

EYFS Development Matters 2020 - Three and Four Year Olds

| Communication and Language | Personal, Social, Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| <p>Enjoys listening to longer stories & can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Uses a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat & wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, & be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses & plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>May have problems saying: some sounds: r, j, th, ch & 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 & to debate when they disagree with an adult/friend, using words as well as actions.</p> <p>Can start a conversation with an adult/friend & continue it for many turns.</p> <p>Use talk to organise themselves & their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> | <p>Select & use activities & resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility & membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending & elaborating play ideas.</p> <p>Help to find solutions to conflicts & rivalries. For example, accepting that not everyone can be Spider-Man in the game, & 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>Continue to develop their movement, balancing, riding (scooters, trikes & bikes) & basic skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg & hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags & streamers, paint & make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm.</p> <p>Match their developing physical skills to tasks & activities in the setting. For example, try to decide whether to crawl, walk/run across a plank, depending on its length & width.</p> <p>Choose the right resources to carry out their own plan. For example, choose 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 & equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens & pencils.</p> <p>Start to eat independently & learning how to use a knife & fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed & undressed, for example putting coats on & doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity & toothbrushing.</p> | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning, the names of the different parts of a book - Print can have different purposes - Page sequencing, we read English text from left to right & from top to bottom. <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot & suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money & mother. <p>Engage in 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. Write some or all of their name. Write some letters accurately.</p> | <p>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).</p> <p>Show ‘finger numbers’ up to 5. Link numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols & marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Talk about & explore 2D and 3D shapes (for example, circles, rectangles, triangles & cuboids) using informal & 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 front of’ & ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight & capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about & identifies the patterns around them. For example: stripes on clothes, designs on rugs & wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend & create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice & correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’...</p> | <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history. Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds & care for growing plants.</p> <p>Understand the key features of the life cycle of a plant & an animal.</p> <p>Begin to understand the need to respect & care for the natural environment and all living things.</p> <p>Explore & talk about different forces they can feel.</p> <p>Talk about the difference between materials & 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 & talk about the differences they have experienced or seen in photos.</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls & dolls houses etc.</p> <p>Make imaginative & complex ‘small worlds’ with blocks & construction kits, such as a city with different buildings & a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them & what to make. Develop their own ideas & then decide which materials to use to express them.</p> <p>Join different materials & explore different textures.</p> <p>Create closed shapes with continuous lines, & begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity & detail, such as representing a face with a circle & including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings & paintings, like happiness, sadness, fear etc.</p> <p>Explore colour & colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts & feelings.</p> <p>Remember & sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings & ideas.</p> |