



Leadgate Primary School

Early Years Development Milestones



| | | PSED | CL | PD | LIT | MAT | UTW | EAD |
|---------------------------|--------------------------|--|--|--|---|--|---|--|
| Typical development at... | 36 Months | <ul style="list-style-type: none"> Shows an interest in others, makes new relationships and seeks out others to play with. Explores new environments and begins to take part in group activities. Shows care and concern for people who are special to them. Seeks comfort from familiar adults when needed and distracts themselves when upset. Cooperates with some boundaries and begins to stop themselves from doing something they shouldn't. | <ul style="list-style-type: none"> Responds to questions and instructions. Asks for help if they need it. Speaks in simple sentences. Shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus. Understands who, what, where in simple questions. Uses a variety of questions. Uses longer sentences. | <ul style="list-style-type: none"> Uses the toilet with some support. Begins to get dressed more independently. Moves around their environment with awareness and control. Manages a range of equipment purposefully e.g. can use a spade to fill a bucket. May be beginning to show preference for dominant hand and/or leg/foot. Holds mark-making tools with thumb and all fingers. Begins to recognise danger and seeks adult support. | <ul style="list-style-type: none"> Enjoys sharing books with adults. Uses simple marks including lines, curves and circular movements. Fills in the missing word or phrase in a known rhyme. Begins to recognise familiar logos. Enjoys rhythmic and musical activities. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. | <ul style="list-style-type: none"> Uses mathematical language in their play e.g. big, small, heavy, light. Begins to say some numbers in order. Takes or gives two or three objects from a group. Beginning to count on their fingers. Responds to some spatial and positional language. Recognises that two objects have the same shape. Beginning to anticipate times of the day such as mealtimes or home time. | <ul style="list-style-type: none"> Learns that they have similarities to and differences from others. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Enjoys playing with small world reconstructions, building on first-hand experiences. Uses pipes, funnels and other tools to carry/ transport water from one place to another. | <ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Uses 3D and 2D structures to explore materials and/or to express ideas. Begins to make believe by pretending using sounds, movements, words, objects. Creates rhythmic sounds and movements. |
| | 42 Months | <ul style="list-style-type: none"> Shows awareness of the feelings and needs of others. Expresses own feelings through behaviour and play. Knows what they want to play with and where it is. Seeks out companionship with adults and other children, sharing play ideas. Is becoming more aware of the similarities and differences between themselves and others. Enjoys a sense of belonging through being involved in daily tasks. | <ul style="list-style-type: none"> Listens and responds to things said by others. Able to follow an instruction with two parts. Listens to familiar stories with increasing attention and recall. Beginning to use more complex sentences to link thoughts. Can retell a simple past event in correct order. Questions why things happen and gives explanations. | <ul style="list-style-type: none"> Uses toilet independently. Climbs, runs and jumps with confidence. Uses toys and tools safely. Runs with spatial awareness and negotiates space to avoid obstacles. Can balance on one foot. Can throw and catch a ball. Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. Can name and identify different parts of the body. Understands that equipment and tools should be used safely Washes and dries hands and understands why they need to. | <ul style="list-style-type: none"> Enjoys listening to stories and making up play scenarios. Makes different marks, including closed shapes. Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in stories. Begins to be aware of the way stories are structured, and tells own stories. Talks about events and principal characters in stories and suggests how the story might end. Sometimes gives meaning to their drawings and paintings. | <ul style="list-style-type: none"> Knows how to solve everyday problems in their play e.g. how to get water from one place to another. Recognises some numbers and shows an interest in counting. Knows when two groups have the same number. Begins to count up to 5 objects using 1:1 correspondence. | <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them, enjoys joining in with family customs and routines and talks about significant events in their own experience. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Knows how to operate simple equipment. Shows an interest in technological toys. | <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed. Enjoys joining in with moving, dancing and ring games. Sings familiar songs. Taps out simple repeated rhythms. Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs. |
| | 48 Months (R - Emerging) | <ul style="list-style-type: none"> Enjoys playing alone and with others, invites others to their play, attempts to join play and shares the equipment they are using. Begins to negotiate and compromise and looks to an adult for help resolving conflict. Is outgoing towards people, taking risks and trying new things and is able to express their needs. Talks about how others might be feeling. Confident to have a go and try new things. | <ul style="list-style-type: none"> Starts conversations and talks about what they are doing, things they have done and things that are important to them. Listens when they are in a group with other children. Joins in with repeated refrains and anticipates key events and phrases in stories. Is able to follow directions. Beginning to use a range of tenses using intonation, rhythm and phrasing. Pretends that objects stand for something else in play. | <ul style="list-style-type: none"> Can dress themselves with some support. Gives new challenges a go and is aware of their own safety. Uses resources with some control, e.g. can pour from a jug into a cup. Can throw and catch a large ball, beanbag or an object. Manipulates a range of tools and equipment in one hand. Uses toilet independently most of the time. Dresses with some help. | <ul style="list-style-type: none"> Looks at books and shows interest in illustrations and words in print, digital books and words in the environment. Makes marks to represent their name and talks about their drawings. Recognises familiar words and signs such as own name, advertising logos and screen icons. Begins to navigate apps and websites on digital media using drop down menu. Begins to develop phonological awareness. | <ul style="list-style-type: none"> Beginning to count objects in their play. Understands how different shapes fit together. Will notice who has more or less e.g. who has more trains or pieces of fruit. Links numerals with amounts up to 5 and maybe beyond. Beginning to recognise that each counting number is one more than the one before. Predicts, moves and rotates objects to fit a space or create the shape they would like. Recalls a sequence of events. | <ul style="list-style-type: none"> Recognises and describes special times or events. Shows interest in different occupations and ways of life. Knows some of the things that make them unique. Developing an understanding of growth, decay and change, shows care for living things and the environment. Shows skill in making toys work by pressing parts or lifting flaps. Knows that information can be retrieved from devices. | <ul style="list-style-type: none"> Explores colour and how colours can be changed. Uses various construction materials. Uses tools for a purpose Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props to support play. Plays alongside other children. |



Leadgate Primary School

Early Years Development Milestones



| | | | | | | | | |
|--|----------------------------|---|---|---|---|--|--|--|
| | 54 Months (R - Developing) | <ul style="list-style-type: none"> Stays at activities that they enjoy without distraction. Is able to make friends and demonstrates positive relationships. Is flexible and cooperative around other people's needs and wants and knows that some actions and words can hurt others' feelings. Understands and follows some rules and adapts their behaviour to situations. Recognises that they belong to different communities and communicates freely about own home and community. | <ul style="list-style-type: none"> Listens attentively in a range of situations. Asks and answers questions to find out more. Talks in clear sentences about people they know, what they see and how they are feeling. Understands a range of complex sentence structures. Beginning to understand humour. Uses language to imagine and recreate roles and experiences in play situations. | <ul style="list-style-type: none"> Uses a variety of tools accurately to change materials. Independently uses the toilet and keeps themselves clean and dry. Can move around spaces with control and co-ordination. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Handles tools, objects, construction equipment and safely. | <ul style="list-style-type: none"> Begins to recognise familiar letters or words e.g. letters in their name, familiar names and shop signs. and sometimes writes them. Will talk about stories as they are read to them, describing main story settings, events and principal characters. Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. | <ul style="list-style-type: none"> Counts to find out how many things they have. Recognises numbers in their environment. Knows the names of some shapes. Notices and compares size, weight and capacity in their play. Estimates quantities. Recites numbers 0-10, 10-0. Uses special awareness by following and giving instructions. Begins to describe shapes. Spots patterns in the environment, beginning to identify the pattern. Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity. | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Completes a simple program on electronic devices. Uses ICT hardware to interact with age appropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. | <ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Chooses movements, instruments/ sounds, colours and materials for their own imaginative purposes. |
| | 60 Months (R - Secure) | <ul style="list-style-type: none"> Plans and carries out their own ideas showing confidence in choosing the resources needed. Takes turns when playing with others and listens to their ideas. Can talk about some things they like or don't like, what they can do well and what they are getting better at. Copes with new routines or when plans change. Understands the feelings of others and begins to resolve conflicts with other children by negotiating and finding a compromise. Has a clear idea about what they want to do in play and how they will achieve it. | <ul style="list-style-type: none"> Asks and answers questions about stories and events. Uses language to express their imaginative ideas. Remember and recall detailed information. Can talk about things that have happened, are happening or are going to happen using the correct tense. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Understands who; why; when; where; how questions. Introduces a storyline or narrative into their play. | <ul style="list-style-type: none"> Eats a healthy range of foods and understands how exercise helps to keep their bodies healthy. Can dress and undress independently. Is adventurous and confident in their physical play. Shows a preference for a dominant hand. Begins to form recognisable letters independently using and holding a pencil effectively to form letters, most of which are correctly formed. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Usually dry and clean during the day. | <ul style="list-style-type: none"> Uses letters or symbols to convey meaning. Recognises words that rhyme or start with the same letter. Acts out stories they have heard in their play and can recall what happened in a story. Knows that information can be retrieved from books, computers and mobile digital devices. Hears and says the initial sound in words. Begins to segment the sounds in simple words and blend them together. Begins to read some high frequency words, and to read simple phonically decodable words and simple sentences. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes. | <ul style="list-style-type: none"> Can accurately count to find out how many things they have, up to and beyond 10. Knows a number can show how many things there are. Finds ways to measure in their play e.g. how many children will fit in a cardboard box. Begins to order numbers 1-10 In practical activities, adds one and subtracts one with numbers to 10 and begins to record using signs and symbols. Creates repeating patterns. Beginning to experience measuring time with timers and calendars. | <ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others. Talks about the features of their own immediate environment and how environments might vary. Makes observations of animals and plants and explains why some things occur, and talks about changes. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can use the internet with adult supervision to find and retrieve information of interest to them. | <ul style="list-style-type: none"> Develops their own ideas through experimentation with open-ended materials. Uses combinations of art forms, e.g. moving and singing, dramatic play, drawing and talking and constructing. Responds imaginatively to art works and objects. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. |



Leadgate Primary School

Early Years Development Milestones



| | | | | | | | | |
|--|-----------------|---|---|--|---|---|--|--|
| | 66 Months (ELG) | <ul style="list-style-type: none">• Perseveres when things are hard.• Cares about the feelings of others and knows when to help them.• Knows that rules are important when playing in a group.• Demonstrates patience in different situations.• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to their own and to others' needs. | <ul style="list-style-type: none">• Listens in a group and talks about what they have heard.• Begins to use humour and simple jokes.• Shares their ideas with others expressing themselves clearly. | <ul style="list-style-type: none">• Balances well e.g. hops forward on one leg.• Throws at a target and catches.• Manages zips and buttons on their clothes. | <ul style="list-style-type: none">• Attempts to write letters or words.• Uses writing and drawing in their play.• Reads words and simple sentences.• Discusses the content and message of different texts. | <ul style="list-style-type: none">• Counts accurately and recognises numbers to 20.• Recognises small quantities without counting.• Adds and subtracts objects to find the total.• Uses the language of measurement to order and compare e.g. tall, taller, tallest. | <ul style="list-style-type: none">• Describe their environment from observations, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between religious and cultural communities in this country and in other countries.• 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.• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Understand important processes and changes in the natural world, including the seasons and states of matter. | <ul style="list-style-type: none">• 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.• 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, poems and stories with others, and – when appropriate – try to move in time with music. |
|--|-----------------|---|---|--|---|---|--|--|



Leadgate Primary School

Early Years Development Milestones



Early Learning Goals

| PSED | CL | PD | LIT | MAT | UTW | EAD |
|---|--|--|---|---|---|---|
| <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • 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 instructions involving several ideas or actions. | <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • 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 • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | <p><u>Number</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • 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. | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> • 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. |
| <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • 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. | <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. | <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • 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. | <p><u>People, Culture, Communities</u></p> <ul style="list-style-type: none"> • 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. | <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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, poems and stories with others, and – when appropriate – try to move in time with music. |
| <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. | | | <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. | | <p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. | |