

| Development Matters (DfE 2020) - Nursery (3-4 years) - Prime Areas   |   |  |
|--|---|--|
| Communication, Language and Literacy   | Personal, Social and Emotional Development  | Physical Development   |
| Listening, attention and understanding   | Building Relationships  | Gross Motor Skills   |
| <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Talk with others to solve conflicts.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> </ul> |
| Speaking   | Managing Self   | Fine Motor Skills  |
| <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> </ul>   |
|  | Self-Regulation   | Health (contained in Physical Development but linked to PSED)  |
|  | <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Develop appropriate ways of being assertive.</li> </ul>  | <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> </ul>  |

| Development Matters (DfE 2020) - Nursery (3-4 years) - Specific Areas  |   |   |   |
|--|---|---|---|
| Literacy   | Maths   | Understanding of the World  | Expressive Art and Design   |
| Reading - Comprehension  | Number  | People, Culture and Communities   | Creating with Materials   |
| <ul style="list-style-type: none"> <li>Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul> | <ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>   | <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul> |
|  |   | Past and Present  |   |
|  |   | <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>   |   |
| Reading - Word reading   | Numerical patterns (shape and measures)   | The Natural World   |   |
| <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>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'.</li> <li>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>   | <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul> | <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> </ul>   |
| Writing  |   |   | Being Imaginative and Expressive  |
| <ul style="list-style-type: none"> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> </ul>  | <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>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.</li> </ul>  |   | <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>  |

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