

Early Years Foundation Stage: Development Matters: Birth to 3 years

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> . 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. . Copy your gestures and words. . Constantly babble and use single words during 	<ul style="list-style-type: none"> . 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 	<ul style="list-style-type: none"> . 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 coordination develops. . Eat finger food and develop likes and dislikes. . Try a wider range of foods with different tastes and textures. . Lift objects up to suck them. . Pass things from one hand to the other. Let go of things and hands them to another person, or drops 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. . Develop manipulation and control. 	<ul style="list-style-type: none"> . 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’. . 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 squeezing selves 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. 	<ul style="list-style-type: none"> . 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 responds to the pictures or the words. . Have favourite books and seeks 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. 	<ul style="list-style-type: none"> . 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. 	<ul style="list-style-type: none"> . 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 soundmakers 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

<p>play.</p> <ul style="list-style-type: none"> . Use intonation, pitch and changing volume when ‘talking’. . Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p> <ul style="list-style-type: none"> . Understand simple instructions like “give to mummy” 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. . Can become frustrated when they can’t make themselves understood. . 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. . Are usually still learning to pronounce: <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer . Listen to simple stories and understand what is 	<p>emotions.</p> <ul style="list-style-type: none"> . 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. . Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. 	<ul style="list-style-type: none"> . Explore different materials and tools. . 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. . Learn to use the toilet with help, and then independently. . 				<p>do with different materials.</p> <ul style="list-style-type: none"> . Make simple models which express their ideas.
---	---	--	--	--	--	---

<p>happening, with the help of the pictures.</p> <ul style="list-style-type: none">. 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').						
---	--	--	--	--	--	--