

# EYFS Termly 'Milestones' at St John's School in relation to Development Matters



Area of Learning and Development	Baseline Milestones	End of Autumn Term Milestones	End of Spring Term Milestones	End of EYFS/Summer Term Milestones
<b>Communication and Language</b>				
<b>Listening and Attention</b>	<ul style="list-style-type: none"> <li>Follows 2 step instructions</li> <li>Listens to stories and shares experiences linked to story</li> <li>Contributes sensible comments to discussions and conversations</li> </ul>	<ul style="list-style-type: none"> <li>Listens carefully at story time and can retain what has been heard and recall key points</li> <li>Responds to a series of instructions</li> <li>Learns new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Can switch attention from one task to another</li> <li>Follows complex instructions</li> <li>Responds to discussion with comments and questions</li> <li>Understand how to listen carefully and understand why listening is important</li> <li>Listens carefully to rhymes and songs, paying attention to how they sound</li> </ul>	<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 conversations when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Engages in conversation with adults and peers</li> <li>Uses plurals and some tenses correctly</li> <li>Can ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Communicates confidently with peers and adults</li> <li>Connects one idea or action to another using a range of connectives</li> <li>Articulates their ideas in well-formed sentences</li> <li>Develop social phrases</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys being part of conversations and discussions and uses new vocabulary in context</li> <li>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas</li> <li>Describe events in some detail</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition</li> </ul>	<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>

			<p>and some in their own words</p> <ul style="list-style-type: none"> <li>• Learns rhymes poems and songs</li> <li>• Talk about a selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	
<b><u>Personal, Social and Emotional Development</u></b>				
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Can focus attention in a group situation for a short period of time and can follow a series of instructions.</li> <li>• Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.</li> </ul>	<ul style="list-style-type: none"> <li>• Can become engrossed in an activity and finds it difficult to switch attention to another task.</li> <li>• Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</li> <li>• Can focus attention in a whole class group for a teaching session, e.g. phonics.</li> <li>• Is willing to keep trying if something is difficult or challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Can label and talk about own and others' emotions.</li> <li>• Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</li> <li>• Shows resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally</li> </ul>	<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 an activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>• Confident to access the environment with minimal support and follows the rules as part of the new routine.</li> <li>• Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses own feelings and is beginning to consider the feelings of others.</li> <li>• Perseveres with fastenings on coats and follows instructions to dress and undress for PE.</li> <li>• Washes hands without reminders</li> <li>• Begin to talk about the different factors that support their overall health and well being</li> <li>• Can follow class rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>• More confident to tackle new challenges and with encouragement will keep going.</li> <li>• Considers the feelings of others</li> <li>• Know and talk about the different factors that support their overall health and wellbeing</li> </ul>	<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> <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>
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Can play with other children as part of a game or activity, without adult support.</li> <li>• Can take turns and share sometimes with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> <li>• Able to identify when another child is upset and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</li> <li>• Is able to take turns</li> </ul>	<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> </ul>

	<ul style="list-style-type: none"> <li>Makes new friends in the class and talks to adults to share news or as part of an activity.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies how others feel and responds appropriately.</li> <li>Talk about the perspective of others</li> </ul>	<ul style="list-style-type: none"> <li>Show sensitivity to their own and others' needs.</li> </ul>
<b>Physical Development</b>				
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>Has good coordination and balance when negotiating equipment</li> <li>Able to tackle parts of the climbing frame, e.g., low climbing wall, steps, ladder.</li> <li>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</li> </ul>	<ul style="list-style-type: none"> <li>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</li> <li>Uses large construction to build.</li> <li>Use their core muscle strength to achieve a good posture</li> </ul>	<ul style="list-style-type: none"> <li>Can throw, kick, pass and catch a large ball.</li> <li>Able to balance on and off equipment.</li> <li>Can jump safely from a piece of equipment.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</li> <li>Developing a range of ball skills including throwing, catching, kicking, passing, batting and aiming</li> <li>Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> </ul>	<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>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>Can use scissors to make snips and cut lines, holding scissors in one hand.</li> <li>Can form some recognisable letter shapes from name.</li> <li>Holds pencil in fingers rather than a whole hand grasp.</li> <li>Shows a preference for a dominant hand.</li> <li>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use a tripod grip with some consistency.</li> <li>Often chooses to draw, representing recognisable objects or shapes in work.</li> <li>Use scissors to cut along curved lines, holding scissors in the correct position.</li> <li>Uses a range of materials to support fine motor skills e.g. knives and forks, paintbrushes</li> </ul>	<ul style="list-style-type: none"> <li>Holds a pencil in a tripod grip.</li> <li>Uses scissors to cut around more complex shapes, e.g. split pin characters.</li> </ul>	<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>
<b>Literacy</b>				

<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</li> <li>Joins in with familiar rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Has a love of stories and listens attentively to story time.</li> <li>Enjoys talking to others about favourite stories.</li> <li>Is able to talk about the main events in the story and predict what might happen.</li> <li>Can retell a story using role play or small world resources, using some story language.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</li> <li>Identifies non-fiction texts, remembering facts.</li> </ul>	<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, nonfiction, rhymes and poems and during role-play.</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Can discriminate between sounds.</li> <li>Can keep a simple rhythm and match rhyming words.</li> <li>Able to recognise own name.</li> <li>Can orally blend some simple cvc words.</li> <li>Can say the initial sound in a word.</li> </ul>	<ul style="list-style-type: none"> <li>Read all Phase 2 graphemes and phonemes.</li> <li>Blend and read Phase 2 cvc words</li> <li>Read Phase 2 captions.</li> <li>Read Phase 2 tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>Reads all Phase 2 and 3 tricky words.</li> <li>Says the sound for each Phase 2 and 3 grapheme.</li> <li>Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read.</li> </ul>	<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>Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Can say the initial sound in a word.</li> <li>Uses some recognisable letter shapes when writing own name.</li> <li>Can orally segment some simple cvc words.</li> </ul>	<ul style="list-style-type: none"> <li>Can segment and spell Phase 2 CVC words.</li> <li>Can match Phase 2 graphemes and phonemes.</li> <li>Writes CVC words and labels.</li> <li>Is starting to write simple captions.</li> <li>Says a simple sentence for writing (oral and count words).</li> <li>Writes some lower-case letters correctly.</li> <li>Uses some upper-case letters, e.g. for own name, Mum and Dad.</li> </ul>	<ul style="list-style-type: none"> <li>Writes some upper-case letters correctly.</li> <li>Writes most lower-case letters correctly using a tripod grip.</li> <li>Says the sound for each Phase 2 and 3 graphemes.</li> <li>Writes CVC words and labels using Phase 2 and 3 phonemes.</li> <li>Spells some tricky words.</li> <li>Write captions.</li> <li>Is starting to write short sentences.</li> </ul>	<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>
<b>Mathematics</b>				
<b>Number</b>	<ul style="list-style-type: none"> <li>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</li> <li>Rote counts to 10</li> <li>Recognise some numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Can subitise to 3 and identify sub-groups in larger arrangements</li> <li>Beginning to talk about the different ways that amounts of 5 can be made.</li> <li>Link the number symbol (numeral)</li> </ul>	<ul style="list-style-type: none"> <li>Developing sense of numbers beyond 5 and can subitise to 6.</li> <li>Confidently talks about the different ways that numbers can be made to 5 and is beginning to apply this knowledge to numbers</li> </ul>	<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</li> </ul>

		<p>with its cardinal number value</p> <ul style="list-style-type: none"> <li>Practice using their fingers to represent quantities which they can subitize</li> <li>Count beyond 10</li> </ul>	<p>to 10.</p> <ul style="list-style-type: none"> <li>Links subtraction facts to composition of numbers to 5.</li> <li>Recalls some double facts to 10.</li> <li>Compare numbers</li> <li>Understands the 'one more than/one less than' relationship between consecutive numbers</li> </ul>	<p>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>
<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>Compares amounts using the language of 'more'.</li> <li>Reads numerals to 5 and matches to an amount. Orders numbers to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Counts objects accurately to 10 using one to one correspondence</li> <li>Can identify when objects have the same, less than, more than or equal.</li> <li>Recognises numbers to 10</li> <li>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> </ul>	<ul style="list-style-type: none"> <li>Put numbers to 10 in order</li> <li>Recognises patterns within number.</li> <li>Begin to understand odd numbers</li> <li>Begin to understand the competition of numbers to 10</li> <li>Puts numbers in order, largest to smallest and finds a missing number</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>
<b>Shape, Space and Measure</b>	<ul style="list-style-type: none"> <li>Uses some everyday language to talk about and compare size and shape.</li> <li>Recognises a repeated pattern and can create own patterns and arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some shape names appropriately and understands prepositional language.</li> <li>Creates a repeated pattern with colour and shape.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>Copy patterns</li> </ul>	<ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>Continue and create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</li> </ul>
<b><u>Understanding the World</u></b>	•			
<b>Past and Present</b>	<ul style="list-style-type: none"> <li>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about member of their immediate family and community</li> <li>Begins to understand the meaning of the word 'past'</li> </ul>	<ul style="list-style-type: none"> <li>Talks about significant historical events and how things were different in the past.</li> <li>Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class</li> </ul>

<p><b>People, Culture and Communities</b></p>	<ul style="list-style-type: none"> <li>• Talks about the world around them and the people are places that are familiar.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them</li> <li>• Identify reasons to visit a church</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises some similarities and differences between life in this country and life in other countries</li> <li>• Looks at, and makes maps, of local environment.</li> <li>• Understands that some places are special to members of their community</li> <li>• Names a different celebration from around the world and 1 way it is celebrated</li> <li>• Begins to recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Familiarise with a range of vocabulary used to describe different celebrations around the world</li> <li>• Compare and contrast characters from stories, including figures from the past and celebrate special times in different ways</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul>	<p>and storytelling.</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• 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.</li> </ul>
<p><b>The Natural World</b></p>	<ul style="list-style-type: none"> <li>• Explores the natural world and talk about out the things that are noticed.</li> <li>• Recognises change and can describe what is happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Notices, observes and talks about seasonal changes.</li> <li>• Draw information from a simple map</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the effects of the changing seasons on the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important</li> </ul>

				processes and changes in the natural world around them, including the seasons and changing states of matter.
<b><u>Expressive Arts and Design</u></b>				
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>• Uses a range of different techniques and variety of materials, e.g. paint, collage.</li> <li>• Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</li> <li>• Uses drawing materials to create pictures with a range of lines and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes some independent choices about the resources needed and talks about creations.</li> <li>• Uses different textures in creations and will combine media.</li> <li>• Uses a range of shapes and colours to represent observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their feelings and ideas</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Mixes colours to produce different shades and combines materials to create different textures.</li> <li>• Will plan a design before starting.</li> <li>• Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</li> <li>• Creates collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used</li> <li>• Make use of props and materials when role playing characters in narrative and stories</li> </ul>
<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>• Experiments with a range of percussion instruments.</li> <li>• Joins in with singing in a familiar group.</li> <li>• Accesses role play and small world resources, sometimes playing with others to develop storylines.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves in response to music.</li> <li>• Sings in a group, increasingly matching the pitch and following the melody</li> </ul>	<ul style="list-style-type: none"> <li>• Uses instruments to compose own music.</li> <li>• Watch and talk about dance and performing art, expressing their feelings and responses</li> <li>• Listen attentively to music expressing their feelings and responses</li> <li>• Along with others, collects resources to develop own role play storylines.</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narrative and stories with peers and their teachers</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>

