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| **EYFS - Development Matters (3 and 4 Years Old)** | |
| **Prime Area: Communication and Language** | |
| * Enjoy listening to longer stories and can remember much of what happens. * Pay attention to more than one thing at a time, which can be difficult. * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | * Develop their pronunciation but may have problems saying:   + some sounds: r, j, th, ch, and sh   + multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ * Use longer sentences of four to six words. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |
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| **Prime Area: Personal, Social and Emotional Development** | |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Increasingly follow rules, understanding why they are important. | * Remember rules without needing an adult to remind them. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling. * Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * Make healthy choices about food, drink, activity and toothbrushing. |
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| **Prime Area: Physical Development** | |
| * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
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| **Specific Area: Literacy** | |
| * Understand the five key concepts about print:   + print has meaning   + print can have different purposes   + we read English text from left to right and from top to bottom   + the names of the different parts of a book   + page sequencing * Develop their phonological awareness, so that they can:   + spot and suggest rhymes   + count or clap syllables in a word   + recognise words with the same initial sound, such as money and mother | * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. * Write some or all of their name. * Write some letters accurately. |
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| **Specific Area: Mathematics** | |
| * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Show ‘finger numbers’ up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Make comparisons between objects relating to size, length, weight and capacity. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. * Combine shapes to make new ones – an arch, a bigger triangle etc. * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then... |
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| **Specific Area: Understanding of the World** | |
| * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. * Explore how things work. * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. | * Begin to understand the need to respect and care for the natural environment and all living things. * Explore and talk about different forces they can feel. * Talk about the differences between materials and changes they notice. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |

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| **Specific Area: Expressive Arts and Design** | |
| * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. | * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Explore colour and colour-mixing * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. |