Early Years Foundation Stage with links to Development Matters

**Communication and Language**

Birth to Three Years

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| Observation | Tick | Further Comments |
| Listens attentively to a story |  |  |
| Can recall parts of a story read to them |  |  |
| Can identify a familiar object e.g the blue car |  |  |
| Will understand questions asked like ‘find your coat’ |  |  |

Three to Four Years

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| Observation | Tick | Further Comments |
| Will have conversations with a friend or adult and continue it for many turns |  |  |
| Can understand a question or instruction with two parts such as ‘get your coat and then wait by the door’ |  |  |
| Can they talk in sentences such as ‘I want my toy’ or ‘mummy gone to work today’ |  |  |

**Personal, Social and Emotional Development**

Birth to three years

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| Observation | Tick | Further Comments |
| Enjoys carrying out small tasks like helping to tidy up or going to get their own coats. |  |  |
| Can they use the toilet with help or independently |  |  |
| Notices things in their environment and will ask questions |  |  |

Three and Four years

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| Observation | Tick | Further Comments |
| Likes to play with others |  |  |
| Can share with some support |  |  |
| Can select their own activities |  |  |
| Can ask for help when needed |  |  |
| Can follow some rules |  |  |
| Can talk about their feelings, using words such as ‘happy’, ‘sad’ , ‘angry’ |  |  |

**Physical Development**

Birth to three years

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| Observation | Tick | Further Comments |
| Can clap and stamp to music |  |  |
| Can complete an insert puzzle |  |  |
| Can walk, run, jump, and climb. Starting to use stairs independently |  |  |
| Beginning to show desire to be independent, such as feeding themselves/ dressing/ undressing. |  |  |
| Is learning how to use a knife and fork to feed themselves |  |  |

Three to Four Years

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| Observation | Tick | Further Comments |
| Shows a preference for a dominant hand |  |  |
| Can skip, hop, stand on one leg. |  |  |
| Sometimes kicks, throws, and catches a ball |  |  |
| Uses a comfortable pencil grip |  |  |
| Can use a scooter or ride a tricycle |  |  |
| Can use the toilet independently, knowing to wash/dry their hands after |  |  |
| Can put on their own coat, attempting the zip |  |  |

**Literacy**

Birth to Three

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| Observation | Tick | Further Comments |
| Joins in with songs, rhymes, and tunes |  |  |
| Will look at a book with an adult |  |  |
| Enjoys mark making with tools such as pencils, pens, and paint. |  |  |
| Will notice some print such as a familiar logo, front door number or letter of their name |  |  |
| Develops their play around favourite stories using other toys as props |  |  |
| Understands simple instructions such as ‘stop’ or ‘give it to Daddy’ |  |  |

Three to Four Years

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| --- | --- | --- |
| Observation | Tick | Further Comments |
| Can recognise different parts to a story such as a start, middle and end |  |  |
| Can form some letters of their names |  |  |
| Can turn pages of a book in order |  |  |
| Can recognise words with the same initial sound, such as bat and ball |  |  |

**Mathematics**

Birth to Three

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| Observation | Tick | Further Comments |
| Will take part in finger rhymes with numbers |  |  |
| Uses words such as ‘lots’, ‘more’ and ‘same’ |  |  |
| Will count sometimes missing number e.g. 1,2,4,5 |  |  |
| Notices patterns such as polka dots/ stripes |  |  |

Three to Four Years

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| --- | --- | --- |
| Observation | Tick | Further Comments |
| Compares quantities using language such as ‘more than’ ‘fewer than’ |  |  |
| Shows interest of shapes, for example with puzzles or during construction |  |  |
| Makes comparisons between objects based on size/length/weight |  |  |
| Creates patterns such as red, yellow, red, yellow or big, small, big, small, when playing or talking |  |  |

**Understanding the World**

Birth to three

|  |  |  |
| --- | --- | --- |
| Observation | Tick | Further Comments |
| Makes connections between their families and others e.g. knowing they have a big brother and so does their neighbour |  |  |
| Notices differences between people for example ‘I have long hair and they have short hair’ |  |  |
| Explores the natural world, will make comments or notice things for example bugs in the garden or splashing in puddles. |  |  |

Three to Four Years

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| --- | --- | --- |
| Observation | Tick | Further Comments |
| Has understanding about different occupations |  |  |
| Can talk about what they see/hear/ feel whilst outside |  |  |
| Comments on pictures from the past e.g. that was Christmas |  |  |
| Knows that there are different countries in the world and will talk about any experiences related. E.g. we went on holiday to Spain, you need to go on an aeroplane to get there. |  |  |

**Expressive Arts and Design**

Birth to three years

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| Observation | Tick | Further Comments |
| Takes part in action songs such as twinkle twinkle twinkle little star |  |  |
| Developing pretend play pretending that one toy represents another e.g. a wooden block is phone |  |  |
| Makes simple models to express their ideas such as using lego to make an ice-cream |  |  |

Three to Four years

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| --- | --- | --- |
| Observation | Tick | Further Comments |
| Talks about and explores colours |  |  |
| Draws with detail e.g. drawing a circle for a face |  |  |
| Creates their own song or improvise a song based on one they know |  |  |