

Personal, Social and Emotional Development		
Three and Four Year Olds	20	Select and use activities and resources, with help when needed.
	21	Develop their sense of responsibility and membership of a community e.g. through daily tasks
	22	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
	23	Become more outgoing with unfamiliar people, in the safe context of their setting.
	24	Show more confidence in new social situations.
	25	Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
	26	Responds to others in play and extends and elaborates play ideas
	27	Increasing consideration of other people's needs, beginning to share resources and take turns with peers
	28	Increasingly follow rules, understanding why they are important.
	29	Do not always need an adult to remind them of a rule.
	30	Develop appropriate ways of being assertive.
	31	Talk with others to solve conflicts through negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
	32	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
	33	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	34	Begin to understand and respond appropriately to how others might be feeling
	35	Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
	36	Is more able to recognise that their actions/choices/words and behaviours can impact on others/hurt others' feelings
	37	Can adapt behaviour to different events and social situations
	38	Seeks out companionship with adults and other children, sharing experiences and play ideas
39	Can manage changes with transitions between locations and within routines	

Communication and Language		
Three and Four Year Olds	35	Can find it difficult to pay attention to more than one thing at a time.
	36	Use a wider range of vocabulary.
	37	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
	38	Understand and respond to 'why' and 'how' questions
	39	Can sometimes use past, present and future tenses but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
	40	May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
	41	Use longer sentences of four to six words with connectives e.g. 'and' and 'because'
	42	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.
	43	Can start a conversation with an adult or a friend and continue it for many turns.
	44	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	45	Knows (can point to picture) and uses verbs in conversation
	46	Asks who, what, where, how, when, why questions
	47	Uses intonation, rhythm and phrasing to make the meaning clear to others
	48	Talks more extensively about things that are of particular importance to them
	49	Absorbs and uses language they hear around them in their community and culture

Physical Development		
Three and Four Year Olds	31	Develops confidence for movement and balancing-using hands and body to stabilise themselves.
	32	Able to walk down steps or slopes whilst holding small objects
	33	Skip, hop and jump forward with 2 feet together
	34	Shows increasing confidence when riding scooters, trikes and bikes
	35	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
	36	Can throw, catch and kick a large ball, beanbag or object
	37	Go up steps and stairs, or climb up apparatus, using alternate feet.
	38	Use large-muscle movements to wave flags and streamers, paint and make marks (lines and circles).
	39	Start taking part in some group activities which they make up for themselves, or in teams.
	40	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
	41	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.
	42	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.
	43	Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely either independently or through collaboration with others to manage large items
	44	Use one-handed tools and equipment, for example, making snips in paper with scissors.
	45	Developing good fine motor skills-able to complete interlocking jigsaws and thread beads onto thin lace
	46	Use a comfortable grip with good control when holding pens and pencils.
	47	Start to eat independently and learning how to use a knife and fork.
	48	Show a preference for a dominant hand.
	49	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
50	Be increasingly independent in meeting their own care needs and know why this is important, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly	
51	Has a basic understanding of how exercise, routine and eating certain foods/drinks keeps us healthy	
52	Can name and identify different parts of the body	
53	Make healthy choices about food, drink, activity and toothbrushing	

Understanding The World

Three and Four Year Olds	13	Remembers and talks about significant events/special times
	14	Shows interest in the lives of people who are familiar to them
	15	Begin to make sense of their own life-story and family's history.
	16	Show interest in different occupations and ways of life indoors and outdoors
	17	Continue to develop an awareness of and have positive attitudes about the differences and similarities between people.
	18	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	19	Use all their senses in hands-on exploration of natural materials.
	20	Explore collections of materials with similar and/or different properties
	21	Talk about the differences between materials and changes they notice.
	22	Explore and talk about different forces they can feel.
	23	Talk and ask questions about what they see, using a wide vocabulary.
	24	Explore and talk about how things work.
	25	Plant seeds and care for growing plants.
	26	Understand the key features of the life cycle of a plant and an animal.
	27	Begin to understand the need to respect and care for the natural environment and all living things and how their behaviour can have an effect on it
	28	Shows interest in and can operate simple technology/toys to achieve effects such as sound, movement or new images
29	Knows that information can be retrieved from digital devices and the internet	
30	Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet	

Expressive Arts and Design

Three and Four Year Olds	21	Take part in simple pretend play, using an object to represent something else even though they are not similar.
	22	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
	23	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
	24	Explore different materials freely, in order to develop their ideas about how to use them and what to make.
	25	Develop their own ideas and then decide which materials to use to express them.
	26	Engages in imaginative play based on own ideas or first-hand or peer experiences.
	27	Join different materials and explore different textures.
	28	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
	29	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
	30	Use drawing to represent ideas like movement or loud noises.
	31	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
	32	Name colours and explore colour and colour-mixing.
	33	Listen with increased attention to sounds.
	34	Respond to what they have heard, expressing their thoughts and feelings.
	35	Uses various construction materials to join, stack vertically and horizontally, balance, make enclosures and create spaces
	36	Sing the pitch of a tone sung by another person ('pitch match').
	37	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
	38	Create their own songs, or improvise a song around one they know.
	39	Play instruments with increasing control to express their feelings and ideas.
	40	Sing a large repertoire of songs.
41	Explores and learns how sounds and movements can be changed	
42	Enjoys and continues to explore moving, dance and ring games in a range of ways, e.g. mirroring, creating own movement patterns	
43	Taps out simple repeated rhythms	
44	Makes up rhythms.	
45	Experiments and creates sounds, movement and drawings in response to music, stories and ideas	
46	Joins in with simple patterns in sounds, objects, actions games and stories dance and movement, predicting what comes next	

Mathematics

Three and Four Year Olds	20	Fast recognition of up to 3 objects, without having to count them individually ('subitising').
	21	Recite numbers past 5.
	22	Say one number for each item in order: 1,2,3,4,5. (1:1 correspondence)
	23	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
	24	Show 'finger numbers' up to 5 (finger gnosis)
	25	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (Recognising numerals)
	26	Experiment with their own symbols, marks as well as numerals.
	27	Solve real world mathematical problems with numbers up to 5.
	28	Compare quantities using language: 'more than', 'fewer than', 'same'
	29	Shows an interest in numerals in the environment and an understanding of their different purposes.
	30	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same and that numbers are made up (composed) of smaller numbers
	31	Can count on from numbers 1-4
	32	Begin to describe/recall a sequence of events, real or fictional, using words such as 'first', 'then...'
	33	Understand language of position and direction through responses and use of words, without gestures
	34	Discuss/describe routes and locations, using words like 'in front of' and 'behind'.
	35	Predicts, moves and rotates objects to fit the space or create the shape they would like
	36	Talk about and explore 2D and 3D shapes:
	37	Shape names (circles, rectangles, triangles and cuboids)
	38	Shape properties ('sides', 'corners'; 'straight', 'flat', 'round').
	39	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
40	Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes	
41	Shows awareness of shape similarities and differences between objects	
42	Creates their own spatial patterns showing some organisation or regularity	
43	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.	
44	Extend and create patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	
45	Notice and correct an error in a repeating pattern.	
46	Make comparisons between objects relating to size, length, weight and capacity.	

Literacy

Three and Four Year Olds	17	Understand the five key concepts about print:
	18	Print has meaning
	19	The names of the different parts of a book-front cover, back cover, title, author, page numbers, words, illustrations, blurb
	20	Print can have different purposes-instructions, information/fact, story, signs, symbols, menu etc
	21	Page sequencing
	22	We read English text from left to right and from top to bottom
	23	Develop their phonological awareness, so that they can:
	24	Spot and suggest rhymes
	25	Count or clap syllables in a word
	26	Recognise words with the same initial sound, such as money and mother
	27	Orally blend CVC words
	28	Orally segment CVC words
	29	Use some of their mark making, print and letter knowledge for early writing in play. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy or imitates adults writing, making continuous lines of shapes and symbols from left to right
	30	Sometimes gives meaning to their drawings and paintings
	31	Write some or all of their name.
	32	Correctly form some letters
	33	Recognises familiar words and signs such as own name, advertising logos and screen icons.
	34	Engage in extended conversations about stories, learning new vocabulary.
	35	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
36	Enjoy listening to longer stories and can remember much of what happens.	
37	Can talk about and retell familiar stories	
38	Talks about events and principal characters in stories	
39	Begins to be aware of the way stories are structured, and to tell own stories	
40	Enjoys independent use of books and touch screen technology, holding them the correct way up and with care.	
41	Suggests how the story might end	