

Puss Bank School and Nursery – Developmental Milestones – Assessment and Learning

Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
Realise that their actions have an effect on the world, so they want to keep repeating them.	Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.	Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
Reach for and accept objects. Make choices and explore different resources and materials.	Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.	Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
Plan and think ahead about how they will explore or play with objects.	Use a range of strategies to reach a goal they have set themselves.	Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”
Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”	Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.	Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
Make independent choices. Do things independently that they have been previously taught.		Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.
Bring their own interests and fascinations into early years settings. This helps them to develop their learning.		
Respond to new experiences that you bring to their attention.		

Communication and Language

Birth to Three

6 months	12 months	15 months	18 months	2 years	3 years
Listening and Attention					
<p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p>	<p>Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p>		<p>Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"</p>	<p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</p>	<p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".</p>
Expressive Language					
<p>Is the baby using speech sounds (babbling) to communicate with adults?</p>	<p>Around 12 months: is the baby beginning to use single words like mummum, dada, tete (teddy)?</p>	<p>Around 15 months, can the baby say around 10 words (they may not all be clear)?</p>	<p>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p>	<p>Towards their second birthday, can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?</p>	<p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"</p>
Receptive Language					

	<p>Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car?”</p>		<p>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?</p>	<p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What are you/he doing?”</p>	<p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?” Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>
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3&4 Years

<p>3 Years</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p>	<p>4 Years</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions? Children listen to others and respond appropriate.</p>
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5 Years (EYFS Profile)

<p>Listening Attention and Understanding</p> <p>Children at the expected level of development will: - 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>
<p>Speaking</p> <p>Children at the expected level of development will: - 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>

Personal, Social and Emotional Development

Birth to Three Years

6 months	12 months	18 months	2 Years	3 Years
Around 7 months, does the baby respond to their name and respond to the emotions in your voice?	Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?	Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?	Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?	Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

3&4 years

3 Years	4 Years
Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?	Around the age of 4, children play alongside others engaging in the same theme. They show awareness of the needs of others. In pretend play they take on a different role to their peers, negotiate around the use of resources and begin to resolve conflict such as whose turn is it?

Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

5 Years (EYFS Profile)

Self-Regulation
Children at the expected level of development will: - 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.
Managing Self
Children at the expected level of development will: - 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.
Building Relationships
Children at the expected level of development will: - 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.

Physical Development

Birth to Three Years

6 months	12 months	18 months	2 Years	3 Years
Does the baby move with ease and enjoyment?	At around 12 months, can the baby pull to stand from a sitting position and sit down? Can the baby pick up something small with their first finger and thumb (such as a piece of string)?		Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? Children should begin to feed themselves and drink from a cup.	Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Be aware when they are wet, soiled or need the toilet.

Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.

Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.

3&4 Years

3 Year	4 Year
Show control over their bodies and awareness of space. Children make marks with their bodies and equipment.	Most, but not all, children are reliably dry and clean during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP. Children can use a range of mark-making equipment and tools with control.

Note: Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

5 Years (EYFS Profile)

Gross Motor
Children at the expected level of development will: - 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.
Fine Motor
Children at the expected level of development will: - 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.

Literacy

Birth to Three Years

6 months	12 months	18 months	2 Years	3 Years
Reading and phonological awareness				
Around 6 months, children start to recognise familiar sounds and voices and turns to see them.	Around 12 months, children enjoy familiar songs and imitate actions and sounds in response. Children show an interest in books looking at pictures and interacting with flaps, sound buttons and anticipating these.	At 12 to 18 months, children develop the dexterity to turn the pages in board books and enjoy listening to familiar repetitive texts. Children show enjoyment in listening to the sounds, adults make when reading stories.	Children begin to select familiar books and look at them independently.	Around 3 years, children begin to listen to stories and join in words. Children begin to join in familiar nursery rhymes.
Mark making				
Around 3 to 6 months, children develop a strong fist grip and begin to use it to hold and manipulate objects.		Around 18 months, children development the ability to turn movement into marks using paint, chalk or sticks.		Between 2 and 3 years, children begin to use marks to represent objects or symbols.

3&4 Years

3 Year	4 Year
Reading and phonological awareness	
Around 3 years, children listen to stories in small groups, joining in some words and anticipates objects under flaps or buttons. Children have favourite books and stories and handle them independently.	By around 4 years old, children to turn pages in a book and recognise the difference between words and pictures. They listen attentively to stories, joining in repeated refrains and talking about the events and characters in the story. Children begin to recognise rhyming words, filling in the gaps in stories and rhymes.
Writing	
Around 3 years old, children begin to represent themselves with face, eyes, nose and mouth. They may begin to add arms and legs to the face.	Between 3 and 4 years, children begin to form letter like shapes and symbols and give them meaning. They may also begin to form letters from their name.

5 Years (EYFS Profile)

Comprehension
Children at the expected level of development will: - 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.
Word Reading
Children at the expected level of development will: - 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.
Writing
Children at the expected level of development will: - 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.

Mathematics

Birth to Three Years

6 months	12 months	18 months	2 Years	3 Years
Number Sense				
	Around 6 – 12 months, children will notice a change in amounts – toys or hidden objects.	18 – 24 months, children start to match shapes or groups that are the same pattern e.g. dice patterns, building blocks or inset jigsaws.	Children join with counting rhymes, recognises and repeating number words. They recognise groups of one or two in familiar situations	Children chant numbers in order in everyday activities and songs.
Geometry and Measure				
	Child begin to fit things together, post items or notice the shape and size of objects.	Around 12 – 18 months, children start to explore matching shapes in games and jigsaws.		By 3 years old, children match shapes in games, inset jigsaws and posting boxes.
Problem solving and Reasoning				
	Around 6 – 12 months, children start to solve problems about how things fit together and persevere in these tasks.		Around 2 years old, children develop the desire to solve problems independently and begin to show awareness that they can't always do it. This can be displayed through frustration. Careful observation is required to build skills they need to solve their problems with increasing independence and resilience.	By 3 years old, children develop the language skills to question and become inquisitive about the world around them. Having a number sense and problem rich environment will foster this inquisitive nature.

3&4 Years

3 Year	4 Year
Number Sense	
Around 3 years old, children begin to count in order. They also start to say numbers in order, especially when in songs and rhymes. They will begin to recognise groups of 1 or 2.	By 4 years old, children count around 6 objects or actions, demonstrating stable order principle, one to one principle, abstraction principle and often the cardinal principle and order irrelevance principle. They will begin to subitise groups of 3 or 4 and recognise 4-6 in familiar regular patterns; using these skills in play. They will recite numbers 5 and beyond situations.
Geometry and Measure	
	By 4 years old, children will be able to talk about shape, measure and position using everyday language, such as pointy, curvy, behind, next to short/long/tall.
Problem solving and Reasoning	
Children begin to ask questions and answers with simple ideas or solutions e.g. getting the correct amount equipment, tidying a set of objects and having them all.	Children begin to use 'same' and 'different' to describe what they see in playful problems.

5 Years (EYFS Profile)

Number

Children at the expected level of development will:- 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.

Numerical Patterns

Children at the expected level of development will: - 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

Birth to Three Years

6 months	12 months	18 months	2 Years	3 Years
Around 6 months, children start to understand themselves as separate from parents/carers.		Between 18-24 months, children begin to notice different places and communities within their environment, such as going to the co-op, being at Grandmas or feeding the ducks.		Around 3 years, children become aware of their routines, familiar places and close environment and family.

3&4 Years

3 Year	4 Year
	By aged 4, children describe prominent features of and people in their local environment. They show an understanding of direction and position which enables them to map 2 or 3 features on a representation. They talk about past and future events in their lives and cultural experiences of significance to them.

5 Years (EYFS Profile)

Past and Present
Children at the expected level of development will: - 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;
People Culture and Community
Children at the expected level of development will: - 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.
The Natural World
Children at the expected level of development will: - 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.

Expressive Arts and Design

Birth to Three Years

6 months	12 months	18 months	2 Years	3 Years
	Around 12 months children show enjoyment of familiar Nursery rhymes and songs.	Around 18-24 months, children will begin to move to familiar music. By 18 months, children begin to explore making marks with paint or crayons or with fingers in sand.	By 2 years old children will begin to imitate actions to familiar songs and rhymes e.g. patting knees or pointing. Around 2 years old, children begin to imitate everyday actions e.g. putting a phone to their ear and chatting.	From about 2 years old, children begin to make meaningful marks e.g. going up and down on paper. This generally develops to creating circular motions too and they begin to make marks and say 'it's me' or 'Mummy'. By 3 years old, children join in some familiar songs and rhymes with actions and some words. Around 3 Years old, they have developed a repertoire of imaginative play actions based on first-hand experiences such as putting dinner on the table, hugging a baby doll.

3&4 Years

3 Year	4 Year
Around 3 years, children begin to make representations of themselves. These begin as simple circles with eyes and a mouth and develop to have arms and legs. From around 3 years old, children begin to develop their imaginative play and use objects to represent different things such as a box is a castle, or a brush becomes a horse. Around 3 years old, children enjoy listening to and moving to music.	Around 4 years old, children begin to explore using particular colours and make representations with a range of media, sometimes combining different media. Around 4 years old, children develop more complex imaginative skills such as playing with a doll's house or small world toys and creating a simple narrative for the characters from their knowledge of stories e.g. 'I'm coming to get you!' as they use a figure to chase another figure. By 4 years old, children move in a range of ways to music, changing their movements to reflect changes in the music.

5 Years (EYFS Profile)

Creating with Materials
Children at the expected level of development will: - 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.
Being Imaginative
Children at the expected level of development will: - 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.