

## Early Years Foundation Stage: Development Matters – 3 and 4 year olds

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>. Enjoy listening to longer stories and can remember much of what happens.</li> <li>. Can find it difficult to pay attention to more than one thing at a time.</li> <li>. Use a wider range of vocabulary.</li> <li>. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>. Sing a large repertoire of songs.</li> <li>. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>. 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.</li> <li>. Develop their sense of responsibility and membership of a community.</li> <li>. Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>. Show more confidence in new social situations.</li> <li>. Play with one or more other children, extending and elaborating play ideas.</li> <li>. Help to find solutions to conflicts and rivalries. For example, accepting that not</li> </ul>	<ul style="list-style-type: none"> <li>. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>. Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>. Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>. Are increasingly able to use and remember sequences and</li> </ul>	<ul style="list-style-type: none"> <li>. Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>. Recite numbers past 5.</li> <li>. Say one number for each item in order: 1,2,3,4,5.</li> <li>. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</li> <li>. Show ‘finger numbers’ up to 5.</li> <li>. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>. Experiment with their own symbols and marks</li> </ul>	<ul style="list-style-type: none"> <li>. Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>. Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>. Engage in</li> </ul>	<ul style="list-style-type: none"> <li>. Use all their senses in hands on exploration of natural materials.</li> <li>. Explore collections of materials with similar and/or different properties.</li> <li>. Talk about what they see, using a wide vocabulary.</li> <li>. Begin to make sense of their own life-story and family’s history.</li> <li>. Show interest in different occupations.</li> <li>. Explore how things work.</li> <li>. Plant seeds and care for growing plants.</li> <li>. Understand the key features of the life cycle of a plant and an animal.</li> <li>. Begin to understand the need to respect</li> </ul>	<ul style="list-style-type: none"> <li>. Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>. Develop their own ideas and then decide which materials to use to express them.</li> </ul>

<p>. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>. Use longer sentences of four to six words.</p> <p>. 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.</p> <p>. Can start a conversation with an adult or a friend and</p>	<p>everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>. Increasingly follow rules, understanding why they are important.</p> <p>. Do not always need an adult to remind them of a rule.</p> <p>. Develop appropriate ways of being assertive.</p> <p>. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>. Begin to understand how others might be feeling.</p>	<p>patterns of movements which are related to music and rhythm.</p> <p>. 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.</p> <p>. 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.</p> <p>. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>. Use one-handed tools and equipment, for</p>	<p>as well as numerals.</p> <p>. Solve real world mathematical problems with numbers up to 5.</p> <p>. Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>. 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’.</p> <p>. Understand position through words alone – for example, “The bag is under the table,” with no pointing.</p> <p>. Describe a familiar route.</p> <p>. Discuss routes and locations, using words like ‘in</p>	<p>extended conversations about stories, learning new vocabulary.</p> <p>. 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; write ‘m’ for mummy.</p> <p>. Write some or all of their name.</p> <p>. Write some letters accurately.</p>	<p>and care for the natural environment and all living things.</p> <p>. Explore and talk about different forces they can feel.</p> <p>. Talk about the differences between materials and changes they notice.</p> <p>. Continue to develop positive attitudes about the differences between people.</p> <p>. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>. Join different materials and explore different textures.</p> <p>. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>. Use drawing to represent ideas like movement or loud noises.</p> <p>. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>. Explore colour and colour mixing.</p> <p>. Show different emotions in their drawings – happiness,</p>
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<p>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.”</p>		<p>example, making snips in paper with scissors.          . Use a comfortable grip with good control when holding pens and pencils.          . Start to eat independently and learning how to use a knife and fork.          . 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.          . 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</p>	<p>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,</p>			<p>sadness, fear etc.          . 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.</p>
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		and toothbrushing.	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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