

EYFS Development Matters Statements Birth to Three - Prime Areas

Communication and Language

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
 - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
 - Watch someone's face as they talk.
 - Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
 - Enjoy singing, music and toys that make sounds.
 - Recognise and are calmed by a familiar and friendly voice.
 - Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
 - Babble, using sounds like 'baba', 'mamama'.
 - Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
 - Copy your gestures and words.
 - Constantly babble and use single words during play.
 - Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
 - Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
 - Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
 - Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
 - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
 - Pronounce:
 - l/r/w/y - s/sh/ch/dz/j
 - f/th - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.

Communication and Language

- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

Physical Development

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.

EYFS Development Matters Statements Birth to Three - Specific Areas

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Copy finger movements and other gestures.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
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- Enjoy sharing books with an adult.
 - Pay attention and respond to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 - Repeat words and phrases from familiar stories.
 - Ask questions about the book. Makes comments and shares their own ideas.
 - Develop play around favourite stories using props.
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- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
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- Enjoy drawing freely.
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.

Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
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- Take part in finger rhymes with numbers.
 - React to changes of amount in a group of up to three items.
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- Compare amounts, saying 'lots', 'more' or 'same'.
 - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
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- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
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- Climb and squeeze themselves into different types of spaces.
 - Build with a range of resources.
 - Complete inset puzzles.
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- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
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- Notice patterns and arrange things in patterns.

Understanding the World

- Repeat actions that have an effect.
 - Explore materials with different properties.
 - Explore natural materials, indoors and outside.
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- Explore and respond to different natural phenomena in their setting and on trips.
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- Make connections between the features of their family and other families.
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- Notice differences between people.

Expressive Arts and Design

- Show attention to sounds and music.
 - Respond emotionally and physically to music when it changes.
 - Move and dance to music.
 - Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
 - Explore their voices and enjoy making sounds.
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- Join in with songs and rhymes, making some sounds.
 - Make rhythmical and repetitive sounds.
 - Explore a range of sound-makers and instruments and play them in different ways.
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- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
 - Start to make marks intentionally.
 - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
 - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
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- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
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- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
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- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
 - Use their imagination as they consider what they can do with different materials.
 - Make simple models which express their ideas.