

## Early Years On - Track Milestones

In foundation stage, children are assessed every half term as a unit we have used both the Development Matters (DfE 2021) and the Early Years Foundation Stage Profile (DfE 2022) to put together our On - Track Milestones document, this is used to assess children and discuss their progress against meeting the end of year target. Although this document has been put together to represent a typical child, it is also important to remember that learning is not liner and all children learn at their own rate.

Nursery	End of first half term	End of term 1	End of first half of term 2	End of term 2	End of first half of term 3	End of term 3
Communication and Language	Understand simple questions like 'who', 'what', 'where'	Sing a large repertoire of songs	Understand a question or instruction such as: "Get your coat and wait at the door".	Understand why questions	Start a conversation Use sentences of up to four to six words and use words like 'because'	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.
Personal Social and Emotional	Feel comfortable within the setting  Be able to use the toilet independently  Select and use activities and resources	Play with one or more children.  Share and take turns  Follow rules	Know why it is important to wash our hands	Be able to talk about feelings  Take part in pretend play	Be increasingly independent in meeting their own care needs and accessing provision.	Feel comfortable in new social situations.
Physical Development	Climb confidently, walk up and downstairs  Use large-muscle movements to make marks.	Use scissors  Move in a variety of ways such as crawl, walk, run.  Manage large items, moving them safely.	Show a preference for dominant hand	Be able to put their own coat on.	Use a comfortable grip with good control when holding pens and pencils.	Be increasingly independent as they get dressed and undressed.
Literacy	Enjoy sharing a book with an adult  Repeat words and phrases from familiar stories  Notice some print such as their name	Know how to handle books carefully, hold them the correct way and turn the pages one at a time.	Know the different parts of a book; cover, author.	Recognise words with the same initial sound	Know that print has meaning  Write some letters accurately.	Orally segment and blend sounds within words.  Count or clap syllables in a word  Engage in extended conversations about stories, learning new vocabulary.  Write some or all of their name
Mathematics	Build with a range of resources.  Complete inset puzzles.  Talk about and identify the patterns around them.	Recite numbers past 5  Combine shapes to make new ones	Say one number name for each item in order: 1,2,3,4,5  Develop fast recognition of up to 3 objects, without having to count them individually (subitising)  Show 'finger numbers' up to 5.  Make comparisons between objects relating to size and length.	Match numeral to quantity  Create a repeating pattern.	Solve mathematical problems up to 5.  Talk about and explore 2D and 3D shapes using informal and mathematical language.  Select shapes appropriately for building: a triangular prism for a roof.  Use positional language.	Compare quantities using language: 'more than', 'fewer than'  Begin to describe a sequence of events using words like 'first', 'then'.....
Understanding of the World	Explore materials with different properties.  Continue developing positive attitudes about the differences between people.	Explore and respond to different natural phenomena in their setting and on trips.	Show interest in different occupations.  Talk about differences between materials and changes they notice.	Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and animal.	Begin to make sense of their own life-story and family's history  Explore collections of materials with similar and/or different properties.	Talk about what they see using a wide vocabulary  Know that there are different countries in the world and talk about the differences they have seen in photos.
Expressive Arts and Design	Explore paint using fingers and other parts of their bodies as well as brushes and other tools.  Enjoy taking part in action songs. Move and dance to music  Take part in pretend play.	Sometimes give meanings to marks they make.  Explore a range of soundmakers and instruments.  Take part in pretend play  Join different materials and explore different textures.	Explore colour and colour mixing  Remember and sing entire songs	Begin to develop complex stories using small world equipment like animal sets, dolls etc.	Explore different materials freely, to develop their ideas about how to use them and what to make.  Explore colour and colour mixing.	Draw with increasing complexity and detail

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2-children assessed against the Early Learning Goals
Communication and Language	<p>Use new vocabulary through the day.</p> <p>Engage in non-fiction books.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Connect one idea or action to another using a range of connectives.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Use new vocabulary in different contexts.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction</p>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
Personal Social and Emotional	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>- Personal hygiene</li> <li>-</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> </ul>		<p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others.</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused 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.</li> </ul> <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul>

	<ul style="list-style-type: none"> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>				<ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u><b>Building Relationships</b></u></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	
Physical Development	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Further develop the skills they need to manage the school day successfully, lining up and queuing, mealtimes</p>	<p><u><b>Gross Motor Skills</b></u></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u><b>Fine Motor Skills</b></u></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><u><b>Comprehension</b></u></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate - where appropriate - key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u><b>Word Reading</b></u></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><u><b>Writing</b></u></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
Mathematics	<p>Count objects, actions and sounds.</p> <p><b>Subitise</b></p> <p>Link the number symbol (numeral) with its cardinal number value</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p>	Compare numbers.	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p>	<p><u><b>Number</b></u></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</li> </ul>

	Explore the composition of numbers to 10.				and some number bonds to 10, including double facts. <u>Numerical Patterns</u> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Understanding of the World	Comment on images of familiar situations in the past.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways  Explore the natural world around them.  Describe what they see, hear and feel whilst outside		Recognise some environments that are different from the one in which they live.	Draw information from a simple map.  Compare and contrast characters from stories, including figures from the past.	Recognise some similarities and differences between life in this country and life in other countries Understand the effect of changing seasons on the natural world around them.	<u>Past and Present</u> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling <u>People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. <u>The Natural World</u> - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody	Listen attentively, move to and talk about music, expressing their feelings and responses.	Create collaboratively, sharing ideas, resources and skills.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<u>Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes,

						<p>poems and stories with others, and - when appropriate - try to move in time with music.</p>
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