

Development Matters



Assessment statements for 3-4 year-olds

Area of Learning	Aspect	Statements from Development Matters
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling
	Managing Self	<ul style="list-style-type: none"> 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. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying hands thoroughly. Making healthy choices about food, drink, activity and toothbrushing.
	Building Relationships	<ul style="list-style-type: none"> 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. Find solutions to conflict and rivalries.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "why do you think the caterpillar got so fat?" Enjoy listening to longer stories and can remember much of what happens
	Speaking	<ul style="list-style-type: none"> Use a wider range of vocabulary. 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'. Develop their pronunciation but may continue to have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or

		<p>'hippopotamus'</p> <ul style="list-style-type: none"> • 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. • Start a conversation with an adult or a friend and 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."
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Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or 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. • Increasingly be able to use and 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. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items
	Fine Motor Skills	<ul style="list-style-type: none"> • 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 how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly

Literacy	Comprehension	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary
	Word Reading	<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 and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother

	Writing	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in early writing in their early writing. • Write some or all of their name • Correctly form some letters
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Maths	Number	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising') • Show 'finger numbers' up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (Recognising numerals) • Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5
	Numerical Patterns	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. (1:1 correspondence) • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • Compare quantities using language: 'more than', 'fewer than' • Begin to describe/recall a sequence of events, real or fictional, using words such as 'first', 'then...' • Talk about and explore 2D and 3D shapes using informal mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' • 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. • Understand position through words alone • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind' • 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 • Notice and correct an error in a repeating pattern • Make comparisons between objects relating to size, length, weight and capacity.

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history
	People, Culture and Communities	<ul style="list-style-type: none"> • Show interest in different occupations • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
	The Natural World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties • Talk about the differences between materials and changes they

		<p>notice</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel • Talk about what they see, using a wide vocabulary • 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
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Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 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 • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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. • Show different emotions in their drawings and paintings, like happiness, 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