

Individual progress

Early Learners Year A & B: Bronze Award





Self - Care

I can point to body parts that are named by an adult (feet, arms, legs and hands.)		
I can match T - shirts and trousers to the correct body parts.		
I can describe the weather using basic vocabulary (hot, cold, sunny, rainy.) (Verbal or non verbal)		
I can be in a room and notice when others are singing songs about our body.		
I can explore the different sounds I can make with my body using body percussion.		

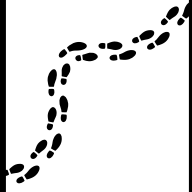


The World Around Us

I can describe the weather using some key vocabulary (sunny, windy.)		
I can name the current season that we are in.		
I can notice if something significant changes in my immediate environment.		
I have observed / experienced different types of celebrations.		



Community Involvement

I can explore with toy vehicles and am beginning to mimic the sounds that they make.		
I can identify common vehicles such as planes, trains and cars.		
I know to walk on the foot path when I am out in the community.		
I recognise the signs for pedestrians to stop and go when they are using a crossing.		

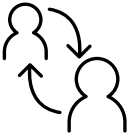


British Values

When offered a concrete object / item, I can demonstrate whether I have chosen to accept it or reject it.		
I can choose when I am given the choice of two activities that I can visibly see.		
I can demonstrate an understanding of the word "now."		
When given two choices, I can identify the most socially acceptable behaviour.		
I can indicate whether I like or dislike an activity, food, object etc.		
I can notice my peers and begin to make fleeting eye contact and low level interactions.		



Life Skills and Employment

I can make fleeting eye - contact when an adult engages in an activity that I have chosen.		
I can notice and observe an adult who is engaging in an activity that is of high interest to me.		
I can cue attention to an activity of high interest.		
I can allow an adult to take 1 turn with an object or activity of high interest.		
I can request the attention of an adult or peer using a strategy that is not always appropriate.		



Rights & Responsibilities

I demonstrate an appropriate response when I am told if my behaviour is pro - social or anti - social.		
I mostly demonstrate pro - social behaviours in class.		
I can demonstrate an awareness of familiar consequences for identified behaviours.		