

## ASSESSMENT AND RECORD KEEPING (ARK) - CHILD DEVELOPMENT STATEMENTS V2 2009

### Personal, Social and Emotional Development. I can.....

#### Dispositions and Attitudes (DA)

1. Explore my own movements and the environment
2. Respond to others
3. Indicate likes and dislikes
4. Show curiosity and explore what I can do
5. Celebrate special skills and qualities
6. Make decisions
7. Show confidence, independence and curiosity when playing
8. Show that I am interested, excited and motivated to learn
9. Think of my own ideas and share them confidently with my friends and key person
10. Listen to other's ideas
11. Concentrate and keep trying when I am involved in an activity

#### Self Confidence and Self-Esteem (SCE)

1. Show contentment
2. Respond using eye contact, body language and my voice
3. Play alone when others are nearby
4. Use sounds words and actions to show my feelings
5. Try new experiences as I grow in confidence
6. Show pleasure and pride in my achievements
7. Tell you what I need and talk about my home and family
8. Show how I feel regarding experiences or activities that are special to me
9. Show my feelings in different ways and sensitivity to the needs and feelings of others
10. Show an awareness that all people are unique and should be treated with respect

#### Making Relationships (MR)

1. Respond to affection from a special person and copy them
2. Gain attention by moving my body and using my voice
3. Show my concern for others and look to them for a response
4. Choose my friends
5. Show I feel safe and secure
6. Take turns and share when I am taking part in different activities throughout the day
7. Form good relationships and share with others

#### Behaviour and Self-Control (BSC)

1. Relax and be soothed
2. Respond to encouragement from others
3. Recognise my own belongings and those of my friends
4. Show an early awareness of safety and danger
5. Care for others and the environment
6. Begin to understand the difference between right and wrong

#### Self Care (SC)

1. Express my basic needs
2. Show what I want
3. Have a go at looking after myself
4. Make choices and do things by myself
5. Use my own ideas and feel good about what I can do
6. Choose what I want to do and the resources I need to do it
7. Get dressed and undressed on my own
8. Look after my own personal hygiene

#### Sense of Community (SofC)

1. Show pleasure and interest
2. Build relationships with people I know.
3. Use words and actions to communicate my responses
4. Notice when things are the same and different
5. Recognise when I belong
6. Link different parts of my life
7. Appreciate people and places in the world around me

### Communication, Language and Literacy. I can.....

#### Language for Communication (LC)

1. Communicate in lots of ways
2. Enjoy exploring sounds and words
3. Understand others when they speak to me
4. Make myself understood using words
5. Use words to communicate in different ways
6. Take turns when I'm talking to others
7. Respond to books and rhymes
8. Share my experiences with others
9. Ask questions and respond
10. Use longer sentences and new words
11. Listen and respond when I'm talking with others
12. Speak clearly and confidently in different situations
13. Tell stories and explain my ideas using a wider vocabulary
14. Explore language in songs and rhymes

#### Language for Thinking (LT)

1. Show you when I'm really interested in something
2. Show you I have understood
3. Understand and respond
4. Show and tell you what I'm thinking and doing
5. Talk about what I'm doing and explain my ideas
6. Talk about my life and connect ideas
7. Play 'let's pretend'
8. Link ideas and explain events, ideas and feelings

#### Linking Sounds and Letters (LSL)

1. Make sounds and signs
2. Make lots of different sounds and say some words
3. Enjoy music, rhymes and stories
4. Tell the difference between sounds
5. Repeat words and phrases
6. Enjoy playing with rhythm, rhyme and alliteration
7. Continue a rhyme using sounds I know
8. Recognise familiar letter sounds
9. Link sounds to letters, naming and sounding letters of the alphabet
10. Put sounds together in the right order to make a word
11. Use phonic knowledge to read and write some words

#### Reading (R)

1. Respond to sound
2. Respond consistently to familiar rhymes
3. Enjoy looking at books, having stories read to me and have favourites
4. Pretend to read a story and recognise words that are familiar to me
5. Comment and ask questions about the words and pictures I see
6. Show how a book works
7. Choose and enjoy different types of books
8. Begin to find out information in different ways, including ICT
9. Play and have fun with sounds and words
10. Retell a story
11. Recognise familiar words and try to read new ones
12. Show that English is read from left to right and top to bottom

#### Writing (W)

1. Explore using my hands
2. Make marks using a range of materials
3. Talk about the marks I've made
4. Talk about what the marks I have made may mean
5. Link writing to what I've heard and said
6. Write some simple words and attempt more complex ones
7. Write for different purposes
8. Begin to form simple sentences, sometimes using punctuation

#### Handwriting (H)

1. Play with my fingers, toes and simple toys
2. Co-ordinate my movements to make things happen
3. Make marks in different ways
4. Show my developing fine motor skills
5. Use mark making materials with accuracy
6. Write recognisable letters using a range of tools

### Physical Development. I can.....

#### Movement & Space (MS)

1. Use body movement to explore and make contact with people and objects
2. Move around purposefully in different ways in the available space
3. Show how I feel by using my body
4. Show a range of ways I can move
5. Move with increasing control and skill
6. Move my body to things I see and hear
7. Copy, repeat and combine movements
8. Move with imagination, enthusiasm and spontaneity
9. Show confidence to try new challenges
10. Move around space successfully and persevere in new challenges
11. Make up and follow rules with my friends
12. Discover new ways to move and combine movements
13. Use small and large equipment showing a range of basic skills
14. Safely and confidently use a range of small and large equipment, showing awareness of others

#### Health & Bodily Awareness (HBA)

1. Show others how I feel and what I want
2. Show others what I like
3. Begin to indicate a response to my toileting
4. Practice and develop what I do
5. Recognise my own needs and seek help
6. Show my growing independence and awareness of my needs through my daily routines
7. Talk about being healthy and follow healthy practices
8. Recognise changes in my body

#### Using Equipment & Materials (UEM)

1. Watch my fingers and toes and grasp anything in reach
2. Copy actions I have seen
3. Enjoy putting things in and out of containers
4. Use my hands to explore different textures
5. Attempt to use different tools and materials purposefully
6. Repeat a sequence of actions using simple tools
7. Show my developing fine motor skills in a variety of ways
8. Use large arm movements in my play
9. Show increasing control in using equipment and tools in my play
10. Use tools and materials safely
11. Roll, throw, kick and catch in my play
12. Explore and manipulate materials with and without tools
13. Use equipment safely and understand why
14. Use a range of small and large equipment skilfully and independently in my play

## ASSESSMENT AND RECORD KEEPING (ARK) - CHILD DEVELOPMENT STATEMENTS V2 2009

### Problem Solving, Reasoning and Numeracy. I can.....

#### Numbers as Labels and for Counting (NLC)

1. Respond to people, objects and change
2. Enjoy my favourite number rhymes and songs
3. Point to familiar things
4. Use number words in my play
5. Begin to recognise when there are more
6. Match one thing to another
7. Use some number language spontaneously in a range of situations
8. Show some understanding of number labels such as 1, 2 and 3
9. Use marks and symbols
10. Use a range of numbers spontaneously and accurately
11. Guess and check a number of objects
12. Recognise significant numbers and small quantities
13. Count out loud up to ten and beyond
14. Accurately count things up to ten
15. Use ordinal numbers accurately
16. Recognise numerals to 5, then to 9
17. Represent numbers using fingers, objects and marks on paper
18. Use my mathematical knowledge to solve simple problems
19. Count aloud in 2s, 5s, 10s

#### Calculating (C)

1. Enjoy peek-a-boo games
2. Understand that hidden things exist and persevere in finding them
3. Begin to sort and group familiar objects
4. Begin to compare and understand quantities
5. Join in with counting songs, rhymes and games
6. Use my developing knowledge to compare groups of objects
7. Combine two sets of objects or numbers
8. Count repeated groups of the same size
9. Separate two sets of objects or numbers
10. Find one more and one less than a number from 1-10
11. Show an understanding and use the vocabulary of early addition and subtraction
12. Use my mathematical knowledge to solve simple problems

#### Shape Space and Measures (SSM)

1. Explore space using my body showing an awareness of space and distance
2. Search for objects showing an early awareness of space and size
3. Explore the shapes and sizes of everyday objects
4. Begin to use some words to describe shape, space and measures
5. Match and recognise simple shapes and patterns around me
6. Begin to apply my knowledge of shape, size and quantity
7. Talk about similarities and differences and match some shapes
8. Name and identify some common 2D and 3D shapes, describing their features
9. Talk about, recognise and recreate simple patterns
10. Use language to describe position and time and to compare quantities
11. Order items by length, height, weight and capacity
12. Use pictures, drawings or numbers to represent my thinking
13. Use my mathematical knowledge to solve simple problems

### Creative Development. I can.....

#### Being Creative (BC)

1. Show emotion using my body
2. Enjoy my favourite sensory experiences
3. Show patterns in my play
4. Respond in different ways during my play and experiences
5. Explore materials and use my imagination to develop my play
6. Make links and respond to new experiences
7. Use my own ideas or those of others to design and create
8. Share my ideas and respond to others
9. Use my senses and respond in a variety of ways

#### Exploring Media and Materials (EMM)

1. Respond to sensory experiences
2. Make marks creatively using my body and a range of tools and media
3. Be curious about different textures
4. Be interested in colours and begin to notice the differences between them
5. Make marks, patterns and structures and talk about them
6. Make choices and mix the colours I use
7. Combine my imagination and creative skills to make something new
8. Experiment with different media to come to new understandings

#### Creating Music and Dance (CMD)

1. Respond to voice, sounds and music
2. Move my body in different ways in response to sounds
3. Use my body and other resources in response to music or sounds
4. Show an interest or join in with songs, dance or music
5. Use my imagination to explore sound, songs or movement
6. Use my understanding of sound, rhythm and movement to develop my creative thinking

#### Developing Imagination and Imaginative Play (DIP)

1. Show pleasure at different toys
2. Interact socially using noises and movement
3. Pretend using different objects in my play
4. Demonstrate my interest through my make-believe play
5. Recreate my experiences through my play
6. Make up stories through role play.

### Knowledge and Understanding of the World. I can.....

#### Exploration and Investigation (EI)

1. Explore and investigate using my senses
2. Become absorbed in things I do over and over again
3. Find out and ask questions using words and or actions
4. Explore objects to find out more about them
5. Show what I think about my discoveries and how things happen
6. See and talk about patterns and change
7. Ask questions and use all my senses to investigate similarities, differences, patterns and change in my environment
8. Express what I know and think about objects and living things

#### Designing and Making (DM)

1. Use my hands and mouth to explore objects
2. Show curiosity about balancing, building, pushing and pulling
3. Show interest in making things happen
4. Choose and use tools for a purpose
5. Design and construct with a wide range of objects
6. Work out my own solutions when I am designing and making
7. Talk about what I have made, how I have made it and any changes I might make

#### ICT (ICT)

1. Push buttons to see what happens
2. Show an interest in mechanisms
3. Experiment with mechanisms, ICT toys and objects
4. Control ICT toys and equipment
5. Choose and operate a range of ICT equipment for a purpose
6. Support my learning by selecting and using the appropriate technology

#### Time (T)

1. Anticipate routines from what I see and hear
2. Show by my actions that I understand what will happen next
3. Recognise important events in my own life
4. Show that I understand words about time
5. Talk about past and future events
6. Compare how things have changed
7. Show how things have changed by comparing past with present

#### Place (P)

1. Move to explore
2. Respond to sights, sounds and smells as I play
3. Show interest in and ask questions about the environment
4. Find out about and compare features of my local environment
5. Talk about the features I like and dislike

#### Communities (C)

1. Interact with special people
2. Show awareness of others
3. Show curiosity about the differences in others
4. Play alongside other children
5. Make friends
6. Show that I am part of a family
7. Respond to and recall significant events
8. Show interest in my own culture and beliefs and know that I belong.
9. Show interest in the cultures and beliefs of others

## Errata for ARK Statements

This is a list of changes made to the ARK Statements on the Updated Version 2

The order of some of ARK Statements have changed, some have small wording differences. There are also some additional statements to the original document.

### Creative Development

#### Creating Music and Dance (CMM)

6. Use my understanding of sound, rhythm and movement to develop my creative thinking

### Knowledge and Understanding of the World

#### Exploration and Investigation (EI)

7. Ask questions and use all my senses to investigate similarities, differences, patterns and change in my environment

#### Time (T)

3. Recognise important events in my own life

#### Communities (C)

9. Show interest in the cultures and beliefs of others

### Problem Solving Reasoning and Numeracy

#### Numbers as Labels and for Counting (NLC)

6. Match one thing to another
7. Use some number language spontaneously in a range of situations
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#### Shape, Space and Measures (SSM)

6. Begin to apply my knowledge of shape, size and quantity
7. Talk about similarities and differences and match some shapes
8. Name and identify some common 2D and 3D shapes, describing their features

### Personal, Social and Emotional Development

#### Disposition and Attitudes (DA)

4. Show curiosity and explore what I can do
7. Show confidence, independence and curiosity when playing
8. Show that I am interested, excited and motivated to learn
9. Think of my own ideas and share them confidently with my friends and key person
10. Listen to other's ideas
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5. Try new experiences as I grow in confidence
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#### Making Relationships (MR)

6. Take turns and share when I am taking part in different activities throughout the day

### **Self Care (SC)**

1. Express my basic needs
3. Have a go at looking after myself
6. Choose what I want to do and the resources I need to do it

### **Communication Language and Literature**

#### **Language for Communication (LC)**

3. Understand others when they speak to me
4. Make myself understood using words
9. Ask questions and respond

#### **Language for Thinking (LT)**

6. Talk about my life and connect ideas
8. Link ideas and explain events, ideas and feelings

#### **Reading (R)**

4. Pretend to read a story and recognise words that are familiar to me
6. Show how a book works
7. Choose and enjoy different types of books
8. Begin to find out information in different ways, including ICT
12. Show that English is read from left to right and top to bottom

#### **Linking Sounds and Letters (LSL)**

6. Enjoy playing with rhythm, rhyme and alliteration
7. Continue a rhyme using sounds I know
9. Link sounds to letters, naming and sounding letters of the alphabet
10. Put sounds together in the right order to make a word
11. Use phonic knowledge to read and write some words

#### **Writing (W)**

8. Begin to form simple sentences, sometimes using punctuation