**UKS2 assessment grid**

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| Relationships (UKS2 cycle A Aut2) | | |
| Vocabulary | | |
| Peer influence, peer approval, strategies, resolving, challenges, acceptable, unacceptable, wanted, unwanted, physical contact, discrimination, loving relationships, civil partnership, civil marriage, forced marriage, positive role model, conflict, disagreement, sexual orientation, consent | | |
| I know | Pupil | Teacher |
| To be able to manage their own friendships and understand peer influence. |  |  |
| To be able to respond respectfully to a wide range of people. |  |  |
| I can | | |
| Can they identify strategies to manage peer influence and the need for peer approval? |  |  |
| Can they recognise and safely challenge discrimination? |  |  |
| Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support? |  |  |

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| Relationships (UKS2 cycle A Summer 1) | | |
| Vocabulary | | |
| Peer influence, peer approval, strategies, resolving, challenges, acceptable, unacceptable, wanted, unwanted, physical contact, discrimination, loving relationships, civil partnership, civil marriage, forced marriage, positive role model, conflict, disagreement, sexual orientation, consent | | |
| I know | Pupil | Teacher |
| To understand which physical contact is acceptable and what they feel comfortable with. |  |  |
| To recognise prejudice and discrimination. |  |  |
| To know how to keep safe in different situations including responding to emergencies, first aid and FGM. |  |  |
| I can | | |
| Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations? |  |  |
| Can they explain that it is never their fault if they have experienced unacceptable touch? |  |  |
| Can they ask for, give and not give permission for physical contact? |  |  |
| Can they recognise and safely challenge discrimination? |  |  |
| Can they explain that FGM is against the British Law and know what to do if they think someone is at risk of FGM? |  |  |

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| Relationships (UKS2 cycle B autumn 1) | | |
| Vocabulary | | |
| Peer influence, peer approval, strategies, resolving, challenges, acceptable, unacceptable, wanted, unwanted, physical contact, discrimination, loving relationships, civil partnership, civil marriage, forced marriage, positive role model, conflict, disagreement, sexual orientation, consent | | |
| I know | Pupil | Teacher |
| To be able to recognise and manage pressure |  |  |
| To be able to express their opinions and respect that of others. |  |  |
| To be able to discuss topical issues respectfully. |  |  |
| I can | | |
| Can they explain shared responsibility where pressure is put on someone to do something? |  |  |
| Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support? |  |  |

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| Relationships (UKS2 cycle B Summer 1) | | |
| Vocabulary | | |
| Peer influence, peer approval, strategies, resolving, challenges, acceptable, unacceptable, wanted, unwanted, physical contact, discrimination, loving relationships, civil partnership, civil marriage, forced marriage, positive role model, conflict, disagreement, sexual orientation, consent | | |
| I know | Pupil | Teacher |
| To understand what attracts them to others. |  |  |
| To understand romantic relationships, civil partnership and marriage. |  |  |
| To understand consent in different situations. |  |  |
| I can | | |
| Can they explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples? |  |  |
| Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other? |  |  |

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| Living in the wider world (UKS2 cycle A autumn 1) | | |
| Vocabulary | | |
| Goal, ambition, achievement, career, profession, determined, motivated, aspiration, salaries, content, data, digital footprint, digital resilience, information, offline, online, reliable, sources. | | |
| I know | Pupil | Teacher |
| To understand what has influenced their career choice and explore workplace stereotypes. |  |  |
| To understand the roles and impact of different media types. |  |  |
| To identify their job interests and aspirations. |  |  |
| I can | | |
| Can they explain how having career goals helps them to be aspirational |  |  |
| Can they describe how the media can influence our job choices? |  |  |

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| Living in the wider world (UKS2 cycle A spring 1) | | |
| Vocabulary | | |
| Environment, compassion, empathy, cookies, search history, harmful, protect. | | |
| I know | Pupil | Teacher |
| To know how to protect the environment |  |  |
| To be able to show compassion for others |  |  |
| To know and understand how information online is targeted. |  |  |
| I can | | |
| Can they show compassion for others? |  |  |
| Can they explain how we can protect the environment and things they can do to influence change? |  |  |
| Can they describe how compassion may impact people around them? |  |  |
| Can they show compassion for the environment and animals living there? |  |  |

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| Subject: living in the wider world (UKS2 cycle B Autumn 1) | | |
| Vocabulary | | |
| Diversity, stereotype, discrimination, prejudice, fairness, challenging, constructive, inclusion. | | |
| I know | Pupil | Teacher |
| To value diversity. |  |  |
| To safely challenge discrimination and stereotypes. |  |  |
| I can | | |
| Can they explain how to constructively challenge points of view they disagree with? |  |  |
| Can they identify prejudice and discrimination and explain how to challenge this in a safe way? |  |  |

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| Subject: living in the wider world (UKS2 cycle B Spring 2) | | |
| Vocabulary | | |
|  | | |
| I know | Pupil | Teacher |
| To be able to evaluate media sources and share things online safely. |  |  |
| To understand influences and attitudes towards money. |  |  |
| To have knowledge of money and financial risks |  |  |
| I can | | |
| Can they explain the benefits of social media and also the risks and challenges of using social media? |  |  |
| Can they explain how having or not having money can impact on someone’s emotions? Can they also explain how money can be gained and lost? |  |  |

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| Subject: Mental health and wellbeing (UKS2 cycle A Spring 1) | | |
| Vocabulary | | |
| Healthy lifestyle, sun safe, disease, bacteria, viruses, personal identity, gender, individuality, FGM, puberty, periods, mental wellbeing, loss, grief, independence, transition, consent, committed relationship, sexual intercourse, love, personal information, social media. | | |
| I know | Pupil | Teacher |
| To recognise their own individuality and their qualities. |  |  |
| To understand their mental well-being. |  |  |
| To understand how mental wellbeing may affect other people. (Link to friendships, empathy, showing understanding) |  |  |
| I can | | |
| Can they explain mental wellbeing and how it may affect them or people around them |  |  |
| Can they discuss their own qualities and what makes them an individual |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (UKS2 cycle A Summer 2) | | |
| Vocabulary | | |
| Healthy lifestyle, sun safe, disease, bacteria, viruses, personal identity, gender, individuality, FGM, puberty, periods, mental wellbeing, loss, grief, independence, transition, consent, committed relationship, sexual intercourse, love, personal information, social media. | | |
| I know | Pupil | Teacher |
| To develop and understand healthy sleep habits. |  |  |
| To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies. |  |  |
| To understand human reproduction |  |  |
| I can | | |
| Can they explain that someone’s gender identity does not always correspond with their biological sex? |  |  |
| Can they discuss how to keep safe and healthy linked to sleep, medicines, vaccines and the sun? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (UKS2 cycle B Spring 1) | | |
| Vocabulary | | |
| Healthy lifestyle, sun safe, disease, bacteria, viruses, personal identity, gender, individuality, FGM, puberty, periods, mental wellbeing, loss, grief, independence, transition, consent, committed relationship, sexual intercourse, love, personal information, social media. | | |
| I know | Pupil | Teacher |
| To know what can affect mental health and how to take care of it. |  |  |
| Manage their own time online. |  |  |
| To keep their personal information safe. |  |  |
| I can | | |
| Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health? |  |  |
| Can they explain how the media might impact or influence someone to make good or bad choices? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (UKS2 cycle B Summer 2) | | |
| Vocabulary | | |
| Healthy lifestyle, sun safe, disease, bacteria, viruses, personal identity, gender, individuality, FGM, puberty, periods, mental wellbeing, loss, grief, independence, transition, consent, committed relationship, sexual intercourse, love, personal information, social media. | | |
| I know | Pupil | Teacher |
| To know ways to manage change, loss and bereavement. |  |  |
| To understand human reproduction and birth. |  |  |
| To understand how drug use relates to the law and media. |  |  |
| I can | | |
| Can they understand what sexual intercourse is and consent? Can they explain how pregnancy occurs and how it can be prevented? Can they describe the responsibilities of parents and carers including how having a baby can change someone’s life? |  |  |
| Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone’s life? |  |  |

**LKS2 assessment grids**

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| --- | --- | --- |
| Subject: Relationships (LKS2 cycle A Autumn2) | | |
| Vocabulary | | |
| Different types of families, privacy, personal boundaries, online bullying, self-respect, cultures, positive and healthy relationships, communicating, dares, confidence, mutual respect, | | |
| I know | Pupil | Teacher |
| To understand the impact of hurtful behaviour. |  |  |
| To be able to recognise respectful behaviour. |  |  |
| To know how to be courteous and polite. |  |  |
| To know the value and importance of self-respect. |  |  |
| I can | | |
| Can they explain what to do if someone is making them or someone else upset or worried? |  |  |

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| --- | --- | --- |
| Subject: Relationships (LKS2 cycle A Summer 1) | | |
| Vocabulary | | |
| Different types of families, privacy, personal boundaries, online bullying, self-respect, cultures, positive and healthy relationships, communicating, dares, confidence, mutual respect, | | |
| I know | Pupil | Teacher |
| To understand what makes a family and to know what the features of a family life are. |  |  |
| To understand personal boundaries and relate this to being able to safely respond to others. |  |  |
| I can | | |
| Can they recognise different family types? |  |  |

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| --- | --- | --- |
| Subject: Relationships (LKS2 cycle B Autumn2) | | |
| Vocabulary | | |
| Different types of families, privacy, personal boundaries, online bullying, self-respect, cultures, positive and healthy relationships, communicating, dares, confidence, mutual respect, | | |
| I know | Pupil | Teacher |
| To understand what a positive friendship is including online friendships. |  |  |
| To know how to respond to hurtful behaviour. |  |  |
| To manage confidentiality including risks posed online. |  |  |
| I can | | |
| Can they identify a positive friendship including ones online? |  |  |

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| --- | --- | --- |
| Subject: Relationships (LKS2 cycle B Summer 1) | | |
| Vocabulary | | |
| Different types of families, privacy, personal boundaries, online bullying, self-respect, cultures, positive and healthy relationships, communicating, dares, confidence, mutual respect, | | |
| I know | Pupil | Teacher |
| To be able to respect differences and similarities but also know how to discuss differences sensitively. |  |  |
| I can | | |
| Can they discuss matters sensitively? |  |  |

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| --- | --- | --- |
| Subject: living in the wider world (LKS2 cycle A Autumn 1) | | |
| Vocabulary | | |
| Laws, human rights, different community groups, data, digital footprint, fact, rules, responsibilities, consequences, government, internet, search engine, information. | | |
| I know | Pupil | Teacher |
| To understand the value of rules and laws. |  |  |
| To know about rights, freedom and responsibilities. |  |  |
| To know how the internet is used and understand how to assess information online. |  |  |
| I can | | |
| Can they explain how to be respectful towards others? |  |  |
| Can they explain and describe the importance of rules and laws in wider society? |  |  |
| Can they describe what information is appropriate to share with different people? |  |  |

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| Subject: living in the wider world (LKS2 cycle A Spring 2) | | |
| Vocabulary | | |
| Laws, human rights, stereotypes, interests, skills, achievements, gender, different community groups, data, digital footprint, fact, advertisement, budget. | | |
| I know | Pupil | Teacher |
| To understand that different jobs require different skills. |  |  |
| To understand job stereotypes. |  |  |
| To be able to set their own personal goals. |  |  |
| I can | | |
| Can they identify how their achievements and skills can be linked to future jobs? |  |  |

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| --- | --- | --- |
| Subject: living in the wider world (LKS2 cycle B Autumn1) | | |
| Vocabulary | | |
| Laws, human rights, stereotypes, interests, skills, achievements, gender, different community groups, data, digital footprint, fact, advertisement, budget. | | |
| I know | Pupil | Teacher |
| To understand what makes a community. |  |  |
| To understand what a shared responsibility is. |  |  |
| To know and understand how data is used and shared. |  |  |
| I can | | |
| Can they describe how data might be used and or shared? |  |  |

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| --- | --- | --- |
| Subject: living in the wider world (LKS2 cycle B Spring 2) | | |
| Vocabulary | | |
| Laws, human rights, stereotypes, interests, skills, achievements, gender, different community groups, data, digital footprint, fact, advertisement, budget. | | |
| I know | Pupil | Teacher |
| To be able to make sensible decisions about money. |  |  |
| To know how to use money safely and keep it safe. |  |  |
| I can | | |
| To describe how to make good choices about money in a scenario given? |  |  |

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| Subject: Mental health and wellbeing (LKS2 cycle A Spring 1) | | |
| Vocabulary | | |
| Habits, balanced diet, strengths, interests, setbacks, hazards, personal identity, oral hygiene, physical illness, personal hygiene, drug, side effects. | | |
| I know | Pupil | Teacher |
| To know what affects theirs and others feelings and know how to express them. |  |  |
| To identify their own strengths and achievements. |  |  |
| I can | | |
| Can they explain what to do if someone is making them or someone else upset or worried? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (LKS2 cycle A Summer 2) | | |
| Vocabulary | | |
| Habits, balanced diet, strengths, interests, setbacks, hazards, personal identity, oral hygiene, physical illness, personal hygiene, drug, side effects. | | |
| I know | Pupil | Teacher |
| To know how to make good choices about health and their habits. |  |  |
| To understand risks and hazards. |  |  |
| To understand safety in their local environment and also in unfamiliar places. |  |  |
| I can | | |
| Can they explain what good choices can be made about their health and habits? |  |  |
| Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas? |  |  |
| Can they recognise and challenge gender stereotypes? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (LKS2 cycle B Spring 1) | | |
| Vocabulary | | |
| Habits, balanced diet, strengths, interests, setbacks, hazards, personal identity, oral hygiene, physical illness, personal hygiene, drug, side effects. | | |
| I know | Pupil | Teacher |
| To be able to maintain a balanced lifestyle including oral and dental hygiene. |  |  |
| To know about medicines and household products including drugs common to everyday life. |  |  |
| I can | | |
| Can they describe and explain how to keep safe around medicines and everyday common drugs? |  |  |

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| Subject: Mental health and wellbeing (LKS2 cycle B Summer 2) | | |
| Vocabulary | | |
| Habits, balanced diet, strengths, interests, setbacks, hazards, personal identity, oral hygiene, physical illness, personal hygiene, drug, side effects. | | |
| I know | Pupil | Teacher |
| To know and understand what the physical and emotional changes of puberty are. |  |  |
| To know which are the external genitalia and name them correctly. |  |  |
| To know what their personal hygiene routines are. |  |  |
| I can | | |
| Can they understand how the body changes throughout life? |  |  |
| Can they describe and maintain a balanced lifestyle and describe their own hygiene routines? |  |  |
| Are they aware of puberty? |  |  |
| Can they recognise the emotional and physical changes of puberty? |  |  |

**KS1 assessment grids**

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| Subject: Relationships (KS1 cycle A autumn 2) | | |
| Vocabulary | | |
| Family, secrets, special people, uncomfortable, unsafe, private, permission, kind, unkind, sharing, respect, friend, argument, resolve, surprise, lonely, unhappy, bullying, similarities, differences, | | |
| I know | Pupil | Teacher |
| To understand the roles of different people and that there are different types of families. |  |  |
| To understand that their behaviour affects others and how to be polite and respectful. |  |  |
| To recognise some behaviour is hurtful |  |  |
| I can | | |
| Can they describe how families might be different? |  |  |
| Can they explain what privacy means and explain what they might need permission for? |  |  |

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| --- | --- | --- |
| Subject: Relationships (KS1 cycle A Summer 1) | | |
| Vocabulary | | |
| Family, secrets, special people, uncomfortable, unsafe, private, permission, kind, unkind, sharing, respect, friend, argument, resolve, surprise, lonely, unhappy, bullying, similarities, differences, | | |
| I know | Pupil | Teacher |
| To understand what rules are and why we follow them. |  |  |
| To understand what privacy is and to seek permission for things. |  |  |
| To understand how rules and age restrictions keep us safe. |  |  |
| I can | | |
| Can they identify how people care for them and how they care for the environment? |  |  |
| Can they describe how their behaviour might affect others and explain how they can be polite and respectful? |  |  |

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| --- | --- | --- |
| Subject: Relationships (KS1 cycle B Autumn 2) | | |
| Vocabulary | | |
| Family, secrets, special people, uncomfortable, unsafe, private, permission, kind, unkind, sharing, respect, friend, argument, resolve, surprise, lonely, unhappy, bullying, similarities, differences, | | |
| I know | Pupil | Teacher |
| To understand ways to make friends. |  |  |
| To understand what to do if they are feeling lonely and how to get help. |  |  |
| Can they explain and show that family and friends should care for each other? |  |  |
| Working and playing co-operatively. |  |  |
| I can | | |
| Can they describe what co-operation is and what it would look like? |  |  |

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| --- | --- | --- |
| Subject: Relationships (KS1 cycle B Summer 1) | | |
| Vocabulary | | |
| Family, secrets, special people, uncomfortable, unsafe, private, permission, kind, unkind, sharing, respect, friend, argument, resolve, surprise, lonely, unhappy, bullying, similarities, differences, | | |
| I know | Pupil | Teacher |
| Recognise what is similar and different about ourselves. |  |  |
| To understand what a secret is; when it is ok to keep or when it is necessary to share. |  |  |
| I can | | |
| Can they identify and respect the differences and similarities between people? |  |  |
| Can they give examples when it would be necessary to share a secret? |  |  |

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| Subject: living in the wider world (KS1 cycle A Autumn 1) | | |
| Vocabulary | | |
| Environment, community, care, empathy, co-operating, trust, feelings, comfortable, global, harm, local, pollution, re-cycle, family, secure, trustworthy. | | |
| I know | Pupil | Teacher |
| To understand they should feel cared for and care for others. |  |  |
| To know how to care for others and support their needs. |  |  |
| To know how and why we care for the environment. |  |  |
| I can | | |
| Can they identify what the school and class rules are and why we have them? |  |  |

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| --- | --- | --- |
| Subject: living in the wider world (KS1 cycle A Spring 2) | | |
| Vocabulary | | |
| Rules, environment, community, digital devices, internet, jobs, rights, responsibilities, money, needs, wants. | | |
| I know | Pupil | Teacher |
| To know how to use online services to communicate and do this safely. |  |  |
| What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available? |  |  |
| I can | | |
| Can they identify how their interests can lead to jobs in the future? |  |  |

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| --- | --- | --- |
| Subject: living in the wider world (KS1 cycle B Autumn 1) | | |
| Vocabulary | | |
| Rules, environment, community, digital devices, internet, jobs, rights, responsibilities, money, needs, wants. | | |
| I know | Pupil | Teacher |
| To understand what it means to belong to a group. |  |  |
| What are your roles and responsibilities? |  |  |
| I can | | |
| Can they explain what belonging is and how that might look? |  |  |

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| --- | --- | --- |
| Subject: living in the wider world (KS1 cycle B Spring 2) | | |
| Vocabulary | | |
| Rules, environment, community, digital devices, internet, jobs, rights, responsibilities, money, needs, wants. | | |
| I know | Pupil | Teacher |
| To know how we use the internet in everyday life. |  |  |
| To understand what money is and how to look after it. |  |  |
| I can | | |
| Can they explain what belonging is and how that might look? |  |  |

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| Subject: Mental health and wellbeing (KS1 cycle A Spring 1) | | |
| Vocabulary | | |
| Healthy, unhealthy, hygiene, physical activity, likes, dislikes, feelings, rules, age restrictions, physical health, mental health, sleep, dental health, medicine, vaccination, big feelings, body parts, risk, safety, emergency, goals. | | |
| I know | Pupil | Teacher |
| To recognise what makes them unique and special. |  |  |
| To learn how to manage their emotions when things go wrong. |  |  |
| To learn ways of keeping safe online. |  |  |
| To learn ways of managing your feelings and when to ask for help. |  |  |
| I can | | |
| Can they describe what to do to keep safe online? |  |  |
| Can they identify how they might keep healthy with their body and mind? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (KS1 cycle A Summer 2) | | |
| Vocabulary | | |
| Healthy, unhealthy, hygiene, physical activity, likes, dislikes, feelings, rules, age restrictions, physical health, mental health, sleep, dental health, medicine, vaccination, big feelings, body parts, risk, safety, emergency, goals. | | |
| I know | Pupil | Teacher |
| To know how to keep healthy based on food and exercise. |  |  |
| To understand some hygiene routines including sun safety. |  |  |
| I can | | |
| Can they identify simple hygiene routines? |  |  |
| Can they identify how they might keep healthy with their body and mind? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (KS1 cycle B Spring 1) | | |
| Vocabulary | | |
| Healthy, unhealthy, hygiene, physical activity, likes, dislikes, feelings, rules, age restrictions, physical health, mental health, sleep, dental health, medicine, vaccination, big feelings, body parts, risk, safety, emergency, goals. | | |
| I know | Pupil | Teacher |
| To learn ways of managing your feelings and when to ask for help. |  |  |
| How to keep safe in different environments; keeping safe at home. |  |  |
| Learning what to do in an emergency. |  |  |
| I can | | |
| Can they name the life stages and explain the changes that take place? |  |  |
| Can they name the body parts using the correct names? |  |  |
| Can they describe how to stay safe in different environments? |  |  |

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| --- | --- | --- |
| Subject: Mental health and wellbeing (KS1 cycle B Summer 2) | | |
| Vocabulary | | |
| Healthy, unhealthy, hygiene, physical activity, likes, dislikes, feelings, rules, age restrictions, physical health, mental health, sleep, dental health, medicine, vaccination, big feelings, body parts, risk, safety, emergency, goals. | | |
| I know | Pupil | Teacher |
| To understand why sleep is important. |  |  |
| Keeping healthy; teeth and medicines including safety. |  |  |
| Growing older; life stages. Including naming body parts. |  |  |
| Moving on to a new class. |  |  |
| I can | | |
| Can they name the life stages and explain the changes that take place? |  |  |
| Can they name the body parts using the correct names? |  |  |

EYFS assessment grids

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| --- | --- | --- |
|  | **Objective** | **Assessment** |
| **PSE development** | Can they try new activities and say why they like some more than others? |  |
| Can they talk confidently in a familiar group? Can they talk about their ideas and collect the resources that they need? |  |
| Can they say when they do and do not need help? |  |
| Can they discuss how they and others show their feelings? |  |
| Can they talk about their own and other’s behaviour and know which behaviour is unacceptable? |  |
| Can they work as part of a group or the class and follow the rules? |  |
| Can they adjust their behaviour to the situation and take a change in routine in their stride? |  |
| Can they play co-operatively and take turns with others? |  |
| Can they take other’s ideas into account when organising an activity? |  |
| Can they show sensitivity towards others and their feelings? |  |
| Can they build positive relationships with adults and other children? |  |
| **Understanding the world** | Can they talk about past and present events in their own lives and in the lives of family members? |  |
| Can they understand that other children do not always like the same things? |  |
| Can they understand the similarities and differences between themselves and others, among families, communities and traditions? |  |
| Can they understand the similarities and differences in relation to places, objects, materials and living things? |  |
| Can they talk about the features of their own immediate environment and how environments vary from one another? |  |
| Can they make observations of animals and plants and explain why some things occur, and talk about changes? |  |
| Can they recognise that a range of technology is used in places such as school and home? |  |
| Can they select and use technology for particular purposes? |  |

EYFS assessment grids

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| --- | --- | --- |
|  | **Objective** | **Assessment** |
| **PSE development** | Can they try new activities and say why they like some more than others? |  |
| Can they talk confidently in a familiar group? Can they talk about their ideas and collect the resources that they need? |  |
| Can they say when they do and do not need help? |  |
| Can they discuss how they and others show their feelings? |  |
| Can they talk about their own and other’s behaviour and know which behaviour is unacceptable? |  |
| Can they work as part of a group or the class and follow the rules? |  |
| Can they adjust their behaviour to the situation and take a change in routine in their stride? |  |
| Can they play co-operatively and take turns with others? |  |
| Can they take other’s ideas into account when organising an activity? |  |
| Can they show sensitivity towards others and their feelings? |  |
| Can they build positive relationships with adults and other children? |  |
| **Understanding the world** | Can they talk about past and present events in their own lives and in the lives of family members? |  |
| Can they understand that other children do not always like the same things? |  |
| Can they understand the similarities and differences between themselves and others, among families, communities and traditions? |  |
| Can they understand the similarities and differences in relation to places, objects, materials and living things? |  |
| Can they talk about the features of their own immediate environment and how environments vary from one another? |  |
| Can they make observations of animals and plants and explain why some things occur, and talk about changes? |  |
| Can they recognise that a range of technology is used in places such as school and home? |  |
| Can they select and use technology for particular purposes? |  |