

EYFS DEVELOPMENT MATTERS

THREE TO FOUR YEAR OLDS

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills)
- Go up steps and stairs, climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use a remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- 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.
- Collaborate with other to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for 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 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 and toothbrushing.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wide range of vocabulary.
- Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'.
- Understand 'why' questions like: 'Wy do you think the caterpillar got so fat?'
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
 - Some sounds: r, j, th, ch and sh.
 - Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play; 'Ley's go on a bus... you sit there.....I'll be the driver'.

Personal, Social and Emotional Development

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk to others to solve conflicts.
- Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried',
- Begin to understand how others might be feeling.

PRIME AREAS

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Literacy

- Understand the five key concepts about print:
 - Print has meaning
 - The names of different parts of a book.
 - Print can have different purposes
 - Page sequencing
 - We read English text from left to right and from top to bottom.
- Develop their phonological awareness, so they can:
 - Spot and suggest rhymes
 - Count or clap syllables in a word
 - Recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example; writing a pretend shopping list, list that starts at the top of the page, write 'm' for mummy,
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- 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')
- Show 'finger numbers' up to 5.
- Link numerals and amounts; for example, showing the right number of objects to match numerals up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language 'more than, fewer than'.
- 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'
- Understand position through words alone - for example, 'The bag is under the table,' - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in 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, 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'...

SPECIFIC AREAS

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Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collection of materials with similar and/or different properties;
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life story and family's history.
- Some interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the difference between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Using drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- 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.

SPECIFIC AREAS