

# EYFS Development Matters 2020 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 2020 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.

## EYFS Development Matters 2020 Statements **Three and Four-Year-Olds - Prime Areas**

### Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider 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: "Why 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'.
- Develop their pronunciation but 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.
- 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."

### 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.
- 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.
- Remember rules without needing an adult to remind them.
- 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.
- 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.

### Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) 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. 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 others 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.
- 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.

# EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Specific Areas

## Literacy

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Develop their phonological awareness, so that 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 that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

## Mathematics

- Develop 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 the numeral, 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...'

## Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections 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.
- Show 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 differences between materials and changes they notice.
- Continue developing 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.

## 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, 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.
- Show different emotions in their drawings 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.

# EYFS Development Matters 2020 Statements Children in Reception - Prime Areas

Communication and Language
<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> </ul>
<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>
<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>
<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>
<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
<ul style="list-style-type: none"> <li>Describe events in some detail.</li> </ul>
<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>
<ul style="list-style-type: none"> <li>Develop social phrases.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in story times.</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul>
<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> </ul>
<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>
<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

Personal, Social and Emotional Development
<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> </ul>
<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul>
<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> </ul>
<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> </ul>
<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>
<ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> </ul>
<ul style="list-style-type: none"> <li>Manage their own needs.                             <ul style="list-style-type: none"> <li>Personal hygiene</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>

Physical Development
<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>
<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>
<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>
<ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>
<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> </ul>
<ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>
<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully:                             <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> </ul>

## EYFS Development Matters 2020 Statements Children in Reception - Specific Areas

Literacy
<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>
<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>
<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul>
<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>
<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> </ul>
<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>
<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

Mathematics
<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul>
<ul style="list-style-type: none"> <li>• Subitise.</li> </ul>
<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul>
<ul style="list-style-type: none"> <li>• Count beyond ten.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare numbers.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> </ul>
<ul style="list-style-type: none"> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul>
<ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>

Understanding the World
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> </ul>
<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> </ul>
<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul>
<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>

Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>