

# PRESCHOOL GUIDE ON MILESTONE ACHIEVEMENT

## Milestone Tracker

Teacher & Parent Achievement Guide

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Nursery | Junior KG | Senior KG

Terms 1, 2, 3 & 4

*A comprehensive guide to understanding, assessing, and nurturing each child's developmental milestones throughout the school year.*

## How to Use This Guide



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This guide is designed for both teachers and parents to understand each developmental milestone tracked in the Preschool Milestone Tracker. For every milestone you will find:

### What Each Section Contains

- A clear description of what the milestone means and why it matters
- Observable indicators — what you will see when the milestone is achieved
- Practical teacher strategies — classroom activities and instructional approaches
- Home support tips — easy, fun activities parents can do to reinforce learning

## Understanding the Checkbox System

 <b>CLEARED</b>	 <b>NEEDS GROOMING</b>
<ul style="list-style-type: none"><li>• Child has confidently demonstrated the milestone in the classroom setting</li><li>• Behaviour or skill is consistent and independent</li><li>• Teacher has observed the milestone on at least 2–3 separate occasions</li></ul>	<ul style="list-style-type: none"><li>• Child shows some understanding but needs additional practice or support</li><li>• Skill is emerging but not yet consistent</li><li>• Teacher or parent should focus extra attention on this area</li></ul>

## Progress Circle Interpretation

- 0–29% (Red) — Early stage: Many milestones are still emerging. Intensive support recommended.
- 30–59% (Orange) — Developing: Significant progress made; continue consistent practice.
- 60–89% (Blue) — Proficient: Child is on track; maintain encouragement and challenge.
- 100% (Green) — Mastered: All milestones in this area have been cleared!

## For Teachers

- Use the milestone cards during parent-teacher conferences to explain expectations
- Mark milestones after direct observation — not based on worksheets alone
- Use the AI Summary generator to create personalised report card comments
- Review at the end of each term and share progress with parents

## For Parents

- Read the 'Parent Support at Home' section for each milestone

- Do not compare your child's progress with other children — each child develops uniquely
- Celebrate every cleared milestone, however small
- If a milestone shows 'Needs Grooming', speak with the teacher for specific guidance

## Quick Reference — Milestone Domains by Class & Term

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Use this table to see at a glance which developmental domain is emphasised in each class and term.

Domain	Nursery T1	Nursery T2	Jr.KG T1	Jr.KG T2	Sr.KG T1	Sr.KG T2
Social-Emotional	Identity & Emotions	Peer Interaction	Confidence	Cooperation	Leadership	Empathy
Language	Listening & Speaking	Phonics A–M	All 26 Sounds	CVC Reading	Fluent Reading	Analysis
Mathematics	Counting 1–10	Patterns & Sort	Numbers 1–50	Shapes & Data	Numbers 1–100	Money & Time
Motor Skills	Basic Gross/Fine	Coordination	Agility	Precision	Mastery	Advanced
Science	5 Animals	Living Things	Experiments	Environment	Forces	Space & Matter

## **PART 1 — NURSERY MILESTONES**

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# NURSERY

Ages 2.5 – 3.5 years

## Milestone Achievement Guide

Nursery is a child's very first experience of formal education. The milestones at this stage focus on building comfort with the school environment, establishing foundational communication skills, developing early cognitive awareness, and nurturing independence in self-care. Every interaction at this stage shapes a child's attitude toward learning for years to come.

# TERM 1

*School Adjustment, Sensory Exploration, Basic Communication & Self-Care*

## Social & Emotional Development

### 1. Recognises Own Name

*The child responds reliably when their name is called, demonstrating early self-awareness and the ability to attend selectively to their own identity. This is the first step toward knowing who they are in a social setting.*

#### Teacher Strategies

- Use the child's name frequently and warmly throughout the day
- Play name recognition games: call names during circle time and wait for a response
- Create a personal name card for the child's desk or cubby
- Sing personalised songs that include the child's name

#### Parent Support at Home

- Call your child's name during play and pause for a response before continuing
- Play 'Who am I?' games at home using family member names
- Create a nameplate for the child's bedroom door with their name in large letters
- Read books that use the child's name (many online tools can personalise stories)

### 2. Points to Body Parts

*When asked 'Where is your nose?' or 'Show me your hands!', the child can identify and point to major body parts. This milestone integrates language comprehension, self-body awareness, and intentional movement.*

#### Teacher Strategies

- Sing 'Head, Shoulders, Knees and Toes' daily during morning circle
- Use body outline drawings and ask children to label parts
- Play 'Simon Says' with body parts as commands
- Read books about bodies like 'My Body' with illustrated labelling activities

#### Parent Support at Home

- Play 'touch your nose, touch your toes' games during bath time
- Use family photos to identify eyes, ears, mouth on family members
- Ask 'where does food go?' and 'where do you hear music?' to reinforce function
- Watch child-friendly body-part songs on YouTube together

### 3. Separates from Parents Without Prolonged Distress

*A critical emotional milestone — the child is able to say goodbye to caregivers and engage with school life within a few minutes of arrival. Brief tears are normal; prolonged daily distress lasting beyond 10–15 minutes signals a need for additional support.*

### **Teacher Strategies**

- Establish a consistent, predictable morning drop-off routine
- Create a 'goodbye ritual' — a special wave or hug at the door
- Have a 'comfort corner' with soft toys and familiar objects for settling
- Assign a buddy to greet and accompany the child to their activity

### **Parent Support at Home**

- Keep goodbyes short, warm, and confident — children sense parental anxiety
- Use a visual schedule to show the child what happens after drop-off
- Talk about school positively at home in the evenings
- Never sneak away — always say a proper goodbye, even if brief

## **Language & Communication**

### **1. Listens to Short Stories for 5–8 Minutes**

*The child can focus attention on a read-aloud story for 5 to 8 minutes, engaging with pictures and narrative. This builds the foundation for comprehension, vocabulary acquisition, and love of reading.*

#### **Teacher Strategies**

- Choose books with large, colourful illustrations and simple text
- Use dramatic voice changes for different characters to maintain engagement
- Ask 'What do you see?' questions while pointing to pictures
- Limit story time to 8 minutes at this age; build up gradually over the term

#### **Parent Support at Home**

- Read one picture book every night at bedtime — make it a sacred ritual
- Let the child choose the book to build ownership and enthusiasm
- Point to pictures and name objects as you read
- Ask 'What happened?' after the story to reinforce listening comprehension

### **2. Uses 2–3 Word Phrases**

*The child communicates needs and observations using short phrases such as 'more juice', 'big dog', or 'mama come'. This represents a leap from single words to early sentence construction and is a key language development marker.*

#### **Teacher Strategies**

- Model and expand the child's language: if they say 'dog big', respond 'Yes, that is a big dog!'
- Create opportunities for purposeful communication (ask before giving snacks)

- Use visual aids and puppets to prompt verbal interaction
- Never correct or mock mispronunciations — model the correct form naturally

### Parent Support at Home

- Narrate daily activities: 'Now we are washing hands. Rub, rub, rub!'
- Offer two choices: 'Do you want the red cup or the blue cup?' to prompt speech
- Avoid completing sentences for the child — give them time to find the words
- Reduce screen time; face-to-face conversation is irreplaceable for language development

## Motor Skills

### 1. Holds Crayon with Finger Grip

*The child holds a crayon between fingers (dynamic tripod or quadrupod grip) rather than in a full fist. This grip is essential for the fine motor control required in writing. Early establishment of correct grip prevents habits that are very difficult to correct later.*

#### Teacher Strategies

- Offer short, chunky crayons that encourage finger grip naturally
- Demonstrate the correct grip and let children practise before colouring
- Use grip trainers or textured pencils for children who struggle
- Include playdough, tearing, and threading activities to strengthen finger muscles

#### Parent Support at Home

- Provide chunky crayons and a large drawing book at home
- Play playdough together — rolling, pinching, and squeezing builds grip strength
- Let the child help with tasks like peeling stickers or turning pages
- Threading cheerios or pasta onto string is a fun fine motor exercise

### 2. Walks, Runs, and Stops Safely

*The child demonstrates basic locomotion control — they can walk, transition to running, and stop intentionally without falling frequently. This shows developing neuromuscular coordination and body awareness.*

#### Teacher Strategies

- Include 15–20 minutes of structured outdoor play daily
- Play 'Red Light, Green Light' to practise stop/start control
- Create obstacle courses with low barriers for walking and stepping
- Ensure safe, clear running spaces; celebrate physical achievement enthusiastically

#### Parent Support at Home

- Visit parks where the child can run freely on grass
- Play chase and tag games that involve natural stopping and starting
- Encourage the child to carry their own bag to build core strength

- Limit time in buggies/strollers — walking builds confidence and coordination

## Self-Help & Hygiene

### 1. Washes Hands Before and After Meals

*The child understands when handwashing is required and attempts the process — wetting, soaping, rubbing, and rinsing — with adult prompting. Handwashing is both a hygiene milestone and an early demonstration of following a routine sequence.*

#### Teacher Strategies

- Post visual handwashing steps with pictures near the sink
- Make handwashing a song: sing a 20-second song while washing
- Supervise and praise correct technique each time
- Include handwashing as a non-negotiable part of meal and activity transitions

#### Parent Support at Home

- Place a step stool at the sink so the child can access it independently
- Use child-friendly soap dispensers in bright colours to make it fun
- Wash hands together and narrate each step
- Explain in simple terms why we wash hands: 'to keep germs away so we stay healthy'

## TERM 2

*Peer Interaction, Pattern Recognition, Phonics Awareness & Creative Expression*

### Social Skills & Friendship

#### 1. Shares Toys and Materials

*The child begins to share classroom materials such as crayons, blocks, and toys with peers without constant adult intervention. Sharing is a complex social skill that requires emotional regulation, empathy, and delayed gratification.*

##### Teacher Strategies

- Use 'turn-taking timers' (egg timers) so waiting feels fair and finite
- Explicitly praise sharing: 'I love how you shared the red crayon, that was so kind!'
- Role-play sharing scenarios with puppets before children face real situations
- Create 'sharing stations' where children take turns with a popular toy

##### Parent Support at Home

- Practise sharing at home with siblings or during playdates
- Read books about sharing, such as 'The Rainbow Fish' by Marcus Pfister
- Acknowledge the difficulty: 'It can be hard to share your favourite toy. That was brave!'
- Avoid forcing sharing — instead, model it and use turn-taking language

#### 2. Says Please, Thank You, and Sorry

*The child uses basic social courtesies appropriately in natural contexts. This milestone demonstrates growing awareness of others' feelings and the social conventions that build harmonious relationships.*

##### Teacher Strategies

- Model polite language consistently — children learn from what they observe
- Prompt gently: 'What's the magic word?' without shaming
- Acknowledge when children use good manners spontaneously
- Read books about manners and discuss with the class

##### Parent Support at Home

- Use please and thank you yourself constantly at home — model the behaviour
- Prompt at the right moments: at the dinner table, when receiving gifts
- Avoid forcing an insincere sorry — instead, coach the emotion behind it
- Celebrate unprompted politeness enthusiastically

## Language & Pre-Reading

### 1. Recognises A–M (Uppercase Letters)

*The child can identify uppercase letters A through M by name when shown in print. This is the foundation of reading readiness and requires repeated exposure across multiple contexts and modalities.*

#### Teacher Strategies

- Use a letter of the week approach with matching games, craft, and songs
- Display an ABC chart at child eye level and refer to it daily
- Use tactile letters — sandpaper, foam, or magnetic letters on boards
- Include letters in art activities: 'A is for Apple — let's draw an apple!'

#### Parent Support at Home

- Point out letters on food packets, road signs, and books at home
- Use bath-time foam letters for playful recognition practice
- Watch ABC songs together on YouTube (Alphablocks is excellent)
- Play 'I Spy a letter' during car journeys or walks

## Math & Logic

### 1. Completes AB Patterns

*The child can identify, continue, and create simple alternating patterns such as red-blue-red-blue or circle-square-circle-square. Patterning is foundational mathematical thinking — it is the basis of algebraic reasoning, sequencing, and prediction.*

#### Teacher Strategies

- Use coloured blocks, beads, and claps to create physical patterns
- Ask 'what comes next?' and wait for the child to predict
- Extend to ABB and ABC patterns as children gain confidence
- Connect patterns to everyday life: striped clothing, floor tiles

#### Parent Support at Home

- Line up household objects in patterns: spoon-fork-spoon-fork
- Clap patterns together: clap-stomp-clap-stomp
- Stamp patterns with household objects dipped in paint
- Point out patterns on fabric, wallpaper, and nature (petals, leaves)

# TERM 3

*Reading Readiness, Early Writing, Science Curiosity & Emotional Self-Regulation*

## Language & Literacy

### 1. Recognises All 26 Uppercase Letters

*The child can identify all 26 uppercase letters by name in any order. This is not about alphabetical sequence but random recognition — a clear sign of true letter knowledge rather than memorised song order.*

#### Teacher Strategies

- Use random flashcard drills alongside alphabet sequence activities
- Play matching games with uppercase letter pairs
- Create an alphabet wall and point to random letters during transitions
- Assess by showing letters in random order, not A-to-Z

#### Parent Support at Home

- Create a home alphabet chart and quiz casually each morning
- Play 'Alphabet Bingo' together with letter cards
- Use magnetic letters on the fridge for daily spontaneous practice
- Read alphabet books that feature letters in varied, non-sequential order

### 2. Writes Own Name Legibly

*The child can independently write their first name with recognisable letter formation. This is one of the most motivating early writing achievements because it is personally meaningful. Letter size and uniformity are less important at this stage than intentional, recognisable formation.*

#### Teacher Strategies

- Provide personal name tracing cards laminated for repeated use with dry-erase markers
- Use multisensory name writing: finger-write in sand, air writing, paint brushes
- Celebrate every attempt — put named work on display
- Create name puzzles: the child assembles letter tiles to spell their name

#### Parent Support at Home

- Make name writing special: use sparkly pens or their favourite colour
- Practise name writing on cards for family members (birthdays, festivals)
- Trace the name with your finger on their back at bedtime — they guess the letters
- Create a personalised placemat with the child's name for daily reference

## Science Curiosity

### 1. Names 5 Animals and Their Sounds

*The child can identify at least 5 animals by name and correctly associate each with its corresponding sound. This milestone builds vocabulary, classification skills, and the joy of learning about the natural world.*

#### Teacher Strategies

- Use animal flashcards with pictures and phonetic sound representations
- Play 'What sound does this animal make?' as a call-and-response activity
- Bring in animal figurines for hands-on exploration
- Create an animal sound book as a class project

#### Parent Support at Home

- Visit a local zoo, farm, or pet shop for real-world animal exposure
- Watch National Geographic Kids videos about animals together
- Play animal sound apps or games on a tablet
- Make animal masks and act out the sounds and movements at home

## Self-Regulation

### 1. Waits for Turn Without Prompting

*The child can hold back their impulse to act immediately and wait for their turn in games and conversations without an adult needing to remind them every time. This is a significant executive function milestone involving impulse control and working memory.*

#### Teacher Strategies

- Use visual turn-taking aids: a 'now' and 'next' board
- Play board games and card games that require waiting
- Praise waiting explicitly: 'You waited so patiently! I'm proud of you'
- Reduce wait times progressively as children build tolerance

#### Parent Support at Home

- Play simple card games like Snap or Old Maid at home
- Narrate wait situations positively: 'Your turn is coming very soon!'
- Avoid always letting the child go first — take turns fairly
- Practise waiting for a few seconds before serving food or starting activities

# TERM 4

*School Readiness, Language Fluency, Number Mastery & Personality Development*

## School Readiness

### 1. Reads 10 Sight Words Independently

*The child can read at least 10 high-frequency words (such as I, am, the, a, is, it, in, at, to, and) on sight without needing to decode phonetically. Sight word mastery dramatically accelerates reading fluency because these common words appear in almost every sentence.*

#### Teacher Strategies

- Use sight word walls with words displayed in large print
- Create word flashcard sets for daily 5-minute review
- Play sight word BINGO, memory match, and roll-and-read games
- Embed sight words in classroom environmental print

#### Parent Support at Home

- Create a home sight word ring with index cards on a key ring
- Play 'I spy a word' in books and magazines
- Write sight words on sticky notes and place them around the house
- Use the Starfall or BOB Books app for interactive sight word practice

### 2. Shows Kindness and Care to Classmates

*The child demonstrates consistent, unprompted kind behaviour toward peers — comforting a sad friend, including a lonely child in play, or helping someone with a dropped item. Kindness at this age is the cornerstone of social intelligence and lifelong character.*

#### Teacher Strategies

- Create a 'Kindness Jar' — add a stone for every kind act observed
- Read books about kindness and discuss real-life applications
- Celebrate kind acts publicly (with the child's permission)
- Role model kindness constantly — children watch every adult interaction

#### Parent Support at Home

- Acknowledge and celebrate kind acts: 'What you did for your sister was so thoughtful!'
- Talk about how kindness makes both people feel good
- Volunteer together as a family to develop a giving mindset
- Avoid labelling children as 'naughty' — focus on the behaviour, not the child

## **PART 2 — JUNIOR KG MILESTONES**

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# **JUNIOR KINDERGARTEN (Jr. KG)**

Ages 3.5 – 4.5 years

## **Milestone Achievement Guide**

Junior Kindergarten marks a transformative leap in a child's development. Children at this stage move from parallel play to cooperative play, from recognition to early decoding in reading, and from counting to early operations in mathematics. The milestones in Jr. KG build systematically upon the Nursery foundations and introduce formal academic concepts in a playful, child-centred way.

# TERM 1

*Confidence, Phonics Mastery, Numbers 1–50 & Handwriting*

## Social-Emotional Learning

### 1. Participates in Show-and-Tell Without Hesitation

*The child is willing and able to stand in front of peers, share an object or experience, and speak audibly about it. This milestone builds public speaking confidence, vocabulary, organisational thinking, and comfort with social visibility at an early age.*

#### Teacher Strategies

- Create a welcoming, non-judgmental show-and-tell atmosphere
- Scaffold with prompts: 'Can you tell us one thing about what you brought?'
- Allow drawing or an object to support children who are shy
- Celebrate every contribution equally regardless of length or confidence level

#### Parent Support at Home

- Practise show-and-tell at home — the child presents to family members
- Ask open questions: 'What would you like to tell the class about this?'
- Choose meaningful objects the child can speak about with genuine enthusiasm
- Watch child-friendly puppet or storytelling videos together for speaking models

## Language Arts — Phonics

### 1. Blends CVC Words (cat, dog, pin)

*The child can blend individual phonemes together to form and read simple consonant-vowel-consonant words. This is the critical transition from knowing letters to actual reading — one of the most celebrated milestones in early literacy development.*

#### Teacher Strategies

- Use Elkonin (sound) boxes to push counters as children segment and blend
- Start with continuous sounds (s, m, f, l) which are easier to blend than stop sounds
- Use letter tiles so children physically push sounds together
- Progress from 2-phoneme to 3-phoneme words; never rush the sequence

#### Parent Support at Home

- Play 'Silly Word Robot' — say words in robot-sound-by-sound and ask the child to blend them
- Use magnetic letters on the fridge to build and read CVC words together

- Read BOB Books Level 1 — designed specifically for CVC blending practice
- Celebrate every successfully blended word with genuine enthusiasm

## 2. Reads 15+ Sight Words Independently

*The child recognises at least 15 high-frequency words instantly without decoding. Combined with CVC blending, sight word mastery allows children to read simple sentences such as 'I see a big dog' — and the experience of reading real sentences is extraordinarily motivating.*

### Teacher Strategies

- Use a sight word wall with the words large enough to read from seats
- Introduce 2–3 new words per week with multi-sensory practice
- Play sight word hopscotch — children hop on words and read them aloud
- Use sentence strips so children can read words in meaningful context

### Parent Support at Home

- Keep a personal sight word ring — child reads through it daily (2 minutes)
- Look for sight words in storybooks during reading time together
- Write sight words on paper plates and play frisbee-reading
- Use the Sight Words by Letter School app for interactive digital practice

## Mathematics

### 1. Adds Within 10 Using Number Line

*The child can solve simple addition problems (e.g.  $3 + 4$ ) by using a number line to count on from the first number. This milestone bridges concrete counting to abstract number operations and introduces the core concept that addition means combining quantities.*

### Teacher Strategies

- Create a giant floor number line for physical movement addition
- Use open number lines drawn on whiteboards for flexible problem-solving
- Start with 'count on' strategy: always start from the bigger number
- Connect to real-world contexts: 'If I have 3 apples and buy 4 more, how many?'

### Parent Support at Home

- Use stairs as a number line — child hops up the number of steps in each addend
- Add fruit pieces or small toys together and count to verify answers
- Draw number lines on paper and trace jumps with your child
- Play dominoes — adding dots on both halves builds addition fluency

## TERM 2

*Reading Comprehension, Geometry, Environmental Studies & Creative Arts*

### Language — Reading Comprehension

#### 1. Answers Who, What, Where Questions About Stories

*The child can respond correctly to basic comprehension questions after hearing or reading a story. This demonstrates that the child is processing meaning — not just decoding words — and is developing the thinking skills that underpin all academic success.*

##### **Teacher Strategies**

- Use the QAR strategy: Question-Answer Relationship for structured comprehension
- Ask questions before, during, and after reading to build active listening
- Use retelling gloves or story maps to help children organise their thinking
- Validate all responses and probe further: 'What in the story made you think that?'

##### **Parent Support at Home**

- After reading, ask: 'Who was in the story? What happened? Where did it happen?'
- Avoid yes/no questions — open questions require more thinking
- Retell stories together using stuffed animals or puppets
- Watch short animated stories on Netflix Kids and ask comprehension questions

## TERM 3

*Extended Writing, Problem Solving, Science Experiments & Character Values*

### Literacy — Writing

#### 1. Writes Complete Sentences of 4–5 Words

*The child can independently compose and write a complete sentence such as 'I like red apples' or 'The dog is big'. This requires integration of phonics knowledge, sight word recall, pencil control, and sentence structure awareness — a major compositional milestone.*

##### Teacher Strategies

- Use sentence frames as scaffolds: 'I like \_\_\_\_' or 'The \_\_\_\_ is \_\_\_\_'
- Model writing a sentence on the board, thinking aloud at each step
- Celebrate invented spelling — focus on meaning, not perfection
- Create class books where each child contributes a sentence page

##### Parent Support at Home

- Ask the child to write a sentence in a special journal each evening
- Encourage birthday and festival card writing — real-purpose writing is motivating
- Accept and celebrate attempts: 'I can read what you wrote! Tell me more about it.'
- Avoid correcting spelling at home — the teacher will address this at school

# TERM 4

*Reading Mastery, Numbers to 100, Grammar, Writing Excellence & Holistic Growth*

## Reading Mastery

### 1. Reads Level 2 Books with 90%+ Accuracy

*The child reads a Level 2 early reader with fewer than 1 error per 10 words. At 90%+ accuracy, reading is fluent enough to focus cognitive attention on meaning rather than decoding. This is the tipping point at which children begin to truly 'read to learn'.*

#### Teacher Strategies

- Conduct running records to assess reading accuracy objectively
- Match children to appropriate book levels — too easy or too hard both impede progress
- Use repeated reading of the same text to build fluency and confidence
- Provide books in high-interest topics to maximise motivation

#### Parent Support at Home

- Listen to your child read aloud for 10 minutes every single evening
- Do not correct every error — only correct those that affect meaning
- Visit the local library regularly and let the child choose books
- Subscribe to Raz-Kids or Reading Eggs for levelled digital reading practice

## **PART 3 — SENIOR KG MILESTONES**

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# SENIOR KINDERGARTEN (Sr. KG)

Ages 4.5 – 5.5 years

## Milestone Achievement Guide

Senior Kindergarten is the culminating year of preschool and a direct bridge to Primary Grade 1. Milestones at this stage are more academically rigorous, socially sophisticated, and cognitively complex than in earlier years. The focus shifts toward independent learning, critical thinking, collaborative problem-solving, and the emotional maturity needed for the demands of formal schooling. Every milestone in Sr. KG is designed to ensure children arrive in Grade 1 confident, capable, and curious.

# TERM 1

Phonics Mastery, 2-Digit Arithmetic, Grammar, General Knowledge & Leadership

## Advanced Literacy

### 1. Reads Digraphs: ch, sh, th, wh, ph

*The child can decode words containing two-letter consonant combinations that make a single sound — such as 'chip', 'shop', 'the', 'when', and 'phone'. Mastery of digraphs dramatically expands the child's readable vocabulary and is essential for reading fluency at Grade 1 level.*

#### Teacher Strategies

- Introduce one digraph at a time with dedicated anchor words and pictures
- Use digraph sorting activities: sort words by their beginning digraph
- Create digraph books: 'My ch Book' with drawings and labelled pictures
- Digraph hopscotch: children hop on tiles labelled with target digraphs

#### Parent Support at Home

- Play 'digraph hunt' in books and food labels at home
- Make digraph word family lists together: chat, chap, chip, chop
- Watch Phonics Phase 3 digraph videos from Letters and Sounds or Jolly Phonics
- Create silly sentences using as many digraph words as possible

## Mathematics

### 1. Adds 2-Digit Numbers with Regrouping

*The child can solve addition problems such as  $28 + 14 = 42$  where the ones column produces a sum greater than 9 and requires carrying a ten to the tens column. This milestone involves understanding place value, the base-10 number system, and multi-step mathematical procedures.*

#### Teacher Strategies

- Use base-10 blocks (longs and units) to build regrouping concretely before abstract
- Teach the 'trade ten ones for one ten' concept with physical manipulatives
- Use colour-coded place value charts (yellow for ones, blue for tens)
- Ensure solid place value understanding before introducing the algorithm

#### Parent Support at Home

- Use loose coins — group 10 one-rupee coins to exchange for a 10-rupee coin
- Play place value games on Khan Academy Kids or Maths with Meeko

- Build 2-digit numbers with physical objects before writing the equation
- Connect regrouping to real-life: counting collections of 10s and 1s in daily contexts

## TERM 2

Deep Reading Comprehension, Money & Time, Physical Science & Hindi Language

### Advanced Reading — Analysis

#### 1. Identifies Cause and Effect in Stories

*The child can identify why an event happened (cause) and what resulted from it (effect) in a story. This is a higher-order comprehension skill that demonstrates inferential thinking — the child is reading beyond the literal text to understand underlying relationships.*

##### Teacher Strategies

- Use graphic organisers: 'Because \_\_\_\_\_, then \_\_\_\_\_' sentence frames
- Ask 'Why did that happen?' and 'What happened because of that?'
- Use picture books specifically chosen for clear cause-and-effect narratives
- Create cause-effect dominoes — children match causes to their effects

##### Parent Support at Home

- During TV shows or movies, pause and ask 'Why did that happen?'
- Discuss real-life cause and effect: 'Why did your plant die? What might have helped?'
- Read books like 'The Lorax' which have clear environmental cause and effect themes
- Play the 'Why? Because' game during car journeys for thinking practice

## TERM 3

*Extended Writing, 3-Digit Operations, Critical Thinking, Yoga & Advanced Arts*

### Writing Mastery

#### 1. Writes a Story with Introduction, Problem, and Resolution

*The child can plan and write a narrative that includes a clear beginning (introducing characters and setting), a middle (presenting a problem or challenge), and an end (resolving the problem). This three-part story structure is the foundation of all narrative writing taught throughout formal schooling.*

##### Teacher Strategies

- Use a story map template before writing to plan all three parts
- Teach with mentor texts — read stories and identify beginning/middle/end together
- Confer with each writer: 'What problem does your character have?'
- Display story mountains on the wall as a reference during writing time

##### Parent Support at Home

- Tell oral stories together at bedtime following the beginning-problem-ending structure
- Use story dice (available online) to generate random story elements together
- Help the child create their own mini storybook — draw, write, and staple together
- Ask: 'If your character had a problem, what would it be? How would they fix it?'

### Critical Thinking

#### 1. Presents a Simple Argument with 2 Reasons

*The child can state a viewpoint and support it with two reasons. For example: 'I think dogs are better pets because they play with you and they protect your house.' This is foundational persuasive and analytical thinking — the beginning of academic argumentation.*

##### Teacher Strategies

- Use 'I think \_\_\_\_ because \_\_\_\_' sentence frames for structured thinking
- Hold class debates on child-friendly topics: 'Is it better to be indoors or outdoors?'
- Model giving two reasons yourself in everyday discourse
- Validate all well-reasoned arguments regardless of conclusion

##### Parent Support at Home

- Ask 'Why do you think that? Can you give me two reasons?' about everyday preferences
- Play 'Agree or Disagree' with simple statements and ask for reasons

- Discuss news or stories: 'Do you think the character made a good choice? Why?'
- Model your own reasoning aloud: 'I think we should go to the park because...'

# TERM 4

*Grade 1 Readiness, Literacy Excellence, Mathematics Mastery & Holistic Achievement*

## Primary School Readiness

### 1. Adapts to New Routines and Teachers Quickly

*The child can adjust to new classroom environments, unfamiliar teachers, and changed daily schedules without significant distress or prolonged disruption to learning. This is a critical transition readiness milestone that predicts smooth adaptation to Grade 1 and beyond.*

#### Teacher Strategies

- Practise 'transition rehearsals' — simulate Grade 1-style routines in Term 4
- Introduce visiting teachers or swapping classrooms briefly to build flexibility
- Use social stories to prepare children for the changes of moving to Grade 1
- Discuss Grade 1 excitedly and positively to build positive anticipation

#### Parent Support at Home

- Talk positively about Grade 1 at home — never use it as a threat
- Visit the new school or classroom before the year begins if possible
- Role-play 'first day of big school' at home using toys or puppets
- Practise the new schedule: if Grade 1 starts earlier, adjust wake-up time in Term 4

### 2. Approaches Challenges with a Growth Mindset

*The child understands that effort, practice, and learning from mistakes leads to improvement — not fixed intelligence. When facing difficulty, the child says 'I can't do this yet' rather than 'I can't do this' and persists rather than giving up. This milestone, rooted in Carol Dweck's research, is arguably the single most important predictor of lifelong academic success.*

#### Teacher Strategies

- Use 'yet' language consistently: 'You can't do that yet — let's practise!'
- Praise effort and strategy, not natural ability: 'You worked so hard on that!'
- Share your own learning mistakes and how you overcame them
- Display: 'Mistakes help our brain grow!' prominently in the classroom

#### Parent Support at Home

- Never say 'You're so smart' — say 'You worked so hard and figured it out!'
- Share your own failures and what you learned from them at the dinner table
- When the child says 'I can't', add the word 'yet': 'You can't yet, but you will!'
- Read 'The Most Magnificent Thing' by Ashley Spires — a growth mindset masterpiece



## **Closing Note to Teachers & Parents**

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Every child arrives in this world as a natural learner — curious, eager, and capable. The milestones in this guide are not a race or a rigid checklist. They are a map — a guide to help teachers and parents understand where each child is in their unique developmental journey, and how to best support them forward.

Some children will clear all milestones ahead of schedule. Others will need more time, more practice, and more patient encouragement. Both are perfectly normal. What matters most is not the pace, but the quality of the relationship between the adult and the child — the warmth, the encouragement, and the belief that every child can and will grow.

The most powerful thing any teacher or parent can say to a child is: 'I believe in you. I am here with you. You can do this.'

### **ALMA PLAY GUIDE**

*Where Every Child Blooms*