



# Early Steps Sample Pages

Early Steps is our framework for pupils in Early Years working below age expectations. The framework uses the latest Development Matters guidance. The framework splits Birth to 3 years into smaller levels to show progress for pupils with SEND.



BSquared 



# Connecting Steps

**Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all pupils easy.**

*‘B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils ’*

**Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School**

**Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.**

*‘B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. ’*

**Jamie Wright, Deputy Headteacher, Acorn School**

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

**[www.connectingsteps.com/meetings](http://www.connectingsteps.com/meetings)**

# Our Assessment Software

## Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.



## Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

## Simple Reporting

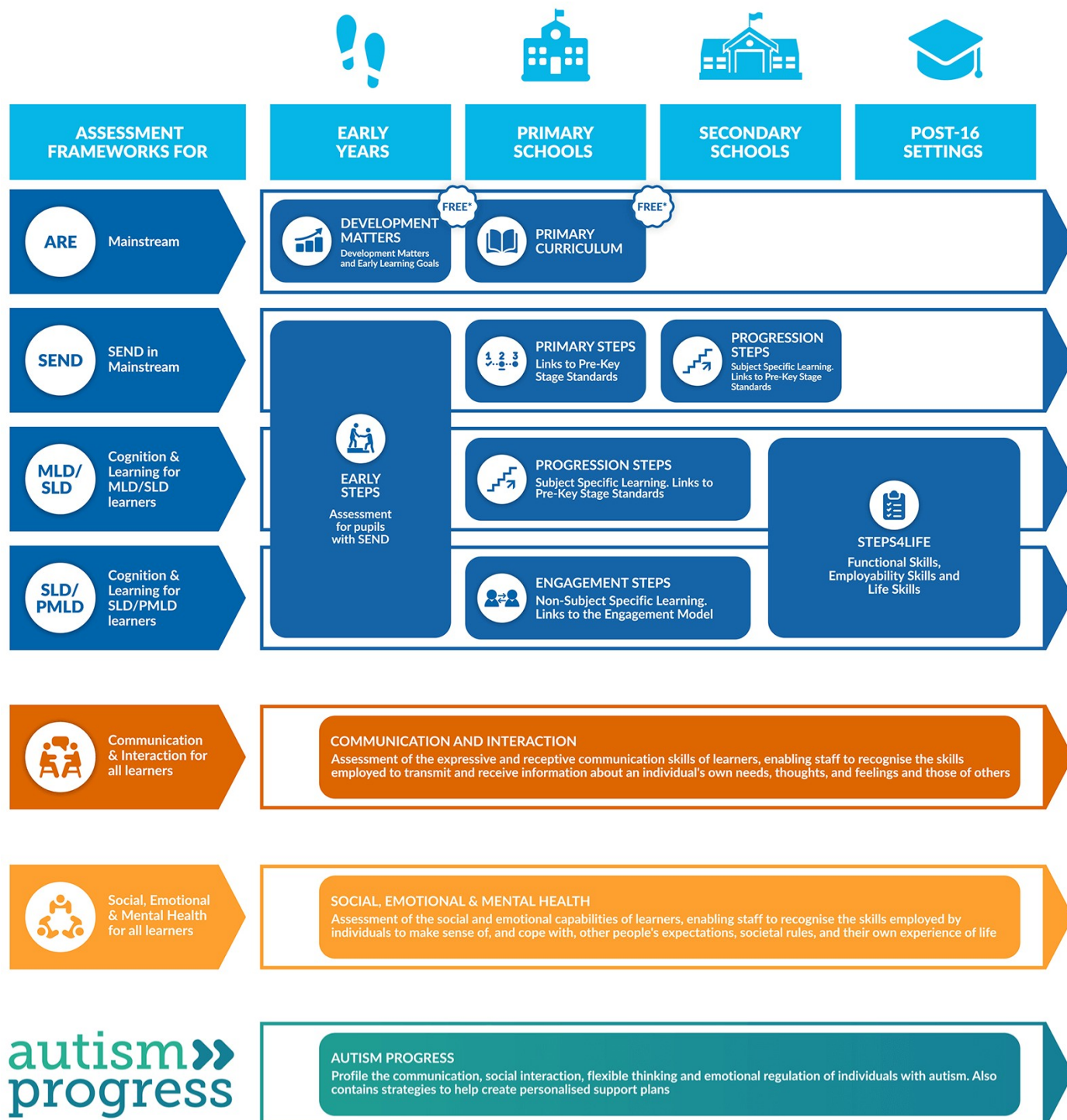
Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.



# Our Assessment Frameworks

## Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.



\*Requires Connecting Steps subscription



# Our Assessment Frameworks

## B Squared Framework Comparison Chart

B SQUARED STANDARD SCORE	B SQUARED ASSESSMENT FRAMEWORKS									P LEVELS AND NC LEVELS (COMPARISON)
	Early Steps (2022)	Engagement Steps	Progression Steps & PfA	Primary Steps	Steps 4 Life	Autism Progress	SEMH	Executive Function	Communication & Interaction	
15 - 15.5								EF Step 5 (up to 18)		NC 7
14 - 15			Progression Step 10				SEMH Step 11	EF Step 4	Level 16	
13 - 14					Level 2	Level 17				NC 6
12 - 13			Progression Step 9	Greater Depth & Breadth			SEMH Step 10		Level 15	NC 5
11 - 12								EF Step 3		
10 - 11			Progression Step 8	Year 6	Level 1	Level 15	SEMH Step 9		Level 14	NC 4
9 - 10				Year 5						
8 - 9			Progression Step 7	Year 4	Entry 3					NC 3
7 - 8				Year 3	Entry 2					NC 2a
6 - 7			Progression Step 6 (PKS 6)	Year 2		Level 13	SEMH Step 7		Level 12	NC 2c
5 - 6			Progression Step 5 (PKS 5)		Entry 1					NC 1a
			Progression Step 4 (PKS 4)	Year 1		Level 12	SEMH Step 6	EF Step 1	Level 11	NC 1b
			Progression Step 3 (PKS 3)	Primary Step 3						NC 1c
4 - 5	Early Learning Goals (ELG)	Children in Reception			Step 7	Level 11	SEMH Step 5		Level 10	P8
3 - 4	3 & 4 year olds		Progression Step 2 (PKS 2)	Primary Step 2		Level 10	SEMH Step 4		Level 9	P7
2 - 3	2½-3 years	Engagement Step 6			Step 6	Level 9	SEMH Step 3		Level 8	P6
	2-2½ years		Progression Step 1 (PKS 1)	Primary Step 1		Level 8			Level 7	P5
1 - 2	18-24 months									
	12-18 months	Engagement Step 5			Step 5	Level 7	SEMH Step 2		Level 6	P4
						Level 6			Level 5	P3(ii)
0 - 1	9-12 months	Engagement Step 4			Step 4	Level 5	SEMH Step 1		Level 4	P3(i)
	6-9 months					Level 4			Level 3	P2(ii)
	3-6 months	Engagement Step 3			Step 3	Level 3			Level 2	P2(i)
	0-3 months	Engagement Step 2			Step 2	Level 2			Level 1	P1(ii)
		Engagement Step 1			Step 1	Level 1				P1(i)



# Our Assessment Frameworks

## Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

## Primary Steps

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

### Core Subjects

English, Maths and Science

### Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

### Foundation Subjects

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

## Progression Steps

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

### Core Subjects

English, Maths and Science

### Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

### Foundation Subjects

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

### Performing Arts

Acting, Singing, Dancing and Stagecraft



# Our Assessment Frameworks

## Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 aspects of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

## Steps4Life

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

### Academic Skills

English, Maths, PSHE and Digital Skills

### Life Skills

Food, Self-Care, Independence, Travel

### Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

## Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.





# Our Assessment Frameworks

## Autism Progress

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

Communication  
Social Interaction  
Flexibility of Thought  
Emotional Regulation

## Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)  
Recorded Verbal Communication (Writing)  
Non-verbal Communication  
Using Technology to Communicate (AAC)

## Social, Emotional and Mental Health (SEMH)

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework is split into the following areas:

### Emotion

Recognition, Expression, Regulation and Recognition in Others

### Social

Developing and Maintaining Relationships/Friendships and Communicating with Others

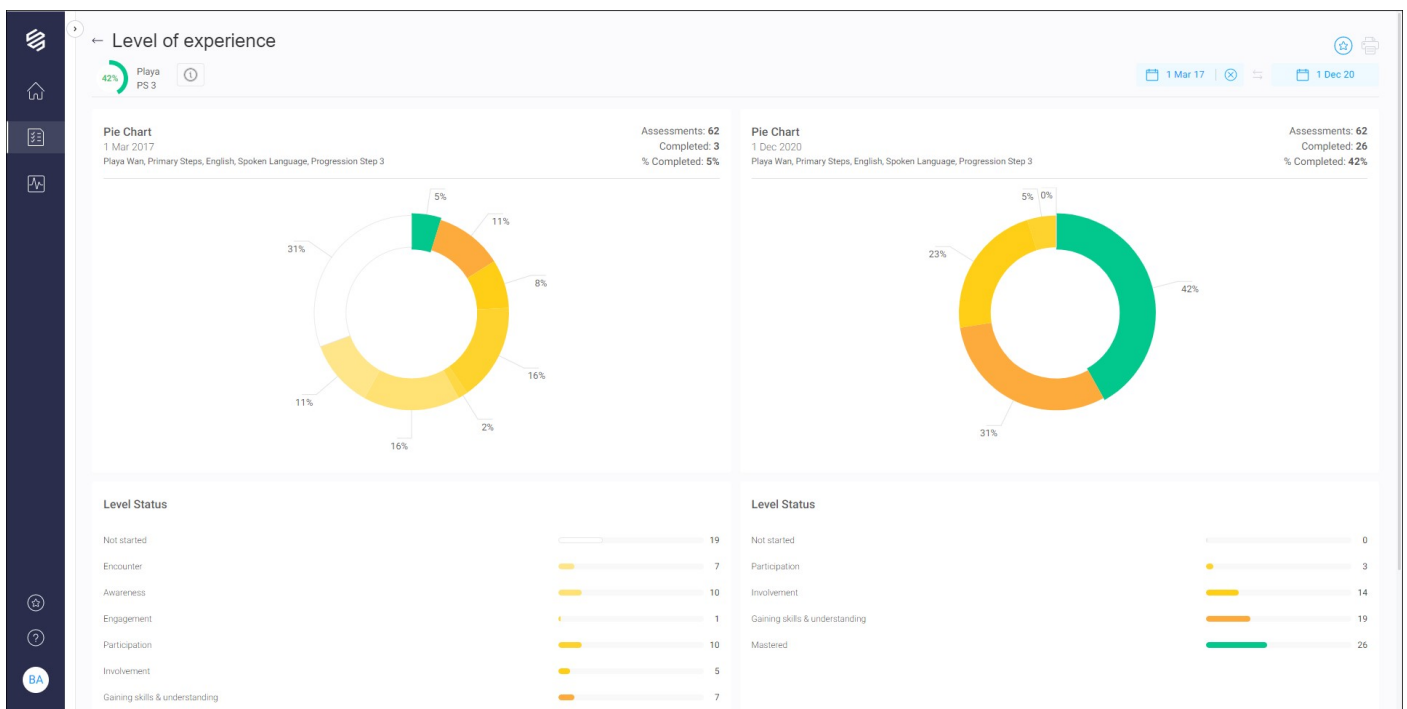
### Social & Emotional Cognition

Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

# Sample Pages

The samples over the next few pages are designed to give you an overview of  
**Early Steps**

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





20 Aug 2024 - Student Name - Communication & Language, Communication & Language - Level: 8 (2½–3 years) / Progress: 0%

## Listening & Attention

- |  |   |   |
|--|---|---|
| <input type="radio"/> Accepts suggestions from peers   | <input type="radio"/> Listens in staff-led discussion                                       | <input type="radio"/> Recognises when something is wrong (calling a dog a cat)  |
| <input type="radio"/> Answers a simple question about the story giving a single word answer                | <input type="radio"/> Listens to a member of staff who is offering a choice                 | <input type="radio"/> Remains quiet whilst a member of staff gives instruction  |
| <input type="radio"/> Asks a question about a narrative  | <input type="radio"/> Listens to short narratives which are of interest to them             | <input type="radio"/> Repeats short, simple, and repetitive rhymes  |
| <input type="radio"/> Completes a familiar phrase when a member of staff communicates part of it           | <input type="radio"/> Listens to talk with interest but becomes easily distracted           | <input type="radio"/> Responds to familiar people in one-to-one discussions about a range of familiar contexts  |
| <input type="radio"/> Completes simple actions that have been requested, e.g. stand up                     | <input type="radio"/> Makes it clear they agree with a suggestion                           | <input type="radio"/> Responds with their own name in response to "Who wants ...?"  |
| <input type="radio"/> Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration | <input type="radio"/> Makes it clear they do not agree with a suggestion                    | <input type="radio"/> Shows interest in a narrative/story by asking for it again or continuing a conversation about it  |
| <input type="radio"/> Demonstrates pleasure in finding objects in picture books which relate to questions  | <input type="radio"/> Makes it clear they need more information or clarification            | <input type="radio"/> Smiles or laughs in response to something funny   |
| <input type="radio"/> Follows a short verbal account of texts/symbols/pictures                             | <input type="radio"/> Makes predictions in familiar narratives                              | <input type="radio"/> Understands a simple story when it is supported with pictures   |
| <input type="radio"/> Follows instructions containing an adjective, e.g. give the big box to Tom           | <input type="radio"/> Picks out key events in a narrative                                   | <input type="radio"/> Understands concepts of over, under, in and on  |
| <input type="radio"/> Follows two-step instructions, e.g. get your cup, and bring it here                  | <input type="radio"/> Picks out key people in a narrative                                   | <input type="radio"/> Uses symbols/pictures to retell a narrative   |
| <input type="radio"/> Listens for the answers to questions   | <input type="radio"/> Picks out symbols/pictures that relate to a narrative they have heard | <input type="radio"/> Babies, toddlers and young children will be learning to listen to simple stories and understand what is happening, with the help of the pictures. [DM 2021] |
|  | <input type="radio"/> Puts pictures/symbols of a narrative in order                         |   |

## Speaking

- |  |   |  |
|--|---|--|
| <input type="radio"/> Asks questions, raising intonation at the end of the sentence or phrase                            | <input type="radio"/> Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences | <input type="radio"/> Requests information about a new activity/object/event   |
| <input type="radio"/> Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc | <input type="radio"/> Copies new words, repeating them over and over  | <input type="radio"/> Responds to something new with questions   |
| <input type="radio"/> Communicates about their needs, e.g. hunger, thirst, toilet, etc.                                  | <input type="radio"/> Describes an object they have in their hand, giving more than one property                        | <input type="radio"/> Shows enjoyment in saying a new word   |
| <input type="radio"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me'         | <input type="radio"/> Expresses phrases starting with 'I am going to...'  | <input type="radio"/> Takes part in a simple staff-led discussion in which they can express their views                    |
| <input type="radio"/> Communicates clearly 80% of the time   | <input type="radio"/> Expresses phrases with three key words  | <input type="radio"/> Uses facial expression to enhance meaning  |
| <input type="radio"/> Communicates possession through the use of the terms 'yours' and 'mine'                            | <input type="radio"/> Expresses simple opinions, e.g. too hot, or too loud, etc.  | <input type="radio"/> Uses facial expression when speaking   |
| <input type="radio"/> Communicates two words, signs, or symbols together   | <input type="radio"/> Expresses simple prepositions correctly   | Is still learning to pronounce: [DM 2021]  |
| <input type="radio"/> Communicates using descriptive language, e.g. I want the big box                                   | <input type="radio"/> Includes intonation, pitch and changing volume when 'talking'                                     | <input type="radio"/> -l/r/w/y   |
| <input type="radio"/> Communicates using positional language, e.g. the ball is in the box                                | <input type="radio"/> Indicates needs with words, signs, or symbols like 'more' and 'again'                             | <input type="radio"/> -f/th  |
| <input type="radio"/> Communicates using temporal language, e.g. I play later?   | <input type="radio"/> Interacts using simple pronouns, e.g. "Me", "You", "Him" and "Her"                                | <input type="radio"/> -s/sh/ch/dz/j  |
|  |   | <input type="radio"/> - multi-syllabic words such as 'banana' and 'computer'   |
|  |   | <input type="radio"/> Babies, toddlers and young children will be learning to use the speech sounds: p, b, m, w. [DM 2021] |





20 Aug 2024 - Student Name - Expressive Arts & Design, Expressive Arts & Design - Children in Reception / Progress: 0%

## Creating with Materials

- |  |  |  |
|--|--|--|
| <input type="radio"/> Adds to a construction kit model to make it stronger or to make it move better | <input type="radio"/> Discusses a range of tools and their purpose         | <input type="radio"/> Talks about different lines, e.g. corner, curve, straight  |
| <input type="radio"/> Attempts to change their tall structure to help it become more stable          | <input type="radio"/> Discusses the purpose of common kitchen equipment    | <input type="radio"/> Names colours consistently   |
| <input type="radio"/> Attempts to cut different materials to a specific shape                        | <input type="radio"/> Draws different types of lines, e.g. curve, straight | <input type="radio"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.   |
| <input type="radio"/> Collects pictures that interest them in a scrapbook or on the computer         | <input type="radio"/> Draws round shape templates                          | <input type="radio"/> Children in reception will be learning to create collaboratively, sharing ideas, resources and skills. [DM 2021]   |
| <input type="radio"/> Colours in a picture and keeps within the lines most of the time               | <input type="radio"/> Folds, tears and cuts paper and card                 | <input type="radio"/> Children in reception will be learning to explore and engage in music making and dance, performing solo or in groups. [DM 2021]                                    |
| <input type="radio"/> Creates different textures, e.g. bubbles, sponges, blots                       | <input type="radio"/> Hammers gently with support                          | <input type="radio"/> Children in reception will be learning to return to and build on their previous learning, refining ideas and developing their ability to represent them. [DM 2021] |
| <input type="radio"/> Cuts thicker materials with scissors, e.g. tape, string, etc.                  | <input type="radio"/> Holds a pencil correctly                             | <input type="radio"/> Children in reception will be learning to sing in a group or on their own, increasingly matching the pitch and following the melody. [DM 2021]                     |
| <input type="radio"/> Demonstrates simple techniques e.g. mixing, stirring, rolling                  | <input type="radio"/> Joins different materials                            |  |
| <input type="radio"/> Describes shapes, listing some properties, e.g. sides, round                   | <input type="radio"/> Marks the material where a join/cut needs to be made |  |
|  | <input type="radio"/> Shows an awareness of safety when using tools        |  |

## Being Imaginative & Expressive

- |  |   |  |
|--|---|--|
| <input type="radio"/> Balances on different parts of the body  | <input type="radio"/> Represents feelings of love             | <input type="radio"/> Children in reception will be learning to develop storylines in their pretend play. [DM 2021]  |
| <input type="radio"/> Describes an event in a story  | <input type="radio"/> Represents feelings of happiness        | <input type="radio"/> Children in reception will be learning to explore, use and refine a variety of artistic effects to express their ideas and feelings. [DM 2021] |
| <input type="radio"/> Explores different types of rhythms that can be made using voice, e.g. hum or sing, etc. | <input type="radio"/> Represents feelings of fear             | <input type="radio"/> Children in reception will be learning to listen attentively, move to and talk about music, expressing their feelings and responses. [DM 2021] |
| <input type="radio"/> Improvises a simple 6-beat rhythm  | <input type="radio"/> Shows enjoyment when listening to songs | <input type="radio"/> Children in reception will be learning to watch and talk about dance and performance art, expressing their feelings and responses. [DM 2021]   |
| <input type="radio"/> Memorises a simple phrase or response  | <input type="radio"/> Travels under and over equipment        |  |
| <input type="radio"/> Represents feelings of anger   | <input type="radio"/> Tries to imitate actions of others      |  |
| <input type="radio"/> Represents feelings of sadness   | <input type="radio"/> Waits for their turn to speak           |  |



20 Aug 2024 - Student Name - Literacy, Literacy - Exceeding Early Learning Goals / Progress: 0%

## Comprehension

- |  |  |  |
|--|--|--|
| <input type="radio"/> Asks for clarification on the meaning of unknown word/phrase   | <input type="radio"/> Discusses why/what a character may say                           | <input type="radio"/> Predicts what might happen by using knowledge of what they have read |
| <input type="radio"/> Asks questions about the text to aid understanding   | <input type="radio"/> Explains simply how a concept or idea in a text is connected     | <input type="radio"/> Sequences events in a story they have heard                          |
| <input type="radio"/> Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction   | <input type="radio"/> Explains the purpose of different types of writing               | <input type="radio"/> States what they think might happen next in a text                   |
| <input type="radio"/> Discusses the layout of different types of writing   | <input type="radio"/> Explains the sequence of events in a text                        | <input type="radio"/> Stops to re-read when they realise the text isn't making sense       |
| <input type="radio"/> Engages with a range of short, straightforward texts that instruct, inform, describe and narrate, e.g. reads the instructions regarding a new piece of equipment | <input type="radio"/> Identifies the main trait of a character                         | <input type="radio"/> Understands sentences with more than one clause                      |
| <input type="radio"/> Discusses why/what a character may feel  | <input type="radio"/> Identifies when the text isn't making sense                      | <input type="radio"/> Uses illustrations, images and captions to locate information        |
|  | <input type="radio"/> Listens for and identifies the main points of short explanations | <input type="radio"/> Uses some expression when telling a story                            |

## Word Reading

- |  |   |   |
|--|---|---|
| <input type="radio"/> Applies phonic knowledge and skills to decode words        | <input type="radio"/> Reads and understands organisational markers in short, straightforward texts, e.g. conjunctions/connectives   | <input type="radio"/> Reads sentences with more than one clause   |
| <input type="radio"/> Corrects any inaccurate reading                            | <input type="radio"/> Reads common words with letters corresponding to sounds that are often not pronounced, e.g. February, library, often, every, everything, interest, ordinary | <input type="radio"/> Recognises some alternative sounds for graphemes  |
| <input type="radio"/> Finds information by using headings                        |   | <input type="radio"/> Uses knowledge of sentence structure to help decode unfamiliar words and understand their meaning |
| <input type="radio"/> Locates and uses an index page when directed and supported |   |   |

## Writing

- |  |  |   |
|--|--|---|
| <input type="radio"/> Adjusts the size and style of their writing according to purpose   | <input type="radio"/> Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their | <input type="radio"/> Uses some descriptive language  |
| <input type="radio"/> Builds a simple description of a character/place   | <input type="radio"/> Expands noun phrases to add detail with some support   | <input type="radio"/> Uses when, if, but, because to add detail to meaning  |
| <input type="radio"/> Captures what they want to say sentence by sentence  | <input type="radio"/> Identifies a misspelt word in the course of their writing  | <input type="radio"/> Writes in compound sentences, using common conjunctions to connect clauses, e.g. or, and, but |
| <input type="radio"/> Checks for sense in what they have written when evaluating and editing   | <input type="radio"/> Organises what they want to say appropriately, e.g. in explanations, narratives or descriptions            | <input type="radio"/> Writes in different forms for different purposes  |
| <input type="radio"/> Demonstrates understanding of the term "past tense", e.g. by verbally changing words from the present to past tense        | <input type="radio"/> Uses basic punctuation correctly, e.g. full stops, capital letters, question and exclamation marks         | <input type="radio"/> Writes sentences using different forms, e.g. questions, commands and statements               |
| <input type="radio"/> Demonstrates understanding of the term "present tense", e.g. by verbally changing words from the past to the present tense | <input type="radio"/> Uses simple time references to show different sections e.g. next/then                                      | <input type="radio"/> Writes unjoined letters legibly   |



20 Aug 2024 - Student Name - Mathematics, Mathematics - Level: 5 (12–18 months) / Progress: 0%

## Mathematics

- |  |  |  |
|--|--|--|
| <input type="radio"/> Acts on request to 'eat or drink more ...'   | <input type="radio"/> Listens to numbers being counted   | <input type="radio"/> Requests desired objects via photographic means when communicating with a member of staff                                      |
| <input type="radio"/> Acts on request to 'eat or drink some ...'   | <input type="radio"/> Looks at numbers written in figures  | <input type="radio"/> Responds to choices with actions or gestures when given options  |
| <input type="radio"/> Applies potential solutions to problems systematically when attempting to resolve issues that affect them, e.g. looks nearby for their other shoe when one is missing, then further afield | <input type="radio"/> Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two                     | <input type="radio"/> Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is                       |
| <input type="radio"/> Assists with one-to-one matching activities, e.g. setting the table  | <input type="radio"/> Manipulates objects to make them move in different directions  | <input type="radio"/> Returns to a new/unfamiliar object to further explore it   |
| <input type="radio"/> Associates words they hear with objects they see when given instructions   | <input type="radio"/> Matches objects based on obvious criteria, e.g. when a member of staff picks an item, the individual finds ones that match | <input type="radio"/> Returns to a specific place to experience a particular activity  |
| <input type="radio"/> Becomes involved in their own activity   | <input type="radio"/> Picks up and puts down single objects  | <input type="radio"/> Scribbles on paper and attends to the marks they have made when prompted by a member of staff                                  |
| <input type="radio"/> Breaks a piece off when asked to share, e.g. a cake, clay  | <input type="radio"/> Plays independently for four minutes   | <input type="radio"/> Searches for objects a member of staff has hidden  |
| <input type="radio"/> Builds a tower of four cubes   | <input type="radio"/> Plays independently for six minutes  | <input type="radio"/> Selects another of the same item when asked  |
| <input type="radio"/> Checks to see if an object is in a container   | <input type="radio"/> Plays independently for ten minutes  | <input type="radio"/> Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story                                  |
| <input type="radio"/> Counts number of items in shopping basket with assistance, e.g. holds up each item as staff count  | <input type="radio"/> Posts objects through holes when playing   | <input type="radio"/> Stays involved in an independent activity which interests them   |
| <input type="radio"/> Demonstrates intense curiosity   | <input type="radio"/> Presses buttons  | <input type="radio"/> Takes items out of containers when playing   |
| <input type="radio"/> Demonstrates recognition of activities in which they were previously involved  | <input type="radio"/> Puts down an object in order to pick up another  | <input type="radio"/> Takes lids off containers when playing   |
| <input type="radio"/> Follows a falling object as it disappears  | <input type="radio"/> Puts large pegs into a peg board   | <input type="radio"/> Babies, toddlers and young children will be learning to build with a range of resources. [DM 2021]                             |
| <input type="radio"/> Holds two objects at a time  | <input type="radio"/> Puts lids on boxes   | <input type="radio"/> Babies, toddlers and young children will be learning to climb and squeeze themselves into different types of spaces. [DM 2021] |
| <input type="radio"/> Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols   | <input type="radio"/> Remembers a response to an activity over extended periods of time after repeatedly engaging with it                        |  |
| <input type="radio"/> Knocks objects intentionally to make them move   | <input type="radio"/> Repeatedly undertakes an action to affect an outcome, e.g. hits a button multiple times                                    |  |
|  | <input type="radio"/> Repeats an action in order to obtain a similar effect  |  |



20 Aug 2024 - Student Name - Personal, Social & Emotional Development, Personal, Social & Emotional Development - Early Learning Goals / Progress: 0%

## Self-Regulation

- |   |   |  |
|---|---|--|
| <input type="radio"/> Accepts an apology  | <input type="radio"/> Describes how their behaviour can affect others which can impact themselves | <input type="radio"/> Recognises the activities or people that make them feel happy  |
| <input type="radio"/> Apologises for wrongdoings  | <input type="radio"/> Gives examples of what is fair and unfair                                   | <input type="radio"/> Children at the expected level of development will give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. [ELG 2021] |
| <input type="radio"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity | <input type="radio"/> Identifies how they feel when someone is kind and unkind                    | <input type="radio"/> Children at the expected level of development will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. [ELG 2021]  |
| <input type="radio"/> Demonstrates an awareness that not everyone feels like they do                | <input type="radio"/> Identifies their own interests or hobbies                                   | <input type="radio"/> Children at the expected level of development will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. [ELG 2021]  |
| <input type="radio"/> Demonstrates understanding that not everyone wants to do what they want       | <input type="radio"/> Identifies ways in which they can tell if people are happy or sad           |  |
| <input type="radio"/> Demonstrates some ways to calm themselves down                                | <input type="radio"/> Manages their frustration and is able to ask for assistance                 |  |
| <input type="radio"/> Describes feelings associated with change and loss in simple terms            | <input type="radio"/> Recognises that it is normal and acceptable to feel different emotions      |  |

## Managing Self

- |   |   |  |
|---|---|--|
| <input type="radio"/> Describes the ways in which they keep their body clean and healthy                  | <input type="radio"/> Identifies ways they can feel better mentally                         | <input type="radio"/> Children at the expected level of development will explain the reasons for rules, know right from wrong and try to behave accordingly. [ELG 2021]  |
| <input type="radio"/> Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc. | <input type="radio"/> Identifies ways they can feel better physically                       | <input type="radio"/> Children at the expected level of development will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. [ELG 2021] |
| <input type="radio"/> Identifies drinks which are obviously healthy or unhealthy                          | <input type="radio"/> Identifies ways to keep healthy, e.g. sleep, exercise, cleaning teeth | <input type="radio"/> Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. [ELG 2021]                                      |
| <input type="radio"/> Identifies their responsibilities in the classroom and within the school            | <input type="radio"/> Puts on and takes off clothing with smaller button fastenings         |  |
| <input type="radio"/> Identifies positive aspects of themselves   | <input type="radio"/> States toileting requirements in adequate time                        |  |
|   | <input type="radio"/> Washes hands with soap independently                                  |  |

## Building Relationships

- |  |   |   |
|--|---|---|
| <input type="radio"/> Agrees on a shared activity with a peer                                      | <input type="radio"/> Maintains a topic initiated by another person                       | <input type="radio"/> Suggests ways to respond to unwanted physical contact   |
| <input type="radio"/> Engages with five or six peers spontaneously                                 | <input type="radio"/> Makes a friend, talks and shares feelings with them                 | <input type="radio"/> Children at the expected level of development will form positive attachments to adults and friendships with peers. [ELG 2021] |
| <input type="radio"/> Identifies how their family members care for each other                      | <input type="radio"/> Recognises that not everyone has the same opinions                  | <input type="radio"/> Children at the expected level of development will show sensitivity to their own and to others' needs. [ELG 2021]             |
| <input type="radio"/> Identifies what is involved in belonging, e.g. to a family or activity group | <input type="radio"/> Suggests reasons why they are a good friend and why someone else is | <input type="radio"/> Children at the expected level of development will work and play cooperatively and take turns with others. [ELG 2021]         |
| <input type="radio"/> Identifies with whom they enjoy sharing activities                           | <input type="radio"/> Recognises the concept of family                                    |   |
| <input type="radio"/> Listens to what others are saying in a group situation                       | <input type="radio"/> Suggests two ways to resolve an issue with a friend                 |   |

20 Aug 2024 - Student Name - Physical Development, Physical Development - Level: 1 (0–3 months) /

Progress: 0%

## Physical Development

- |  |  |  |
|--|--|--|
| <input type="radio"/> Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences | <input type="radio"/> Moves their tongue against their cheek   | <input type="radio"/> Reacts to the act of accelerated movement with minor physiological changes when travelling backwards |
| <input type="radio"/> Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences      | <input type="radio"/> Plays with their mouth muscles by smiling without any external stimulation                     | <input type="radio"/> Reacts to the act of accelerated movement with minor physiological changes when travelling forwards  |
| <input type="radio"/> Attends briefly to items with their mouth when provided with suitable objects                                    | <input type="radio"/> Reacts briefly to a change in position   | <input type="radio"/> Reacts when their feet are touched with different textures   |
| <input type="radio"/> Attends briefly to their hands and fingers when not engaged with a member of staff                               | <input type="radio"/> Reacts to backwards movement with minor physiological changes when they are being moved        | <input type="radio"/> Reduces physical activity with physical contact  |
| <input type="radio"/> Blinks defensively   | <input type="radio"/> Reacts to being moved downwards with minor physiological changes                               | <input type="radio"/> Responds to gentle tickling  |
| <input type="radio"/> Brings their hands to their mouth when self-stimulating  | <input type="radio"/> Reacts to being moved from back to tummy or tummy to back                                      | <input type="radio"/> Responds to gum and palate stimulation with minor physiological changes, e.g. when massaged          |
| <input type="radio"/> Brings their hands together at midline when moving their hands and arms  | <input type="radio"/> Reacts to being moved upwards with minor physiological changes                                 | <input type="radio"/> Responds to stimulation around the mouth, e.g. lips  |
| <input type="radio"/> Clenches hands into tight fists  | <input type="radio"/> Reacts to forwards movement with minor physiological changes when they are being moved         | <input type="radio"/> Seeks out proprioceptive input, e.g. grinds jaw  |
| <input type="radio"/> Demonstrates a gag reflex, e.g. their tongue propels an object from the back of the mouth to the front           | <input type="radio"/> Reacts to horizontal rotation, on the left side with minor physiological changes               | <input type="radio"/> Shows in and out tongue movements  |
| <input type="radio"/> Demonstrates a stable gaze briefly during passive and active body movements                                      | <input type="radio"/> Reacts to horizontal rotation, on the right side with minor physiological changes              | <input type="radio"/> Stretches their legs out when lying on their stomach or back   |
| <input type="radio"/> Demonstrates a stable gaze briefly during passive and active head movements                                      | <input type="radio"/> Reacts to movement with minor physiological changes when objects or people move suddenly       | <input type="radio"/> Sucks or smacks their lips intermittently  |
| <input type="radio"/> Follows an object with their eyes briefly when it moves past midline   | <input type="radio"/> Reacts to rocking movement with minor physiological changes when they are being moved          | <input type="radio"/> Sucks their thumb/fingers intermittently   |
| <input type="radio"/> Grasps objects intentionally when they have been placed in their hand by a member of staff                       | <input type="radio"/> Reacts to temperature with minor physiological changes when moving from one extreme to another | <input type="radio"/> Turns their head from side to side   |
| <input type="radio"/> Moves their arms independently of one another when self-stimulating  | <input type="radio"/> Reacts to textures with minor physiological changes when feeling rough or smooth surfaces      | <input type="radio"/> Turns their head to search for stimuli when their cheek is brushed                                   |
| <input type="radio"/> Moves their legs independently of one another when self-stimulating  |  | <input type="radio"/> Watches their own hand movements briefly   |



20 Aug 2024 - Student Name - Understanding the World, Understanding the World - Level: 2 (3–6 months) / Progress: 0%

## Understanding the World

- |  |   |   |
|--|---|---|
| <input type="radio"/> Anticipates within social routines   | <input type="radio"/> Holds objects with either hand using a palmar grasp when engaging in exploration  | <input type="radio"/> Responds to their own name by looking for a voice when they are called                            |
| <input type="radio"/> Attempts to grab objects of interest using a raking motion   | <input type="radio"/> Imitates environmental sounds in their own manner   | <input type="radio"/> Responds vocally to carer's greeting  |
| <input type="radio"/> Demonstrates a brief interest in noises in their immediate environment when encouraged by a member of staff    | <input type="radio"/> Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff     | <input type="radio"/> Searches for partially hidden objects with their eyes or hands when playing alone                 |
| <input type="radio"/> Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff   | <input type="radio"/> Notices peers briefly when alongside them during play situations  | <input type="radio"/> Smiles or gets excited when seeing a specific member of staff after a period of separation        |
| <input type="radio"/> Demonstrates a brief interest in sights in their immediate environment when encouraged by a member of staff    | <input type="radio"/> Reaches out to request attention  | <input type="radio"/> Smiles when interacting with familiar people  |
| <input type="radio"/> Encounters and responds to a range of digital equipment, e.g. grasps a communication device when it is offered | <input type="radio"/> Reacts consistently to stimuli when interacting with familiar activities, e.g. babbling starts/stops when a musical toy plays | <input type="radio"/> Touches a variety of textures with any part of the skin without demonstrating defensive behaviour |
| <input type="radio"/> Explores small objects with their senses when they are placed in front of them                                 | <input type="radio"/> Reacts excitedly to a change of environment when provided with familiar experiences   | <input type="radio"/> Transfers from one hand to another using a palmar grasp when engaging in exploration              |
| <input type="radio"/> Expresses eagerness vocally or physically when presented with a familiar activity                              | <input type="radio"/> Reacts excitedly to a change of environment when provided with new experiences  | <input type="radio"/> Turns their head to observe the environment when initiating play                                  |
| <input type="radio"/> Expresses eagerness vocally or physically when presented with a familiar object                                | <input type="radio"/> Reacts excitedly to an activity when provided with familiar experiences   | <input type="radio"/> Undertakes an action incidentally which makes something happen and knows that they caused it      |
| <input type="radio"/> Expresses eagerness vocally or physically when presented with a familiar person                                | <input type="radio"/> Reacts excitedly to an activity when provided with new experiences  | <input type="radio"/> Uses any conventional gesture such as gives, reaches, waves, points, shakes head                  |
|  | <input type="radio"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences                                      | <input type="radio"/> Vocalises to a member of staff in different ways when experiencing different needs                |





# Want to find out more?

To find out how Connecting Steps can make a difference in your school, go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you, and the benefits to your school.

[www.connectingsteps.com/meetings](http://www.connectingsteps.com/meetings)

Or get in touch with us...

**01252 870133**

[hello@connectingsteps.com](mailto:hello@connectingsteps.com)

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