**Cogenhoe Primary School**

Pre-School Milestones

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| **Communication and Language** | | | | | | |
| **Listening, attention and understanding** | | | | | | |
| **Baseline** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| Understand simple instructions like “give to nanny” or “stop”. | Watch someone’s face as they talk.  Understand and follow a one step instruction.  Understands who, what, where in simple questions.  Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. | | Listen and respond to a simple instruction.  Understand a two part instruction.  Understand ‘why’ questions.  Enjoy listening to longer stories and can remember much of what happens. | | Listen and follow directions and look at someone when they are speaking.  Use prepositions when following instructions, e.g. ‘Put the ruler on the desk’, ‘Sit next to \_\_\_.’  Ask and respond to ‘why’ questions.  Follow stories read to them and talk about the pictures in the book. | |
| **Speaking** | | | | | | |
| Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it | Shows interest in play with sounds, songs and rhymes.    Start to develop conversation, often jumping from topic to topic. | | Join in with simple rhymes.  Simply discuss their favourite story.  Uses some intonation, rhythm and phrasing to make the meaning clear to others.  Develop conservation by sticking to one topic. | | Know many rhymes, be able to talk about familiar books and be able to tell a long story.  Develop their communication but may struggle with using tenses accurately.  Use sentences with 4-6 words.  Begin to start a conversation with an adult or a friend and continue it in turns. | |
| **Personal, Social and Emotional Development** | | | | | | |
| **Self-Regulation** | | | | | | |
| **Baseline** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **Me and My Relationships** | **Rights and Responsibilities** | **Valuing Differences** | **Being My Best** | **Keeping Safe** | **Growing and Changing** |
| Select and use activities and resources  Enjoy the responsibility of carrying out small tasks  Be confident to talk to other children when playing and communicating freely about their own home and community.  Be outgoing towards unfamiliar people and be more confident in new social situations  Show confidence when asking adults for help  Welcome and value praise for what they have done. | Describe themselves in positive terms and talk about their own abilities  Be confident to speak to others about needs, wants, interests and opinions  Begin to express their feelings and consider the feelings of others.  Know when they are upset about a situation and explain why  Choose their own equipment that is necessary to complete a task.  Show enthusiasm and excitement when anticipating and engaging in certain activities. | | Recognise themselves as a valuable individual.  Willingly express their feelings and know when they have been kind and considerate  Moderate their feelings when they have been upset.  Be confident to try new activities.  Say why they like some activities more than others.  Be confident to speak in a familiar group.  Be happy to talk about their own ideas.  Choose the resources they need for a given activity.  Say when they do and do not need help. | | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow | |
| **Managing Self** | | | | | | |
|  | Show that they can stick with an activity, even if it is challenging.  Select and use activities and resources with help.  Enjoy the responsibility of carrying out small tasks.  Be confident to talk to other children when playing, communicating freely about their home and community.  Be outgoing towards unfamiliar people and be more confident in new social situations  Show confidence in asking others for help. | | Be able to talk about a challenging task and be prepared to have a go.  Welcome and value praise for what they have done.  Willingly participate in a wide range of activities.  Show enthusiasm and excitement when anticipating and engaging in certain activities.  Be confident to speak to others about wants, needs, interests and opinions.  Be confident in speaking in front of a small group.  Describe themselves in positive terms and talk about their abilities  Show resilience and perseverance in the face of challenge  Have an awareness of keeping teeth clean. | | Be aware of own feelings, and know that some actions and words can help others feelings.  Begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others  Usually tolerate delay when their needs are not immediately met.  Understand that their wishes may not always be met.  Adopt their behaviour to different events, social situations and changes in routine. | |
| **Building Relationships** | | | | | | |
|  | Learn to listen to one another and show respect when doing so.  Initiate conversations, attending to and taking account of what others say  Explaining knowledge and understanding and asking appropriate questions of others  Take steps to resolve conflicts with others and attempt to find a compromise. | | Build constructive and respectful relationships  Play co-operatively with others and take into account their ideas  Be happy to listen to others’ organisational ideas  Show sensitivity to others’ feelings. | | Play in a group, extending and elaborating play ideas  Initiate play, offering opportunities for others to join in.  Keep play going by responding to what others are saying.  Demonstrate friendly behaviour, initiating conversations. | |
| **Physical** | | | | | | |
| **Gross Motor Skills** | | | | | | |
| **Baseline** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | Shows interest, dances and sings to music rhymes and songs, imitating movements of others. | | Begins to walk, run and climb on different levels and surfaces.  Moves in response to music, or rhythms played on instruments such as drums or shakers. | | Skip, hop and stand on one leg and hold position for a few seconds.  Balance and ride a trike or scooter.  Use stairs using alternate feet.  Respond to music using appropriate movement and rhythm. | |
| Fine Motor Skills | | | | | | |
|  | Begin to show an interest in mark making. | | Begin to hold a pair of scissors ready for cutting.  When holding crayons, chalks etc, makes connections between their movement and the marks they make.  Holds mark-making tools with thumb and all fingers. | | Make small cuts in paper with scissors.  Use a comfortable grip with good control when holding pens, pencils and paint brushes.  Begin to show a preference for a dominant hand. | |
| **Literacy** | | | | | | |
| **Word Reading** | | | | | | |
| **Baseline** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | Is interested in and anticipates books and rhymes and may have favourites. | | Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.  Begin to recognise their own name. | | Spot and suggest rhymes to develop phonological awareness.  Recognise words with the same initial sound.  Ascribe meaning to other marks, like on signage. | |
| Comprehension | | | | | | |
|  | Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. | | Show interest in pictures in simple stories.  Engage in conversations about stories, learning new vocabulary.  Repeats and uses actions, words or phrases from familiar stories. | | Hold a book, turn the page and indicate an understanding of pictures and print.  Talk about events and characters in books.  Make suggestions about what might happen next in a story. | |
| **Writing** | | | | | | |
|  |  | | Enjoy drawing freely. | | Start to write identifiable shapes and letters.  Draw lines and circles in the air, on the floor or on large sheets of paper.  Use tools for mark making with some control.  Give meaning to marks that they make.  Copy shapes, letters and pictures.  Begin to write their name with support. | |

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| **Mathematics** | | | |
| **Number** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Use number names to 2. | Use number names to 5. | Use number names to 5 and sometimes count accurately.  Represent numbers using marks, fingers or digits.  Say when two groups have the same number of objects.  Identify numerals in the environment. |
| **Numerical Patterns** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Recognise and find the colours, red, yellow, blue, green and purple.  Talk about and identify the patterns around them. | Use and understand the terms tall, long and short.  Make comparisons between objects relating to size, length, weight and capacity. | Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...  Understand position through words alone – for example, “The bag is under the table,” – with no pointing. |

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| **Understanding the World** | | | |
| **Past and Present** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Talk about previous events in their life. | Begin to make sense of their own life-story and family’s history. | Begin to have an understanding for terms like: yesterday, last week and last year  Appreciate that people are older and younger than them.  Appreciate that certain artefacts and resources are old and have been used before. |
| **People, Culture and Communities** | | | |
|  | Make connections between the features of their family and other families.  Notice differences between people. | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Continue developing positive attitudes about the differences between people. | Show interest in the lives of people who are familiar to them.  Start to show an interest in different occupations and ways of life.  Have positive attitudes towards differences. |
| **The Natural World** | | | |
|  | Explore natural materials, indoors and outside.  Talk about what they see. | Begin to understand the need to respect and care for the natural environment and all living things. | Ask questions about aspects of their familiar world such as the place where they live and the natural world.  Talk about some of the things they have observed.  Start to develop an understanding of growth, decay and changes over time  Show care and concern for living things and the environment. |
| **Expressive Arts and Design** | | | |
| **Creating With Materials** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Recognise simple colours.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. | Start to make marks intentionally. | Explore colour and how colours can be changed.  Understand that they can use lines to enclose a space and then use these shapes to represent objects.  Show interest in and describe the texture of things.  Use various construction materials.  Begin to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joining construction pieces together to build and balance. |
| **Being Imaginative and Expressive** | | | |
|  |  | Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. | Develop preferences for forms of expression.  Use movement to express feelings.  Create movement in response to music.  Sing to self and make up simple songs.  Notice what adults do, imitate it when it has been observed and do it spontaneously when the adult is not there.  Engage in imaginative role play based on own first-hand experience  Build stories around toys, e.g. firefighters rescuing trapped people.  Using available resources to create props to support role play. |