Learning Milestones

Nursery

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Literacy/ Writing

1. Curious about the shapes and marks that can be made with different materials.	2. Talk about what they have written/drawn. 2, Attribute meaning to marks, drawings, pictures and art work, asking an adult to help annotate. 2. Orally expand sentences (when, where, why), use basic conjunctions (because, but) and finish sentences beginning with 'after' and 'before'.	3. Read back own emergent writing and give simple opinion. 3. Choose to use topic key words in writing. Brainstorm more vivid or specific vocabulary orally for vague or overused words (eg fun, good, etc). 3. Orally expand sentences (when, where, why, who) and use basic conjunctions (because, but). Distinguish between upper and lower case letters. 3. Use spaces between words. Aware that capital letters and full stops start and end sentences; starting to use them correctly.

Literacy/ Oracy

1.Take part in activities. 1. Role-play different short situations with objects and words. 1. Be curious, enjoy or be interested in exploring stimuli. 1.Follow one-step instructions. Understand simple phrases.	2.Be curious, enjoy or be interested in exploring stimuli. 2.Speak clearly with others. 2. Take part in independent activities, alongside others. 2. Role-play using talk, eg about making or doing using words, phrases or simple sentences. Respond to creative stimuli. 2. Simple talk about drawings, models and actions and retelling simple stories, events or experiences. Join ideas with and, because & but. Use complete sentences of 5+ words, including adverbs and adjectives, simple plurals and simple questions. 2. Regular simple discussions with others 2.Listen to and join in with songs, rhymes and stories. Understand difference between sounds in words & other sounds. 2.Follow two-step instructions. Listen and respond for up to 3-5 minutes. Ask simple, appropriate follow-up questions.	3.Be curious, enjoy or be interested in exploring stimuli. 3. Speak clearly with growing confidence and clarity; most words correctly pronounced. 3. Use an appropriate and increasing range of vocabulary, including more adjectives and adverbs, in phrases and simple complete sentences to share more detailed information. Start conversations with adults and friends to share ideas, information and thoughts about things from own experience. 3. Usually respond appropriately to people and stimuli. Understand 'why' questions. Demonstrate listening, eg by drawing a picture. Ask appropriate follow-up questions. Follow basic three step instructions and basic concepts. 3. Join in, repeat or memorise and perform rhymes, songs and stories with support. Recognise rhythm, spoken alliteration and rhyme with support. Play with sounds in words including isolating and identifying initial sounds,

		blending and segmenting combinations of known letters in words. 3. Take part in activities alongside others, with some interaction, exchanging ideas, when completing their work. 3. Role-play real life and imaginative experiences, using simple, relevant language to create a storyline. Respond to creative stimuli, retell stories, share information and talk about things they have made or done. 3. Exchange ideas in one-to-one and small group discussions, eg with friends. Take turns to talk and listen when prompted. 3. I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 3. I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 3. I can follow information on familiar topics.

Literacy/ Reading

1.Independently interact with simple reading materials available in the environment, e.g. books, magazines and catalogues. Pick up and hold books to mimic reading; may hold the book correctly. Understand the basic structure of reading materials, e.g. the cover, layout of pages. Begin to recognise differences and similarities in pictures, shapes, patterns and textures. Follow stories when read and start to join in with, familiar texts. Talk about pictures in books. 1. Identify the initial letter of their name. Listen to sounds and repeat. 1. Show engagement with a story, e.g. by turning the page. Respond by gesturing or by responding verbally to texts familiar or new to them, e.g. 'nice story'. May not always engage with a book if there are distractions	2.Act as a reader, e.g. hold books the correct way up, look at pictures and turn the pages the correct way, mimic reading out a 'sentence' or describe what is happening, with or without an adult. 2.Recognise differences and similarities in objects and visual and tactile stimuli. 2.Match shapes, patterns and textures and differentiate between print and pictures. Make meaning from pictures, including picture books, poem stories, and interactive books. 2. Respond simply and appropriately to picture books and texts, e.g. surprise or clapping when happy. 2.Independently interact with simple reading materials available in the environment, e.g. books, magazines and catalogues. Pick up and hold. 2. Listen to sounds and repeat. Link some initial sounds with objects and images. Recognise familiar words, e.g. own name from a list of 6, and in displays in the environment. 2. Choose different kinds of simple reading materials. Join in with some actions or repeat some words, rhymes and phrases. Recall details of a story or text, beginning to make simple links to their own experiences (e.g. 'I have a dog too'), and respond appropriately to open ended questions.	3.Show awareness of capital letters and full stops when reading aloud, pausing and tracking print appropriately. 3.Read all single sounds speedily. Understand that we read left to right, top to bottom, in English. 3.Aware of the difference between stories and information texts. Show understanding of the difference between fiction and real life, and talk about 'what might happen next'. 3.Identify information from texts using words and text features, making links to personal experiences. 3. Listen for and repeat the initial sounds in spoken words. With support, use phonic strategies to decode and read simple words. 3. Choose reading materials including books. Retell familiar stories in simple ways. Recall repetitive phrases from a story. Developing confidence with unfamiliar texts by recognising or decoding words.

Conceptual Understanding	Logical Reasoning	Fluency	Strategic Competence	Communicating with Symbols
I can make connections in maths e.g. with numbers and measuring, shape and patterns. I can play with amounts, breaking them apart and putting them back together. I can talk about, draw and use objects to explain what I see in my head. I ask if I don't understand.	I can use everyday and mathematical language to talk about my own ideas and choices. I can prove what I am thinking and use objects to show what I mean. I can learn from my mistakes. I can describe patterns I see in number, shape etc.	I am beginning to apply relevant facts and techniques. I have a number sense so I can say how many, how long, how heavy ish. I use what I know to help me work through my maths.	I can select the appropriate equipment and resources to help me. I can explore appropriate mathematics and techniques to use. I like problem solving so I stick at it, even when it is tricky. I enjoy problems and then searching for solutions.	I can make marks, draw and make pictures to show how I see maths. I can link these with symbols.

Numeracy/ Number

1.I can join in with number songs. I can recite numbers to 3 in numerical order. I can make 3 i.e. 1+1+1 / 2+1 / 1+2 I can recognise amounts to 3 without counting. I can use numbers in my play.	2. I can use mark making to represent numbers in play activities that can be interpreted and explained. 2. I can count up to 5 objects with some reliability. 2. I can recognise amounts to 5 using my subitising skills. 2. I can compare and order numbers up to 5. 2. I can use and understand the terms "one more", "one less" in play.	3. I can count forwards and backwards, to beyond 10. 3.I can read and write numbers to 10. I can compare and order numbers beyond 10. 3. I can subitise numbers up to 12, noticing groups of 2,3,4,5, and 7. I can reason with numbers using 5 and 10 frames. 3. I can use my visual sense of number to make estimates and comparisons. I can combine two groups of objects to find 'how many altogether?'. 3. I can take away objects to find 'how many are left?'. 3. I can find and use number facts to compose a number (up to 10) in different ways. 3. I can reason about amounts using 5 and 10 grids. 3. I can exchange money for items and use the language of money. 3. I can demonstrate an awareness of the purpose of money through role play and in real-life situations.

Numeracy/ Algebra

1. I can copy patterns and sequences.	2. I can recognise patterns and sequences around me.	3. I can use objects to demonstrate the concept of equal and not equal.

Numeracy/ Geometry & Measurement

1.I can describe an object as tall or short. I can play with containers, filling them and emptying them.	2. I can use taller than/shorter than/lighter than/heavier than/less than/more than to compare objects.	3. I can use nonstandard units of measure-to-measure objects. 3. I can estimate which objects will be taller than/shorter than/lighter

I can understand now and later. I can use shapes in play. I can use shapes to make pictures, and I can notice patterns in pictures.	2. I can use before and after in relation to my daily activities. I can use shapes to build. 2. I can respond to simple positional language such as on top of, underneath, next to, upside down, over there, beside, inside etc.	than/heavier than/less than/more than. 3.I can talk about annual events. 3. I can chant the days of the week. I can order routines. 3. I can name simple 2D shapes within my environment. 3. I can sort simple 2D shapes based on their properties. 3. I can create repeated patterns. 3. I can describe a variety of different positions, for me, others or objects as I play.

Numeracy/ Statistics

1. I can understand what is the same and what is different. 1. I can sort a pile of objects in my own way. 1. I can identify the odd one out in a group.	2. I can sort a pile of objects from a given criteria such as colour, size or type. 2. I can identify similarities and differences between objects through one-to-one correspondence. 2. I can record my sorting using mark making.	3. I can collect information from my environment. 3. I can sort objects e.g. books using one attribute but realise they can be sorted in a different way using different attributes and communicate my choices. 3. I can use a variety of ways to present my information such as talking about it, creating physical graphs and pictograms using pictures or objects. 3. I can use mark-making to begin to record collections. 3. I can interpret data collected by recognising the most and least.