Trackers 3–5

Area of Learning	Communication, language and literacy
Play activity	Interaction

		✓	Date
Confident enough to ask for something			
Talks about things they have found interesting			
Shows an interest in others' conversations			
Uses actions more than talk to demonstrate to others			
Talks alongside others rather than with them			
Talks to adults to get their attention			
Uses other children's names when speaking to them			
Is aware of the listener's point of view			
Initiates a conversation			
Uses talk to resolve disagreements			
Turn-takes in a conversation			
Talks with confidence to visitors			
Interacts with others, making plans and activities and taking turns in conversation	G		

Comments

Trackers 3–5

Area of Learning	Mathematical development
Play activity	What next?

		✓	Date
Predicts what number comes next in a familiar number rhyme (e.g. 'One, two, buckle my shoe ...')			
Shows an interest in number problems			
Finds an item from directional/positional clues (e.g. 'It's in/on/under the cupboard')			
Describes a simple journey			
Orders two objects by height			
Orders three objects by length			
Orders three objects by weight/capacity			
Shows an awareness of symmetry (e.g. can make patterns on butterfly wings which are mirror images)			
Operates a remote control toy			
Uses everyday words to describe position (e.g. in/on/behind/in front of)	G		
Talks about shapes and arrangements using words like 'circle', 'in a row', 'stripey')			
Begins to use the vocabulary involved in adding and subtracting such as 'more', 'less', 'take away'	G		
Knows that 'adding' means combining groups together	G		
Knows that 'subtraction' is to do with taking away	G		
Finds one more/less than a number from 1 to 10	G		

Comments

Trackers 3–5

Area of Learning	Physical development
Play activity	Using tools

		✓	Date
Carefully handles and manipulates 'small world' objects such as farm animals, toy cars			
Pats/pokes/squeezes/pinches/twists play doh			
Uses simple tools with doh and materials			
Cuts along a straight line with scissors			
Makes a simple construction with large materials (e.g. a model with packaging)			
Uses a computer mouse to move a cursor			
Manipulates materials to achieve a planned effect (e.g. building a 'lorry')			
Uses a computer mouse with a simple game			
Shows a clear preference for left/right hand			
Cuts out a simple shape			
Takes some simple safety precautions without reminding (e.g. walks carefully when carrying scissors)			
Handles malleable materials with increasing control (e.g. forms clay into sausages)	G		
Handles construction materials with increasing control (e.g. builds models from interlocking bricks)	G		
Handles tools and objects safely	G		
Uses a range of small and large equipment	G		

Comments