

	Baseline	Milestone 1	Milestone 2	Milestone 3
Communication and language	Can express needs and ideas. Listens to others and stories in small groups. Follows visual timetable. Describe events that have already happened.	Listens to and follows simple instructions Answers simple questions Beginning to listen attentively for short periods, showing appropriate body language.	- Listens to and follows 2 step instructions - Offers own ideas Take turns when speaking - Begins to use full sentences to express needs and ideas - Listens attentively during story time and carpet sessions	- Follows more complex instructions - Uses language to explain ideas and experiences Listen attentively and respond appropriately - Begins to ask questions linked to discussion.
Physical development	Moves confidently at varying speeds. Able to manipulate resources such as small world toys, simple puzzle pieces and page turning.	Moves confidently in a variety of ways (running, jumping) Ride a scooter/ balance bike with increasing confidence. Begins to handle tools (pencils, scissors) with some control Beginning to develop independence in dressing and toileting. Has a dominant hand and can copy a vertical and diagonal line.	Moves confidently in a variety of ways (skipping, climbing) - Develops independence in dressing and toileting Developing fine motor control for writing and drawing and a pencil grip To ride a pedal bike with increasing confidence. Can use scissors correctly.	- Uses tools (scissors, cutlery, pencils) with greater precision - Demonstrates good coordination in PE activities Can form some letters correctly. Can ride a pedal bike, independently.
Personal, social and emotional	Begins to explore familiar resources in the classroom. Can separate from main carer. Can initiate an interaction with other children and play alongside.	Is able to adapt behaviour to changes to a familiar routine. Can manage self -care with increasing efficiency. - Begins to form relationships with peers and adults Plays with one other child. Shows awareness of own feelings	- Can work successfully alongside other children, using a timer to share toys - Shows increased independence in choosing activities - Understands rules and begins to manage own behaviour	- Works cooperatively with others, taking turns. - Demonstrates confidence in new situations - Shows resilience and perseverance - Manages own basic needs independently

Assessment document EYFS

Literacy	-Knows that print carries meaning - - Begin to trace my name. - Makes meaningful marks on paper.	- Recognises own name -Can recognise rhyme - -Starts to hear and identify initial sounds in words -Can hear oral blending. - Engages with books and retells simple stories - Can trace/ write name	- Can recognise a range of phase 2 sounds - Begins blending sounds to read simple words - Writes simple words - Recognises some common exception words - Writes name using a wrist pivot	- Recognises most Phase 3 sounds - Form letters and sentences that can read by others. - Writes simple sentences using phonics knowledge
Maths	- Attempts to count to 3. - Uses mathematical language in play - Knows some number names - Joins in number songs and rhymes.	- Recognises numbers to 3 - Counts objects reliably up to 3 - Subitise to 3 - Begins to understand concepts of more/less - Continue and copy a simple pattern	- Counts reliably to 5/10 - Recognises numbers to 5/10 - Recognises and describes 2D - Can double and find numbers pairs, using equipment up to 5	- Counts beyond 10 - Explores doubling and halving - Understands positional language and measures - Solve problems using resources. - find and recall some numbers pairs to 10,
Understanding the world	-Can talk about themselves and their experiences. - Explores the classroom and environment -Shows curiosity about the natural world	- Talks about family and past experiences - Explores the classroom and school environment - Uses simple technology -- Shows curiosity about the natural world, noticing similarities and differences.	- Explores changes over time (seasons, growth) - Talks about different occupations and communities in their direct experiences. - Shows curiosity about the natural world, beginning to ask and answer questions.	- Describes similarities and differences between environments - Understands basic past vs present concepts - Knows that people celebrate different events - Uses technology purposefully
Expressive arts and design	- Engages in imaginative play - Explores mark-making, using familiar resources - Joins in with songs and rhymes	- Engages in imaginative play, retelling familiar stories. - Explores mark-making, using a range of media. - Joins in with songs and rhymes	- Develops more detailed role play - Uses a variety of materials creatively, with purpose. - Explores and creates rhythm, music, and movement	- Creates purposeful representations, over time, combining materials and techniques effectively. - Explains what they have made and how. - Performs songs, dances, and role-play confidently - Combines materials and techniques

				effectively, returning to and improving over time. - Engages cooperatively with others to act out a simple storyline.
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