



Hassocks Infant School Key Milestones Document

Reading

Statutory Pre-Key Stage standard in bold

Linked to West Sussex Key Milestones Tool and Woodlands Meed PKS Statements

Child's name:	DOB:
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PKS1	PKS2	PKS3	PKS4	Foundations for the expected standard
<p><u>Language Comprehension</u> I can attend to a familiar story/rhyme for up to 5 mins when being read to by an adult (1:1 or in a small group)</p>	<p><u>Word reading</u> I can match pictures/ photos to a page in a familiar book</p>	<p><u>Word reading</u> I can show that I read from right to left by finger pointing when an adult is sharing a book with me.</p>	<p><u>Word reading</u> I can match simple symbol/word sentences to given pictures with support to read them.</p>	<p><u>Word reading</u> I can match all letters of the alphabet to letters found in text</p>
<p>I can attend to a familiar story/rhyme for up to 10 mins when being read to by an adult (1:1 or in a small group)</p>	<p>I can match pictures to symbols from a familiar book.</p>	<p>I can find familiar letters in a given word.</p>	<p>I can match simple symbol/word sentences to those in a book and read them</p>	<p>I can find any letter of the alphabet in a text on request.</p>
<p>I can show a response to hearing a familiar story or being shown a favourite book</p>	<p>I can choose 3 pictures from a given selection to match the main characters.</p>	<p>I can find familiar letters in a given text.</p>	<p>I can reassemble a cut up sentence from a familiar text and read it.</p>	<p>I can begin to blend the sounds for all letters into words with some verbal prompting.</p>
<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) show anticipation about what is going to happen (e.g. by turning the page)</p>	<p>I can match letters to letters in familiar words. I can match words to words in a short sentence</p>	<p>I can match key words to key words in a familiar story</p>	<p>I can use letter sounds to decode simple words using initial letter sounds</p>	<p>I can blend and read CVC words in and out of context independently</p>
<p>I can choose a favourite story consistently from a given choice.</p>	<p>I can say a single sound for 10+ graphemes</p>	<p>I can read some familiar words/symbols in a familiar text.</p>	<p>I can attempt to read some words from an unknown text.</p>	<p>I can blend and read CCVC words in and out of context independently</p>
<p>I can see out a favourite story and want to share it, turning the pages.</p>	<p>I can blend simple CVC words with known graphemes when</p>	<p>supported by tools (i.e. sound buttons, phonic cubes etc.)</p>	<p>I can use my phonic knowledge to decode unknown words and I know 40+graphemes (including 1 grapheme for each of the 40+phonemes.)</p>	<p>I can blend and read CVCC words in and out of context independently</p>
<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) indicate correctly pictures of</p>	<p>I can read words by blending sounds with known graphemes, with help from the teacher</p>	<p>I can say a single sound for 20+graphemes.</p>	<p>I can read accurately by blending the sounds in words with up to five known graphemes</p>	<p>I can decode accurately in a book matched to my reading levels.</p>

characters and objects in response to questions such as 'where is (the)...?'				
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): join in with so or when an adult pauses	<u>Language Comprehension</u> I can use 2-3 symbols or pictures to retell the key events independently.	I can read accurately by blending the sounds in words with two and three known graphemes	I can read some common exception words	<u>Language Comprehension</u> I can use context and picture cues and my decoding skills to tackle new unknown texts and am accurate in my reading.
I can seek out a familiar story and hold it correctly as if reading	I can choose 5 pictures /photos/ symbols / objects to retell a familiar story.	<u>Language Comprehension</u> In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) I can answer literal questions about a known story	I can read a short sentence using sight vocabulary, context, picture cues.	I can answer literal questions about a familiar story and can summarise the beginning, middle and end.
I can "pretend" read using some of the familiar language in the book.	I can point to the book pictures (within the book) to simply retell the story using symbols or the spoken word	I can name key characters in a familiar story	I can read aloud books using my phonic knowledge without guessing words from pictures or the context of the sentence.	I can express my likes and dislikes about a story I have heard or read.
I can match pictures/ photos to each other, to a page in a familiar book	I can show you my favourite character/ event in a story using symbols or spoken language.	I can say what I like best about a story	<u>Language Comprehension</u> I can answer simple questions about a story I have heard or shared and can retell that story very simply.	
	I can use symbols, pictures, pointing or the spoken word to answer simple questions about a familiar story.	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group) recount a short sequence of events in my own communication method (pictures, symbols photos or objects)	I can answer simple questions about something I have read independently	
	I can join in with predictable phrases or repeated refrains		I can communicate about events that have happened in a story and link them to my own experiences	
			I can re-tell some of the story in my own communication method	



Hassocks Infant School Key Milestones Document

Writing

Statutory Pre-Key Stage standard in bold

Linked to West Sussex Key Milestones Tool and Woodlands Meed PKS Statements

Child's name:

DOB:

PKS1	PKS2	PKS3	PKS4	Foundations for the expected standard
<p style="text-align: center;"><u>Composition</u></p> <p>I can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').</p>	<p style="text-align: center;"><u>Composition</u></p> <p>I can draw and make marks to represent my experiences and words</p>	<p style="text-align: center;"><u>Composition</u></p> <p>I can find familiar letters on a keyboard</p>	<p style="text-align: center;"><u>Composition</u></p> <p>I can copy write / trace simple sentences leaving a gap between words</p>	<p style="text-align: center;"><u>Composition</u></p> <p>I can write for a variety of purposes after discussion with an adult.</p>
<p style="text-align: center;"><u>Transcription</u></p> <p>I can draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand) and with a variety of tools</p>	<p>I can use 2 or more symbols or marks in correct sequence to convey meaning.</p>	<p>I can overwrite my name</p>	<p>I can link 2-5 word cards together and copy them in my own writing/typing</p>	<p>I can demarcate some sentences with capital letters and full stops.</p>
<p>I can use a symbol, photo or picture to convey meaning</p>	<p>I can track marks left to right</p>	<p>I can copy my name</p>	<p>I can dictate a simple sentence and tell an adult where to write the words and where to leave the gaps</p>	<p>I can write sentences that are sequenced to form a short narrative (real or fictional)</p>
<p>I can mark make and say/sign what it is</p>	<p>I can write my name using given letters with some support</p>	<p>I can write or select all the letters of my name</p>	<p>I can write/type/use symbols to make a simple sentence spelling at least 2 words from memory</p>	<p>Transcription I know, can find and use the correct letter for all the letters of the alphabet independently</p>
<p>I can choose 2 symbols/photos /pics and say what they mean</p>	<p>I can make my own story, recount using 2 or more symbols.</p>	<p>I can choose what I want to say in my writing using a verbal, word or picture grid.</p>	<p>I can write with some support, a simple sentence will all letters in the words grouped together</p>	<p>I can segment and blend CVC, words and copy write them</p>
<p>I can make up to 2 marks and can say what they mean</p>	<p>I can read back my writing or symbol sequence.</p>	<p>I can sort letters and words.</p>	<p>I can write/type, with some support, with gaps between words</p>	<p>I can segment and blend CVC words and write them using the correct graphemes</p>
<p>I can make my own story, recount using 2 or more symbols.</p>	<p>I can say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today...we ate ice cream / I played in the sand / it was hot').</p>	<p>I can make my own story, recount using 2 or more symbols.</p>	<p>I can write independently leaving spaces between the words following an initial prompt</p>	<p>I can segment and blend CVC, CVCC, CCVC words and write them</p>

I can mark make a sequence and say what it means (recount)	<u>Transcription</u> I can trace over simple shapes and patterns	I can sequence symbols, pictures or words to tell my own event narrative.	I can make up my own sentences and say them aloud, after discussion with the teacher	I can from most lower case letters correctly
I can use up to 5 symbols to create a sentence.	I can draw simple shapes and patterns	I can make up my own phrases or short sentences to express my thoughts aloud about stories or experiences	I can write down one of the sentences I have rehearsed	I can write 1 or more sentences using my phonic knowledge
I can mark make using up to 5 individual marks to represent words	I can copy some letter shapes	I can write a caption or short phrase using the graphemes that I already know.	<u>Transcription</u> I can begin to orally segment words I want to write using known phonemes (some adult prompting)	I can write 3 or more sentences using my phonic knowledge and known common exception words
I can use symbols or marks to make up to 3 phrases/ sentences about an idea	I can copy type familiar words on an ipad/computer	I can use letters to make words associated with my own experience.	I can write/type a sentence independently using phoneme grapheme correspondence for familiar and common exception words	
I can use symbols or mark making to write a list	I can use some letter shapes in my mark making	<u>Transcription</u> I can find and copy simple words of my choice	I can form most lower case letters correctly	
I can make marks or use symbols with a purpose	I can form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading	I can write or find some letters in response to hear the phoneme (15+)	I can identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes	
I can draw the pre-writing shapes	I can identify or write these 10+ graphemes on hearing corresponding phonemes.	I can orally segment words I want to write (cvc, cvcc)	I can spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)	
	I can mark make my own version of words	I can form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading	I can spell a few common exception words (I, the, he, said, of)	

		I can identify or write these 20+ graphemes on hearing the corresponding phonemes	I can spell words using singles sounds, consonant clusters and simple digraphs	
		I can spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).	I can spell 5+ common exception words	



Hassocks Infant School Key Milestones Document

Mathematics

Statutory Pre-Key Stage standard in bold

Linked to West Sussex Key Milestones Tool and Woodlands Meed PKS Statements

Child's name:

DOB:

PKS1	PKS2	PKS3	PKS4	Foundations for the expected standard
I can join in and respond to number rhymes and counting songs	I can say number names to 5 in correct order (e.g. in a song or by joining in with the teacher)	I can identify how many objects there are in a group of up to 10 objects by counting	I can read and write numerals from 0 to 9	I understand place value of 10's and 1's in two digit numbers to 20
I can anticipate in number rhymes and counting songs	I can copy and continue a simple pattern (real life materials)	I can recognise smaller groups of objects (under 10)	I know and demonstrate what +, - and = means	I can count forwards and backwards from 0- 20
I can respond to counting in daily routines	I can understand concept of more	I know that the last number counted represents the total number of the count	I can add and subtract single digit numbers using numbers up to 10	I can put objects into groups of 2 and 5 up to 20
I can exchange for an item (i.e. exchanging a coin for an item, or one item for another, during a role play activity)	I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked	I can add 1 from a group of objects and indicate how many are now present (real life materials)	I can recall number bonds to 5	I can read and write numerals from 0 - 20
I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects	I can sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)	I can copy and continue more advanced patterns (real life materials)	I know the commutative law (e.g. $2+3=5$, so $3+2=5$)	I can add and subtract single digit numbers using numbers up to 20
I can demonstrate an understanding of 1:1 correspondence (e.g. giving one cup to each pupil)	I can identify the big or small object from a selection of two	I can say number names to 10 in the correct order	I can show the inverse relationship of addition and subtraction (i.e. $3+2=5$, so $5-2=3$)	I can recall number bonds to 10
I can manipulate 2d and 3d shapes with purpose in play activities (i.e. construction, puzzles, shape sorters)	I understand and can demonstrate in, on, under	I can sort money by size, shape or colour	I know the total number of objects change when objects are added or taken away	I can count to 100

I can recognise when a container is empty	I can give a small collection from a large collection	I can respond to the question 'how many'	I know that the number of objects stays the same when they are re-arranged	I can begin to estimate more accurately up to 20
I can explore the position of objects placing objects in, on, under	I can line objects up (Order)	I demonstrate understanding of more and less	I can count to 20	I can recognise and name coins to 20p
I can complete puzzles – one piece independently	I can manipulate money with purpose in play activities	I understand and demonstrate in front, behind, forwards and backwards	I can recognise and name 2d shapes	I can order the days of the week
		I can order events e.g. in a daily routine	I can find the number that is one more and one less than the number I have up to 20.	
			I can order days of the week	
			I can recognise and use ordinal numbers 1st, 2nd, 3rd	
			I can make a guess at how many	



Hassocks Infant School Key Milestones Document The World

Child's name:

DOB:

PKS1	PKS2	PKS3	PKS4	PKS5
I can actively explore objects/ artefacts/ multi-sensory stimuli, their properties and uses in a range of contexts	I can respond to simple questions with responses such as yes or no to questions, selecting an option from a closed choice, or by responding to show me, find me questions?	I can comment and describe features of the environment, objects, materials, properties and the world around them	I can identify features and patterns in objects, materials or media using vocabulary related to increasingly complex concepts	I can begin to discuss when investigations are fair and not fair.
I can respond to actions of equipment/ objects (i.e. a watering can tipping, the effect of pushing a ball) and differences in materials (i.e. wet and dry materials)	I can label equipment and materials by responding to find me and show me prompts to find the same or find an identified object, piece of equipment or material.	I can make simple recordings describing what has happened during an activity or investigation.	I can use vocabulary as provided by an adult to classify features of materials, media, objects and environments	I can begin to use standard measures to record investigation and experiments.
I can respond to changes in their environment around me	I can explore the uses of equipment and properties of materials	I can comment on and describe what is happening in activities	I can perform investigations and enquiry using tools and materials appropriately to gather information	I can analyse findings to be able to give a simple conclusion
I can explore changes that occur within the environment around them, with materials and media and as a result of their own actions in a range of environments and contexts.	I can label what has happened in a simple experiment or activity	I can communicate a simple prediction based on my own observations and experience (pupils may be given a closed choice or language options to make a suggestion)	I can ask some questions with support about enquiry and investigation activities.	I can present data gathered and results through drawing, photos or tables in sequential order
I can actively explore a range of different environments and their features/ functions, climates and biomes	I can sort a range of objects, materials or media against given criteria	I can sequence events of experiences they have taken part in.	I can make simple predictions	I can ask questions to obtain purposeful information in an investigation context.

through a range of contexts				
	I can sort objects, materials and media by their similarities and differences	I can begin to identify objects, properties and features of their environment using key vocabulary.	I can make simple suggestions about what to do, find out or use.	I can carry out investigations safely e.g. through making choices to use equipment safely and selecting safe methods.
	I can label the features, properties or characteristics of objects, materials, media or environmental factors	I can use pictures, objects, symbols, words or media to record what has happened in an activity or investigation.	I can select tools, objects, materials or media to support investigation and enquiry from a choice	
	Use past experiences to make generalisations about features, functions and properties of new objects, environments and materials.		I can describe and record what has happened using pictures, symbols, objects, words or media.	
			I can answer simple questions about investigation and enquiry opportunities they encounter	
			I can use non-standard units of measure to record investigation and experiments.	



Hassocks Infant School Key Milestones Document Creativity

Child's name:		DOB:		
PKS1	PKS2	PKS3	PKS4	PKS5
I can make some choices in selection of materials to create a piece of work.	I can independently create without a given adult prompt	I can plan what I want to create and find what I need before I start	I can purposefully choose tools, materials and technique.	I can think of my own original ideas when I am creating
I can take part in simple pretend play about my own and familiar experiences	I can begin to communicate what I am doing and what I may need to support my play or task when questioned or prompted	I can use my imagination to create i.e. not using an adult modelled or given brief	I can use an increasing range of concrete stimuli to support my creative work	I can use an increasing range of abstract stimuli to support my creative work.
I can respond intentionally to imaginative, interaction and musical games and activities.	I can suggest what might happen next in an interaction or imagination game through a given choice	I can communicate about what I am creating	I can use my imagination when I am playing and engaging in activities	I can pretend to be another character.
I can take part in a performance with support.	I can use random objects in imaginative play or use one object to represent another.	I can make purposeful movements and actions to songs, music and imaginative games.	I can represent experiences that are similar to my own experience but have a different outcome. I.e. roleplaying a trip to the pet shop after a class trip to the garden centre.	I can create a short sequence in dance and movement.
I can show awareness of boundaries in what I create.	I can take part in a performance with minimal support.	I can intentionally stop creating when I have achieved my desired outcome.	I can perform words/actions/dance in an extended performance	I can join and combine materials using tools and resources safely
I can begin to combine objects purposefully.	I know to stop creating when the space is full.	I can respond to key language that describes how to interact with creative experiences i.e. fast/slow/loud/quiet/ thick/thing/shape/repeat/ dark/light/colour	I can evaluate and communicate likes and dislikes about my creation	I can make adaptations to my work after my evaluation.

I can explore and experiment with a range of media through sensory exploration.	I can imitate using a range of tools/instruments/ techniques with support.	I can imitate using a range of tools/instruments.		I can use key language and vocabulary to describe creative work
	I can manipulate various materials and media for a desired outcome.			



Hassocks Infant School Key Milestones Document Technology

Child's name:		DOB:	
PKS1	PKS2	PKS3	PKS4
I can tap a touchscreen and see the effect	I can swipe objects, pages or media on a touchscreen and see the effect	I can purposefully move objects on a screen	I can manipulate objects, pages or media on a screen using thumb and index finger to pinch and extend
I can select basic options within a familiar application	I can create my own simple digital content	I can create, present and edit digital content	I can select and use applications for particular purposes (editing, sharing, playing media)
I can intentionally explore digital devices	I can find information on familiar websites	I can find information on the internet using basic search	I can begin to distinguish about what is true and false on the internet
I can recognise that an action produces a predictable result	I can operate a digital/control device to fulfil a familiar task	I can select and use technology for particular purposes from a given choice	I can find and select the technology I need for a particular intended purpose
I can respond to on screen cues to make something happen	I can activate a control device at a particular point to achieve a desired result	I can use control devices such as a mouse, keyboard or assistive technologies (rollerballs, joystick)	I know the simple functions of some programmes including save, print, home, back, undo, search, exit, and play.
I can make an intentional choice between a selection of digital resources/ devices	I can follow and give simple instructions to control a digital device	I can follow and give extended instructions (i.e. more than 3 steps) to control a digital device accurately	I can list the steps of a known task in order to get to a desired outcome.
I can communicate with an adult when something unexpected happens when I am playing on a computer or tablet.	I can try another approach if the first doesn't succeed.	I can change instructions to achieve a different outcome	I can recognise where I have gone wrong and can try an alternative approach
	I know who to tell if I see something online that was unexpected, worried me or is inappropriate for me to see.	I know what is appropriate and what is not to search for, look at and click on when I am on the internet.	I know what to do when inappropriate results from searches or things I click on appear by closing the internet explorer and reporting to an adult.



Hassocks Infant School Key Milestones document

Managing feelings and behaviour

Child's name:			DOB:		
Pre PKS1	PKS1	PKS2	PKS3	PKS4	PKS5
I can respond consistently when presented with different stimuli, people, locations etc.	I can express my emotions proportionately to the majority of situations	I can identify simple emotions that I am feeling	I can identify more complex emotions that I am feeling	I can understand what is making me feel a certain emotion	I can recognise when my emotional state is changing and the causes
I can respond to other people's facial expressions, body language, noises	I can use my words and actions to evoke a response in others	I can identify emotions in others	I can make attempts to support my friends when they are expressing emotions	I know that we all respond differently to certain emotions and may show or need differing responses	I can identify the emotions in others and why they might be feeling that way
I can seek comfort from others when I am feeling distressed	I am starting to inhibit my own actions and behaviours	I can choose between two adult selected options in order to help me self-regulate my feelings	I can use one strategy to help me regulate my emotions	I can adjust my behaviour appropriately for different situations	I can use a range of self-regulation strategies
I can respond to moments of quiet reflection	I am starting to distract myself when I am feeling upset	I know who can help me when I am feeling different emotions	I can tell an adult what has happened	I can recognise how my behaviour affects others	I can reflect on my own behaviour and what I could do better next time
I can participate in intensive interaction turn taking games	I can identify stimuli, people and locations that make me feel different emotions	I can take turns in a range of adult led contexts	I can use language and equipment to support turn taking	I can seek out equipment and support (when needed) to manage negotiations	I can think about how others might be feeling in negotiations and act fairly
I am beginning to understand some boundaries	I can participate in turn taking activities as part of my daily routine with adult support	I can respond to the language of good/bad choices by changing my behaviour	I can communicate about right and wrong/ good and bad choices	I can consistently make good choices based on my knowledge of right and wrong	I can understand and follow the rules in a range of contexts
	I can respond to a few boundaries				



Hassocks Infant School Key Milestones document Mental Health and Wellbeing

Child's name:		DOB:		
	PKS1	PKS2	PKS3	PKS4
Autonomy	I can make a choice of something I want to engage in or with from a non-motivating stimulus and a highly motivating stimulus	I can select something to engage in within self-directed activity and attend to this for a short period	I can make a choice of what to engage with and how to engage with it when there is more than one stimulus available that I find motivating	I can communicate what I like to engage with and why and engage independently in these activities
Competence	I can complete a task independently	I can organise what I need for different aspects of my day	I can use a timetable/ planner or schedule effectively to support me in maintaining my organisation	I can communicate about things to help me stay mentally well and what things will contribute to me being mentally unwell
Healthy Relationships	I can build relationships with special people such as a keyworker and favoured friends	I can interact successfully in a small group (playing or working on a joint task or interaction session)	I can interact with new adults and peers	I can identify when I want to interact with others and when I need time on my own
Self-Acceptance	I can show pride in my work when I have worked hard to complete a task	I can communicate what I have done well	I can talk about myself and my abilities in a positive way	I can communicate about things that make me feel depressed, anxious or insecure with a safe person
Personal Growth	I can adapt my play when a resource, activity or game has not gone as I had planned or anticipated	I can find a range of solutions to support me in solving a problem I encounter	I can manage change and outcomes I don't like (i.e. not winning, timetable changes, alternative ending to a game)	I understand that there can be more than one way or answer to an activity, question or challenge
Purpose in Life	I can self-occupy for a short period of time safely and appropriately (i.e. up to 5 minutes)	I can work towards a goal	I can take on challenging tasks some of which may be outside of my immediate field of experience	I know can communicate what are healthy, safe and appropriate leisure activities and which are not



Hassocks Infant School Key Milestones document

Fine motor

Child's name:		DOB:	
PKS1	PKS2	PKS3	PKS4
I can manipulate objects in arrange of ways including squeezing, poking, twisting and pressing using whole hand and/or fingers	I can manipulate tools	I can use my non-dominant hand to steady objects e.g. bowl when stirring, paper when writing, screwing and unscrewing containers, taking food from a packet	I can use two hands together to complete separate tasks i.e. using a screwdriver, hammering a nail, using a knife and fork, use scissors, tie laces
I can combine objects and transfer between 2 hands	I can assemble and join large construction objects	I can assemble and join small construction objects	I can use a variety of grips to match the tools I am using
I can form a pincer grip	I can use a tripod grip when shown or supported	I have a developed tripod grip and write with control	I can do up all clothing fastenings
I can show a preference of tool grip	I can load tools to help me eat	I can use tools to help me eat and drink	
With support I can use tools to help me eat and drink	I can drink from an open cup	I can put all of my clothes on with the correct orientation	
I can pull clothing items up and down	I can put clothing items on and take them off		



Hassocks Infant School Key Milestones Document

Gross Motor

Child's name:		DOB:	
PKS1	PKS2	PKS3	PKS4
I can confidently move around the environment in my own preferred way of moving (using a walking frame, walking, running, self - propelling a wheelchair)	I can move in a range of ways	I can jump and land appropriately (not using a trampoline)	I can use small and large apparatus safely
I can stand from sitting	I can sit on the floor unsupported for an extended period using a tailor/long or ring sitting position	I can use 2 feet together in coordination i.e. to pedal a bike, use a scooter	I can ride a bicycle without stabilisers
I can throw objects in range of ways	I can catch a large object	I can demonstrate control over an object in pushing, patting, throwing, catching and kicking successfully on most occasions	I can strike an object using a bat/racquet on some occasions
I can balance my body on a swing or unsupported chair/stall	I can negotiate stairs successfully	I can balance in a stationary pose	I can travel along a pathway that involves balancing my body (i.e. a balance rope, bench)
I can kick my legs (in the water or at an object)	I can self - propel using arms or legs with the support of a flotation device	I can travel in the water without a flotation device	I can use my arms to pull myself up (onto the poolside from the water, or onto apparatus)
I can perform actions that use two limbs together i.e. two arms, two legs, 1 arm and 1 leg etc.	I can negotiate space successfully	I can perform a sequence of movements together	



Hassocks Infant School Key Milestones Document

Physical health and well-being

Child's name:

DOB:

PKS1	PKS2	PKS3	PKS4	PKS5
I can explore a range of foods	I can eat a range of foods	I know which food is healthy and which are treat foods	I know that eating healthily means I eat breakfast, lunch and dinner	I know how to make healthy choices of what to eat for breakfast, lunch and dinner and snacks.
I can actively participate in personal care i.e. brushing teeth, combing hair, toileting routines	Clearly communicate personal care/toileting needs	I can take of my personal needs and toileting independently as part of a daily routine	I understand why and when and who might help me to look after my personal care needs (i.e. washing, going to the dentist etc.)	I know some of the changes that will happen to my body at puberty and how to look after myself when this happens
I can communicate to someone that I am in pain and where it is.	Identify people and professionals who could help me stay safe and healthy	I can identify harmful and safe substances	I can identify negative effects of harmful substances – tobacco, alcohol and drugs	I can use simple strategies (such as saying no, and reporting) if I am in an unsafe situation
I follow instructions from an adult to help me keep my body safe and private i.e. in my toileting, changing and what I wear.	I know what parts of my body are private to me	I know how to keep my private parts private and I can do this independently	I know what is appropriate and what is not including appropriate clothing and behaviour.	
I can cooperate wearing different clothing and aids for different situation that keep me safe. (i.e. seatbelt, armbands, sun cream, walking reins, wellies)	I can identify what to wear in different situations to keep safe (i.e. seatbelt, armbands, sun cream, walking reins, wellies)	I can follow instructions to stay safe out in the community (i.e. walking on the pavement, pushing the button at the crossing, walking around the swimming pool)	I know how to be safe in the community (i.e. by choosing appropriate clothing, following road safety rules, staying near an adult)	I can communicate what will keep me safe when I am out in the community on my own



Hassocks Infant School Key Milestones Document

Expressive Communication and Language

NB: Words – sign, prime form of communication, symbol, obs of ref, grid player etc.

Ask – in whichever way individual communicate this

Child's name:

DOB:

PKS1	PKS2	PKS3	PKS4	PKS5
I can initiate interactions with an adult	I can initiate interactions with a peer.	I can initiate and sustain interactions with adults and peers.	I can start, participate and follow conversations with adults and peers.	I can talk for different purposes.
I can actively engage in Intensive Interaction	I can take turns with a peer with adult support	I can ask who questions.	I can make attempts to negotiate with a peer	I can ask how questions.
I can use facial expressions, physicality, gesture or action to 'ask questions'	I can combine 2 known words, including an adjective, noun or verb. E.g. more drink, go car, no ball	I can ask what questions.	I can begin to use pronouns with support e.g. 'I', 'me' or 'my'	I can use my words to negotiate and find a resolution to a situation.
I can use 5 recognisable words, signs or symbols	I can ask where questions.	I can use phrases including adjective, nouns and verbs.	I can ask why questions.	I can keep to the main topic of conversation
I can use 10 recognisable words	I can ask when questions.	I can share my opinion and listen and respond appropriately to others opinions	I can use complex sentences including conjunctions.	I can use my words to negotiate, give opinions and discuss ideas and feelings



Hassocks Infant School Key Milestones Document Receptive Communication and Language

Child's name:		DOB:		
PKS1	PKS2	PKS3	PKS4	PKS5
I can be highly engrossed in a self-rewarding activity.	I can respond to an active listening cue, whilst engaged in a self-rewarding activity	I can attend to an adult directed activity for 15 minutes.	I can attend to an adult directed activity for 20 minutes.	I can participate in a range of activities listening, responding and contributing appropriately
I can attend in a 1:1 situation for 5 minutes.	I can attend in a 1:1 situation for 10 minutes.	I can respond to others appropriately in group and play situations	I can change what I am saying or doing in response to cues from communication partners	I can take into account others interests and extend group and play situations
I can attend in a group situation for up to 5 minutes.	I can respond to one other person in a group and a play situation.	I can re-focus myself in chosen and adult directed situations where there are minimal distractions	I can re-focus myself in chosen and adult directed situations where distractions are great	I can focus throughout the school day taking in my surroundings and learning at each opportunity
I can be highly engrossed in a self-rewarding activity	I can respond to who questions.	I can respond to what's next questions.	I can respond to when questions.	I can respond to why and how questions.
I can respond to what and where questions e.g. 'Where are your shoes?'	I can follow instructions with two parts as part of my daily routine e.g. hang up your coat and sit down	I can follow instructions where my actions are immediate e.g. 'Put the pencil away and get your reading book'.	I can recall and follow instructions where my action is not immediate e.g. when you get to the PE hall, sit on the bench	I can follow a range of instructions in a range of contexts accurately and will ask for clarification if the instruction is unclear.
I can follow simple instructions as part of my daily routine				