



St Ignatius Catholic Primary School - Prime Areas of Development - Medium Term Plan

Physical Development Milestone Steps

Fine Motor						
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can show a preference for a dominant hand.	I can use one handed tools and equipment such as scissors for snipping	I can use buttons, zippers and poppers on my clothing	I can use a knife, fork and spoon competently and confidently	I can cut along a line continuously with a pair of scissors	I can coordinate my hands to brush my teeth.	I can weave and thread using different materials and tools
Use a range of small tools, including scissors, paint brushes and cutlery;						
I can use the palmer or digital-pronate grasp (Stage 2)	I can use the four finger and thumb grip (Stage 3)		I can use the static quadruped or tripod grip (Stage 4)		I can use the mature/ dynamic tripod grip (Stage 5)	
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;						
I can trace a line with my finger	I can trace over a line with control.	I can draw circles using both clockwise and anticlockwise movements.	I can colour a picture inside the lines	I can write with most letters formed correctly (Stage 10)	I can draw pictures with detail	I can orientate my writing correctly (top to bottom, left to right) (Stage 12)
Begin to show accuracy and care when drawing.						
Gross Motor						
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can move safely over the sturdy steps.	I can experiment with different ways of balancing on unstable equipment	I can pedal a trike with strength and coordination	I can throw a ball (over & under arm) towards a target with increasing accuracy	I can pedal a passenger bike to carry a friend	I can kick a ball towards a target with increasing accuracy	I can catch a ball with both hands instead of using my arms and body
Demonstrate strength, balance and coordination when playing;						
I can mirror a routine of simple movements	I can jump over an object and land with both feet together	I can experiment with different ways of rolling in shapes	I can alternate feet between hopping/skipping on one foot	I can show rhythm in my movement to music	I can climb on a range of large and small apparatus	I can run for a sustained distance
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.						
I can move safely in a space.	I can move safely in a space	I can explore different ways to travel using equipment and work with my friends to	I can sit using my core muscles to achieve a good posture when sitting at a table or on the carpet	I can move around obstacles with increasing control and spatial	I can combine different movements with ease and fluency	I can safely negotiate space whilst taking part in team games



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		manage large items		awareness		
Negotiate space and obstacles safely, with consideration for themselves and others;						

Personal, Social and Emotional Development Milestone Steps

Self- Regulation						
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can leave my grownup happy in the morning.	I can recognise different emotions	I can recognise and talk about how I am feeling and know ways to help myself feel calm	I can explain how to use the 'zones of regulation' in the classroom	I can recognise how my friend is feeling and how to comfort them if they are hurt or upset	I can follow the behaviour expectations when being taught by different adults	I can follow behaviour expectations in different environments and settings
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;						
I can select a resource and use it.	I can select and use activities and resources	I can play cooperative games with my peers in themes which expand beyond personal experience	I can work towards completing a class challenge independently	I can have a go at a task and understand that we learn from mistakes.	I can share and offer what I am playing with to others.	I can return to a piece of work and improve the outcome
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;						
I can follow a simple one-step instruction.	I can follow one-step instructions	I can focus during short whole class activities	I can focus on an activity for up 10 minutes	I can give my attention to an adult without being distracted with the resources around me	I can show resilience and perseverance in the face of challenges	I can follow instructions of three steps or more
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						
Managing Self						
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can find resources around my environment that I want to use.	I can maintain concentration on an activity of my choice	I can ask adults for help when faced with a challenge	I can show independence in my learning	I can maintain concentration for long periods of time	I can be resilient in my learning through trial and error	I can take risks in my learning and show confidence my exploration
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;						



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I am aware of ways to be safe in the classroom	I know some of the classroom rules and how/why we need to follow them	I can pack away items I have played with and clear up after myself	I can help to find solutions to conflicts	I can use strategies for staying calm in the face of frustration	I can talk about right and wrong and the consequences involved	I know how to be a safe pedestrian and cross a road safely
Explain the reasons for rules, know right from wrong, and try to behave accordingly;						
I can go to the toilet and wash my hands independently	I can wash my hands properly with soap and understand the importance of this	I can manage my own needs when it comes to going to the toilet	I can dress and undress independently using buttons, zippers and poppers	I know how to eat healthy and which foods help towards a healthy lifestyle	I know the importance of keeping my teeth clean and how to have good oral health	I know the importance of physical exercise and the benefits it does to my body
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						
Building relationships						
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can play with one other child.	I can follow rules, understanding why they are important	I can be assertive in appropriate ways	I can play with other children, extending and elaborating play ideas	I can wait my turn during an adult led activity	I can wait my turn during play	I can work as part of a group to achieve a shared outcome
Work and play cooperatively, and take turns with others;						
I can recognise when someone is happy or sad.	I can play with different children	I have regular friends that I can play with	I can play with a variety of children in my class	I can build constructive and respectful relationships with my peers	I have a positive relationship to all adults in my setting	I can play with other children in the school during playtime
Form positive attachments to adults and friendships with peers;						
I can participate in circle time.	I can talk about why I am special and celebrate my achievements	I can recognise and identify how we are all different from one another	I can respect personal space and boundaries of others	I can celebrate the achievement of others	I can think about the perspective of others	I can show gratitude towards others
Show sensitivity to their own and to others' needs.						



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Communication and Language Milestone Steps

	Listening, Attention and Understanding					
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can respond and listen to an adult when signaled to.	I can understand how to listen carefully and why it is important	I can sing a large repertoire of nursery rhymes (traditional and contemporary)	I can enjoy listening to stories and join in with repeated phrases	I can use talk to organise my thinking and play	I can anticipate key events and retell stories in my own words	I can respond to stories with relevant comments and questions
	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;					
I can respond to a question from an adult or peers	I can use and respond to social phrases such as when somebody says: "Good morning, how are you?"	I can show appropriate body language and eye contact when having a conversation	I can get attention in a respectful way – for example, by saying 'Excuse me'	I can ask question to show interest in a topic of conversation	I can take turns talking and listening during a conversation	I can hold a back and forth conversation with an adult and peers
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
I can confidently talk in sentences up to 4-6 words around a topic of interest	I can talk about the topic of discussion making links to personal experiences	I can ask questions to find out more about something I am interested in	I can respond to questions with appropriate vocabulary	I can talk about a problem and come up with ideas for how to solve it	I can support my understanding or response with new knowledge I have learnt	I can articulate my ideas and thoughts in well-formed sentences
	Make comments about what they have heard and ask questions to clarify their understanding;					
	Speaking					
Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can start a conversation with an adult or a friend	I can use new vocabulary from stories and topics taught throughout the day	I can confidently participate in small group discussions	I can explore the meaning and sounds of new words	I can use new vocabulary in different contexts	I can confidently participate in whole class discussions using full sentences	I can confidently talk to a wider audience
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;					
I can express and talk about an opinion.	I can retell a simple past event in the correct order	I can anticipate and predict what might happen next	I can use why and how questions	I can talk about a story plot and what is happening	I can give clear explanations or instruction	I can introduce storyline or narrative into my play
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;					
I can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.)	I can build sentences using new vocabulary	I can talk about things that I have experienced in detail	I can use a range of past verbs tenses (-ed words)	I can use a range of verbs present tenses (-ing words)	I can use the future tense very 'will' correctly	I can talk about an idea and make a connection to another idea by using words like: 'and', 'or', 'but', 'because.



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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