

# Argyll and Bute Developmental Milestones : Stage One

	<u>Social, Emotional &amp; Behavioural</u>	<u>Cognitive Development</u>	<u>Speech &amp; Language</u>	<u>Gross Motor</u>	<u>Fine Motor</u>
Safe	I feel safe and secure to be left with trusted adults. I communicate if I am upset. I can say why I am upset.	I understand some dangers such as fire, water, electricity and sharp tools. I can give one idea about keeping safe in a variety of simple situations.	I can ask for help. I can talk about keeping safe with support from adults. I can follow basic instructions to help keep myself safe as situations occur e.g. 'don't stand on that chair' but may not yet be able to apply this to other situations.	I can safely explore my environment and am developing an understanding of my capabilities. I can walk up and down stairs, one foot on each step.	I can follow simple safety rules for scissors, knives, small beads etc. I am becoming aware of the danger of some small objects.
Healthy	I enjoy life in the company of others. I am learning about what I need to keep me healthy - food, tooth brushing etc. I am learning to play and share with others.	I am beginning to express how I feel but may still become frustrated if not understood.	I am beginning to use sentences to communicate my healthy choices e.g. 'Can I have grapes, please?' or 'I want to go outside'.	I can run safely, avoiding obstacles. I can balance on one foot for a short time. I can hop with one hand held.	I can drink from a cup. I am learning to use a knife for cutting and spreading. I am learning to choose and prepare my own snack choices. I can brush my teeth.
Achieving	I will try new things and will keep trying with encouragement. I am starting to show some confidence with new experiences and skills.	I can sort and match objects by shape and colour. I can complete jigsaw puzzles with 3 or 4 pieces. I can point to detail in pictures. I can show sequencing in imaginative play – dressing feeding.	I can link more than 4 words together and can talk about pictures and stories in my own words. I can give short descriptions and explanations of activities I'm doing now and in the past. My language is usually intelligible to unfamiliar adults.	I can climb up, along and slide down, move forwards and backwards. I can throw and catch a large ball with 2 hands. I can kick a large ball. I can ride a bike/trike with stabilisers.	I can build a tower of more than 7 blocks using both/alternate hands. I can snip with scissors. I have developed a pincer grip. I can thread using large beads and I can use pegboards or similar.
Nurtured	I respond appropriately to other children's emotions. I am affectionate to other children and known adults. I am developing a sense of fun. I am familiar & comfortable with daily routines.	I am beginning to understand time and that the person who cares for me will return. I can talk about events in the past and anticipate the future.	I can approach adults, take turns in conversation and know I will be listened to. I will communicate basic needs and ask for comfort from familiar adults.	I can go to the toilet by myself. I can wash my hands independently but may need adult supervision with drying.	I can display nurturing behaviour in my imaginative play, for example, pretending to wash, dress, cook, set the table, feed a doll or teddy and show how this reflects my life.
Active	I can talk about experiences I have enjoyed. I have fun playing with others. I actively engage with books, singing and playing. I enjoy playing exploring and investigating.	I can imitate the actions of others when I play. I play make believe with dolls, animals and people. I investigate lots of different textures and materials. I understand some positional language – in, on, under.	I can share picture books and talk about favourite activities with an adult. I have a favourite story and I can re-tell this in my own words. I can sing/say simple songs and rhymes. I may need to stop what I am doing to follow instructions.	I regularly take part in physical activities which help my body to develop e.g. walking, swimming, dancing, mini-kickers, tumble tots, soft play, rough/tumble, roly-poly, paddling, den building.	I can screw/unscrew objects, for example, nuts and bolts or take simple lids off and put them on. I can roll play dough into balls and sausages.
Respected	I can make a choice between two options. I understand the concept of mine/his/hers during play.	I can give an opinion when asked. I can come to an adult to ask for help when upset or feeling insecure.	I can verbalise information to express a choice. I can understand simple questions, which help me to make choices and decisions which affect me.	I can choose activities outdoors, which help me have opportunities to run, jump, climb.	I join in with activities using small tools, to draw, paint, weave, thread, use play dough. I can choose activities I enjoy.
Responsible	I am beginning to follow simple behaviour rules. I can be helpful and can tidy up.	I know that other children may have different ideas from me. I know that rules are to keep me safe. I know that my behaviour will have consequences when playing with others.	I can understand and follow two part instructions. I can state behaviour rules in context to keep myself and others safe and happy.	I can follow basic safety instructions when active, for example near roads / walking on the pavements / close to water / rough and tumble play.	I can follow rules when using tools and toys to keep us all safe.
Included	I am happy to join in activities with friends. I am developing a sense of belonging as I play alongside/with friends. I am becoming aware of being male/female.	I am learning to respect the environment. I am learning to share toys and other materials and to take turns.	I can express emotions using facial expressions, body language and some words. I listen to and respond to other children with talk during play.	I take part in group activities and games, which will help the muscles in my body to grow and develop.	I take part in activities with friends to help strengthen my fingers, e.g. action rhymes, clapping, play dough.

- Sensory and Attention milestones have been incorporated into the milestones listed above
- Hearing and Vision will be checked by your children's health visitor. Remember to communicate regularly with your children's health visitor to ensure you both share relevant, appropriate information on children's progress