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| **EYFS - Development Matters (Birth to 3 Years Old)** |
| **Prime Area: Communication and Language** |
| * Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.
* Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
* Watch someone’s face as they talk.
* Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
* Enjoy singing, music and toys that make sounds.
* Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction.
* Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
* Babble, using sounds like ‘baba’, ‘mamama’.
* Use gestures like waving and pointing to communicate.
* Reach or point to something they want while making sounds.
* Copy your gestures and words.
* Constantly babble and use single words during play.
* Use intonation, pitch and changing volume when ‘talking’
* Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.
* Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
* Understand simple instructions like “give to nanny” or “stop”.
* Recognise and point to objects if asked about them
 | * Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
* Listen to other people’s talk with interest, but can easily be distracted by other things.
* Make themselves understood, and can become frustrated when they cannot.
* Start to say how they are feeling, using words as well as actions.
* Start to develop conversation, often jumping from topic to topic.
* Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
* Use the speech sounds p, b, m, w.
* Pronounce:
	+ l/r/w/y
	+ s/sh/ch/dz/j
	+ f/th
	+ multi-syllabic words such as ‘banana’ and ‘computer’
* Listen to simple stories and understand what is happening, with the help of the pictures.
* Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
* Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’
* Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
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| **Prime Area: Personal, Social and Emotional Development** |
| * Find ways to calm themselves, through being calmed and comforted by their key person.
* Establish their sense of self.
* • Express preferences and decisions. They also try new things and start establishing their autonomy.
* Engage with others through gestures, gaze and talk.
* Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
* • Find ways of managing transitions, for example from their parent to their key person.
* Thrive as they develop self-assurance.
* Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
* Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
 | * Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
* Feel strong enough to express a range of emotions.
* Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
* Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
* Be increasingly able to talk about and manage their emotions.
* Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
* Develop friendships with other children.
* Safely explore emotions beyond their normal range through play and stories.
* Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.
* Learn to use the toilet with help, and then independently.
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| **Prime Area: Physical Development** |
| * Lift their head while lying on their front.
* Push their chest up with straight arms.
* Roll over: from front to back, then back to front.
* Enjoy moving when outdoors and inside.
* Sit without support.
* Begin to crawl in different ways and directions.
* Pull themselves upright and bouncing in preparation for walking.
* Reach out for objects as co-ordination develops.
* Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
* Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
* Clap and stamp to music.
* Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
 | * Enjoy starting to kick, throw and catch balls.
* Build independently with a range of appropriate resources.
* Begin to walk independently – choosing appropriate props to support at first.
* Walk, run, jump and climb – and start to use the stairs independently.
* Spin, roll and independently use ropes and swings (for example, tyre swings).
* Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
* Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
* Start eating independently and learning how to use a knife and fork.
* Develop manipulation and control.
* Explore different materials and tools.
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| **Specific Area: Literacy** |
| * Enjoy songs and rhymes, tuning in and paying attention.
* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
* Say some of the words in songs and rhymes.
* Copy finger movements and other gestures.
* Sing songs and say rhymes independently, for example, singing whilst playing.
* Enjoy sharing books with an adult.
* Pay attention and respond to the pictures or the words.
* Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 | * Repeat words and phrases from familiar stories.
* Ask questions about the book. Makes comments and shares their own ideas.
* Develop play around favourite stories using props.
* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
* Enjoy drawing freely.
* Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
* Make marks on their picture to stand for their name.
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| **Specific Area: Mathematics** |
| * Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
* Take part in finger rhymes with numbers.
* React to changes of amount in a group of up to three items.
* Compare amounts, saying ‘lots’, ‘more’ or ‘same’.
* Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
 | * Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’
* Climb and squeeze themselves into different types of spaces.
* Build with a range of resources.
* Complete inset puzzles.
* Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
* Notice patterns and arrange things in patterns.
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| **Specific Area: Understanding of the World** |
| * Repeat actions that have an effect.
* Explore materials with different properties.
* Explore natural materials, indoors and outside
 | * Explore and respond to different natural phenomena in their setting and on trips.
* Make connections between the features of their family and other families.
* Notice differences between people.
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| **Specific Area: Expressive Arts and Design** |
| * Show attention to sounds and music.
* Respond emotionally and physically to music when it changes.
* Move and dance to music.
* Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.
* Explore their voices and enjoy making sounds.
* Join in with songs and rhymes, making some sounds.
* Make rhythmical and repetitive sounds.
* Explore a range of sound-makers and instruments and play them in different ways.
* Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
* Start to make marks intentionally.
 | * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
* Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
* Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.
* Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.
* Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
* Use their imagination as they consider what they can do with different materials.
* Make simple models which express their ideas.
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