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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. |