end papers at the front and back. 'At the beginning it was all cold. It looked sad like the duck was feeling. Now it's sunny, the duck probably feels sunny inside. He's happy now.'

5

Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.

The child can communicate needs, views and feelings verbally, for example stating that s/he is unable to see the book during a story session, or confidently explaining that s/he does not want to handle the bread dough, because of its texture. When taking part in a range of activities, the child listens to the ideas and suggestions of others. S/he observes and hears the needs and feelings which they express, for example during 'circle time'. S/he may also alert an adult to another's needs, for example telling the practitioner when another child is upset. Although aware, s/he does not always respond to the needs of others.

Deon is distressed about leaving his carer one morning at the start of the school day. Mason sees that he is upset, and goes to get a tissue for him to blow his nose and quietly hands it to him as he puts his arm around his shoulder.

Abigail falls over in the playground, grazing her knee. As the member of staff on duty makes her way over, Lawrence, who has been playing nearby and saw the accident happen, comes over and offers to take Abigail in to the First Aid room.

At circle time during Ramadan some of the children talk about their parents fasting. Colin looks very concerned. 'That must be very hard – I would miss my chips.'

6

Has a developing respect for own culture and beliefs and those of other people.

Through the celebration of cultural and religious events and a range of other activities, the child begins to develop respect for own and others' cultures and beliefs. The child may demonstrate through his/her behaviour an understanding that different artefacts, rituals, events, etc are precious or important to different families, communities or cultures.

Alison tells the children about her visit to London to stay with her aunt and meet her new uncle. 'My uncle took me to his temple. It was beautiful, and then we went back to have dinner at their house,' she says, 'but I like my own home as well.'

The practitioner brings in her wedding dress and pictures of her wedding to show the children. Rukhsar looks at the white dress and says how pretty it is. Then she adds, 'When my big sister got married she had new clothes but they were red and gold.'

Jake's school has a video conferencing link with a small school on a Scottish island. The children show great interest and surprise at differences such as the weather, the local environment and the dialect, but gradually begin to talk about ways in which the schools and the children are alike.

7

Considers the consequences of words and actions for self and others.

In discussions, for example at 'circle time', the child shows a developing awareness of the consequences of words and actions. The child is normally able to reflect this awareness in his/her actions and behaviour.

The children discuss with the practitioner how they will make their room safe for Kayleigh, who has a visual impairment. Barry suggests that they must hang up all the bags and coats and not leave them on the floor.

8

Understands what is right, what is wrong, and why.

The child shows understanding of the difference between right and wrong in familiar situations, for example understanding why it is right to do certain things. S/he is beginning to be able to control her/his behaviour to reflect this understanding.

When Jemma suggests taking Chantelle's crisps out of her drawer, Abbie says, 'No, you shouldn't do that. You mustn't take other people's things.'

During a circle time discussion on 'Happy Hands and Feet', the group reflects on how they can use their hands and feet positively towards each other. They also discuss less positive actions such as hitting or pinching and why these would upset others.

Olivia finds 50p on the grass outside. She puts it into her pocket for a while but decides she must give it to the practitioner.

Chris spends a lot of time making a junk model boat. Later his friend Mike sees Pete about to pull it apart. 'Don't break it,' he shouts, 'Chris will be really upset.'

The child has achieved all the early learning goals for emotional development. In addition, the child:

9

Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

The child displays her/his sense of identity by clearly articulating likes, dislikes and preferences. S/he expresses emotions, such as pleasure or anxiety, fluently and appropriately, and demonstrates self-discipline and self-regulation in consistent and appropriate ways.

Jos is in the garden and has lost her glasses. She is very concerned. The adult suggests she starts to look for them in the garden. Maddy sees Jos' concern and anxiety as she starts to search. She goes over to her and says, 'Come on Jos, we'll look together.' Maddy holds Jos' hand and they walk off around the garden together carefully looking for the glasses. Within a few minutes they find them and they rush joyfully up to the adult to share their success, shouting, 'We found them, we found them!'

Louis sees that Amir is crying and goes to ask him in BSL, 'What's the matter?' On finding out that Amir is hurt, he goes to the practitioner and reports the problem, then helps to comfort Amir by offering Amir his favourite book.

Ricky has used most of the Lego construction materials to make a number of vehicles, taking a lot of time and care over them. Children are normally allowed to put their models on display, so he asks the practitioner if he can do this. She agrees, adding that she will need to put out a different construction activity for the other children to use. A few minutes later, Ricky goes back to her and says that he knows that the other children really like playing with Lego, so it isn't fair if he uses all of it. He asks if he can save his two favourite models and break up the others, then there will be enough Lego for the other children to use. The practitioner thanks Ricky and suggests that they take some photographs before he breaks up his models.

Personal, social and emotional development

Please use the space below to note any relevant examples that you have observed.

Language for communication and thinking

1

Listens and responds.

At this stage, interaction with others is characterised mainly by the child's listening and responding to what others say through words and/or gestures. S/he rarely initiates talk. Assessment should be made on the basis of the child's achievement in her/his preferred language. For some children, this may be a recognised sign language or Picture Exchange Communication symbol system.

Jas carries out instructions, points to what she wants to do in child-initiated activities and occasionally makes one word responses in exchanges with the practitioner.

2

Initiates communication with others, displaying greater confidence in more informal contexts.

The child talks and listens with emerging self-confidence in informal contexts, for example role-play or snack-time. S/he responds willingly but is less likely to instigate talk during more adult-led group activities such as story-time. Again, assessment should be based on achievement in the child's preferred language.

At snack-time and during child-initiated activities, Hannah will talk quietly to another child sitting, playing or working next to her. However, she is very quiet during adult-led group activities, instigating talk only rarely.

Guido shows Cara how to work the tape recorder in the listening corner, explaining in Italian, their shared language.

3

Talks activities through, reflecting on and modifying actions.

The child reveals her/his thinking through speech or other forms of communication. As the child reflects, s/he may modify actions or solve problems.

Brent is playing on his own with the 'small world' toys. 'This one's going to get the lorry ... but the car comes in ... this is his dad - no, no, no ... now you'd better go to bed.'

4

Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.

Assessments of scale points 4 to 9 should be in English (or BSL or sign-supported English), reflecting the child's emerging competence in the language.

The child listens attentively and with enjoyment, to stories, rhymes, etc, which s/he is able to recall in increasing detail, for example by sequencing pictures or cards. When listening to suggestions or explanations, s/he responds appropriately through actions or comments, or by asking relevant questions.

Doug and Dan enjoy miming and adding actions in response to the poem they are listening to on tape, in the listening corner.

After listening to the story of Anansi, Sally draws a picture of a spider weaving a web.

Jodie watches avidly as the practitioner signs the story of the Gingerbread Man. Jodie signs 'run, run as fast as you can, you can't catch me I'm the Gingerbread Man' at the appropriate times in the story.

Eve and Neil enjoy joining in with action rhymes and songs and use symbols to request favourite rhymes and songs.

5

Uses language to imagine and recreate roles and experiences.

During a range of activities, for example role-play, the child uses language to imagine, act out or develop experiences.

Matthew is on the phone in the home corner; he asks the person on the other end if he has reached the local radio station. Imagining he has, he requests a song to be played for his sister.

Patience strokes the guinea pig, which is squeaking. She speculates to her friend, 'I think he's telling me he likes being stroked'. 'Why do you think that?' 'Well, he hasn't run away, has he?' she replies.

Molly goes out to the outdoor area. When she finds that all the wheeled toys are in use, she goes back indoors to the dressing up clothes, finds the policeman's hat and puts it on. She asks the practitioner if she may borrow the playtime whistle telling her, 'I'm going to go and tell the traffic the way to go, before someone has an accident'.

6

Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.

The child interacts with others, taking account of what they say and using language to negotiate plans and activities.

A group of children are planning a journey in a bus they have built. Sue says, 'You be the driver and I'll collect tickets'. 'I'd like to do the tickets', replies Jon. 'OK, I'll drive if you want to be the conductor'.

Four children choose to act out the story of 'The Three Little Pigs' with puppets. In role, they take it in turns to re-tell the story through the characters, helping each other out if they forget what comes next.

7

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.

The child often uses language rather than action to rehearse and reflect on experiences and to clarify ideas and feelings. S/he may talk her/himself or others through challenging activities.

Carol and Alice discuss how to use the tape recorder. Carol shows Alice how to put the tape in and which button to press to play or rewind the tape, talking through all the actions as she does so.

After listening to the big book 'No Lunch Box', a group of children make sandwiches with bread and butter and a choice of fillings. As they talk through what they have to do, Catherine remembers the word 'filling' from the story and repeats it several times while they are making the sandwiches.

Christopher takes his model to the nursery class to show it to the children. He explains how he makes the wheels go round and points to the axle.

8

Speaks clearly with confidence and control, showing awareness of the listener.

The child speaks clearly and with confidence in familiar groups and also with people other than those who are well known to him or her. There is awareness of the listener, for example by the child's use of conventions such as greetings and courtesies, or by her/his inclusion of some detail when offering accounts or explanations.

Amar, aware that a child visiting is not deaf and doesn't know BSL, makes good attempts to use his voice and speak in English. He tries signing slowly with extra clarity when showing the visitor a display of boxes.

The child has achieved all the early learning goals for language for communication and thinking. In addition, the child:

9

Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.

The child talks and listens very confidently in a wide range of situations, sometimes adapting her/his vocabulary and tone of voice to the particular situation. S/he uses appropriate vocabulary in explaining ideas clearly. S/he shows an awareness of the needs of the listener by including relevant details, for example when describing events or activities which took place when the listener was not present.

Conrad is very keen to tell the class about a Meccano model of a windmill he had made at home one wet Sunday afternoon. He is unable to bring the model in to class to show as it is too big, but he takes care in selecting some pieces from the class supply to show how he had made the sails. He speaks clearly and with enthusiasm about both the task and the end product.

1

Joins in with rhyming and rhythmic activities.

The child takes an active part in singing and rhyming activities, joining in with some of the words and following the rhythm.

▶ *Pip enjoys singing along to the rhymes on the cassette. She bounces up and down in time to her favourites.*

▶ *While the class are saying the nursery rhyme 'Humpty Dumpty' with the practitioner, Sehnaz pats her knees and nods her head in time with the rhythm.*

2

Shows an awareness of rhyme and alliteration.

The child is increasingly aware of rhyme in songs and poems. S/he sometimes distinguishes one sound from another or notices when words begin with the same sound.

▶ *When asked if she would like to serve the sausages, Sarah laughs, saying, 'They're all "s" like me.'*

▶ *Rosie carries on with an action (touching her knee), thinking the end of a song would rhyme. She laughs when the last word is changed, 'clap your hands together, one, two, three, put your hands upon your ... head'.*

3

Links some sounds to letters.

The child hears some sounds and links them to specific letters, for example the letters in her/his name, and is able to recognise them.

▶ *A small group of children are suggesting all the objects they can think of beginning with the sound 'd' – door, dog, doll, drink. Suddenly Donna smiles and says, 'd for Donna'.*

▶ *Karen spots a capital K on the cover of a big book. 'Look, it's the same as at the beginning of my name, it's a "k".'*

▶ *The practitioner asks Nicola to find an object with the initial sound 'p'. Nicola (who has speech and language difficulties) correctly selects the pen and places it in a pot labelled with the letter 'p'.*

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4

Links sounds to letters, naming and sounding letters of the alphabet.

Assessments of scale points 4 to 9 should be in English (or BSL or sign-supported English), reflecting the child's emerging competence in the language.

Across a range of activities, the child is able to name and sound letters of the alphabet, and can recognise all or almost all of them.²

▶ *Victoria brings in some objects to go on the 'interest' table. 'I've brought a doll, a die and a picture of my Dad', she explains.*

▶ *The children play the game 'Noisy Letters'. The practitioner gives each child a letter, and the children attempt to find the other child(ren) who have been assigned the same letter by saying their letter sound out loud.*

5

Hears and says sounds in words.

When sounding out words, the child hears and says sounds in the word in the order in which they occur.

▶ *Paul is in the Role Play, which is a pizzeria. Sharon asks for a Pizza with cheese on. Paul says "Cheese; that's 'ch-ee-z'"*

▶ *Danya takes the model of the cat out of the box. When asked to do so, she is able to say the sounds in order "k-a-t"*

6

Blends sounds in words.

The child is able to blend sounds together in order to say simple (CVC) words, eg hat, dog, pen.

▶ *The children are playing the Robot game. The practitioner says "r-e-d" and Evie says "red"*

▶ *Hardeep is playing in the water tray. He picks up a fish and says, "This is a fish, a 'f-i-sh'"*

7

Uses phonic knowledge to read simple regular words.

The child uses her/his emerging phonic knowledge to read a range of simple words, particularly consonant–vowel–consonant (CVC) words, some of which are unfamiliar.

▶ *During a guided reading session, Craig encounters an unfamiliar word. When the practitioner suggests separating the short vowel sounds within the word, Craig is able to correctly identify the word 'M – e – g – that makes "Meg"'.*

² The games detailed in *Progression in Phonics: Materials for Whole-Class Teaching, National Literacy Strategy 1999*, can be used to assess several of the points in this scale.

Amina spells out the words 'jam' and 'eggs' from the recipe card when taking part in a baking activity.

8

Attempts to read more complex words, using phonic knowledge.

S/he attempts to read more complex words, sometimes with adult support.

Leaving the hall, Jack noticed a sign, 'e, something, i, t, that's an x (name) in the middle, ex - it, exit - does that make exit?'

The child has achieved all the early learning goals for linking sounds and letters. In addition, the child:

9

Uses knowledge of letters, sounds and words when reading and writing independently.

In her/his independent reading and writing, the child uses a range of strategies when tackling unfamiliar words, including fluent and appropriate use of phonic knowledge.

While writing a story, Yan realises that he does not know how to spell 'beanstalk'. 'I can do the "bean" bit', he says, and then sounds out the rest of the word phonetically as he writes. 'St - or - k - but "ork" doesn't look right - I know, it's st-alk, stalk!' he says, and writes down the correct spelling of the word.

1

Is developing an interest in books.

The child takes part in book-sharing activities, listening to stories with interest or choosing to look at books in the book area. S/he handles books appropriately, turning pages and looking at pictures.

Anna likes to sit in the book corner and browse through the book boxes. She often selects a book and 'reads' it to one of the toys. She holds the book the right way up, turning the pages and telling the story in her own words.

Ramon, a child with physical disabilities, loves sitting with an adult and listening to a story, looking at the pictures. In big book time he indicates whether the book is the right way up by 'yes' and 'no'. He moves his hand to be assisted to turn the page.

Rashida's mum reads a story with which the children are all familiar from a dual language text. Rashida smiles when she reads it in Urdu and points excitedly to the pictures.

2

Knows that print conveys meaning.

The child can distinguish between pictures and print and recognises that information can be relayed in the form of print.

On a walk, Tim points to the street name signs and asks the practitioner what they say. At the bus stop, he points to the sign and says, 'This is where the bus stops.'

When the practitioner points to the picture and asks, 'Do I read this?' Nicholas laughs and shakes his head. He nods when she points to the text.

Edward points to the symbol string under his picture and says, 'I went to the shops in the new green bus. Look at my writing.'

3

Recognises a few familiar words.

The child recognises some familiar words, for example her/his own name and common words in the environment.

Andrea feels the names in braille above the coat pegs. She recognises her name and tells her Nan, 'This is where I hang my coat.'

Riha reads aloud some of the key words she has become familiar with on captions around the room – ‘milk’, ‘day’, ‘book’ and ‘beads’.

4

Knows that, in English, print is read from left to right and top to bottom.

Assessments of scale points 4 to 9 should be in English (or BSL or sign-supported English), reflecting the child’s emerging competence in the language.

The child follows print, for example when listening to taped stories or pretending to read, usually by pointing with a finger, from left to right and from top to bottom of the page.

During a literacy session, Shola is observed sitting on the practitioner’s chair. She uses the practitioner’s pointer to point to the story left to right across the page, as she paraphrases the story to her friends who are listening.

5

Shows an understanding of the elements of stories, such as main character, sequence of events and openings.

When discussing a familiar story, the child identifies the main characters and sequence of events. S/he understands that these elements are common to most stories. Stories that s/he knows very well are used as a basis for further development, for example through the child’s imaginative play.

A small group of children look at a familiar big book with the practitioner. On a table are objects that are in the story. Samir is able to say who the characters are in the story and select objects to represent the beginning, middle and end. He is able to tell the practitioner why he puts the objects in that order.

Mehmet refers to the ‘beginning’ and ‘ending’ of a story, for example, ‘I don’t like that ending. I think she should’ve run away.’

On being asked who was naughty in the story, Carl (who has learning difficulties) points to the picture of Floppy in the book. When asked ‘Why?’ he points to each incident as the pages are turned.

6

Reads a range of familiar and common words and simple sentences independently.

With encouragement, the child gains meaning from simple story texts, making some use of a range of cues, including knowledge of the story or context, what makes sense grammatically and word/letter recognition. S/he reads at least 20 common words in a range of contexts.³

During a guided reading session Nisa attempts to read ‘What’s the time Mr Wolf?’⁴ She is able to read key words she already has experience of and uses the pictures and context to read the unfamiliar words.

³ Eg. from *The National Literacy Strategy Framework for Teaching*, Section 3, List 1, page 60.

⁴ Band 3 from *Book Bands for Guided Reading*, Reading Recovery National Network, 1998.

Hamza reads his book, signing each word to support the English. He stops to check the meaning by using BSL.

7

Retells narratives in the correct sequence, drawing on language patterns of stories.

The child retells the main points or events of a simple narrative in the correct sequence, using linking language. Particular language patterns, such as 'Once upon a time', or '“Not I”, said the cat' ('The Little Red Hen'), are remembered and used.

After hearing the story of Goldilocks a group of children act it out using stick puppets. Naila starts with 'Once upon a time' and then retells the story in the correct sequence, correcting another child who confuses the order of porridge and chairs.

Shona is a child who has cerebral palsy, has little muscle control and is unable to speak. She has a number of pictures with text to sequence. She indicates the correct order by eye pointing. She presses a switch to say 'Not I' at each appropriate moment in her story.

8

Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.

The child distinguishes fiction and non-fiction texts. S/he is developing an understanding of how to find information in non-fiction texts, for example by using the contents page.

Anya and Paulo are tidying up in the book corner. Anya asks Paulo which book box he thinks a particular book should go in. 'I'm not sure,' he says, 'is it about true things, does it tell you information?' They look together and on the basis that it has photographs in it and a contents page, they decide it should go in the non-fiction book box.

Robert finds a book about farm machinery. He finds the chapter on milking machines in the contents page and uses the pictures and captions to find out where the milk is stored after the cows have been milked.

The child has achieved all the early learning goals for reading. In addition, the child:

9

Reads books of own choice with some fluency and accuracy.

The child uses a range of strategies to read simple texts independently with fluency and understanding. Examples of suitable books are *Hold Tight Bear!*, *Not Now Bernard*, *Titch* or *Nandy's Bedtime*.⁵ S/he may need adult help when tackling an unfamiliar or more complex text.

Jessica reads the whole of 'The Very Hungry Caterpillar' fluently and with expression, needing no help with the words. She explains that the caterpillar needs to eat a lot so that it can turn into a butterfly and says that people musn't be as greedy as that.

⁵ Band 5 from *Book Bands for Guided Reading*, Reading Recovery National Network, 1998.

1

Experiments with mark-making, sometimes ascribing meaning to the marks.

The child makes marks, choosing from a variety of markers such as brushes, pens and pencils, and observing the effect of moving the marker across a surface. S/he may not always ascribe a meaning to these marks, although there is a general awareness of the writing process.

Chloe covers the whole paper and says, 'I'm writing.'

2

Uses some clearly identifiable letters to communicate meaning.

The letters which the child produces, for example in a role-play context, may be from her/his own name. S/he assigns a meaning to what has been written. There is often no sound/symbol match at this stage.

Marcia is playing in the café and notes customers' orders on her notepad. She tells the chef, 'They want pizzas.'

The children use squeeze bottles to make marks on the floor in the outdoor area. They make representations of the first letters of their names and jump up and down on their letters.

3

Represents some sounds correctly in writing.

The child's attempts at writing words include some appropriate letters, usually in the initial position.

Following a trip to the zoo, Revinder draws a picture of a gorilla and underneath writes the letter 'g'.

Stephanie selects braille blocks to represent her name, including some which are appropriate.

Priya draws a detailed picture of a house. She then makes careful marks under the picture and tells the practitioner that she has written 'This is my house'. Her colleague, who supports children learning English as an additional language, confirms that the caption contains elements of Punjabi script, some of which are correctly written.

4

Writes own name and other words from memory.

Assessments of scale points 4 to 9 should be in English (or BSL or sign-supported English), reflecting the child's emerging competence in the language.

The child writes at least her/his first name, as well as some other words. These may be key words currently featured in literacy sessions and/or words that are important to her/him, such as 'mum', 'dad', 'cat' and perhaps the names of other family members.

Aston is making a Mother's Day card. He writes 'To Mum' and his own name by himself, but needs help from the practitioner with 'Happy Mother's Day' and 'Love from'.

Millie draws a picture of her family and labels them all appropriately.

5

Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.

The child's writing consists of recognisable letters. When assessing this criterion, the practitioner should observe the child while engaged in a writing activity, to establish that the child is holding a pencil effectively and that letters are generally correctly formed, for example by the use of anti-clockwise movement and the retracing of vertical lines when appropriate.

In a child-initiated activity, Emily writes 'I', 'am', and 'can' on a whiteboard, taking great care to form the letters correctly.

6

Attempts writing for a variety of purposes, using features of different forms.

Often in a role-play context, the child attempts writing for a range of purposes, for example writing a shopping list, a doctor's prescription, instructions for playing a game or a letter to Father Christmas. S/he may also write stories. Features of different forms, such as lists or labels, are evident.

Points 6 and 7 can be assessed through the activities detailed in *Developing Early Writing*.⁶

Ella and Graham are playing in the home corner and write invitations for the friends they would like to come to tea.

Marcus says his name begins with 'm', Faraz with 'f' and Tommy with 't'. He writes, 'Marcus, fz and tm' on a drawing of them playing together.

The practitioner tells the children to think about lists that they have written previously, for example when shopping for sandwich ingredients. She then asks them to write a shopping list for a party. Dustin writes:

crisps cake hats (child's amendment)
hats presents

⁶ *Developing Early Writing*, The National Literacy Strategy, 2001.

7

Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

The child's efforts are phonetically plausible when s/he writes simple regular words and particularly when s/he attempts to write more complex words, sometimes with adult support.

David writes, 'I went to seey fiyuweres and hat to pc in the pub' (I went to see fireworks and had to park in the pub).

8

Begins to form captions and simple sentences, sometimes using punctuation.

The child attempts to write simple sentences, sometimes using capital letters and full stops. S/he may need adult support.

Sebastian writes captions for the photographs in his album, with some help from the practitioner with words he does not know. 'I saw my Auntie Flo at the wedding.'

The child has achieved all the early learning goals for writing.

In addition, the child:

9

Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.

The child attempts writing in a variety of forms using an appropriate range of vocabulary. The text is readable, as words are either spelt correctly or are phonetically plausible. Letters are reasonably consistent in size and spacing between words is generally consistent. What is written makes sense and there is some consistency in the use of capital letters and full stops.

Selecting lined paper, Eileen and Rachel write their own version of the book 'Mrs Wishy Washy'. Their story is readable, with most words spelt correctly and the remainder being phonetically plausible.

Communication, language and literacy

Please use the space below to note any relevant examples that you have observed.

Numbers as labels and for counting

1

Says some number names in familiar contexts, such as nursery rhymes.

The child joins in number rhymes and songs such as 'One potato, two potatoes, three...', 'This old man, he played one...', etc. The child sometimes refers to numbers in role-play. For example, setting the table for tea s/he may say, 'One, two cups'.

At the music table Arron picks up the tambourine and sings, 'One, two, three, four, five, once I caught a fish alive'.

2

Counts reliably up to three everyday objects.

The child counts up to three objects and counts out or takes a specified number of things from a larger collection of objects, eg coins, beads, counters, bricks, pencils, etc.

Julie counts the bears, 'That's one, two, three bears, like the story'.

At the dough table, James and Dominique use farmyard animal cutters. 'Look, I've got three sheep!' says James, and shows the practitioner the three shapes he has cut out.

Richard points to the number 3 and indicates 'stop' when the practitioner is giving the buns to the dolls.

3

Counts reliably up to six everyday objects.

The child counts up to six objects and counts out or takes a specified number of things from a larger collection of objects, eg coins, beads, counters, bricks, pencils, etc.

Even when the game is over, Brian continues throwing the die, counting the dots and then counting the same number of pennies from the large pile on the table.

While tidying up in the home corner, Alexei counts the knives, forks and spoons. When asked how many spoons he has, he replies, 'Six!'

Jantina counts out six bricks, using her fingers to sign the numbers in BSL.

4

Says number names in order.

The child recites the number names in sequence, counting to, or backwards from, at least 10.

The children play a game where one of them selects and hides an object, while the others close their eyes. Before they open them, they count, 'ten, nine, eight ... zero.'

Andy signs the number names in order from one to 10.

5

Recognises numerals 1 to 9.

The child consistently recognises numerals on number tracks, on birthday cards, in books, on clock faces, on a die, etc. S/he may also spot numbers around the school or on a walk and say what they are.

Brad and Kruti play a game using a tactile die. Each time Ben says excitedly, 'It's a six ... that's four'.

Keith walks past the Year 5 classroom. He notices the year group sign and says, 'Oh look a five. I'm five.'

Martin identifies the number asked each time by eye-pointing on an E-Tran frame for all numbers up to 10.

6

Counts reliably up to 10 everyday objects.

The child counts up to 10 objects and counts out or takes a specified number of things from a larger collection of objects, eg coins, beads, counters, bricks, pencils, etc.

As the children tidy away the hoops, they count to make sure that all 10 have been found and put away.

The children are planting seedlings into pots. Sunita carefully counts the number of seedlings in the tray, and then counts out eight small pots from the box.

7

Orders numbers, up to 10.

The child arranges in order a complete set of numbers from 1 to 10.

Susie sorts the number cards and pegs them on the 'washing line' in order, saying the number names as she does so.

Using magnetic teddies with the numbers 1–10 on their tummies, Peter places them in the correct order on a large magnetic board.

8

Uses developing mathematical ideas and methods to solve practical problems.

The child solves or attempts to solve problems encountered in the classroom or in role-play by applying mathematical ideas and methods. S/he explores problems such as missing numbers, grouping, sharing and estimation and responds to questions such as 'What could we try next?' or 'How shall we do it?'. For example, s/he estimates the number of coins in the till or whether there are sufficient pieces of fruit, cartons of milk for each child. The child makes number labels for resources in the classroom or for things in the shop/café.

This point can be assessed through the activities detailed in *Mathematical Activities for the Foundation Stage*.⁷

A group of children are doing a jigsaw together. They share out the pieces and count to check everyone has the same number.

The practitioner asks Lauren if there are enough beakers on the tray for everyone. Lauren guesses, 'I think there are 20'. She then counts them carefully and says that there are 15.

Remel and Savannah are playing an estimating game. Savannah puts a handful of buttons into a tin and puts the lid on. Remel shakes the tin and tries to guess how many buttons are inside. He writes down his 'guess'. Then he takes the buttons out and together they count the buttons, dropping them back into the tin, as they count.

The child has achieved all the early learning goals for numbers as labels and for counting. In addition, the child:

9

Recognises, counts, orders, writes and uses numbers up to 20.

The child has a secure understanding of numbers to 20, counting objects and recognising and writing numbers accurately. There may be an occasional reversal of numerals or two-digit numbers, but the child is developing a good understanding of place value. S/he is able to order numbers to 20, including ordering a given set of randomly selected numbers. S/he demonstrates understanding of numbers up to 20, by using and applying them in practical contexts and problem solving.

Using the number line in the courtyard, Sharuk and Elena work together, sorting and pegging the rabbits numbered 1–20 in the correct order.

On a washing line that goes up to 20 but has some numbers missing, Akub can show which numbers come before and after the ones that are left.

Sana, a child with physical disabilities, uses a switch to access numbers on a grid so that she can order numbers to 20 independently. In her work she points to the number and a scribe writes for her.

Sophie can count 20 bricks that have been built into a tower.

⁷ *Mathematical Activities for the Foundation Stage*,
The National Numeracy Strategy, 2002.

Calculating

1

Responds to the vocabulary involved in addition and subtraction in rhymes and games.

The child joins in rhymes and songs such as 'Five currant buns', etc. In role-play or practical classroom contexts, s/he begins to use some of the vocabulary involved in addition and subtraction, for example 'one's gone', 'some left', 'one more'.

Five children sing and act out the song 'Five little speckled frogs'. Each time they reach the line, 'One jumps into the pool', one of the children jumps into the centre of the circle.

2

Recognises differences in quantity when comparing sets of objects.

The child compares two groups of objects and recognises differences between unequal groups.

The children watch the goldfish swimming around. Terri says, 'Those two are playing with each other, but that one is all on his own'.

Jim looks at the pieces of apple and orange and comments that there are more apples than oranges.

When asked who has more Smarties, Rehan looks at Wahab.

3

Finds one more or one less from a group of up to five objects.

In practical contexts with everyday objects or groups of children (or using fingers to model the numbers), the child is able to find one more or less, for example 'There are three people on the bus. One more person gets on (another child joins the group). So now there are ... yes, four.'

Clare puts three biscuits on a plate. James says, 'We need four – one more.'

Greg presses the correct number on his communication aid to tell the class there are three frogs left when one goes away.

4

Relates addition to combining two groups.

Using everyday objects, the child finds how many there are in two groups by combining and counting them.

Adeola enjoys picking up as many conkers as she can, grabbing more and working out how many she has altogether. 'Five and four ... nine! That's my best go.'

Andrew places six 'bear' counters on one half of a board, and three 'horse' counters on the other half of the board. By moving the counters to a number track along the bottom of the board, he determines the total number of 'animals' on the board.

Safina picks up two handfuls of bricks and puts them into two circles on the table. She counts one group using signed numbers, then signs 'add more' and continues to count on using the bricks in the other circle.

5

Relates subtraction to taking away.

Using everyday objects the child says how many objects are left when some are eaten, taken away or hidden, by counting them, taking some away and then counting those that are left. For example, s/he counts how many pennies s/he has to spend, buys an item in the shop and then counts how many pennies are left.

The practitioner initiates a game that involves constructing a tower to have the same number of bricks as the number on a die. Tara rolls the die, and gets the number 4. She builds a five-brick tower but then recounts the bricks and removes one. When the practitioner asks why she did this she says, 'There were too many.'

6

In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.

In practical contexts using objects or by modelling with apparatus or fingers, the child understands and begins to use vocabulary involved in addition and subtraction, such as 'add', 'take away', 'makes', 'altogether', 'how many', etc.

Children re-enact a practical game using cups. One child acts as the practitioner and gives instructions as to how many cups to add or take away.

7

Finds one more or one less than a number from 1 to 10.

The child responds to instructions involving one more or one less in practical contexts such as the classroom 'shop' or 'café', for example working out how many cakes are left after selling one. S/he responds to questions such as, 'What is one more/less than...?'

Shahne pours out 10 glasses of orange squash and checks by counting them. The practitioner asks, 'How many will be left when Rihaz takes a juice?' After a little thought, Shahne answers, 'Nine'.

8

Uses developing mathematical ideas and methods to solve practical problems.

In a range of real or role-play contexts, the child explores and solves practical problems such as doubling, halving, grouping and sharing, using her/his own methods. For example, s/he finds different ways of separating 10 objects into two groups, shares food or classroom resources equally, pairs objects such as knives and forks and decides how many are needed to have equal numbers of each. The child also uses simple amounts of money in role-play to pay and give change.

This point can be assessed through the activities detailed in *Mathematical Activities for the Foundation Stage*.⁸

Mark and Jamie suggest what might be done about the extra biscuit. 'Someone else can have the extra one.' 'Get one more and then we can both have two.'

Tom and Dominic are making two cars with a construction kit. As Tom looks in the box for wheels he comments, 'Four for you and four for me, that's eight wheels'.

While tasting fruit, there are two slices left after each of the four children in the group have had some. Deborah suggests, 'If you cut each piece in half we can all have another piece.'

The child has achieved all the early learning goals for calculating.

In addition, the child:

9

Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.

The child uses a range of strategies for addition and subtraction such as counting on, counting back and counting up as appropriate. S/he displays mental recall of some addition and subtraction facts, including some addition doubles and pairs of numbers that total 10.

The children play a 'doubling game'. Using a die, Vivienne rolls the number five. She says 'five add five is ten – double five is ten' and moves her counter to the correct number on the board.

⁸ *Mathematical Activities for the Foundation Stage*, The National Numeracy Strategy, 2002.

Shape, space and measures

1

Experiments with a range of objects and materials showing some mathematical awareness.

The child shows an interest in shape and space by playing with shapes, constructing models, arranging objects, threading beads, etc.

Elizabeth enjoys making 'pictures' with the magnetic shapes.

Ainsley carefully places the wooden blocks back into the box, so that the lid can be closed.

2

Sorts or matches objects and talks about sorting.

The child sorts everyday objects and matches some shapes by recognising similarities but is generally unable to give an explanation, giving a personal reason, such as 'I like these' for her/his sorting or matching.

Raef collects the cups after snack time. He arranges them into groups, putting all those of one colour together.

3

Describes shapes in simple models, pictures and patterns.

The child describes simple shapes using everyday language.

Angela and Iram are building houses with large blocks. They look at the blocks and decide, 'We need that one, it's flat ... and that pointy one.' 'I need a slopey one for my roof,' Iram says, and goes to look for one.

4

Talks about, recognises and recreates simple patterns.

The child recognises and is able to describe simple patterns on textiles, pottery, necklaces etc. Using counters, 2D shapes, paint, computer programs or other media the child makes simple repeating patterns. S/he may also spontaneously spot patterns experienced in the environment. For example, seeing some children waiting in a queue and saying, 'Look it's boy, girl, boy, girl.'

The children are printing patterns with leaves using red, yellow and green paint. Some time later the practitioner sees Avni making a repeating pattern with playdough using the same colours.

On a pattern walk around the school, Allan notices a red/green pattern on the wooden posts in the play area.

Jane, a child with physical disabilities, indicates which brick to use when making a repeating pattern. She eye-points between two bricks and the practitioner adds the appropriate one each time.

5

Uses everyday words to describe position.

The child understands and sometimes uses everyday language to describe position, for example 'under', 'in', 'on', 'between', 'over', etc. For example, s/he describes where objects are in pictures or in the classroom and describes simple journeys or movements on a track. The child also understands instructions relating to position, for example in physical activities or moving around the school.

Bahar says to the practitioner, 'Our dog sleeps under the radiator.'

Jo and Debbie are using the Roamer. Jo makes it go forwards several times. Debbie then shouts, 'Now, let's make it go backwards and under the table.'

6

Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

The child understands and sometimes uses the appropriate language when talking about and comparing solid objects and flat shapes. In context, s/he understands and uses words such as 'shape', 'flat', 'curved', 'round', 'straight', 'corner', 'side', 'end', 'roll', 'slide', etc.

'I chose the box to print with,' Alexandra says. 'See, I put that side in the paint and made a square.'

Malcolm signs that the cube slid down the slope but that the sphere rolled down.

7

Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.

The child understands and sometimes uses the appropriate language to compare quantities. For example, following a focused activity comparing the mass of different materials or the capacity of two containers, the child may use terms such as 'heavier', 'lighter', 'more', 'less', etc. At other times, s/he may demonstrate understanding without using the comparative term, for example, 'I'll carry the heavy one.'

Jade takes the longest zip from the collection. She enjoys placing it against the others' clothes, saying, 'Too long for your dress', 'Too long for your coat'.

Falguni chooses two objects out of a box – a plastic dinosaur and a feather. She holds one in each hand and moves them up and down as if balancing. ‘The dinosaur is heavier than the feather,’ she says, and places them in the balance to check.

Abdi feels the weight of each parcel as they are placed in his lap. He indicates that the ‘heavy’ symbol should go by the red one and ‘light’ by the blue one.

8

Uses developing mathematical ideas and methods to solve practical problems.

In a range of contexts, the child demonstrates the ability to solve practical problems. For example, s/he chooses suitable components for a model, adapts or cuts materials to size, uses appropriate 2D shapes for representational pictures, etc.

This point can be assessed through the activities detailed in *Mathematical Activities for the Foundation Stage*.⁹

Danny decides to make a box for his model. He chooses a piece of card that is an appropriate shape for the base, saying that he needs a square.

Dougal searches for a cube among the modelling materials. ‘We want to make a die,’ he explains, ‘So it has to have six sides for all the spots.’

The child has achieved all the early learning goals for shape, space and measures. In addition, the child:

9

Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.

S/he names common 2D shapes and 3D objects such as circle, triangle, square, rectangle, star, cube, cuboid, pyramid and sphere. The child is able to identify 2D shapes and 3D objects from descriptions of their properties and increasingly describes shapes and objects in terms of the number of faces, sides and corners, without adult prompting.

Louisa plays with the feely box, describing a sphere to Nick. ‘It has one face and no corners.’ As another clue she adds, ‘It’s the same shape as a football.’

Phoebe is playing ‘Guess the Shape’ with Josie, using a feely bag. She describes a cube, ‘It has flat faces and corners and it slides.’ Josie asks, ‘Is it a cuboid?’ Phoebe replies, ‘That’s close, but the faces are square.’ ‘A cube!’ says Josie, and they change over.

⁹ *Mathematical Activities for the Foundation Stage*, The National Numeracy Strategy, 2002.

Mathematical development

Please use the space below to note any relevant examples that you have observed.

This scale addresses the skills and understanding that are necessary for children to make sense of the world around them. For each scale point, the examples illustrate a range of contexts in which such skills may be demonstrated; ie contexts involving exploration and investigation, design and making, information and communication technology, sense of time, sense of place, cultures and beliefs. The child should typically demonstrate skills in a range of these contexts.

1

Shows curiosity and interest by exploring surroundings.

For example:

- plays with materials, eg sand and water
- shows curiosity about living things, eg woodlice under a log
- handles and moves pieces of a construction toy
- is familiar with everyday technology, eg the telephone
- is aware of the routine passage of time, eg recognises when it is home time
- recognises familiar people and places, eg the supermarket.

Christine makes patterns from playdough, using a stick to shape holes in the dough.

Isabella is fascinated by a kaleidoscope and wonders at the moving shapes and colours.

2

Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.

For example:

- stirs cornflour and water to mix them together
- sorts a collection of leaves by size or shape
- builds a tower with bricks
- uses the start button on the tape recorder
- recognises self in personal baby pictures
- names and recognises school/park/shop in local environment
- talks about family members, birthdays, holidays, etc.

Patsy looks at and strokes the inside of the horse chestnut case collected on a walk and pricks the spikes of a case against her hands, showing awareness of the different textures.

While playing with a toy fire engine, Lucy puts all the hoses into one compartment and all the hammers and ladders into another.

Lydia tells her practitioner about a trip to the seaside and the dead jellyfish on the sand.

3

Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.

For example:

- observes that wood is hard but cotton wool is soft
- knows that birds and butterflies both have wings
- makes a model with boxes and glue and decides it is a boat
- points out that the computer and the television have the same sort of screens
- remarks that 'mummy stayed with me at toddler group but now I stay by myself at school'
- notices that you can buy shoes in one shop and food in a different shop
- looks at pictures of Divali and Christingle and notices candles in both.

Following a visit to the High Street, some children make a church tower out of small wooden bricks. They make a label by cutting out a small square of paper, glue it using a spreader and fix it to a piece of dowel rod which they stand in plasticine.

On a walk Joe notices the different road signs and wants to know what they mean.

A group of children talk about the different shapes of windows and sizes of buildings on the walk to the shops.

4

Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.

For example:

- collects objects made from metal on a material hunt
- describes the shapes, smells and textures of fruit and vegetables
- selects a material to make a hat and says why it is suitable
- chooses a favourite song and records it on a cassette
- in role play, dresses in 1950s clothes and describes likes and dislikes
- identifies the uses of the different features of the outdoor area
- talks about special meals within the family and why they like them.

Simon is making a collage. He goes to the box of scraps and strokes several bits of material against his cheek. 'This one's soft,' he says.

After being assisted to explore roses and poppies, the practitioner offers a range of options and Alia indicates by eye pointing that the rose smells nice and that it has thorns.

Corin sees a caterpillar in the garden and matches it to a picture in a book. He wants to make a model of it and chooses cotton reels for its body, to get the right shape.

Lizzie and Ben help the practitioner to peel and cut the fruit for a tasting activity. They talk about the texture and smell of the different fruits, Lizzie commenting that she doesn't like the smell of oranges, but that bananas are her favourite fruit.

Foyzul listens to the sounds of farm animals on a CD-ROM, following a visit to the city farm, naming some of the animals and joining in enthusiastically with the sounds they make.

The children match photographs to places in their local environment and work out a route from the local shop to their setting.

While walking in the local area, the children talk about recent changes (the new flower baskets). They comment that the flowers look nice, but how they don't like all the litter, because it makes everything look untidy.

5

Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.

For example:

- predicts what will happen if the ice cream is left in the sunshine
- observes the pattern markings on a caterpillar and asks, 'What do caterpillars like to eat?'
- uses wood for the model because it won't bend but the cardboard will
- knows that the computer, television and tape recorder all have plugs and use electricity
- draws pictures showing the changes to the tadpoles over time
- comments that there are two different ways to get from the classroom to the hall
- remarks that we all have breakfast but we do not all eat the same food.

Some children talk about the changes in ingredients as they mix them together during a cooking activity. They watch fascinated as the cake rises in the microwave.

Nadia and Masud discuss the rising level and size of bubbles as they use a whisk in the water tray.

Whilst in a group of children investigating the properties of ice, Will signs in BSL, 'Wait for water.'

Janice takes apart the pepper grinder to discover its use and moves the parts. She notices the different materials each part is made of.

Arthur and Kristy have opened the tape recorder to change the tape over. They press the play button while there is no tape in there, and watch the spools turning. They go on to investigate the fast forward and rewind button.

Following a museum visit, the practitioner encourages the children to talk about what they like to do after school that children would not have been able to do a long time ago, such as playing computer games and watching television. Then they try to think of activities that both sets of children could do, such as reading and playing with cards, dominoes, etc.

While playing outside the children notice the brown and yellow leaves falling from the trees. They talk about how different the trees are in other seasons (bare in winter, green leaves in spring, etc) and go on to make comments about the weather and clothing worn at other seasons.

6

Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.

For example:

- brings some of her/his old baby clothes for the classroom collection
- designs a party invitation using a computer program
- asks the visiting policeman about how he helps people
- collects and sorts pictures of old dolls and toys
- makes a weather diary for a week
- following a visit, draws a picture of the inside of a synagogue
- describes how the family celebrates the birth of a new baby.

After a visit by her grandmother, Grace talks to a group about the old toys she has brought for display and explains how they were used by her grandmother when she was a girl.

Zara and Helen lay out the laminated pictures in the correct sequence – baby, toddler; child, adult. Then they sort the basket of objects (keys, baby bottle, picture book, lipstick, etc), putting them next to the appropriate picture.

Sanjay takes Toby (the diary dog) home for the weekend. In circle time on Monday he describes what he did with Toby and his family during his stay.

Sally explains to her mum that her friend is having a special family dinner because her uncle is going to Australia.

When out of his wheelchair, Saram shows the class how his dad prays on the prayer mat. He has assistance to get into position but bows his head independently.

Earl and Poppy cut up the vegetables to make a traditional Caribbean dish. They comment that some of these vegetables only grow in hotter countries and are quite different from the vegetables grown in England.

7

Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.

For example:

- takes the torch apart to find out how it works
- operates the tape recorder independently
- double clicks on the icon to start the paint program
- role-plays a telephone conversation between two members of the family
- controls the floor robot to make it go forwards and backwards
- as part of a group, makes a table of favourite pets using a simple software package.

While playing in the role-play area which is set up as a local hospital, Darren takes on the role of the receptionist, types some 'letters' on the computer and prints them out.

Tamsin picks up a tin of beans in the 'shop'. She holds a wooden block against the bar code and makes a beeping noise. 'That's 20p,' she says.

Patrick, as one of a group of children demonstrating their skills at a PowerPoint display using an interactive whiteboard, presses the correct icons in sequence while describing the slides in BSL.

Vanessa uses two switches to scan and select words, symbols and pictures to tell us what she saw at the farm.

The children take pictures of the route they walk to the swimming baths with a simple digital camera. Later they use the photographs as prompts to write about their visit.

8

Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.

For example:

- describes a plan for making a model of a lorry
- draws a picture of the robot s/he intends to make
- selects corrugated paper, straws and crepe paper for a collage
- uses scissors, a hole punch and a glue spreader in making a calendar
- uses cutting, joining and finishing to make stick puppets for the story
- modifies a model to make it fit, eg bigger, longer, etc.

Jenny and Leah select a piece of plastic tubing and some Lego bricks to make a tunnel and a bridge in the sand landscape they are constructing.

When trying to make a boat that will float, George realises there is a small hole in the base and seals it with a piece of sticky tac.

Louise decides to make a toy vehicle, selects various objects and materials from a wide range available and chooses to use scissors, stapler, elastic bands and glue to join them together. She modifies her initial idea by using masking tape.

The child has achieved all the early learning goals for knowledge and understanding of the world. In addition, the child:

9

Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.

For example:

- plans an investigation to find out which ball bounces highest
- sorts leaves into groups explaining that the grouping is based on smooth and serrated edges
- makes a card for her/his brother incorporating a simple slider mechanism
- uses simple software to create a bar chart from a list
- uses a CD-ROM to find out what grandparents wore when they were children
- notices the building of a new supermarket on the way to school and suggests they should add it to their map of the area
- understands that harvest is linked to the work of farmers and is a time of sharing and saying thank-you.

The children have been decorating a cake. Milly says that next time she wouldn't make the icing so runny so it doesn't drip off the cake. She also suggests that they take off some of the decorations so there will be more room for candles.

Tony notices the webbed feet on the little frogs and comments that their back legs are longer so that they can jump. Later he observes that the tadpoles in the classroom are bigger than those in the pond, 'because it's warmer inside and that helps them to grow'.

When a small group go out looking for mini-beasts in the local park, they take the digital camera with them and each child has a go at taking a photograph of what they find. On their return, Geri plots his findings on a large-scale plan.

Chrissie draws a plan of the route she walks from home to school, designing a set of simple symbols and a key to explain the main features she sees on the way.

Knowledge and understanding of the world

Please use the space below to note any relevant examples that you have observed.

1

Moves spontaneously, showing some control and coordination.

The child reacts to stories, music and rhythm, copying gestures and movements. S/he manages her/his body to create intended movements but is sometimes an inaccurate judge of space in relation to others and unaware of safety in relation to large apparatus.

Sean hears a plane flying overhead and looks up to watch it. He puts out his arms and moves around, making engine noises.

The children move around the room to music, stopping immediately when the music stops and trying to hold their position until the music starts again.

2

Moves with confidence in a variety of ways, showing some awareness of space.

The child creates gestures and movement in response to stories, music and rhythm and judges body space in relation to spaces available. The child shows some accuracy in activities involving hand-eye coordination.

A favourite tape is playing outside. The children move enthusiastically, using their arms and legs and shaking their heads in time to the music.

Lee crouches down very low to get under the bars of the climbing frame.

Jacob spends a long time pouring water from a jug into containers of different sizes, sometimes accurately and sometimes spilling it over the sides.

3

Usually shows appropriate control in large- and small-scale movements.

The child negotiates space successfully, adjusting speed and direction to avoid obstacles and showing respect for other children's personal space. S/he shows control in balancing, holding a fixed position and using large pieces of apparatus. S/he demonstrates some control in mark-making activities and using tools and equipment, for example snipping plasticine with scissors.

While watching the geese in the park, Olivia tries to imitate them by standing on one leg, sometimes overbalancing.

Chelsea waits until another child has climbed all the steps on the slide before climbing herself.

Winston carefully sprinkles the cress seeds over the tray of compost.

Sohal uses his wheelchair with accuracy, avoiding bumping into doorframes and taking great care in the outdoor area.

4

Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.

The child negotiates small and large spaces successfully, jumps off objects and lands safely. S/he uses gesture and movement to express feelings and experiences. The child thinks about space when planning movements/ activities and uses space safely when running, dancing and climbing.

A large group of children are 'Going on a Bear Hunt' and carry out the actions of the story outdoors, interpreting the different ways of moving and carefully avoiding bumping into each other.

The practitioner has created an obstacle course. Claudette swings along the overhead ladder, hand over hand, crawls through the tunnel, hops along the bench and rolls sideways across the mat.

A group of children take the large blocks outside so that they have enough space to build a tower and can see how far away the bricks land when it falls, without the possibility of hurting anyone.

5

Demonstrates fine motor control and coordination.

The child shows fine motor control when manipulating small objects, for example threading large beads, posting objects into shape sorters and picking up small objects such as counters. S/he demonstrates control when using pencils, chinks, paintbrushes, scissors, etc and good mouse control when using a computer.

A group of children are playing 'Snakes and Ladders'. They shake the dice carefully and roll them onto the floor in a controlled way. They pick up the counters and move them skilfully up and down the board.

Gareth carefully fits the straw into the small hole in his juice carton.

Faiza uses the mouse confidently while watching the screen to draw a tree on the computer.

Using adapted scissors, Katie carefully cuts out shapes, turning the paper as she cuts. She sticks the shapes to a piece of card and decorates them with sequins and glitter.

6

Uses small and large equipment, showing a range of basic skills.

The child demonstrates increasing control in using equipment for climbing, scrambling, sliding and swinging. S/he shows a range of skills in handling objects, for example rolling, throwing, catching and kicking, using balls, bats, hoops, bean-bags, etc.

A group of children turn the role-play area into a cave, using rugs, large pieces of material and tables. They secure the covers to the table legs with string, which they cut and tie carefully.

Alex, who has hemiplegia, balances a koosh ball on a bat and walks forward, weaving between cones.

Marshall swings all the way across the monkey bars, pretending to be a chimpanzee in a rainforest.

7

Handles tools, objects, construction and malleable materials safely and with basic control.

The child manipulates materials successfully to achieve the required effect using simple tools. S/he shows awareness of safety issues, for example in the way that s/he carries equipment and materials.

Alistair and Ann are using the woodwork bench to make a wooden frame for their painting. When they have measured and cut the wood, they decide wood glue would be better than nails to join the sides.

Ryan, a child with language delay, points to the 'no' symbol when asked if Angie should take the sharp knife, which they had used with assistance, over to the sink.

8

Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.

The child shows some understanding and knowledge of factors that contribute to good health, for example eating, sleeping, exercise and hygiene. S/he may observe and talk about changes that occur during and after periods of activity.

After running outside in the playground, Blandine says to the practitioner, 'I'm hot 'cos I've been running – please can I have a drink?'

Aneek, having used the toilet, moves out of the area, stops and checks himself and signs in BSL to the practitioner, 'oops forgot wash hands go back clean' and goes back to wash them.

After playing 'What's the time Mr. Wolf?' the children notice that their hearts are beating faster. They talk with the practitioner about other times this has happened, and why.

The child has achieved all the early learning goals for physical development. In addition, the child:

9

Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.

The child varies and combines skills and actions to suit particular activities. For example, s/he can work cooperatively with a partner using a ball, bat and ball, etc or combine movements to create a dance sequence. S/he shows understanding of good practices relating to health and the effect of exercise on her/his body. S/he understands how to exercise safely and practises appropriate safety measures without prompting when using tools and equipment.

Iain invents ways of getting along a bench. He alternates between swinging his legs from side to side, and pulling himself along on his stomach, and repeats the sequence of movements.

During a physical activity session, Pandora moves confidently around the room, hopping, skipping and jumping. When told to find a space, she balances on two body parts (one hand and one leg). She is able to repeat the process using different body parts to balance on.

Physical development

Please use the space below to note any relevant examples that you have observed.

This scale addresses the types of skills and understanding that are necessary for children to express their ideas, feelings and preferences with all of their senses. The examples illustrate how creative development may be demonstrated in a range of different contexts or types of representation, for example through media and materials, music and dance, imagination, or responding to experiences and expressing and communicating ideas. The child should demonstrate skills in a range of these contexts.

1

Explores different media and responds to a variety of sensory experiences. Engages in representational play.

For example:

- explores colour and texture by means of finger painting
- joins in with songs, dancing and ring games
- imitates family roles in the 'kitchen' area
- 'catches' the wind in her/his coat whilst running in the playground.

The children collect paper and materials for a 'texture wall'. They touch them with their fingers and feel them against their cheeks to get a sense of their properties. Amy holds up a piece of wrinkled shiny paper and is transfixed by the effect of light hitting it.

Nia likes to sing action songs and join in with the movements. For example, she touches her head, shoulders, knees and toes while singing the song.

Ronan loves to hear songs and although he can't touch his knees or clap he does move his head, arms and feet at the appropriate times.

2

Creates simple representations of events, people and objects and engages in music making.

For example:

- remarks that 'this material is my prickly hedgehog'
- sings familiar songs or taps out repeated rhythms
- uses props to support role-play, eg large blocks and boxes to create an airport
- squirms along the floor, pretending to be a snake.

Alexander is using purple paint, which is his favourite colour. He makes lots of 'spiral' marks and movements on his paper. He repeats this exercise using crayons and again in his lunchtime custard. He goes to the music area and dances round and round to a tape.

Leroy is walking up the stairs. As he goes he sings to himself to accompany his actions, 'I'm going up the stairs, I'm going up the stairs, I'm going up the stairs.'

Wern uses a tambourine to make a simple musical rhythm. Lisa listens to the sound of the tambourine, and joins in using the triangle.

3

Tries to capture experiences, using a variety of different media.

For example:

- paints a picture of a holiday
- imitates and creates movement in response to music, eg marching, running, creeping, etc
- selects a shaker to accompany the music
- recreates a visit to the doctor in the role-play area.

The children explore a rainforest theme through music and movement. Some of them use instruments to make the sounds of the rainforest, while others imitate the movements of rainforest animals, for example slithering across the floor like snakes.

After watching some ladybirds in the garden, Andrea and Joshua make two wings each from large pieces of red paper. They ask the practitioner to help fasten the wings to their backs, then crouch down and imitate the movements of the ladybirds.

4

Sings simple songs from memory.

For example:

- hums a favourite pop song, singing the chorus from memory
- sings a song from memory in a show for parents.

The children participate enthusiastically in a special show for parents, singing three songs they have learnt in class.

Shanice requests 'I can sing a rainbow' in a music lesson and signs the whole song using BSL signs.

5

Explores colour, texture, shape, form and space in two or three dimensions.

For example:

- experiments with mixing different combinations of paint colours
- chooses foil paper for the rocket
- tries several objects for the puppet's body before choosing the cardboard tube

- makes wide and narrow shapes whilst dancing.

After watching a television programme about dinosaurs, Philip uses lots of boxes to make a large model. He looks for something hard and scaly for the dinosaur's back.

Robbie, a child with physical disabilities, chooses bubble wrap from a variety of materials to represent clouds on his picture. The assistant asks if he wants it flat or scrunched. He chooses scrunched.

The practitioner has put on a tape of 'Carnival of the Animals' and provided a box of animal masks, as one of the outdoor activities. Cathy puts on a cat mask and moves to the music, using slow, cat-like movements, all around the outdoor play area.

6

Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.

For example:

- makes up a repeated rhythm with a small drum to match a piece of music
- chooses a cabasa to create the sound of the sea
- moves rhythmically and interprets the 'sad' and 'happy' music in different ways
- comments that the music is very spooky or scary
- notices that the sound can be changed by playing the different-sized chime bars.

The practitioner plays a range of music on her guitar, sometimes strumming the strings, sometimes plucking them. The children greatly enjoy responding to the music with movement, and take great pleasure in observing each other's interpretations of various parts of the music. Caroline, who has a hearing impairment, enjoys taking part in this group, but needs to touch the guitar in order to participate fully.

7

Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.

For example:

- scrunches pieces of coloured paper to create a 3D effect on a picture
- acts out a narrative as part of a group, choosing a particular voice to suit the character
- talks about feelings invoked by a piece of music or dance.

In response to listening to music that represents the sea, the children compose their own sound picture. This leads them into planning and constructing a pirate ship in the role-play area. They use materials in the art and technology area to make hats, flags and other props to support their play.

Laura has been playing outside in the sun. During the music and movement lesson, she finds the word 'sun' from another lesson in her communication aid, when she is asked what the music sounds like.

8

Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

For example:

- paints what s/he thinks the queen's bedroom in the story might look like
- comments that the music sounded like birds so s/he was trying to make the dance movements look like flying and hopping
- hands out 'menus' and invites other children to the 'restaurant'
- sorts a selection of fabrics and describes preferences.

It is a windy day and the children spend some time outdoors, running around. They watch the way the wind blows the leaves around and the sounds it makes. Some children use musical instruments to recreate the sounds, while others move like the blowing leaves.

Carol and Linda make paper wings. They help each other to stick them on with sticky tape. As they skip around the room, Carol shouts, 'We're flying off to Disneyland.'

The child has achieved all the early learning goals for creative development. In addition, the child:

9

Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.

For example:

- adds some very fine details to the mini-beast model
- remarks that the best part of the painting was the colour of the sea but that the ship is too small
- explains that s/he used raffia and wool in making the mat because s/he wanted two different textures
- suggests that the tambourine is shaken very softly to create the rain noise
- chooses different movements to represent the four seasons.

Harvey participates in a music workshop run by a visiting musician, in which children are encouraged to experiment with different musical mediums. Harvey's talent for singing is recognised during the workshop, and he later sings the song 'Angels' in front of the whole school at assembly, showing timing and pitch.

During a physical activity session, Ewan makes up a 'dance'. When asked by the practitioner, he is able to repeat this sequence of movements accurately and describe the ideas he is trying to represent.

Nicky takes part in the role-play game. When sitting in the chair of the Giant from 'Jack and the Beanstalk', she is able to immerse herself fully in this character. She describes not only the Giant's actions, but also his thoughts and feelings – 'I'm sad and lonely because no one likes me and everyone thinks I am horrible.'

A group of children make up a piece of music. They make a set of cards with simple symbols for tapping, shaking and scraping instruments and for loud, quiet, fast and slow. Later, Paul writes out their piece of music, using the symbols to show which instruments play together and the dynamics and tempo.

Creative development

Please use the space below to note any relevant examples that you have observed.

3 Case studies

The activities outlined here represent a selection of the kinds of experiences that practitioners might wish to offer to children, where they have decided that additional observations may be needed to complement their existing records. These activities are described in a way that draws attention to their assessment opportunities and makes explicit the links to the early learning goals. The case studies show details of how practitioners fitted them into the curriculum, set them up, and used them to make observations that contributed to the Foundation Stage Profile.

Structure of the case study activities

All the case study activities have a similar structure. On the left hand page is an example of a curriculum activity and on the opposite page the case study outlines the way in which one practitioner chose to use the activity. Some of the examples were part of a topic for the whole class, whereas others were selected to address particular scale points for particular children. Most of the case study activities can be set up in the outdoor area, as well as inside.

Structure of the activity

Focus. This introduces the nature of the activity.

Key scale points are those scale points that the activity is centrally intended to address.

Links to other areas of learning set out these other possible aspects.

Resources for the activity are listed.

Outline of activity/Introducing the activity. This sets out briefly the nature and structure of the activity and the learning intentions/objectives.

Assessment opportunities. This section lists some questions that practitioners may wish to focus upon as they observe the children during the activity.

Structure of the case study

Curriculum context. This sets out how the activity was incorporated into the curriculum by a practitioner, including links to other relevant activities; in other words, how the activity was introduced, contextualised and supported to ensure that it represented a meaningful experience for the children.

How the activity was introduced and the success criteria made clear. This describes the way in which the practitioner chose to introduce the activity in order

to clarify the learning objectives and the success criteria. Discussing these with the children before, during and after activities helps them to understand the purpose of what they are doing and to become more reflective as learners.

Brief outline of adapted activity. Practitioners will be aware that in any good curriculum activity a whole range of aspects of achievement could form the focus for assessment. Practitioners using these activities selected a manageable number of points to focus upon, according to their particular assessment purposes. This section lists brief details of the activity that was carried out.

Observations – what the children said and did. This section lists specific examples of what some children said and did during the activity. These observations are set out in full to illustrate how some practitioners used them to contribute to the assessment. There is no suggestion that you need to record your own observations in the same way.

All the assessments in the Foundation Stage Profile reflect a child's typical performance over time. The practitioners in the case studies used these observations to contribute towards their evidence, not to make a one-off assessment. Nevertheless, the relevant scale points have been listed both in the *Assessment opportunities* and the *Observations*, to make it as clear as possible how the observations relate to the Profile. Sometimes, the observations also include children who did not yet show appropriate evidence towards a scale point.

For economy, the scales have been abbreviated in the pages that follow:

Personal, social and emotional development

- DA Dispositions and attitudes*
- SD Social development*
- ED Emotional development*

Communication, language and literacy

- LCT Language for communication and thinking*
- LSL Linking sounds and letters*
- R Reading*
- W Writing*

Mathematical development

- NLC Numbers as labels and for counting*
- C Calculating*
- SSM Shape, space and measures*

Knowledge and understanding of the world *KUW*

Physical development *PD*

Creative development *CD*

At the end of this chapter, a blank pro-forma is provided for practitioners who may wish to record their own activities in a similar way.

Making Sandwiches

FOCUS: working together to make sandwiches for our friends

Key scale points:

Personal, social and emotional development:

SD 4 Works as part of a group or class, taking turns and sharing fairly.

SD 6 Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Links to other areas of learning:

Communication, language and literacy:

LCT 6, 7

Physical development:

PD 5

Personal, social and emotional development:

DA 4

Mathematical development:

NLC 8

Resources:

- sliced bread, soft margarine, two or three different spreads, eg jam, yeast extract, cheese
- spreaders, knives suitable for children, large paper plates, smaller plates.

Introducing the activity to the children:

 Small group (4–6)

Tell the children they are going to make sandwiches for one of the other groups. They should make a selection of sandwiches (a large plate of each), then invite the other group to come and sit down for these, in the home play area, at the snack table, or on the carpet (picnic). They will need to hand small plates out to individual children, then pass round sandwiches, asking them which filling they prefer. Keep the adult supervision to a minimum to ensure safety. Observe the behaviour of all children involved.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Make sure there are enough sandwiches for everyone and that there are different fillings so that the children can choose the ones they like best. Let's see how well you can do this together.

Assessment opportunities:

Personal, social and emotional development

- Do the children work together cooperatively to make the sandwiches? Do they try to plan and organise the task as a group? Do they understand the need to allow everyone in the group to be involved? (**SD 4, 6**)
- Are the children independently aware of the need for personal hygiene and the issues in this context? Are they able to manage their own hygiene in this situation? (**DA 2, 4**)

Communication, language and literacy

- Do the children interact and negotiate effectively, taking turns in conversation? Do they use talk to organise the activity together? (**LCT 6, 7**)

Mathematical development

- Do the children check by counting to see if there are sufficient plates and sandwiches for the invited group? (**NLC 8**)

Physical development

- Are the children able to use knives and small spoons in the making process? Can they manipulate and handle the materials with control? (**PD 5**)

Case Study:

Curriculum context:

Although the activity was described to the children as a 'special treat', we linked it into current numeracy work on shapes and our theme 'People who help us'.

How the activity was introduced and the success criteria made clear:

I explained to the children we were going to have a special treat. I also explained that this treat would help us to think a bit more about people who help us and how we can help other people. I told the children what the activity involved and said that I would be looking to see how they worked with the other people in their group.

Brief outline of adapted activity:

- I showed the children the resources available to work with, and we discussed what things were for, eg knives for spreading, plates to put food on. I limited the number of fillings available to the children to encourage negotiating and turn taking in the making stage, and decision making and listening skills in the preparation work.
- As each group started, they were encouraged to sit and discuss how they were going to work at the task, what they would actually have to do, and in what order.
- The children made the sandwiches, each asking one person in the other group what filling they would like. They then invited the group to come and eat them.
- Afterwards, we discussed which sandwiches they had enjoyed the most and what they might change if the activity were repeated.

Observations – what the children said and did:

Group one were making sandwiches for group two. In the initial discussions about what they were going to do, Louann suggested, 'We could ask them what they want in their sandwich, then we would make the right amount.' Katie said, 'I could make Chloe's sandwich and Matthew could make Abdur's.' The group set out amongst themselves who they were each going to make sandwiches for (*SD 4*). I asked them how they would remember what each person wanted. Matthew suggested, 'Like they do in restaurants when they write down what I want to eat' (*LCT 6, 7*). The children each drew pictures, looked at food packets and copied words, and asked the children how to write their names.

Matthew: put loads of spread in the middle of his bread. I suggested to him that he might think about how much spread he was using, where he was putting it and what the finished sandwich would taste like. He attempted to distribute the spread more evenly.

Louann: did not know how to cut the slice of bread. He used the knife upside down initially. He later dropped the knife, spread and cheese on the floor and began to lick the knife. He wanted to pick it up and re-use it but Nikita told him that he must not do that; he needed to wash it first (*DA 4*).

Nikita: got on with and completed the task independently. She said, 'I mustn't put too much jam on, Chandi might not like it' (*LCT 7, PD 5*).

Tom: watched the others for a while, looking helpless and then said, 'I can't do it, I can't make a sandwich, my mummy always makes them.' With encouragement he began the task but needed prompts from an adult to complete it.

When the sandwiches were ready, the group encouraged their 'eaters' to come and sit in the café area, and took their sandwiches over to them, asking them, 'Would you like a sandwich?' 'Do you want a sandwich?'

Overview. On the whole, the group were polite and helpful to each other the whole way through, taking turns 'Please can I have the jam after you?' and negotiating (*SD 4, 6*).

All About Me

FOCUS: each child makes a book about self, family and friends: how are we special?

Key scale points:

Personal, social and emotional development:

- ED 4** Responds to significant experiences, showing a range of feelings when appropriate.
- ED 5** Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
- ED 6** Has a developing respect for own culture and beliefs and those of other people.

Links to other areas of learning:

Creative development:

CD 8

Communication, language and literacy:

LCT 6, 8

Personal, social and emotional development:

DA 8, SD 7

Resources:

- selection of coloured paper/card
- markers (eg pencils, crayons, felt-tips)
- skin tone crayons and paper
- stapler or hole punch/book-binding materials
- photographs of children (optional).

Outline of activity:

This activity should be initiated in response to children's comments or experiences, and could be developed as part of 'circle time'. Help the children to think about how we all look different. How are we special? How are we similar? Encourage the children to talk about the positive features they find in each other's appearance, showing sensitivity to difference and to the feelings of others. Tell the children you will help them to make a book all about themselves and the people they know. They can draw a picture of themselves for the front cover. Photographs of the children could also be used. Get the children to draw a picture of themselves. They should try to make it look as real as possible. Encourage them to look at colour of eyes, skin, hair and clothes in a mirror and to find crayons to match. Other pages in the books can be planned to fit in with the children's emotional development needs. The books can be used to focus upon friendship, family and culture and to encourage respect for self and others. Possible subject matter could include: friends; family; home; language; food; celebrations.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

You are going to make a book all about you, your family and your friends. Can you show me how we are all different and how each one of us is special?

Assessment opportunities:

Personal, social and emotional development

- Do the children respond to significant experiences appropriately, showing a range of feelings, for example, talking about making friends, or family occasions? ■ Do they talk about aspects of their own experience/culture? ■ Do they respond with sensitivity to other children's work/views? ■ Do they respond appropriately to the cultures of others? (**ED 4, 5, 6**)
- Do they maintain attention and concentrate? (**DA 8**)
- Do they show respect for other people's needs, views, cultures and beliefs? (**SD 7**)

Creative development

- Do they capture their ideas thoughts and feelings in their creative work? (**CD 8**)

Communication, language and literacy

- Do the children interact with others appropriately, taking turns in conversation? (**LCT 6**)
- Do they speak clearly with confidence and control, showing awareness of the listener? (**LCT 8**)

Case Study:

Curriculum context:

We were drawing to the end of our RE unit called 'I am special' so this activity was particularly appropriate as a conclusion to and record of our work.

How the activity was introduced and the success criteria made clear:

First of all I told the children, 'I need you to look very carefully at yourself in the mirror and then draw all the things you can see.' Subsequently, at the appropriate times I asked them, 'Who are the special people in your family or living at your home?' 'Who are special people to you, why are they special?'

Brief outline of adapted activity:

The purpose of the activity was explained to the children (to make a book to tell people about why we think we are special and who and what is special to us). This pulled together all our ideas and discussions from previous weeks.

- The children made zigzag books, so did not need hole punches or staplers.
- The children used mirrors for close observation to draw themselves on the front cover.
- Children used the next page to draw special people living in their home.
- The next page was for the children to draw their special things.
- The final page was for the children to record special times.

I encouraged the children to record their thoughts through drawings and tell me the captions to allow them to focus on the ED side of the activity and for this not to be overshadowed by the writing element.

Observations – what the children said and did:

Harry: started by saying, 'I need to write my name on the front don't I so that people know this book is mine and about me?' Abbey soon reminded him that he hadn't drawn his glasses. 'Oh yeah, can't forget to draw them. I'd better do it now.' Having been asked to draw special people in his home, Harry felt he could include his mum's new partner, 'He's special because he looks after us.'

Abbey: 'I've got black dots in the middle of my eyes and a bit of green.' She turned to Harry to remind him: 'Hey Harry, you haven't drawn your glasses!' When recording special things, Abbey drew her bedroom: 'I like my bedroom. It's the best place to be. It's pink and full of Barbie things.'

Kwesi: said, 'I like going in my auntie's car, I get excited,' while he was drawing on his special times page. Most children drew their school friends on the special friends page but Kwesi drew his family, 'That's my family. My family are my friends.'

Overview All children participating in this group showed that they could respond to significant experiences and were aware of their own and others' needs, views and feelings in this context (**ED 4, 6**). Harry particularly concentrated hard, maintaining his focus and really thinking about his input (**DA 8**). All of the children showed awareness of their audience in the reasoning they gave for what each of their drawings represented, speaking clearly and with confidence (**LCT 8**). Harry and Abbey interacted well, listening to each other and asking questions about each other's work (**LCT 6**).

Sharing Rhymes

FOCUS: sharing and recreating a poem, rhyme or song

Key scale points:

Communication, language and literacy:

LCT 4 Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.

LCT 5 Uses language to imagine and recreate roles and experiences.

LCT 6 Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.

LCT 7 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.

LCT 8 Speaks clearly with confidence and control, showing awareness of the listener.

Links to other areas of learning:

Personal, social and emotional development:

DA 7, DA 8, SD 4, SD 9

Communication, language and literacy:

LSL 1, LSL 2, R 4, R 6, R 7

Resources:

- poster or big book of a well-known poem, nursery rhyme or song, which is familiar to children
- glove and/or finger puppet/s.

Introducing the activity to the children:

Look at the rhyme together. The children may want to comment on the illustrations or what the poem/rhyme is about. Share the poem with the group, encouraging them to join in with the repetitive and rhyming phrases. Discuss the poem with the children, allowing them to relate it to their own experiences. Encourage them to talk about how the poem makes them feel, or about how the characters in the poem feel (eg how Humpty Dumpty felt after his fall. What would the children want to give him to make him feel better?).

Encourage children to act out aspects of the poem or rhyme, for example using finger puppets. Suggest that they work as a group and decide among themselves how to do this. They may wish to 'perform' their work to you or to another group of children. Discuss how the children could use the poem to make their own version, substituting words, rhymes, or characters. Collect ideas from the group about a different version. Help the children to subsequently organise their ideas and develop their ideas with the practitioner as the scribe.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Let's see how well you can act out the rhyme with the finger puppets or make up your own version.

Assessment opportunities:

Communication, language and literacy

- Does the child remember previously sharing the poem? Does s/he focus on the poem, even if not joining in? Does s/he join in with spoken words or actions depicting the rhyme or respond to the rhythm as the rhyme is spoken? Does the child offer comments/opinions about the poem, relating to their own experiences, or the illustrations? Does s/he use language to recreate aspects of the poem? Does s/he use some of the language of the poem when acting it out in a small group? Does the child interact and negotiate when planning the retelling of the poem, or helping to create a new version? **LCT 4, 5, 6, 7, 8**
- Does s/he follow the words on the poster when sharing the rhyme? Does s/he retell the narrative in the correct sequence? **R 4, 6, 7**

Personal, social and emotional development

- Does s/he contribute during the group discussion, or when acting out the poem together? Does s/he sustain concentration over the period? **DA 7, 8**

Case Study:

Curriculum context:

The nursery rhyme 'Mary had a little lamb'.

How the activity was introduced and the success criteria made clear:

First, we talked about rhyming words, and pairs of words that do/do not rhyme. I told the children that we were going to read the (Mary had a little lamb) rhyme out loud together. After this part of the activity, I asked them if they could change the ending of the rhyme.

Brief outline of adapted activity:

- Children identified words that do and do not rhyme.
- I held up a big book of nursery rhymes and we discussed the picture – some of the children guessed that the nursery rhyme was Mary had a little lamb.
- All the children joined in with saying the rhyme out loud.
- The children discussed their pets and how they would have felt if they had followed the children.
- We also discussed the word 'rule' and its meaning, and why there are rules.
- We acted out the rhyme as a group, with children taking different roles.
- Finally we discussed how to make our own version of the rhyme.

Observations – what the children said and did:

Amber: from the illustrations, thought the nursery rhyme was 'Little Bo Peep'. Said she would feel happy if her rabbit had followed her like the lamb in the rhyme.

Carly: thought the rhyme was 'Baa baa black sheep'. She said that 'rule' means (in this context) 'no pets allowed in school' (*SD 6*). She enthusiastically offered ideas on how to act out the poem using finger puppets (*LCT 5, 6*). Suggested replacing 'lamb' and 'fleece' with 'dog' and 'fur' (*LCT 5*).

Jordan: immediately recited the poem to everyone when he saw the illustration (*LCT 4*). Said that he feels happy when his cat follows him into the garden. Commented that there are rules 'So children don't get hurt' (*SD 6*). Used his puppet to say 'hello' to the other children's puppets (*LCT 5*). He took the lead in clarifying ideas on how to act out the poem (*LCT 7*).

Jemima: followed the words of the rhyme in the book with her finger as it was read out loud (*R 4*). She was happy to negotiate ideas when acting out/developing an alternative version of the poem (*LCT 6*).

Laurence: managed to concentrate while reciting poem but attention wavered and went off topic when discussing it.

Focus: hearing and saying sounds and linking sounds to letters

Key scale points:

Communication, language and literacy:

LSL 4 Links sounds to letters, naming and sounding letters of the alphabet.

LSL 5 Hears and says initial and final sounds in words.

Links to other areas of learning:

Personal, social and emotional development:

SD 4

Communication, language and literacy:

LCT 8

Resources:

- alphabet resources featuring focus letters (a small number for each session):
eg large cubes/die, bean-bags, plastic letters, finger puppets, letter tiles, floor mat, letter frieze
- bag containing small objects whose names begin/end with focus letters.

Outline of activity: Small group (3–4)

Individual children take it in turns to take an object from the bag, identify the initial/final sound and match this to the correct letter (using plastic letters or tiles). Variations include asking children to find and sound a particular letter in displays around the room, or to find other pictures/objects which begin/end with the same letter. The main emphasis of this activity should be on hearing and saying the sounds.

State the learning objective/intention to the children just before they begin the activity

We are going to play a game to see how well we can hear the sounds at the beginnings/ends of words. We'll start by taking it in turns to take something out of the bag and say the sound it begins/ends with. Can you show me how many sounds you can hear?

Assessment opportunities:

Communication, language and literacy

- Can the children say the sounds in words in the order in which they occur? (**LSL 5**)
- Do the children link the sounds to letters, identifying them correctly? (**LSL 4**)

It is important to assess individual responses and to note if any children are working towards or beyond the scale points being assessed.

- Do children speak clearly and confidently in the small group? (**LCT 8**)

Personal, social and emotional development

- Do the children work well together, for example understanding that they need to take turns when playing a game? (**SD 4**)

UPDATED

Case Study:

Curriculum context:

Part of regular classroom phonics work. This particular group had been selected to play the game to enable the practitioner to update records of individuals' phonic knowledge. The activity was also an opportunity to assess children's ability to work as part of a group, taking their turn and sharing.

How the activity was introduced and the success criteria made clear:

I asked the children if they remembered the sockies and how they like to see how clever the children are at saying sounds.

Brief outline of adapted activity:

- I used a collection of animal pictures and our set of 'sockies' – sock puppets, each with a random letter sewn onto it. The children are used to working with them and like making them 'talk'.
- Children took it in turns around the table to pick an animal picture out of the bag.
- They said the initial sound of the animal's name and chose the sock puppet with the corresponding letter, sometimes with support of their peers.
- They made the sockie 'say' the animal name and initial sound. Then other children were encouraged to contribute suggestions for alternative items with the same initial sound.

Observations – what the children said and did:

Rick: first to go. Picks out a monkey. He says the name but has trouble isolating the initial sound. Amira says the sound and helps him find the sockie and Rick then says 'm for Maria'.

Joe: (after finding sockie a) says, 'I am an a, I make an a sound. I come at the beginning of apple.'

Fatma: (who speaks Turkish at home) picks out a rabbit and names it. She doesn't know the initial sound but Abdar says the sound r. Rick interrupts with 'Rick'. Baljit says 'rainbow' and then Fatma smiles and makes the sockie say 'rain' – pleased with the achievement.

Baljit: (who speaks Punjabi at home) picks out a dog and says 'd' but at first finds sockie 'p' and then 'd' the third time. Fatma says 'teddy bear' but Baljit says 'No, duck and duckling'. Practitioner: 'What's a duckling?' Baljit: 'A duckling is a baby duck.' Practitioner: 'Can you think of something in our classroom?' Rick says 'door' and Baljit adds 'Dad' which is one of the words on the whiteboard at the time.

Baljit then chooses a cat and says 'cat – c'. Fatma says 'cake', Joe says 'curve', Rick says 'car', Joe says 'cup' and Abdar says, 'Calf, cow – from this week's story'.

Fatma: finds a snake and chooses sockie s, making the appropriate sound. Baljit says 'snake, sock', Fatma says 'sausages' and Joe says 'sunglasses'. Fatma says 'sunhat', Abdar says 'sandwich' and Baljit says 'sun, seven and six'. Rick says 'and sleeve', Abdar says 'shoes' and Joe says 'seal'.

Overview. Though not all of the group were secure in their recognition of letter sounds and names, most of the group could hear initial sounds in words, matching a sound to a given object (**LSL 5**). Only Joe could name and sound most of his letters and link sounds to letters (**LSL 4**). All were able to speak clearly with confidence in this group situation (**LCT 8**). They were all able to take turns, though some got carried away when they were confident. However, they spoke out of turn rather than shouting over each other (**SD 4**).

Book Sharing

FOCUS: reading and retelling a simple story

Key scale points:

Communication, language and literacy:

- R 6** Reads a range of familiar and common words and simple sentences independently.
- R 7** Retells narratives in the correct sequence, drawing on language patterns of stories.

Links to other areas of learning:

Communication, language and literacy:

LCT 4, 6, 7

Personal, social and emotional development:

DA 6, 8

Resources:

- selection of well-known traditional storybooks, including at least one which is very familiar to the child (eg 'The Three Billy Goats Gruff', 'The Gingerbread Boy', 'Mr Gumpy's Outing', 'Handa's Surprise')
- glove and/or finger puppets.

Outline of activity:

 One-to-one (child/adult) or small group

Start by asking the child to choose a favourite book. Ensure that this is one that is either very familiar to the child or which you know that s/he can tackle confidently.

Assess **R 6** through reading together and discussion. Allow opportunities for the child to read a range of words and simple sentences independently, while giving appropriate support and maintaining a meaningful and enjoyable shared activity. For example, begin by asking the child to find any words s/he can read on the page, or encourage the child to complete the reading of a sentence you have started to read. Introduce a different book if a wider range of words is needed.

Assess **R 7** through questions, discussion and retelling together. One of the puppets can be used (eg he didn't listen to the story properly the first time and wants to know what happened, or he thinks he knows the story well, but keeps making mistakes/getting things in the wrong order).

State the learning objective/intention to the child just before (s)he begins the activity

Choose your favourite book and then we are going to read it together and talk about it. Show me how well you can read it and if you can tell me what happens in the story.

Assessment opportunities:

Communication, language and literacy

- Does the child use a variety of cues when reading simple sentences, eg knowledge of the story and its context, awareness of how it should make sense grammatically, ability to read some simple words by sight and/or phonic knowledge?
(R 6)
- Does s/he retell the narrative in the correct sequence overall?
(Allow for the possible complexity of the story the child has chosen.)
(R 7)

Case Study:

Curriculum context:

Part of literacy planning.

How the activity was introduced and the success criteria made clear:

I explained that we were going to take some time to choose a book to read and that the children should try to find a book they could read to me (or for the less confident, one we could read together). Once they had chosen a book I said, 'I would like you to tell me the story in your own way – pretend I haven't heard the story before. If you can't read all the words, just read the ones you can and tell me the story.'

Brief outline of adapted activity:

- We went to the book corner and looked through books of an appropriate level together. The children particularly enjoyed this as it is not something we have time to do everyday. We took some time to choose a book together, discussing as we looked at the books (predicting the content from the cover etc).
- We talked about the choice of book before we started.
- I let each child read as independently as possible encouraging and supporting the experience when and as appropriate.
- Afterwards we talked about the story, favourite parts, any surprises, what they thought of the ending etc. I asked each child to re-tell the story to Floppy (cuddly dog), supporting and prompting where necessary.

Observations – what the children said and did:

Jack: chose 'This is the bear and the scary night' as he remembered it from previous activity and said he 'liked it because the bear was scared'. He read the story to me, making sense of the words. When he came to unfamiliar text, he either asked for help or substituted a word that made sense. He was able to read or decode all the common words (**R 6**). When re-telling the story to Floppy, he remembered the sequence of events without exception. He re-told animatedly and used vocabulary such as 'swooped' and 'struggled' that were in the text (**R 7**).

Connor: chose 'Teddy bears go shopping'. He was very interested in the book. We talked about the pictures a lot and he used them to tell the story rather than the words, though he knew that the print conveyed meaning and asked me to read bits of it to him. He could re-tell the main significant events, with support.

Abby and Ire: (very similar ability) chose 'Cinderella', which we had also used recently in a literacy session. It was most appropriate for me to read the story to them while they followed. We discussed the story as we went along but they both needed quite a lot of prompting. When asked to re-tell the story Abby said, 'Cinderella goes to the ball' and Ire agreed. Neither child was sure what had happened before that, when asked. We looked through the book again, page by page and they told the story from the pictures with a lot of prompting. Ire thought the story began 'Once upon a time' and could recall the names of the ugly sisters. The fairy godmother was simply a fairy according to Abby who could not recall anything that she did to help Cinderella. The Prince was referred to as Charlie or Prince Charles. Neither child could remember what time the magic wore off, though both were happy to sit and listen to the story.

Tanisha: also chose 'This is the bear'. She read very well, making every effort to work out unfamiliar words in her head. Made use of picture cues and she is beginning to use phonic cues – said 'ter' on attempting 'terrible' but needed to be told the rest (**R 6**). She needed constant prompting for the re-telling aspect. She found it extremely difficult to remember 'what came next'. Lots of adult input to guide her through the story.

Calculating Game

FOCUS: practising addition and subtraction as part of a game

Key scale points:

Mathematical development:

- C 4** Relates addition to combining two groups.
- C 5** Relates subtraction to taking away.
- C 6** In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.

Links to other areas of learning:

Mathematical development:

NLC 5, 6

Personal, social and emotional development:

DA 6, 8

SD 4

Resources:

- set of large number cards appropriate for children's level of development (0–5, 0–10)
- coloured (butterfly) counters, or other small counting apparatus (1 colour per player)
- laminated leaves or circles of paper/card.

Outline of activity:

Small group (matched as closely as possible in this aspect of their development) with practitioner.

Place a pile of counters and a pile of randomly shuffled number cards (several of each of 0–5 or 0–10) in the centre of the table, together with two laminated leaves, card circles or similar to create 'sets'.

Addition:

Child 1 picks a number card, counts out that number of butterflies/counters and puts them on one leaf, then picks another card and puts the appropriate number of butterflies/counters on the second leaf.

Practitioner confirms with child the number on each leaf, then asks how many altogether (the two leaves may need to be moved closer together).

Game continues with other children in the group. The game finishes when all the cards are used.

Subtraction: Use one leaf.

Child 1 takes two numbers and puts the larger number of butterflies/counters on the leaf then takes away the smaller. Continue with other children in the group.

Observe how children work out their answers and encourage discussion about the game.

Introducing the activity to the children

Explain to the children how to play the game.

State the learning objective/intention to the children just before they begin the activity

We are going to play a game so that you can show me how well you can add/take away.

(This learning objective can be tailored according to whether the children will be working with numbers from 0–5 or 0–10 and according to whether they will be adding or subtracting).

Assessment opportunities:

Mathematical development

- Does the child add numbers up to 10, and subtract from numbers up to 5/10?
- Does the child model with apparatus or fingers? Does s/he understand and begin to use appropriate vocabulary involved in addition and subtraction, such as 'add', 'take away' and 'makes'? (**C 4, 5, 6**)
- Does the child recognise numerals and count reliably (up to 10)? (**NLC 5, 6**)

Personal, social and emotional development

- Does the child take turns as part of the game? (**SD 4**)

Case Study:

Curriculum context:

Linked to topic 'People who help us' – the farmer needed to count his animals.

How the activity was introduced and the success criteria made clear:

I told the children that they were going to play a game in which they would be helping the farmer count how many animals he had in his fields.

Brief outline of adapted activity:

- To link the activity into our topic, I used a set of farm animals and green felt squares to represent fields.
- I sorted the cards into two piles (0–5 and 6–10, depending on ability group).
- I asked the children to take a card from each pile and place it in a field.
Then to count out that number of animals to go in each field.
- For subtraction, children arranged the cards so that the larger number was first.

Observations – what the children said and did:

Katie: pushed the two fields together to count the total number of animals (**C 4**). She said 'six and three makes nine' (**NLC 5, C 5**). She could work out some of the answers in her head. 'I don't need to count animals. I can think the answer.' She made more use of concrete objects for subtraction questions (**C5, 6**).

Israr: counted on using his fingers to calculate $6+4$ correctly (**NLC 4, C 4**). He waited his turn patiently (**SD 4**). He was also able to calculate $9-1$ in his head (**C 7**).

Neville: counted out the first set, then the second set, both accurately (**NLC 6**). He was then able to count on from the total of the first set to find the overall total. When subtracting he removed the smaller number from the combined set counting backwards. He used some appropriate vocabulary such as 'how many left' 'altogether makes' (**C 4, 5, 6**).

Elena: confident with addition. 'Nine take two away' – she took two animals away then counted those remaining, from one to seven – 'I've got 7 left' (**C 5, 6; NLC 4**).

Kenny: counted out the appropriate number of animals for his two sets. He started counting from 1 to find how many there were 'altogether' (**C 4 and 6** for addition only; **NLC 6**). When presented with a subtraction task, he removed the smaller number of animals from the set but did not understand to count the remaining animals to find 'how many are left', even when rephrased.

Overview. All of the children recognised the numerals without help and counted out the sets correctly. Most children in the group could do addition without needing to move or touch the animals. The children mostly used and moved the animals when doing subtraction.

Snack-time

FOCUS: sharing out fruit/drinks/biscuits at snack-time

Key scale points:

Mathematical development:

- C 6** In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.
- C 8** Uses developing mathematical ideas and methods to solve practical problems.

Links to other areas of learning:

Personal, social and emotional development:
ED 5, SD 4

Communication, language and literacy:
LCT 6

Physical development:
PD 7

Resources:

- fruits, eg bananas/pears/peeled oranges
- knives suitable for children to use under adult supervision
- drinks (in containers, or in jugs with beakers)
- biscuits/snack bars may be used if this is the school's preference.

Outline of activity:

 Small group

The children work together to prepare snacks and drinks for a larger group (up to 10), deciding how to share the food out fairly. If soft fruit needs to be cut, adult supervision will be necessary, but this should not affect the children's independence, planning or decision making. If children encounter problems, introduce prompts, such as 'What do we need to do first? (It may be necessary to introduce the need for counting.) What could we try next? How shall we do it?' More specific prompts could include 'How many plates/beakers do we need? How can we find out?' Children should, however, be encouraged to use their own methods of solving problems. For example, if there are not enough plates/beakers initially, children can try to calculate how many more they will need.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Can you share out the fruit (biscuits) and drinks for everyone in the group? (Indicate which children/how many children as appropriate.) You will need to talk about how you are going to do this. Let's see if you can share them out fairly, so that everyone gets the same.

Assessment opportunities:

Mathematical development

- Do the children use vocabulary such as 'how many', 'add', 'more', 'makes', 'altogether'?
- Do the children solve or attempt to solve problems encountered in real contexts? Do they respond to the practitioner's questions, if used? Do they explore ways of sharing, using their own methods?
(C 6, 8)

Personal, social and emotional development

- Do the children listen to the ideas and suggestions of others? **(ED 5)**
- Do the children work well together to solve problems? **(SD 4)**

Communication, language and literacy

- Do they interact with each other, negotiating plans and taking turns in conversation? **(LCT 6)**

Physical development

- Do they handle tools and objects safely and with basic control? **(PD 7)**

Case Study:

Curriculum context:

We had just finished a unit of work on Diwali and had planned a party to celebrate the festival.

How the activity was introduced and the success criteria made clear:

I told the group, 'I need some help getting the food and drinks ready for our Diwali celebration. I know you are all really good at counting so I wondered if you could help me? Now, it's only fair that everybody has the same, so I would like you to talk to your partner about what you're going to do to make sure this happens, before you start.'

Brief outline of adapted activity:

- I had six children, working together in pairs, with each pair preparing food and drink for 10 children in the class. Each pair was asked to work together to sort out and share drinks, biscuits and Smarties for their group.
- I used an abacus to show the children how, if they worked in pairs and made preparations for 10 children in each pair, we would have enough for everybody.
- I suggested the children sat and talked to their partner before we started about what they were going to do.
- I made more cups than each pair would need and not enough biscuits, to facilitate and encourage the spontaneous use of the language of subtraction and addition whilst trying to solve the task they had been set.

Observations – what the children said and did:

Luke and Phoebe: began talking about the task and Phoebe suggested that Luke should count out the cups and she would share the biscuits. Luke counted the cups and then realised he had put out 11. 'Oh, 11, take one away' (**C 6**). Phoebe was industriously sharing out the biscuits when she ran out. Both children came to ask for more. I asked them how many more they needed. Phoebe wasn't sure; she suggested I gave her 'a few' and she'd give back the ones she didn't use. They were able to complete the task but did so as separate individuals, working independently.

Ciara and James: followed P and L's idea of how to distribute the task. James shared out the Smarties and decided he had enough to give everybody two (**C 8**) 'with some left over'. Ciara counted out 11 cups and said, 'too many, take one away' (**C 6**). The food was successfully shared out but I had to ask them to check how many platefuls of food they had (too many). Ciara realised there were 11 plates and said, 'oops, too many like the cups'. They achieved the correct number. However, they worked as individuals and did not listen to each other's suggestions.

Ihsaan and Lewis: despite gentle reminders, this pair found it particularly difficult to work together. Ihsaan ended up with six plates while Lewis had five. They reasoned that they could do 'half-each'. Lewis needed a lot of support as he actually found the 1:1 correspondence difficult. Ihsaan was able to count out the correct number of biscuits and sweets to go on his plates and matched an appropriate number of cups. I intervened again to encourage them to work together as I felt this would also offer Lewis some support for the counting, but they could not do this and reverted back to working independently. I had to work with them to complete the task.

All children were able to handle the materials with control (**PD 7**) and all knew they should wash their hands before dealing with food and drink.

Sand Play

FOCUS: building a house and fence in the sand with straight sides

Key scale points:

Mathematical development:

SSM 5 Uses everyday words to describe position.

SSM 6 Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

SSM 8 Uses developing mathematical ideas and methods to solve practical problems.

Links to other areas of learning:

Personal, social and emotional development:

DA 8

SD 4

Communication, language and literacy:

LCT 3, 6, 7

Resources:

- sand tray (wet sand) ■ building blocks
- lolly sticks/small stones or shells ■ string/rulers/interlocking cubes

Outline of activity:

 Small group (3–4)

Groups of children work together to construct a house and garden in the sand play area. Suggest that the garden fence needs to have straight sides, so that another house and garden of the same size can be built next to it. How can they check that the sides are straight?

State the learning objective/intention to the children just before beginning the activity and remind them of it as necessary as they carry out the activity

Let's see if you can build a house with a garden and then build a fence around it. You have all sorts of different materials that you can use. You need to leave room for another house to be built right next to yours, so try to build a straight fence. Can you show me any ways you can think of to check that your fence is straight?

Assessment opportunities:

Mathematical development

- Do the children use their developing mathematical ideas when trying to solve the problem of the straight sides, for example by:
 - making use of the resources provided (string, ruler, or cubes),
 - introducing other appropriate resources? (**SSM 8**)
- Do they use everyday words to describe position or shape (eg when describing their model), and do they understand instructions relating to position or shape (eg remembering where the other house will be built, or the shape of the fence)? (**SSM 5**)

It is important to assess individual responses, particularly to the problem-solving aspect of the activity, as some children may work well cooperatively, but may not yet be able to identify solutions.

Personal, social and emotional development

- Do the children work well together? (**SD 4**)
- Is the child able to sustain her/his focus on the task? (**DA 8**)

Communication, language and literacy

- Do the children 'talk themselves through' the activity? (**LCT3**)
- Do the children talk the activity through with others and modify actions in the light of their discussions?
- Do the children share their ideas during the activity and use talk to clarify their ideas? (**LCT 6, 7**)

Case Study:

Curriculum context:

We had been sharing the story of 'Goldilocks and the Three Bears' in our big book sessions.

How the activity was introduced and the success criteria made clear:

I explained that after Goldilocks had been in their house, the three bears decided they wanted to move to a new area of the wood, so she couldn't find them. I also told them that the bears wanted a straight fence around the garden to keep Goldilocks out. I explained to the children that their task was to make a model of the house and garden, to show to the three bears, in the sand tray. I told the children that they only needed to build one house in each group and, 'when the house is built, remember, I want you to make a fence and check that it is straight. I'll be looking to see how you check whether it is straight or not.'

Brief outline of adapted activity:

- Re-capped story of Goldilocks and the three bears.
- Explained context and activity.
- Made children aware of the resources available.
- Each group took it in turns to have a go at the activity.

Observations – what the children said and did:

This activity was most interesting as an observer and quite challenging for the children participating. At first, it seemed that there was little evidence for **SSM 5** or **6**, as the children tended to use 'here', 'there' and gestures rather than positional language. However, when I re-read my notes I realised that there was more than at first appeared (highlighted in *italic*).

At first the children worked independently of each other. Emily started to build a fence but then worked with Edward and Leo after a reminder that they should be working together. Leo started to build the house and Edward, the fence. Leo said, 'I know how to build houses because my Dad's a builder' (to Edward). 'You put bricks *on top* of each other.' Emily was still trying to build her own fence and garden. She reminded Edward, 'Leave a hole *in* the fence to go *to* the garden.' Emily (becoming involved in the other house) said to Leo, 'Why don't we make a backdoor?' 'If we have gaps *in* the floor, the bears will trip *through* the holes and fall right through.' Leo asked Edward, 'Is that the gateway *into* the garden?' 'That can be the *back* garden,' Emily suggested making a path from shells.

Emily: built a section of the fence that runs past the house and said, 'This fence will be straight because it is *next to* a concrete wall.'

Edward: selected a lolly stick when he had finished building his bit of fence. 'The fence has to be along the stick for it to be *straight*.'

Leo: said, 'I'm going to use a straw to check my bit. If the fence goes *along* the straw then it's straight, it's wobbly if it sticks *out*.'

Overview. There was some evidence of **SSM 8** for both the boys, through their selection of appropriate shapes for their building of the house and their strategies for checking the fence. Although they found it difficult to work together initially, the group did begin to work together as the activity progressed, though Emily remained 'the outsider' to a certain extent (**SD 4**). All three children maintained their focus for at least 20 minutes (**DA 8**). Emily tried hard to negotiate and interact with the other two (**LCT 6**) and all three showed evidence of **LCT 3**.

Mini-beast Search

FOCUS: searching for and discussing mini-beasts

Key scale points:

Knowledge and understanding of the world:

KUW 4 Investigates places, objects, materials and living things, by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.

KUW 5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.

Links to other areas of learning:

Personal, social and emotional development:

DA 6, 8

Mathematical development:

SSM 5

Resources:

- appropriate non-fiction texts about mini-beasts
- magnification aids such as magnifying glasses, pooters with magnifying lids etc.
- suitable habitats in an outdoor area.

Introducing the activity to the children:

 Small group (4–6)

Using the non-fiction books with a group, find out about mini-beasts' habitats. Discuss what you've found out, relating it to your own local environment. (eg Now we know that woodlice like dark, damp places/caterpillars feed on nettles, where might we find them near here?) Tell the children they are going to look for some mini-beasts. Ask them if there is any equipment they might need to take with them. Discuss with the children the difference in size between themselves and the mini-beasts; collect ideas about how they might need to behave while searching.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Let's see if you can find some mini-beasts. When you find them, you will need to be very careful with them. Let's see how many you can find and then tell me how they are different.

Take the group out into the school grounds, initially allowing them to explore for themselves. If necessary remind the children about prior discussions, ie where would be good places to look. Encourage group to share findings with each other and discuss their work. The mini-beasts should then be returned to their habitats by the children.

Assessment opportunities:

Knowledge and understanding of the world

- Are the children actively involved in searching for mini-beasts in the different environments? Are they keen to share/discuss their findings with others? Do they make use of suitable magnifying devices to enhance what they can see and find out? Can they identify features of the mini-beasts, ie head, legs, body, etc? Do they treat the mini-beasts with care and respect? Do the children ask questions relating to their findings of adults and/or peers? Do they look at and comment on similarities and differences between the mini-beasts they or their peers find? (**KUW 4, 5**)

Personal, social and emotional development

- Are the children interested and eager to look for mini-beasts; do they participate in the activity in a purposeful fashion? Are they able to maintain their focus to task whilst working outdoors? (**DA 6, 8**)

Mathematical development

- Do the children make appropriate use of positional language whilst talking about their findings to peers and adults, eg 'Look there is a wood louse under this log/a ladybird between these petals/a slug climbing up this wall/a snail next to the pond'? (**SSM 5**)

Case Study:

Curriculum context:

Topic for the term is our local area. We had covered many areas but used this activity to extend children's thinking to consider what else might be living in the local area other than people. Also, the book that we had been using for shared reading the previous week was a non-fiction big book on mini-beasts. The school has a concreted play area, so groups went to work in the park that adjoins the school grounds.

How the activity was introduced and the success criteria made clear:

I told the children I would like them to be scientists, and go and find some mini-beasts in the park. I told them that they should think carefully about where to look and to remember as much as they could as they were going to come back and tell the class all about it.

Brief outline of adapted activity:

- I asked children to think about what we had found out about mini-beasts in our shared reading the previous week about mini-beast habitats.
- We looked up the appropriate page. Children talked about the places where mini-beasts like to be. We talked about places specific to the park.
- Children selected appropriate pieces of equipment from a range provided to take with them.
- The children reported back to another group of children who had not been involved.

Observations – what the children said and did:

James: said he thought woodlice might like to be around wood and suggested we look in the bark chippings under the swings. He moved the bark chips carefully and said, 'Look, big and little ones' (*DA 6; KUW 4*).

Rebecca: was very eager to find insects and asked the names of the ones we found. She tended to follow others' suggestions for where to look rather than instigate her own investigation. However, she showed a lot of interest and asked the names of mini-beasts she found. She remembered the worm and woodlouse to report back to the class (*KUW 4*).

George: asked about the woodlice's feelers and confirmed they were 'so that they can feel things.' He made several comparisons between the woodlice and the worms that he saw: 'This one (the woodlouse) moves quicker because it's got hundreds of legs. The worm's got none.' (*KUW 5; LCT 7*).

Parveen: (who speaks Urdu at home) suggested we looked under some big stones because she said she often found 'bugs' under stones when she helped her mum in the garden (*SSM 5*). When we found some worms Parveen suggested they were 'hiding from the birds'. She also found a slug but had to be reminded of its name. She said that she didn't like it because it was 'slimy' (*LCT 7; KUW 4, 5*).

Overview. The group interacted well while they were working together (*LCT 6*). Whilst working, they searched carefully, showing awareness of the need to be gentle as they moved stones, soil and bark chips etc. Rebecca also pointed out to the group that they should wash their hands on their return to the classroom. Back in the classroom, all children spoke enthusiastically, telling their classmates what they could remember (*LCT 8*).

Fruit

FOCUS: investigating fruit using the senses

Key scale points:

Knowledge and understanding of the world:

KUW 4 Investigates places, objects, materials and living things, by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.

KUW 5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.

Links to other areas of learning:

Personal, social and emotional development:

SD 4, SD 6

Physical development:

PD 8

Resources:

- a variety of fruit from around the world, eg peach, grapes, coconut, banana, melon, pineapple, mango, avocado, apple
- knives (supervised use) and plates
- reference books.

Outline of activity:

 Small group (3–4)

Preferably following a visit to a shop/market selling fruit and vegetables, or after a story about shopping for fruit, allow the children in small groups to look at, handle and discuss the varieties of fruit, then to wash and cut them up, smell and taste them. Set them the challenge of using all their senses when observing and examining the fruit. Encourage them to compare and discuss features they like or dislike.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Today we are going to find out about different fruits and talk about where they come from. Show me how well you can use all of your senses to find out about the fruits and then tell me what you can about them.

Encourage further discussion of texture, smell and taste (sound – coconut). Ask the children about their favourite fruits. Have they eaten any of these fruits before? Are all these fruits grown in this country? Why not – what do they need to help them grow? Where do they grow – how can we find out? Children should be able to access appropriate reference books.

Assessment opportunities:

Knowledge and understanding of the world

- Do the children use all their senses to investigate and compare the fruit, for example touching, smelling and tasting it?
- Do they identify features, similarities and differences, as well as features that they like or dislike?
(**KUW 4, 5**)

Personal, social and emotional development

- Do the children take turns and share the fruit fairly? (**SD 4**)

Physical development

- Do the children understand the importance of including fruit and vegetables in their diet? (**PD 8**)

Case Study:

Curriculum context:

This term's topic is 'My Body'. Earlier in the week we read 'Handa's Surprise' and talked about how fruit helps us to keep healthy.

How the activity was introduced and the success criteria made clear:

I talked to the group about the different senses, suggesting different contexts and asking the children to give examples of how we use them (touching/feeling, seeing/looking, smelling, hearing, tasting). I then told them we were going to use our senses to find out about the fruits.

Brief outline of adapted activity:

- The children suggested fruits that they could buy at a supermarket.
- I then showed them a variety of different fruits and let them pass them around.
- I then held up each fruit and asked different children to tell me something about it.
- The children discussed different ways of sorting the fruit into groups.
- Finally we cut up some of the fruit to taste.

Observations – what the children said and did:

Kerry: named some unusual fruits (kiwi, star fruit). She commented that she ate a lot of fruit 'because it's good for me' (*PD 8*). She was able to make some fairly simple distinctions between groups of fruits – smooth and rough (*KUW 4, 5*).

Sam: was very interested in the texture of all the fruits. He commented that the coconut was 'like a hairy beard'. When we discussed sorting the fruits the two main suggestions from the group were either colour or shape but Sam suggested those we can eat with the skin on and those we have to take the skin off (*KUW 4, 5*).

Beni: made comments about individual fruits: cold, smooth, hard (*KUW 4*), but did not identify any similarities or differences in this context.

Jodie: used some very good descriptive words – slippery, bumpy, smooth, furry. When I asked how we could use our sense of taste she said, 'we can take off the skin and eat some' (*KUW 4*).

Kim: was reluctant to touch some of the fruits (and later to taste them). She needed a lot of support to participate.

When I was a Baby

FOCUS: comparing past and present photographs of ourselves

Key scale points:

Knowledge and understanding of the world:

KUW 5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.

KUW 6 Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.

Links to other areas of learning:

Personal, social and emotional development:

SD 4

Communication, language and literacy:

LCT 7

Resources:

- up to three photographs of each child, taken at different times, eg one as a baby, one as a toddler and a recent one
- scrapbook (one per child or one for the group)
- a few word cards reflecting the passage of time, eg 'before', 'after', 'then', 'now'.

NB If personal photographs are unavailable for some children, it may be better to use non-specific photographs of children at different stages of development (babies, toddlers, children of similar age to those taking part in the activity).

Outline of activity:

 Small group (3–4)

Start by laying all the photographs out on a table and encouraging the children to pick out those they can recognise. Get the children to sequence the photographs, talking about how they have changed and asking about any specific memories. Introduce the vocabulary of time, using the cards if you wish. Discuss what the children could do when they were babies and what they can do now. The scrapbook can include the photographs and children's own drawings of themselves at different stages. Some children may write about these differences, following some discussion, including appropriate vocabulary in their writing.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Let's see if we can put these photographs in the right order, starting with the ones that were taken a long time ago, when you were babies. Talk about them and then make a book showing how you are growing up. Can you show me the things you could do then, and what you can do now that you are older?

The activity can be further developed by getting children to bring in toys/books/items of clothing they had when they were younger, promoting further discussion. Parents could contribute with memories of their children as babies.

Assessment opportunities:

Knowledge and understanding of the world

- Do the children discuss past and present events in their own lives?
- Do they identify similarities, differences and change, related to the passage of time?
(**KUW 5, 6**)

Note their comments when discussing what they could do then and what they can do now.

Personal, social and emotional development

- Do the children take turns in handling and discussing the photographs? (**SD 4**)

Case Study:

Curriculum context:

We have been growing seeds, watching how they change over a period of time. I explained that we were going to think about how we grow and change. We have also been using the scheme text 'Our Gran' from 'A Sense of History'.

How the activity was introduced and the success criteria made clear:

I showed the class four photographs of my son Rory, that I had brought in. I told the class I wanted some help to put them in some kind of order and asked for suggestions. Flora suggested putting the youngest one first. We all agreed this was a good idea and that we would end our sequence with the picture of Rory as he is now.

Brief outline of adapted activity:

- We looked at and talked about each photograph. We put them in the correct order and discussed why this was correct and how we knew.
- Children were encouraged to use key words: 'before', 'after', 'then', 'now'.
- We talked about what Rory would have been able to do at each stage of development (baby, toddler, starting school, starting sixth form). Children were encouraged to make suggestions based on their own experiences and that of older siblings and friends for the last stage.

Observations – what the children said and did:

As this was a whole class discussion, we highlighted a group of children to assess specifically today and the rest of the class will be targeted in the follow-up activities.

Bradly: 'This one goes first 'cos he's only a baby. He hasn't got much hair. He's lying down – babies lie down all the time and sleep a lot. When I was a baby my head was littler and my body was little, with little hands.'

Jasmine: After the first picture in the sequence had been chosen, she said the pictures needed to go from left to right 'like words do'.

Louis: 'When I was a baby my mum carried me and dressed me and put my nappies on. I had no teeth and I had a dummy. It was a long time ago.'

Flora: 'I had a little play area inside my playpen. I've still got some of my baby toys – my rattle and my cuddly lamb.'

Jasmine: 'I couldn't walk before, when I was a baby. And I couldn't eat proper food, and my mum gave me milk from a bottle. Now I have milk on my cereal or in a cup. I slept in a cot, I couldn't sleep in a bed – I was too little and I might fall out.'

Jacob: 'Toddlers start to walk, they hold their mum's hand to help them balance.' (When asked what he meant by term toddler) 'Toddlers are what you are when you're a bit bigger than a baby and you start to do things, like about two years old.'

Annesh: 'They start to talk as well. And get teeth, my friend's brother has got seven teeth. When I got my teeth I used to bite things.'

Flora: 'Toddlers need to practise things. I could only hold a pencil and scribble, I couldn't write my name.'

Bradly: 'Is that one when he goes to school? He's got his school clothes on (uniform). He must be five now like me, he's a little bit bigger. I can walk and run properly.'

Louis: 'We go to big school now to learn to write and read and use numbers. Before, when I was little I could only say Michael, but now I can write Michael and mum and dad and my name.'

Jasmine: 'I got an England strip for my birthday when I was five. I wouldn't have known about England when I was a baby or a toddler.'

Annesh: 'I am much better at football now I'm older. I couldn't play very well when I was little because I couldn't run as fast.'

Jacob: 'I can nearly ride my bike without stabilisers. When I am six I think I will be able to.'

Flora: 'I like carrots and turnips now I'm five. Being six comes after being five.'

I told the class Rory is now 17. Jacob said, 'He's a teenager now. He's grown up.'

Louis: 'He can still learn things though, like driving.'

Overview. All children targeted for assessment in this session were very able and very keen to discuss past and present in their own lives, showed a sense of chronology and could identify similarities and change (*KUW 5, 6*). Some were beginning to pick up on similarities but this usually needed encouragement. They were able to use appropriate vocabulary in their discussions. They were all able to take turns and their responses showed evidence of them listening to each other (*LCT 4, 7*). Jacob's contributions to this discussion will add to previous evidence that he is now working at scale point **9 in LCT**.

At the end of the activity, I asked the children to ask at home for any baby/toddler photos they have or any artefacts (ie toys or clothes) and we will talk about these later in the week before we go on to start our scrapbooks.

Computer Game

FOCUS: practising counting using computer activity

Key scale points:

Knowledge and understanding of the world:

KUW 7 Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.

Links to other areas of learning:

Mathematical development:

NLC 4, 6

Personal, social and emotional development:

SD 4, 5

Resources:

- computer and appropriate software featuring counting activities, eg Black Cat 'Painter'; Dorling Kindersley 'Counting and Sorting', 'Adding and Subtracting'.

Outline of activity: Pairs

This activity would be available as part of a child-initiated session. Adult supervision should not be necessary and intervention would only take place if both children involved were experiencing difficulties in handling the materials, or if one child dominated the activity to the exclusion of the other.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

There is a counting activity on the computer today. You can choose to work on the activity with a friend. Can you show me how well you can count, how well you can use the computer, and whether you can take turns and help each other play the number game?

Observe pairs of children working together during the session. Note their counting skills, ability to use the program/mouse and how well they take turns. If one child is more familiar with the program/computer, see whether s/he can support the other child without becoming too dominant and whether the other child can accept help/suggestions when appropriate. You could discreetly match a more confident child with a partner to observe their ability to form and maintain good relationships with each other.

NB To ensure this activity has purpose for the children involved, the learning objective necessarily focuses as much on the counting game as on the use of technology to support learning. The practitioner, however, is concentrating principally on the use of technology (**KUW 7**) in her/his observations.

Assessment opportunities:

Knowledge and understanding of the world

- Do they use ICT skills to support their learning? (**KUW 7**)

Mathematical development

- Do the children say number names in the correct order? (**NLC 4**)
- Do they count reliably up to 10 objects featured on the computer screen? (**NLC 6**)

Personal, social and emotional development

- Are the children able to work with a partner, taking turns appropriately, and to form good relationships with their peers? (**SD 4, 5**)

Case Study:

Curriculum context:

Free-choice activity following numeracy session (focus on counting).

How the activity was introduced and the success criteria made clear:

I talked about all the activities available during the session, explaining that if children chose the computer activity, they could work with a friend, taking it in turns to draw a picture or shape on the screen, then press the command to increase the number of images and count them.

Brief outline of adapted activity:

- The children found their name cards and put them in the appropriate box to show that they had chosen the computer.
- They used the egg-timer (without being reminded to) to prompt them to take turns.

Observations – what the children said and did:

I was able to gain more information from this activity than I had thought, as the two girls involved increased the number of images they were counting well beyond 10 (up to 64) and began to count lines of images, rather than individual ones.

Karen: started by saying, 'You go first'.

Sara: said, 'No, you can go first'.

Karen: selected options very competently – skilful use of mouse. Drew figure and increased to four images, saying to her friend, 'Go on, count them.'

Sara: counted accurately to four, then to 16 when her partner increased the number of images.

Karen: said, 'Let's make lots more' and increased the number of images to 64. Sara started counting each image. When she got to 14, she began to count lines as units (up to 22). Karen joined in with the counting. When it was Sara's turn to draw the picture, she asked Karen how.

Karen: replied, 'You press that and it will get the painter up for you.'

Overview: Both girls counted competently to 20 and a bit beyond demonstrating that they both had achieved and gone beyond points **NLC 4** and **6** and showed some evidence towards **NLC 9**. Karen is both competent and confident in her mouse control. Her knowledge of the program enables her not only to manipulate the software herself but also to explain features to and support her peer (**KUW 7**). Sara is beginning to be able to use this particular ICT tool to support her learning (**KUW 7**). The girls work happily together and are well able to take turns and share fairly (**SD 4 and 5**).

Making a Car

Focus: making a car to take the toys for a ride

Key scale points:

Knowledge and understanding of the world:

KUW 8 Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.

Links to other areas of learning:

Mathematical development:

SSM 5, 6, 8

Personal, social and emotional development:

DA 5, SD 4, 6

Resources:

- 4 (or 3/2/1) toys (teddies, dolls, or soft toys)
- large construction kit (including wheels) or variety of boxes, cardboard tubes, paper, glue, scissors, sticky tape, stapler, etc.

Introducing the activity to the children:

 Small group (2, 3 or 4 children)

Suggest that it would be fun for the toys to go for a ride in a car. Set the children the challenge of working together to make the car, perhaps to take the toys to the fair (or picnic, home, seaside). Discuss the activity before children start working independently. What will they need to make the car? Who will do each job? How will they know if the car works? Offer appropriate support, taking account of your interventions in your assessment judgements. Observe and record their progress as the children make and try out the car.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Can you work together to make a car for the toys? The car needs to be big enough to carry all the toys and you need to think about how it will travel along. Show me if you can choose the best materials from all of these to build the car.

Assessment opportunities:

Knowledge and understanding of the world

- Do the children select appropriately from the resources offered?
- Do they show a developing understanding of effective techniques to shape and assemble materials, for example ways of attaching wheels to their car?

(KUW 8)

Mathematical development

- Do the children use mathematical language associated with size and shape, and everyday words to describe position?
- Do the children demonstrate an ability to solve practical problems, using developing mathematical ideas, for example adapting or cutting materials to size?

(SSM 5, 6, 8)

Personal, social and emotional development

- Do they show independence in selecting resources? **(DA 5)**
- Do they work together cooperatively?
- Do the children try to plan and organise the task as a group?
- Do they share out tasks and allow for everybody in the group to be involved?
- Do any children show leadership? Ask others' opinions? Invite others to suggest ideas or carry out tasks?
- Do any children praise the efforts of others? **(SD 4, 6)**

Case Study:

Curriculum context:

Our topic was toys and we had been reading 'The Toymaker' by Martin Waddell. To fit in with our theme, our role-play area was turned into a toyshop with a workshop alongside it (the construction area). Each week was themed with a different toy being made to sell in the shop.

How the activity was introduced and the success criteria made clear:

I explained that next week's 'Special Offer' in the toyshop was going to be on cars. The children knew we had lots of small cars in the classroom but, I pointed out, we didn't have any bigger cars. I told them that the challenge in the toy workshop this week was to make a car big enough for two toys to be carried inside. I also told them that they were not allowed to hold the toys on or in the car and that it had to be able to travel along a surface.

Brief outline of adapted activity:

- We re-capped on what the toy workshop was for ('Making toys for the Toyshop to sell').
- Children reminded themselves of the materials available to build with (Duplo, Mobilo, Sticklebricks, Lego, Meccano, Knex).
- We re-capped the two main features the car needed (as mentioned in success criteria section).
- Children worked in the construction area at various times across the week and observations were made of two children at a time.

Observations – what the children said and did:

Jordan and Jemimah: interestingly, the children used a discussion of what would go on the car (ie a spare tyre) to help inform their decision about what to make the car out of. Jordan chose the Mobilo 'because you can make cars and anything' (**DA 5**). Initially they worked independently. Jordan put a doll in the car but she was not able to sit up. Jemimah suggested they try her car. I asked Jordan if he thought it was a good car, to which he answered 'No' and started again. Jemimah said, 'I'm going to make a racing car.' Jordan concentrated on making his car and kept trying the doll in the base. She kept falling but he added another piece on the side. When she didn't fall out he said, 'This is the door and the ladder to get in'. Jemimah started to help Jordan by adding what she had made onto the side. Jordan said, 'That's not a door, put it at the back.' Jemimah was quite pleased with this: 'Now she can rest her head on it.' Jordan added another door. I asked them if they were pleased with the car. 'Yes,' said Jordan, 'Now she can brum around in it everyday.' He drove the car about and the doll stayed in. Jemimah also had a go: 'Yes, she can go to the shops' (**KUW 8**; some evidence of **SD 4**, on occasion but not consistent).

Robyn and Lucy: Robyn held up the Duplo and said, 'I'll make it with this.' Lucy said, 'I'll pass the pieces to you and you can put them on.' Robyn said, 'It needs some wheels.' They both began fitting pieces together. Disagreement ensued as to where pieces should go. Robyn said, 'It has to go there otherwise Piglet will fall off.' Lucy still disagreed so Robyn explained her reasoning to her. Eventually they reached a compromise (found another piece the same and put one on each side). I asked the girls, 'How is your car going to travel?' Robyn said, 'We need to put wheels on.' Lucy picked up one of the toys and suggested they put it in. But Robyn disagreed: 'No, he'll fall off but he has to sit on.' She explored moving the toy to several different places and moving pieces of her model, adapting her design. After a second question about how the car would travel, Robyn said, 'I know, we need to put the wheels on first' and she broke up the model and started the whole process again, with the wheels first. At the end she put the toys on, 'Come on, toys, let's go for a ride.' Both girls were very pleased the toys did not fall off (**KUW 8**; **SD 4**) (**DA 5** – Robyn).

Mini-beast Obstacle Course

FOCUS: negotiating an obstacle course

Key scale points:

Physical development:

PD 4 Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.

PD 6 Uses small and large equipment, showing a range of basic skills.

Links to other areas of learning:

Creative development:

CD 6

Personal, social and emotional development:

DA 4

Resources:

- hall time, or use of grassed area
- range of large PE and outdoor play equipment, such as benches (logs), mats (leaves), a tunnel (hole in the ground), movement tables (piles of stones), low beam or upturned bench (branch/twigs), etc, to create a mini-beast habitat
- percussion instrument.

Introducing the activity to the children:

 Class/large group activity

Explain to the children that, as they get changed, they are magically going to turn into imaginary mini-beasts! Show them the imaginary mini-beast habitat that has been created with equipment. Explain that you want them to pretend to be different mini-beasts, choosing one that might be found in a particular area of the habitat. You may wish to recap what the children know about these creatures before they move to their chosen area. Remind the children to use their movements to show what type of mini-beast they are. They should think about their speed, as well as the movements themselves, and about how they will travel over, under and through the objects (obstacles) in their habitat. Tell the children that you will warn them of danger by using an instrument, eg scraping of a guiro, beating of a drum. At this point, the mini-beasts should stay very still so that they do not get noticed and eaten!

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

You are going to turn magically into mini-beasts. Show me how well you can move like different kinds of mini-beasts.

Assessment opportunities:

Physical development

- Do the children move with confidence and imagination in safety?
- Do they demonstrate spatial awareness for themselves and others around them?
- Are they able to move around, under, over and through large equipment?

(PD 4, 6)

Creative development

- Are they able to adapt their movement in response to the percussion instrument? **(CD 6)**

Personal, social and emotional development

- Are the children able to dress and undress independently? **(DA 4)**

Case Study:

Curriculum context:

We re-capped work done on the topic of mini-beasts and a visit to a butterfly house. We had quite a lot of discussion in class prior to the session about different mini-beasts that we could be and how they move. The children decided on four different mini-beasts and we then talked about which apparatus we would use to create each 'habitat'.

How the activity was introduced and the success criteria made clear:

Having discussed the activity previously with the children, I reminded them, once we were in the hall, of the words they had used to describe the movement of each of the mini-beasts, eg spiders scuttling, worms slithering, ants marching. I also reminded the children that when they heard the tambourine I would become a bird looking around for food, so they needed to be really still.

Brief outline of adapted activity:

- The children chose an 'area' of the hall to start working in (long grass and nettles, log pile, underground, a flower bed).
- They worked until they heard the tambourine then they froze – some children 'hid' if the apparatus they were working on lent itself to that.
- We stopped the session twice for children to show their movements; the observers guessed from their movements which mini-beast they were pretending to be.

Observations – what the children said and did:

Conor: chose the 'long grass' area to start with and did some excellent hops; he showed lots of imagination and wanted to make a chirruping sound because 'I can never see the crickets but I can usually hear them.' In his enthusiasm, he was not always successful in avoiding contact with other children.

Thomas and Carlie: chose to work together as a pair of ants; they mirrored each other's movements carefully, so that they were in step taking it in turns to follow each other as they had seen the ants doing at the butterfly house. They both made good use of the space and levels available to them to work on though Carlie was less confident working off the ground.

Kirsty: controlled her speed well as a scuttling spider, stopping and starting. She was the instigator of 'hiding in a hole from the bird'.

Cordelia: was observed hanging backwards off a movement table; when I asked what sort of mini-beast she was, she replied, 'I'm a bat waiting for a spider or a mouse to run by for my tea.' She showed plenty of imagination though a slight deviation from the activity as planned!

Stuart: really enjoyed slithering on his tummy being a worm, but was quick to adapt his movements or change his mini-beast when the surface he was working on made this difficult. The floor had been polished that morning so he moved between each 'area' as a worm.

All the children demonstrated imagination in their initial movements. Those who became fixed on one idea were helped by observing their peers (*PD 4, 7*). This enabled them to move on to other ideas and increased their confidence in exploring (Ciaran, Ellie). Most children had good spatial awareness, though Conor, Georgina and Lee needed to be reminded that others were working around them and that they needed to control their movements and speed in particular for everyone's safety.

Some children requested help to undo tangled shoelaces and to do them up afterwards (*DA 4*), and Tanya still needed help to put on her dress and socks.

Mini-beast Art

FOCUS: making a mini-beast

Key scale points:

Creative development:

CD 5 Explores colour, texture, shape, form and space in two or three dimensions.

CD 8 Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative play and role-play, movement, designing and making, and a variety of songs and musical instruments.

Links to other areas of learning:

Mathematical development: **SSM 6**

Communication, language and literacy: **W 5, 6, 7, 8**

Knowledge and understanding of the world: **KUW 4, 7**

Physical development: **PD 5**

Resources: NB all materials to be accessible to children, to enable choice

- playdough or clay, wood, card, etc
- cutters/range of modelling tools
- selection of collage materials, eg matchsticks, beads, buttons, pipe-cleaners
- writing materials (card and markers)
- computer with basic art package, eg RM Windowbox – Colour Magic, Acorn – Artisan and colour printer
- selection of texts with pictures/photographs of mini-beasts (available for children to refer to if they choose to).

Outline of activity: Small groups (3–4) working independently/discussion in pairs or small groups

Following an activity which has introduced and familiarised the children with a range of mini-beasts (a mini-beast observation in the school grounds or finding out about mini-beasts from non-fiction texts, looking at photographs), invite children to make a picture, model, collage, etc of a mini-beast. Children should be allowed to choose from a variety of accessible tools and materials and to complete their work independently.

Get the children to talk about their finished pictures/models, eg the segments of the body, the number of legs, the eyes, etc and about how they made them. This talk can be in pairs or small groups.

Look again at the non-fiction texts and discuss the use of captions to show what is in the pictures. Model how a label or caption can be written for a display, and suggest that the children write one for their own work.

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Let's see if you can make a mini-beast. You can use the books to help you. Can you show me how you can use different materials and tools to make the mini-beast?

Assessment opportunities:

Creative development

- Do the children choose colours or materials to create particular effects? ■ Do they explore different combinations of colour, texture or media? ■ Do they make good use of form and shape? ■ Can they describe the effects they were trying to create or why they used particular materials/tools? ■ Do they consider adaptations or improvements? ■ Do they make any aesthetic judgements? ■ Do they capture their ideas, thoughts and feelings in their creative work? **(CD 5, 8)**

Mathematical development

- Do they use language such as 'bigger', 'round', 'curved', 'shape', etc when describing their creative work? **(SSM 6)**

Communication, language and literacy

- Do the children write an appropriate label or caption? **(W 5, 6, 7, 8)**

Case Study:

Curriculum context:

In numeracy we had just done some work on seasons and months of the year. The link was made from that activity to this by discussing what happens to animals, birds and mini-beasts in winter.

How the activity was introduced and the success criteria made clear:

I told the children I would like them to think of just one mini-beast and make me a picture or model of that mini-beast. I told them that we would make a display of their work so they needed to think while they were working about what they were going to say on the label to go with their mini-beast.

Brief outline of adapted activity:

- Talked about the mini-beasts we could remember from the summer time.
- Discussed what they looked like, what they did, where we would have found them, etc. Used pictures to support and prompt the discussion.
- Introduced the idea of the activity to the children.
- Introduced children to the range of materials available for them to choose to work with.
- Children selected materials and began working.
- Continued discussions with individuals about their mini-beasts as they worked.
- Children supported where necessary in producing captions to accompany artwork.

Observations – what the children said and did:

I decided also to use this activity to assess *SSM 4* and *6*.

Bo-Jaz: chose to work with 'Colour Magic' to create a picture of a beetle. Bo-Jaz talked about his beetle as he worked, using vocabulary such as oval, cube, rectangle, square (*SSM 6*). He explained he was using a dark block of colour on the body because it was 'Hard, like an egg shell' (*CD 4, 8*). He was also able to name the different parts of the body he had drawn (wings, head, mouth).

Victoria: chose to work with playdough. She made a ladybird, selecting and using the appropriate colours. She stated that the ladybird had black circles on its back (*CD 4, 8; SSM 4, 8*).

Ryan: made a snake from playdough. He said he thought this was a good choice because playdough is soft (*CD 4*). He told us that the snake was poisonous and could eat you.

Jason: chose a cylinder (which he called a circle) because it was 'a good shape for the body of his mini-beast'. He then elaborated further that he used pipe cleaners for the legs because 'they needed to be straight' and beads for the eyes and mouth 'because of their shape' (*SSM 4; CD 4, 8*).

Louisa: wanted to make a butterfly with 'shiny bits'. She experimented by picking up lots of different materials and finally chose a jointed egg box to make the wings. She coloured a pattern in the 'troughs' of the egg box and carefully copied the pattern she had made onto a piece of paper that she could stick on the other side, so she knew they had to match. She was able to reflect and suggest improvements that she could make to her model (*CD 4, 8*).

Sound Effects

FOCUS: using sound effects to interpret a story

Key scale points:

Creative development:

CD 6 Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.

CD 7 Uses imagination in art and design, music, dance, imaginative play and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.

CD 8 Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative play and role-play, movement, designing and making, and a variety of songs and musical instruments.

Links to other areas of learning:

Personal, social and emotional development:

DA 5

ED 4

Resources:

- a variety of musical/percussion instruments, eg drum, tambourine, triangle, rain-stick, cabasa, guiro, bells
- suitable storybook, eg 'After the Storm', by Nick Butterworth
- (optional) suitable music, eg 'A Night on the Bare Mountain' by Moussorgsky.

Outline of activity:

 Small group (4–6)

Following some previous experience with percussion instruments and a first reading and discussion of the story, suggest retelling the story, this time using some of the instruments to make it more interesting/exciting. Children could listen to a piece of suitable music at this point. Invite the children to take it in turns to choose an instrument that sounds like an aspect of the storm, eg thunder, rain, rain slowly stopping, sun coming out. When a child has made a choice, encourage discussion and ask the others if it sounds 'right'. Children may explain why they have chosen a particular instrument, or may change their choice following consideration/listening again; ultimately, a child's choice should be accepted. Continue with the story, getting children to select appropriate sounds for the animals who arrive (if necessary, tell the story in two parts).

State the learning objective/intention to the children just before they begin the activity and remind them of it as necessary as they carry out the activity

Now let's tell the story again. Remember that it starts with a storm. Take it in turns to choose an instrument that sounds like part of the storm. Think about the wind, the thunder and the rain. Think about whether you need a loud or a soft sound and whether the sound happens just once or lots of times. Show me how well you can choose instruments to sound like the different parts of the storm.

Note the choices children make/any reasons for choices and how they explore and repeat sounds.

Assessment opportunities:

Creative development

- Do the children use their imagination when choosing and playing instruments to represent sounds?
Do they respond positively to the sounds made by others?
- When exploring sounds, do the children try to match the sound patterns they create to the sounds suggested by the story/music?
- Do they express and communicate ideas about storm sounds and animal sounds using musical instruments?
(CD 6, 7, 8)

Personal, social and emotional development

- Do the children select instruments confidently and independently? **(DA 5)**
- Do they respond to the story, music and sound effects, showing appropriate feelings? **(ED 4)**

Case Study:

Curriculum context:

We visited a local park and field study centre last week. We discussed the job of the park rangers that we had seen on our visit and I read the children several of the 'Percy the Park Keeper' stories, including 'After the Storm'.

How the activity was introduced and the success criteria made clear:

I explained to the children that we were going to make some 'stormy music' to go with the story of 'After the Storm' to present to the new intake who were coming to visit later in the week. I explained to the children that I wanted them to illustrate the storm in the story with instruments and that I wanted the children who were listening to be able to hear and recognise the wind, rain and thunder.

Brief outline of adapted activity:

- Listened to 'A Night on the Bare Mountain' – brainstormed descriptive words and images of stormy weather.
- Reread 'After the Storm' and listened to the music again.
- Investigated percussion instruments to see which could be used to help tell the story; illustrated beginning, middle and end of storm, discussing contrast of quiet and wild elements.
- Retold story, incorporating percussion.

Observations – what the children said and did:

When I played the music to the group, Mohibul commented, 'It sounds like it is thundering', Gabe added, 'I feel frightened' (**ED 4, C 7**).

Francis: 'I want to find something to make a loud sound because in a storm the clouds bump together.' He chose a cymbal and was pleased with the noise it made. He could not vary the length or volume of the sound when Remi said, 'When the storm is a long way away the thunder sound isn't so loud.'

Perry: joined in with Francis with a big clap and after encouragement chose two wooden pots to bang together for a thunderous sound.

Dawn: first choice was a drum, which she wanted to represent the rain. She wanted to make a 'pitter-patter sound'. She tried a smaller drum as she announced the first one was 'too loud'. She then went on to play the rainmaker which she controlled to create 'hard rain' and 'dripping into puddles'.

Salma: watched and listened to Dawn. She picked the rainmaker and said, 'Makes pouring rain'. She then moved over to the xylophone and played some random notes adding 'Look pitter-patter on this one too'. She continued playing, getting faster and faster and then turned over the rainmaker too and said, 'Lots of pouring rain'.

Gabe: found it hard to make a choice at first but eventually chose a triangle. 'This will be good for the sound of the sun shining out at the end.'

Haider: chose a guiro first to represent the wind but changed to a cabasa because 'I want to make a whooshing sound.'

Mohibul: rubbed his hands rhythmically over the tambour for 'gentle wind'.

Remi: whilst choosing something suitable for lightning said, 'I'll have the bells but I'm not sure if I'm right. I've never heard lightning.'

Ellis: (is autistic and has severe learning difficulties) listened attentively throughout the whole session – he quickly focused on the rainmaker after hearing Dawn and Salma playing it but he waited patiently for a turn. While Haider was exploring ways to represent the wind, Ellis quietly said, 'whoooo sh, sh, sh'. He was able to cooperate well without the support of his L.S.A.

All the children demonstrated imagination when choosing and playing instruments to represent parts of the storm. Many of the group responded to the sounds made by others through physical movements such as showing rain falling with their fingers and swaying when they heard the wind sounds. I was very impressed with how well the children represented the sounds they were trying to create (**CD 6, 7, 8**). All of the group made confident choices about their instruments with the exception of Perry and Gabe. Some of the group reflected on their choices and were confident enough to change their mind and their instrument if they were not entirely happy (**DA5 – most**).

Activity

Focus:

Key scale points:

Curriculum context:

Resources:

Outline of activity: number of children:

How the activity was introduced – learning objectives/intentions:

Assessment opportunities:

Case Study:

Observations – what the children said and did:

4 Contributors to the assessment process

As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all those adults who interact with the child in the setting will contribute to the process and that account will be taken, both of assessments made during the first year of the foundation stage, and of information provided by parents. The word parents is used to refer to mothers, fathers, legal guardians and the primary carers of children in public care.

Previous practitioners

Earlier parts of the foundation stage may have been spent in a nursery class, within the setting, or in a different setting, for example a nursery school, playgroup or day nursery. Some children will have experienced a range of settings during the year and may have had a number of carers, including members of their extended family and childminders. In the case of some of these settings, written records of progress, including photographs, examples of what children have produced and information provided by parents, such as a baby record book or development diary kept by the family, may be received or be available on request. Practitioners should take account of such records, and of any formal or informal discussions with those involved with children in the previous year.

Parents

Parents have a unique knowledge of aspects of their children's development, which is central to the assessment process. An essential feature of parental involvement is an ongoing dialogue, continuing from the partnership already begun by previous practitioners. This is based on one of the key principles of the foundation stage, that 'parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence'. With reference to parents as partners in the assessment process, the foundation stage emphasises the following features of good practice:

- practitioners use a variety of ways to keep parents fully informed about the curriculum, such as brochures, displays and videos, which are available in the home languages of the parents, and through informal discussion;
- parents and practitioners talk about and record information about the child's progress and achievements, for example through meetings or making a book about the child, to which the child can contribute.

Research indicates that a strong partnership between educational settings and parents has a positive impact on children's learning. Settings benefit from having written aims relating to the principles of partnership, encouraging parents to contribute their views and achieving a dialogue and assessment partnership. The development of clear policies on setting up meetings, welcoming parents and reporting assessment outcomes supports practitioners in making information accessible to parents.

With reference to the Foundation Stage Profile, practitioners should involve parents from the time when the children arrive in the setting in which assessments are completed, working with them to gain a shared picture of their children. Most parents want to contribute what they know and consider important about their own children's development and practitioners understand that they have as much to learn from parents as to convey to them.

Initial meeting with parents

Settings should continue to develop the dialogue with parents, preferably early in the year, when the practitioner who has responsibility for completing the Profile should seek parents' views on any relevant aspects of their children's development observed outside the setting. This development covers all the areas of learning, but observations may be particularly helpful in those areas where some children show more confidence at home than in other settings. Examples include children's use of language, their ability to be imaginative and inventive, or their competence in using technology. One way of gathering this information is by holding a parent conference, or one-to-one conversation, either at a regular parents' day or evening, or by a separate arrangement, eg home visit. The conference can be supported by written prompts, which parents could receive in advance of the meeting (see page 105 for an example of parent conference prompts). For those parents unable to attend, the information could be sought through a written response, ensuring that there is sensitivity about parents' willingness and confidence to respond in writing and about their preferred language (see page 108 for an example of a parent questionnaire).

Parent partnership

There should be an ongoing sharing of information about progress, either through a home/school diary, to which the practitioner, any other staff who work with the child, the parents and the child all contribute, or through further meetings during the school year when information is recorded following discussion. Some settings hold regular review meetings, linking ongoing assessment with suggestions about ways in which parents can support their children's development. These settings have often worked with parents to develop aspects of home learning, which have provided a valuable input to children's overall achievement.

- Children and parents choose books together in the setting, share these at home and provide comments, verbal or written, about how much they were enjoyed.

- Parents report, for example through the home-setting diary, on activities carried out at home or visits/outings undertaken. Such activities can then be the focus for discussions about their contributions to any of the six areas of learning [*home-generated learning*].
- Number games or small assignments (eg 'find out about...') are sent home and discussed, as in the previous bullet point [*setting-generated learning*].

See page 109 for an example of a pro-forma that could be used to record a discussion between practitioners. Alternatively, the scale booklet can be used as a basis for reviewing progress with parents, with notes from the discussion added directly to the Profile.

Sharing the Profile with parents (end of year)

Settings should report progress and achievements to parents or carers at the end of the foundation stage, in line with statutory requirements.

Children

There are many ways in which children should be involved in the assessment process, including discussions about likes, dislikes and achievements, selecting work or photographs for an end of foundation stage booklet, writing or drawing comments (eg a 'smiley face' to indicate enjoyment of a story or activity) in their home/school diaries, or recording views on tape or video. The views which children express at this stage are influenced by a variety of factors. For example, children's likes and dislikes may appear to change in different situations, when they are affected by the responses of others. The importance of involving children in the assessment process is to enable them to develop their ability to express preferences and make choices, begin to understand that their views are respected and develop as autonomous learners.

Talking with children about their learning

A useful way of assimilating and giving value to children's knowledge and views about their interests and progress is to arrange a discussion between individual children and practitioners, recording the outcome on tape, video, or in writing. A possible starting point could be to ask the child to draw, talk about or select a photograph of their favourite activity (see page 111 for an example of prompts that could be used).

Other contributors

It is likely that children will meet and interact with a number of adults working in or visiting the setting during the year. Learning support, additional language support or special needs support assistants should all take a full part in observing, discussing and contributing to the recording of children's progress. Those who work regularly with the children are likely to be directly involved in observing activities and recording assessments. The views of other adults may also contribute to the assessment process. For example, lunchtime supervisors may observe some aspects of children's development, or an individual child may form a close bond with a student or voluntary helper. In addition, support staff from outside agencies, for example visiting teachers and speech therapists, may provide useful information about progress in a particular area of learning. Other adults who are involved in children's lives, including after-school care staff, childminders and relatives, may make important contributions.

To summarise, when finalising assessments towards the end of the year, practitioners should take account of the views of all those who have contributed during the year, as well as their own accumulated knowledge and any relevant evidence, including written notes, tapes/videos and examples of children's work.

Parent conference prompts

[with help from translator if necessary]

Notes for practitioners

The prompts are intended as a rough guide only. Try to ensure that the discussion takes the form of a conversation, is not hurried and takes its direction from what the parents contribute.

The parents need to know why this discussion is important for them, for you and for their child.

For the parents, this is because you recognise that they know their child better than anyone else and their views are valued. There will be ways in which they can further support their child's learning at home, particularly where they have identified special strengths or concerns.

For you, it gives a much more accurate and rounded picture of their child. There may be differences in the way the child behaves at home and in the setting that you need to take account of when planning for that child.

For the child, there are positive links between home and school and the benefit of adults who work together to promote her/his development in all the areas of learning.

Tell the parents about the six areas of learning as you come to them. Say a bit about what is covered in each area.

Personal, social and emotional development

- What type of setting did [child's name] attend before, eg nursery class/school, playgroup?
Discuss time taken to settle, etc.
- What sort of favourite activities does s/he enjoy at home?
Discuss levels of interest/involvement/independence.
- How does [child's name] get on with familiar adults and children, eg other family members?
Discuss reaction to new situations/showing interest in people/making friends/special friends.
- Does s/he dress and undress independently/need help with very difficult fastenings, manage the toilet alone and wash hands?
- Does s/he usually cooperate at home, eg help, respond to requests, understand 'house rules'?
- What makes [child's name] happy/sad/excited/upset?

Communication, language and literacy

- Does [child's name] like to talk about what s/he is doing/about things you have done together/about things s/he is looking forward to?
Discuss enjoyment of rhymes/talking about what child has done at setting/main language spoken at home/any concerns about language development/differences in child's talk at home and elsewhere.
- Does s/he enjoy books and stories?
Discuss favourite stories/sharing books and stories/library visits or membership/any recognition of familiar words (with examples).
- Does [child's name] like to draw and try to write?
Discuss child's drawing and writing efforts at home/request any examples parent would like to share/ask about child's preferred hand.

Mathematical development

- Is[child's name] getting to know about numbers, eg finding number of your front door, counting steps, playing with number games?
Discuss number recognition/enjoyment of number rhymes/songs, eg 'One, two, three, four, five – once I caught a fish alive'.
- Does s/he like to help you at home or when you go shopping?
Discuss helping with cooking/setting table for meals, trying to put out the right number of plates, etc/finding matching shoe or glove when getting ready to go out, or choosing the right number of apples, etc in the shop.
- Does s/he enjoy games and puzzles?
Discuss range, eg matching shapes, completing jigsaws.

Knowledge and understanding of the world

- Does [child's name] seem curious about why things happen and how things work?
Discuss examples, eg exploring things/asking questions about how things work/observing and caring for any pets.
- Does s/he show an interest in past and present events in the family?
Discuss whether child likes to remember and talk about other family members and friends, eg those who do not live nearby – also special occasions such as births, weddings, holidays, festivals that the family celebrates.
- Can s/he operate the TV, tape player, etc under supervision? If there is a computer at home, does s/he know how to use it?

Physical development

- Does [child's name] enjoy running, climbing, balancing? Does s/he like drawing and cutting things out with scissors? Does s/he find any of these things particularly difficult?
- What does your child like to eat and drink? Is s/he beginning to understand that some foods are 'good for you'?

Creative development

- Does s/he like to sing/dance/listen to music? Does s/he know some songs 'by heart'? (examples)
- Does s/he enjoy painting/drawing/making models?
Discuss the kinds of things s/he most likes to play with, eg building blocks, water, sand, toy cars, dolls.
- Does s/he use imagination, like to dress up, enjoy 'pretend' play, eg house, shops, etc?

Additional comments

- What else do you want to tell us about your child (including anything your child has done that has made you feel proud or happy or hopes and plans for the future)? Any concerns?

Date..... Practitioner Parent/carer.....

Parent questionnaire

[to be translated into preferred language or with help from translator if necessary]

**Please help us to get to know [child's name]
better by answering a few questions about her/his development.**

What sort of things does your child enjoy doing at home? Does s/he have any favourite toys, books, or activities?

Comments:

Does your child like to talk about things s/he enjoys at school – any special friends or favourite activities? Is there anything s/he does not enjoy?

Comments:

What else do you want to tell us about your child, including anything your child has done that has made you feel very proud or happy? Do you have any concerns?

Comments:

Date..... Practitioner..... Parent/carer.....

Discussion with parents

[parents and practitioners to contribute]

Review sheet

Date of review

Child's name

Date of birth

Any comments on effects of absence and attendance?

Comments:

Review of learning priorities agreed at last meeting

Progress since last meeting

Personal, social and emotional development:

Communication, language and literacy:

Mathematical development:

Knowledge and understanding of the world:

Physical development:

Creative development:

Additional parents'/carers' views:

Agreed learning priorities:

Date..... Practitioner..... Parent/carer.....

Discussion with child

[with help from translator if necessary]

Can you help the grown-ups by telling us about what you do at school?

What sort of things do you do at school? What do you like best? What do you think you're good at? What don't you like? Can you show me some of your work?

Who do you play with? Tell me about your friends. Who are the grown-ups who help you – at school – at home?

Tell me about what you do in the morning – before play, after play? What happens at playtime, lunchtime, etc? What do you do when you get home? What do you like doing best at home? What makes you (especially) sad, happy, etc?

Anything else?

5 Access to the Foundation Stage Profile for children with a range of special educational needs

The Foundation Stage Profile has been developed to be inclusive, so that as many children as possible can be assessed against the scales it contains. Inclusive assessment has been approached by:

- providing examples for various items in the scales, specifically relating to children with a range of individual needs;
- providing guidance on assessments for the Foundation Stage Profile for children with a range of needs.

Some practitioners have asked for clarification of the interrelationship between the P Scales and the early learning goals. The P Scales and the early learning goals have been written for different purposes and have been constructed in different ways.

- The early learning goals specify expectations for children's progression by the end of the foundation stage, while the P Scales were written for use with children of national curriculum age who are working towards level 1 or who are working within levels 1 or 2 of the national curriculum for extended periods of time. They were written primarily for supporting target setting in the context of the national curriculum.
- The early learning goals themselves (and consequently items 4–8 in any scale) are not necessarily hierarchical and do not necessarily reflect progression.

Chapter 2 of this handbook contains the various scales for the Profile with supporting text to assist practitioners in making their assessments. For each of the items in the scales, there are examples of what children might be doing or saying to indicate that they have achieved those particular items. A number of these examples relate to children with a range of individual needs. Further examples are contained in the CD-ROM for the Foundation Stage Profile.

Making assessments for the Foundation Stage Profile

Assessments for the Profile are based upon the cumulative evidence from your interactions with and observations of children during on-going learning and teaching. For children with special educational needs, there will be a variety of ways of giving them access to the curriculum and of assessing the progress that they are making. In arriving at assessments for the Profile, you should note these points.

- The behaviours through which a child demonstrates that s/he has attained a particular item in the scales will depend upon the nature of a particular child's needs. Some of these are illustrated in the examples in Chapter 2. According to the item being assessed, children can demonstrate their attainment in a variety of ways including eye pointing, the use of symbols and the communication of needs through means other than spoken language, signs or symbols. This is important in the assessment of children with a range of physical, sensory and learning needs.
- Where any item in the Profile scales contains the word 'talks', it is acceptable for a child to use her/his established or preferred mode of communication.
- All equipment that is usually used by a child should continue to be used, as the assessments for the Profile are not based upon setting up special situations for a child to show her/his progress, but are based upon day-to-day learning and teaching. All usual adaptations should be used (for example, adapted scissors, mobility aids, angled reading/writing boards, non-slip mats, magnification aids, adapted ICT).
- Notwithstanding any of the above, there may be some items in the scales that some children are unable to achieve because of the nature of their individual needs. For example, there may be items within the personal, social and emotional development scales (such as those involving interactions with others) that cannot be achieved, at this stage of their development. Similarly, there may be items within the scale for physical development that cannot be achieved by some children. In these instances, the record in the Profile should note where items are not applicable, balanced by an emphasis on other areas where the child has achieved items on the scales. Where additional curriculum areas apply for a child, then those should also be the focus for assessment and for the reporting of the child's achievements.

Where it is not possible to record assessments in relation to the items in the Foundation Stage Profile, there is a space at the beginning of each scale that can be ticked if alternative assessments apply. In these circumstances, a child's performance should be recorded in whatever way is appropriate to support dialogue with parents and to provide information for future planning and for the next practitioner.

Children whose attainments are not reflected in the Foundation Stage Profile scales

The first three items in each of the scales in the Profile relate to attainment where children are working towards the early learning goals. Where it is not possible to record assessments in relation to items 1–3 of the Profile scales, attainment at the end of the foundation stage could be recorded in an appropriate alternative way.

6 *Children with English as an additional language*

English and other languages

Many children in early years settings come from homes where they have learned a language other than English as their first language. In some cases, English is their second language, but in other cases the child may have access to two or three other languages in addition to English. Some children come from families who have spoken to them in English alongside their other language(s), while others begin to acquire English in their early years setting. The term 'English as an additional language' includes all these children.

The *Curriculum guidance for the foundation stage* is clear that practitioners should value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. This is part of the respect for each child's cultural background that is central in all early years settings. Bilingual support teachers or assistants may be available, and listening and reading materials in home languages should be provided.

Alongside support in the home language, practitioners should provide a range of meaningful contexts in which children have opportunities to develop English. As they move into the key stage 1 curriculum, English will be crucial as the language they use to access learning.

The assessments in the Foundation Stage Profile address three aspects of the achievements of these children: development in the home language; development across the curriculum assessed through the home language; and development of English.

Achievements in other languages

If children's early language development is in a language other than English, it is important for practitioners to find out as much as possible about it. Language development in English and in the home language reinforce and support each other.

The Profile includes an 'English as an additional language' section in which practitioners can note children's development in their home languages. Other contributors to the assessment, particularly the child's parents or carers, previous practitioners and any bilingual classroom support, will be important in completing this section fully. The record may include the following information:

- Which language(s) does the child understand?

- Which language(s) does the child speak?
- Does he or she always use the same language with particular adults or children? (For example, a child may speak the home language to parents or grandparents but speak English to brothers and sisters.)
- What language experiences does the child have in the home language? Does he or she know rhymes, poems or stories?
- Are there any plans for the child to learn to read and write in the home language?

This rounded picture of the child's home language achievements will help practitioners to provide appropriate experiences within the early years setting, to build upon that development as the child moves into English. It will also help to identify whether the child has any language delay or disorder, or other special needs, in addition to learning English.

Assessment across the Foundation Stage Profile

Many of the assessments across the areas of learning in the Foundation Stage Profile can be made through the medium of the home language, if appropriate support is available. These include:

- all the scales in personal, social and emotional development;
- all the scales in mathematical development;
- all the scales in knowledge and understanding of the world, physical development and creative development;
- the first three scale points (below the level of the early learning goals) in all of the scales for communication, language and literacy.

Points 4–9 of the communication, language and literacy scales must be assessed in English.

Where assessments have been made in the home language, practitioners should use the 'Comments' boxes to note this, and also to record any evidence of achievements shown through the medium of English. These boxes can also be used to record where it has been impossible to access the child's full understanding, because home language support is not available.

Development in English

The 'English as an additional language' section in the Profile should be used to record the child's development in English across the four language modes of listening, speaking, reading and writing. To support this assessment, the QCA guidance and assessment scales 'A language in common: Assessing English as an additional language' (QCA 2000) may be useful.¹⁰ These scales provide steps towards national curriculum level 1, and differentiation within level 1, and are reproduced below.

The extended scale for listening

| | |
|----------------------------|---|
| Step 1 | Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom. |
| Step 2 | Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. |
| Level 1 (Threshold) | With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class. |
| Level 1 (Secure) | In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation. |

The extended scale for speaking

| | |
|----------------------------|---|
| Step 1 | Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English. |
| Step 2 | Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible. |
| Level 1 (Threshold) | Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level. |
| Level 1 (Secure) | Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest. |

¹⁰ *A language in common: Assessing English as an additional language.* Qualifications and Curriculum Authority, 2000.

The extended scale for reading

| | |
|--------------------------------|--|
| Step 1 | Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound. |
| Step 2 | Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud. |
| Level 1 (Threshold) | Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction. |
| Level 1 (Secure) | Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction. |

The extended scale for writing

| | |
|--------------------------------|---|
| Step 1 | Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right. |
| Step 2 | Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division. |
| Level 1 (Threshold) | Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation. |
| Level 1 (Secure) | Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated. |

7 Agreeing assessment judgements

The procedures outlined in this chapter are a summary of best practice and provide a model towards which practitioners, settings, EYDCPs and LEAs should be working.

Agreement activities within the context of the Foundation Stage Profile involve professional dialogue to make judgements about what children can be observed doing/saying/making (and the level of consistency with which they are doing/saying/making) when they are achieving individual scale points on the Profile. This professional dialogue will be supportive to the practitioners using the Profile.

The Foundation Stage Profile provides a rounded picture of a child's progress and development in relation to the early learning goals at the end of the foundation stage. Agreement of the assessment judgements recorded in the Foundation Stage Profile is essential so that all those involved can make full use of the information. Everybody needs to feel confident that the recorded judgements are fair and consistent for all children and that the assessment judgements made for any one child are comparable with those made for all other children. The achievement of this comparability involves processes that will need to operate over time as the Foundation Stage Profile is implemented and used. These processes are outlined in this chapter and will involve practitioners working with each other throughout the year, supported by an annual programme of agreement activity organised by the local education authority (LEA).

Materials

Exemplification materials support the assessment scales and these provide the starting point for the agreement process. The materials describe and provide examples of the national standards expected in relation to each scale point. However, practitioners need to work with each other and with the LEA moderators to achieve consistent internalisation of these standards so that comparable judgements are made. Also, the LEA moderators will need to work with other moderators so that this comparability is spread from one LEA to another across the country. The following should be noted:

- The exemplification materials for the Foundation Stage Profile (the examples and case studies in the handbook and the accompanying CD-ROM) will provide the basis for training and agreement.
- The Foundation Stage Profile Handbook encourages settings to add their own examples of evidence for achievement in each area of learning and their own examples of good assessment opportunities in everyday classroom activities.

- Such additions can be discussed within the setting and offered for discussion at agreement meetings and during visits from the LEA moderators.
- In collecting evidence in this way, the purpose is to develop practitioners' interpretation and understanding of the criteria in the scales, *not* the development of individual pupil portfolios. **There is no need for extensive collections of evidence for individual children.**

Visits and meetings

The moderation of Foundation Stage Profile assessments starts within the setting and is supported by LEAs through a programme of visits to settings and meetings (see Annex 1). Practitioners can agree the assessment judgements made within their own settings. This might occur informally when two practitioners begin to discuss an interesting observation about a child's development, for example, when a teacher and a learning assistant discuss the assessments being made. Sometimes a more formal agreement trial may be planned to take place during staff meetings and/or staff training days – for example, discussion of planned paired observations of the development of a particular group of children in relation to one of the assessment scales. The focus for such planned work should be clear and manageable each time. The LEA moderators will support this work during visits or meetings.

Outcomes

Agreement procedures should be both supportive and rigorous. Practitioners should feel reassured that their assessment judgements are accurate and consistent with those made in other settings. The local and national outcome of agreement activities should be a steady improvement in the consistency and accuracy of the judgements made by different practitioners. The moderators must be assured through the agreement procedures that an acceptable level of accuracy has been achieved in the assessments recorded and reported by the settings for which they have responsibility.

The LEA training and agreement programme

The LEA will have responsibility for training and moderation related to the Foundation Stage Profile. LEAs will work with their schools to devise an annual programme suitable for local circumstances. Further guidance is provided in Annex 1.

ROLES AND RESPONSIBILITIES IN TRAINING AND MODERATION

The procedures outlined in this chapter are a summary of best practice and provide a model towards which practitioners, settings, EYDCPs and LEAs should be working.

Responsibilities for training and moderation

From the 2002–3 school year, there will be a requirement for the Foundation Stage Profile to be used in all government funded settings in which children reach the end of the foundation stage. Local education authorities will have the responsibility for assuring that Foundation Stage Profile assessments have been carried out, in accordance with regulations, in all of these settings.

Headteachers and governing bodies

The headteacher/manager and governing bodies will have the following responsibilities:

- to arrange for practitioners responsible for the completion of Foundation Stage Profiles to take part in local authority moderation activities at least once annually;
- to permit the moderator to enter the premises at all reasonable times to carry out moderation visits;
- to meet reasonable requests from the moderator to amend assessments and for practitioners to take part in further training/moderation activities.

Headteachers/managers will have a general responsibility to secure the statutory requirements in relation to the Foundation Stage Profile. Practitioners involved in making the assessments should have adequate opportunities to become familiar with best practice, using resources available under the Standards Fund (the DfES grants programme for schools), specifically:

- the Foundation Stage Fund;
- the Early Years Training and Development Fund;
- the element of Standards Fund that has previously supported baseline assessment.

These opportunities to become familiar with best practice may involve:

- attendance at training courses;
- visits by moderators to schools;
- moderation meetings within settings;
- moderation meetings with practitioners from other settings.

Local education authorities

LEAs have the following responsibilities:

- to ensure that all practitioners responsible for the completion of Foundation Stage Profiles take part in moderation activities at least once annually;
- to appoint moderators with appropriate experience of the foundation stage curriculum guidance and the early learning goals to secure consistent standards in assessment judgements;
- to ensure that the moderators are trained and participate regularly in LEA and cross-LEA moderation activities;
- to ensure that all settings are visited regularly as part of a cycle of moderation visits by an LEA moderator and that settings with identified problems or other particular circumstances are visited more frequently;
- in the light of the moderation visit, to notify the headteacher/manager of the setting whether the Foundation Stage Profile assessment is being carried out in accordance with requirements;
- where the moderator judges that the assessment is not in line with the exemplified standards, to require the headteacher/manager to arrange for practitioners to participate in further training/moderation activities and to reconsider their assessments as advised by the moderator.

Training for practitioners

Initial training for practitioners will provide the basis for effective moderation processes. In the first year of implementation, training should be offered to all practitioners who will be undertaking completion of the Profiles. In subsequent years, training should continue to be available to all practitioners, although as the Foundation Stage Profile becomes established this training will increasingly be focused on practitioners new to the final year of the foundation stage and the Foundation Stage Profile. Given that the Profile can be completed on an on-going basis throughout the final year of the foundation stage, training could usefully be provided in the autumn term of each year.

Moderation procedures

LEAs should work with schools and other settings to develop effective procedures for moderation tailored to local circumstances. Procedures should be designed to promote consistent and accurate assessment judgements, should be supportive to practitioners and should not be burdensome for schools and other settings. LEA funding for moderation will be available through Education Standard Spending from 2003–4 onwards.

The following guidance provides a framework for the moderation process, as a basis for developing procedures and practice in settings and across LEAs. In planning for moderation, LEAs should aim to achieve coverage of all settings over a realistic timescale and also coverage of each of the areas of learning.

Moderation visits

Each moderator can be responsible for a group of settings, visiting a proportion of these each year. During the visit they could be involved in some of the following activities:

- selecting, observing and talking to three children – one each from a list, provided by the practitioner, which groups the children into those working towards the ELGs, those working around the level of the ELGs and those working beyond the ELGs. These observations would then form the basis for discussion and a comparison of the moderator's observations with the practitioner's recorded assessments for the Foundation Stage Profiles;
- joining or conducting a staff meeting agreement trial;
- discussing arrangements for the involvement of parents in the completion of the Profiles;
- reviewing outcomes from agreement trials held previously;
- discussing any scale points practitioners are finding difficult to assess.

The following table outlines how moderation visits could be made to all settings, providing support in a manageable way. For each of the first two years, each moderator could visit half of the settings, ensuring that each setting receives a moderation visit in the first two years. Subsequently, 25 per cent of settings could be visited each year, ensuring that each setting receives a visit over a four-year period.

The table also outlines how the focus of moderation can be planned over a three-year period to cover all of the areas of learning. However, although in any one year moderation will have a particular focus, moderators should be prepared to deal with issues arising in relation to any of the scales in the Profile.

The Foundation Stage Profile can be completed by practitioners as children progress through the final year of the foundation stage. Moderation visits and meetings can therefore take place through the course of the year. If organised in this way, the moderation process will be manageable for both practitioners and moderators.

| School year | Moderation focus | Moderation visits | Moderation meetings |
|--|---|-------------------|---------------------|
| First full year of Profile (2003–2004) | Personal, social and emotional development (3 scales) | 50% of schools | 50% of schools |
| | Knowledge and understanding of the world (1 scale) | | |
| Year 2 of Profile | Communication, language and literacy (4 scales) | 50% of schools | 50% of schools |
| | Creative development (1 scale) | | |
| Year 3 of Profile | Mathematical development (3 scales) | 25% of schools | 75% of schools |
| | Physical development (1 scale) | | |
| Year 4 of Profile | Personal, social and emotional development (3 scales) | 25% of schools | 75% of schools |
| | Knowledge and understanding of the world (1 scale) | | |
| Year 5 of Profile | Communication, language and literacy (4 scales) | 25% of schools | 75% of schools |
| | Creative development (1 scale) | | |
| Year 6 of Profile | Mathematical development (3 scales) | 25% of schools | 75% of schools |
| | Physical development (1 scale) | | |

Moderation meetings (clusters of schools and other settings)

For those settings that do not receive a moderation visit in any particular year, moderators can organise and conduct half-day moderation meetings for the relevant practitioners from their group of settings. Meetings could be conducted in any of the following ways:

- Practitioners would be asked to bring profiles (completed up to the time of the moderation meeting) for three children across the ability range. They could be asked to talk about their observations of these children and to provide some evidence (observation notes/ photographs/ children's work, etc) for a particular assessment scale. The range of the assessment scales covered by the meeting would depend upon the moderation focus during that year of the moderation cycle.

- The moderator could present anonymous assessment evidence for the assessment scales/areas of learning that were the focus for moderation during that year of the moderation cycle. This evidence would be for group discussion and agreement.
- Pairs of practitioners could share profiles for a number of children (completed up to the time of the moderation meeting) and discuss the evidence supporting the assessment judgements.

The moderators

- Well-qualified and effective practitioners can be identified by the LEA to form a team of moderators. They can be seconded from their settings for a set number of days each year. They should receive training and attend at least one cross-LEA moderator agreement trial each year. They could serve for a period of about four years with a number leaving and a number joining the team each year.
- In addition, moderators can be local authority advisers/officers with appropriate foundation stage experience who devote an agreed proportion of their time to form the moderation team. They should receive training and attend at least one cross-LEA moderator agreement trial each year.
- Moderation teams should include members with appropriate experience in special educational needs and in teaching children with English as an additional language, as appropriate to local circumstances.
- Moderators will develop effective skills for moderation if they can work in liaison with moderators from partner LEAs, as well as participate in shared training. Pairing arrangements could allow moderators to share or swap responsibilities for moderation to promote cross-LEA consistency.

LEA moderation materials

As the use of the Foundation Stage Profile develops, LEA moderation teams can develop their own LEA portfolios. During moderation activities, the team can collect and develop an LEA portfolio of assessment exemplification, which includes observation notes, photographs, audiotape, video film and children's recorded work. The pieces in the portfolio should be annotated to indicate the assessment criteria they provide evidence for. The portfolio can be used, during training and during moderation activities, to expand on the exemplification provided in the handbook and on the CD-ROM.

Curriculum and Standards

| | |
|-------------------------|---|
| Audience | Settings in receipt of government funding to provide early years education and schools with nursery and reception aged children |
| Circulation list | LEAs, EYDCPs, ITT institutions, educational libraries and teacher centres |
| Type | Guidelines |
| Description | This booklet provides information and guidance on foundation stage assessment arrangements from 2002–3 |
| Cross ref | <i>Curriculum guidance for the foundation stage</i> , QCA/00/587 |
| Action required | To note assessment arrangements for the foundation stage from 2002–3 |
| Timing | Ongoing from January 2003 |
| Contact | foundationstageprofile@qca.org.uk www.qca.org.uk/ca/foundation |

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