



## Moorside Primary School Nursery Nursery Milestone Checkpoints

[Development Matters in collaboration with Ripon Cathedral Primary School]

<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.			
	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint</b>
<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>The child shift from one task to another if you fully obtain their attention, for example, by using their name?</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>The child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</li> <li>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j</li> <li>multi-syllabic words such as 'banana' and 'computer'</li> <li>Make themselves understood and can become frustrated when they cannot.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Develop their communication but may continue to have problems with irregular tenses and</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>

	<ul style="list-style-type: none"> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> </ul>	<p>plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<ul style="list-style-type: none"> <li>Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
<b>Personal, Social and Emotional Development</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.			
	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint</b>
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>The child can settle to some activities for a while.</li> </ul>	<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Develop appropriate ways of being assertive.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>

		<ul style="list-style-type: none"> <li>Recognise when they need to use the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilet unaided</li> </ul>	
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>Develop friendships with other children.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> <li>The child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.</li> </ul>	<ul style="list-style-type: none"> <li>Talk with others to solve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community</li> </ul>
<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.			
	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint</b>
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>Develop manipulation and control.</li> <li>Explore different materials and tools</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>

	<ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>		
<b>Literacy</b>	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint</b>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Enjoy sharing books with an adult.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Repeat words and phrases from familiar stories.</li> <li>Ask questions about the book. Make comments and shares their own ideas.</li> <li>Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different environmental sounds</li> <li>Listen carefully to sounds and talk about what they hear</li> </ul>	<ul style="list-style-type: none"> <li>recognise words with the same initial sound, such as money and mother</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> </ul> </li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>
<b>Mathematics</b>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p>			

	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint (ELG)</b>
<b>Number</b>	<ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers.</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Show 'finger numbers' up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Recite numbers past 5.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>
<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>Notice patterns and arrange things in patterns.</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> </ul>	<ul style="list-style-type: none"> <li>Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>
<b>Shape, Space and Measures (not assessed at ELG)</b>	<ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>Climb and squeeze themselves into different types of spaces.</li> <li>Build with a range of resources. Complete inset puzzles.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul>
<b>Understanding the World</b>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their</p>			

	understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint (ELG)</b>
<b>Past and Present</b>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect.</li> </ul>			<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>
<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>The Natural World</b>	<ul style="list-style-type: none"> <li>Explore materials with different properties. Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>
<b>Expressive Arts and Design</b>				
	<b>Baseline Checkpoint</b>	<b>Autumn Checkpoint</b>	<b>Spring Checkpoint</b>	<b>End of Year Checkpoint (ELG)</b>
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul>	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and</li> </ul>

	<ul style="list-style-type: none"> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour and colour mixing.</li> <li>Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul>	<p>paintings, like happiness, sadness, fear, etc.</p> <ul style="list-style-type: none"> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul>
<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>Show attention to sounds and music. Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>Explore a range of sound makers and instruments and play them in different ways.</li> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Listen with increased attention to sounds.</li> <li>Remember and sing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li></li> </ul>