

<b>Area</b>	<b>C&amp;L</b>	<b>PSED</b>	<b>PD</b>	<b>KN&amp;UW</b>	<b>EA&amp;D</b>	<b>Maths</b>	<b>Literacy</b>
<b>Goal</b>	To be confident communicating in sentences, using a range of rich vocabulary. To be able to engage in conversations with adults and peers, expressing my thoughts, ideas, wants and interests. Be a great listener who is able to understand follow instructions.	To be confidence to play with others, building positive friendships, showing care, understanding, support, concern and kindness for others around me. To be able to follow rules and boundaries and understand why these are important. Demonstrate how to solve conflicts and patience. To be able to name, recognise and manage big emotions.	To be a healthy, active and Independent individual who is able to put my coat on, dress myself and manage my toileting and hygiene needs. Who is able to move confidently, safely and skilfully with control using a range of one-handed tools.	To be curious, using their senses to explore the world around them. Showing care and concern for living things. Developing an understanding for a range of cultures and celebrations from around the world. Sharing experiences from their families.	To use their imagination the available props and resources to support their play and storytelling. To become a creative, brilliant builder genius and artist who is able to explore using a range of different media, materials and resources, expressing their idea and finding their unique voice. To be a proud performer who is able to sing and perform a range of songs, dance, and musical masterpiece.	To become an expert and master of maths, reciting numbers to 10 and beyond, developing fast recognition of up to 4 objects without needing to count them and recognising numerals of personal importance. Exploring problem solving, use 2D and 3D appropriately and develop spatial reasoning across all areas of maths including shapes, space, patterns and measures.	Enjoy and demonstrate a love of books, becoming a creative storyteller. Make marks intentionally. and begin to develop the skills needed to write my name. Recognise sound sin spoken words like rhymes, syllables and alliteration, Show an understanding of stories, retelling stories and predicting what might happen next. Beginning to write some recognisable letters and simple words. Understanding print in books, reading from left to right and top to bottom.

<p><b>Milestone 4</b></p>	<p>Listens and responds to complex instructions. To be able to hold a back-and-forth conversation with adults and peers, using good language and listening skills. Understand and respond to a more complex instruction. Have a vast range of vocabulary, holding long conversations, in well formed sentences. Maintain concentration and attention during adult led activities.</p>	<p>Practices skills needed for negotiation and compromise, looking for a supportive adult to resolve conflict. To talk about feelings – happy, sad, scared. Stop myself doing something I shouldn't. To play in a group and elaborate on play ideas. Show appropriate assertiveness. To have appropriate assertiveness. To be able to talk about their feeling using words like happy/sad. Remember rules without an adult. To be able to play in a group elaborating on their play. Play appropriately in groups, initiate play and friendly behaviour,</p>	<p>Kicks large ball with one foot. Catches large balls and bean bags. Balances on various parts of the body. Rides a balance bike and scooter avoid obstacles. Holds Beginning to use a tripod grip with increasing control. Puts of coat, removes jumper, beginning to do zips and buttons. Move, balance and develop body strength using scooters and bikes.</p>	<p>Aware of other countries and cultures, compare similarities and differences between them. Ask questions, talk about own experiences and events of importance.</p>	<p>To be able to use a variety of resources and props to express/create their own ideas, to create simple models of familiar buildings, e.g., their home, a castle, a tower etc. Sing entire songs. Draw with increased detail e.g., circle for face with eyes and mouth. Develop storylines in their play using available resources. Explore instruments, sounds and rhythm. Use their imagination and a variety of resources</p>	<p>Recognise shapes within the environment. Showing the understanding of comparing different weights and measures. Link numerals to quantity up to 5. Able to name shapes and use those shapes appropriately. Understand and use positional language. Counts objects. Count beyond 10 Recognise numbers 1-10 Show interest in maths problems, Recognise more complex shapes and discuss their properties.</p>	<p>Engage in extended conversations about stories learning new vocabulary. Recognise words with the same initial sound. Write some letters correctly. Write some or all of their name. Children will join in with repeated phrases and anticipates key events and phrases in rhymes and stories. Develop their vocabulary using a range of words and phrases. They can listen to stories and respond to what they hear using questions or comments. Will be able to write some letters accurately and may write their own name. Enjoy a variety of books and literature. Recall stories and begin to recognise rhyming words.</p>
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		Be confident in themselves and abilities. Turn take and resolve conflicts independently,	Puts on own shoes and coat, dress themselves. Use scissors with good control. Form recognisable letters.		to create their own artwork. Enjoy songs and dance, performing confidently,		Begin to recognise letters/sounds and write their own name.
<b>Milestone 3</b>	To be able to understand and respond to a simple instruction. Forming their own sentences to communicate with adults and peers. Linking 5 words together Using pronouns correctly (e.g., me, he, you) Follow direction and develop listening skills in small groups or 1-1. Use complex sentences, making	Enjoys playing along side others, attempting to join in their play. To recognise own emotions. To remember rules without needing to be reminded by an adult. To have a sense of belonging, Recognise emotions and feelings. To have a sense of belonging. Remember rules with adult prompts. Show understanding of boundaries and rules.	Snips with scissors with minimal support 4 finger grasp pencil grip movement from the wrist. Put on T-shirt with help, shoes and socks, zips up coat (when started) Attend to toileting and hygiene needs with minimal help. Use a pencil with tripod grasp, with	Understand the basics of life cycles and how to care for living things.	Express their ideas through the marks they make. Explore what happens when colours are mixed together. Take part in simple pretend play with peers. Make simple models using a variety of resources. Use construction resources to develop storyline, using resources as props. Begin to draw in more detail.	Can see the difference in size, joining in with simple number games and songs. Can notice and arrange patterns. Complete inset puzzles. Say one number for each item in order. Talk about 2D and 3D shapes. Recite numbers to 10 in order. Compare quantities.	Repeats words and phrases from familiar books. Make marks that stand for their name. Children will show an interest in stories and talk about what they have seen. Show an interest in books, handling them appropriately, turning pages carefully. Give meaning to the marks they make. Look at books independently, handling them respectfully,

	themselves understood.		good control. Throw, catch and kick large balls.				
<b>Milestone 2</b>	<p>Listens understands, and responds to simple instructions and questions with support, visual clues and prompts. Uses around 300 words. Uses descriptive language. Words for time e.g., now, later Children using a range of basic words and phrases to express their needs and wants, may use visuals e.g., pointing. Show understanding and responding to 2-part instructions.</p>	<p>Shows empathy and concern for others, e.g., may offer an upset their blanket. Show care for others. Begin to show effortful control. Play alongside others and feel safe. To show care for others. Play alongside others and feel safe. Begin to form friendships and bonds. Showing concern and affection for others.</p>	<p>Snips with spring loaded scissors with support. Digital pronate pencil grip, movement mostly from the elbow. Attempts to put on socks, removes trousers, undoes large buttons. Begin to help with clothes, put on hats and wellies, put arms into sleeves. Show a preference for dominant hand, make recognisable</p>	<p>Show curiosity about how things operate.</p>	<p>Developing pretend play, e.g., feeding the doll a bottle Explore paint with their hands, feet as well as natural resources. Give meaning to the marks they make. Engage in rend and imaginative play.</p>	<p>Complete simple inset puzzles. Counting in their own way (may be random numbers and may not be in order) Copy words such as big, small but may not know what they mean. Can categorise objects e.g., colour. Repeat number language. Build with a range of resources. Categorise items to shapes, sizes and colours.</p>	<p>Selects favourite story book. Make marks intentionally. Shows an interest in books, sharing them with an adult, pointing to pictures of interest. Enjoy turning pages in a book retelling the story in their own way. Recognise some letters and name them especially in their name. Give meanings to marks made. Repeat words and phrases from stories.</p>

	Have a range of vocabulary to enable longer sentences using past/present tense and ask questions.		marks and make snips with scissors,				
<b>Milestone 1</b>	<p>Uses up to 50 words. Putting 2 -3 words together Copying familiar words and phrases, making different sounds and babbling to themselves, using eye contact to communicate. To understand 1-word instructions using the word and visuals e.g., stop, Hold a conversation using simple sentences and gesture,</p>	<p>Show awareness of the words no or stop. Establish a good sense of self. To be comforted by a familiar adult. Establish sense of self. Understanding the words, No and Stop, Can accept comfort from others. Separate from parent and form relationships with keyperson.</p>	<p>Holds chunky crayons, chinks and mark making tools in a palmer grasp using whole arm. Sits on ride on toy and propels using feet. Puts on hats, wellington boots, removes shoes. Run, move and climb safely, negotiate stairs, Hold crayon in whole hand, to</p>	<p>Begin counting in sequence. Name some familiar shapes.</p>	<p>Enjoys joining in with the actions of familiar songs and rhymes. Explore a variety of musical instruments and make some sounds with them. Makes marks intentionally. Enjoy moving and dancing to music. Use a variety of media to make marks.</p>	<p>Begin to stack objects on top of each other, such as cups and blocks. Enjoy posting games. Take part in finger rhymes with numbers. Begin counting in sequence. Name some familiar shapes.</p>	<p>Selects a favourite story book. Enjoy sharing books with familiar adult. Enjoys drawing freely. Engage in back-and-forth conversations, imitating sounds and words. Joins in with rhymes and songs. Shows an interest in books and likes listening to stories. Have a favourite book to share with an adult.</p>

			make marks. Use an open top cup and cutlery,				
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