

END POINTS DOCUMENT FOR 3-4 YEARS OLD

DEVELOPMENT MATTERS 2021
Early Years Foundation Stage (EYFS)



The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Sequential learning				
				End point
1	Listen to simple stories and understand what is happening, with the help of pictures.	Enjoy listening to short stories in small groups or in a one to one situation. Can notice what is happening in stories, through pictures and what they have heard.	Enjoy listening to stories in larger groups and one-to-one situations. Starting to recall, talk about and predict some parts of the story.	Enjoy listening to longer stories and can remember much of what happens. Enjoy listening to longer stories in various situations. Can predict and talk about stories
2	Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Can pay attention for a short period of time at an activity of their choosing.	Can pay attention for longer periods of time and can respond to reminders, even for a short time; can still be distracted by things going on around them.	Can find it difficult to pay attention to more than one thing at a time. Respond to visual and verbal cues to bring attention back to the main activity.
3	Use the speech sounds p,b,m,w.	Use simple vocabulary; listen to and experiment with new words linked to their experiences.	Start to widen their vocabulary; use some new words linked to their experiences.	Use a wider range of vocabulary.

4	Understand simple instructions, such as “stop” or “give to nanny” (independently).	Can follow a simple instruction with one part, this will be easier if it is linked to familiar routine. Picture prompts may be helpful. Can understand a simple question with one part.	Starting to understand a question or an instruction with two parts if linked to familiar routine, pictures can help to support this.	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Can do this as part of a familiar routine as well as starting to in other situations.
5	Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).	Respond to ‘why’ questions linked to their own experiences and feelings; this will need lots of modelling at this stage.	Understand some ‘why’ questions when linked to experiences; can work together with adults/peers to answer some of these questions.	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
6	Enjoys singing, music and toys that make sounds.	Sing some familiar songs and join in with some new songs. Can do this independently and confidently.	Begin to add more new songs to their repertoire, alongside familiar songs. May begin to make up their own versions.	Sing a large repertoire of songs. Know the core Nursery songs.
7	Start to develop conversations, often jumping from topic to topic.	Listen to and join in with rhymes. Listen to and explore familiar books. Begin to be aware of the beginning/ middle/end of stories	Join in with and remember more rhymes. Start to know some familiar books and be able to talk about some elements of those, e.g. characters, main events, etc. Begin to be able to tell a simple story with some elements in the correct order.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to use some story language when telling a long story and have an understanding of the beginning/middle /end of a story, characters and main events.
8	Start to say how they are feeling, using words as well as actions. Can be communicated using pictures and gestures to help support their choices.	Can communicate their needs, likes, wants and opinions using simple language alongside pictures, body language and gestures when needed. It can at times be difficult to understand what they are saying	Develop their communication skills further; as their vocabulary widens they will use gestures/pictures less. It is becoming easier to understand what they are trying to communicate, even if they are still struggling to use some of the correct tenses/plurals.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. It is easier to understand what they are trying to communicate; they are more able to explain themselves & their thinking.
9	Use the speech sounds p,b,m,w.	May have problems saying some sounds when speaking; can say simple words with few syllables	May have problems saying a few sounds and can say words with more syllables.	May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as

				‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
10	Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.	Use simple sentences to communicate, e.g. “I go home”/”I like apple”, etc.	Use slightly longer sentences to communicate, e.g. “I went park yesterday”/”I want red car”, etc.	Use longer sentences of four to six words. These could be more complex and use adjectives to describe things, e.g. “I’m making a big pink cake!”
11	Make themselves understood and can become frustrated when they cannot.	Be able to express their own point of view, e.g. “I want that!”	Be able to express their point of view and <u>with adult support</u> begin to understand the point of view of others or talk through a disagreement.	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.
12	Start to develop conversation, often jumping from topic to topic.	Can engage in conversation with adults/peers when it is initiated by them; may not continue that conversation for very long or consider what is being said to them.	Beginning to initiate conversation with adults/peers; is starting to continue the conversation for a few turns and starting to consider what is being said to them.	Can start a conversation with an adult or a friend and continue it for many turns.
13	Develop pretend play, ‘putting the baby to sleep’ or ‘driving the car to the shops.	Engage in play alongside others; use some language within that play and respond when an adult models how to organise that play.	Begin to use more talk when engaging in play alongside and with others; start to use some simple language to respond to adults/peers organising play and start to do the same themselves.	Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Observation checkpoint

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of 4-6 words – “I want to play with cars” or “what’s this thing called?”

Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example “I like ice cream because it makes my tongue shiver”.

Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?

Can the child answer simple ‘why’ questions?

Development Matters 2021 – End Points Summary

Expressive Arts and Design

3-4 years old

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Sequential learning				
				End Point
1	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it’s a phone.	Children begin to understand how they can use the continuous provision in open ended ways e.g. a brick could become a telephone or a cup.	Children develop their pretend play.	Take part in simple pretend play, using an object to represent something else even though they are not similar.
2	Use their imagination as they consider what they can do with different materials.	Children know they can play independently and with their peers to make up stories.	Children know about sounds, actions and animals and incorporate these as part of the stories they create.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
3	Make simple models which express their idea’s.	Children use open ended resources to start to represent different things – they start to talk about different buildings, places they have seen.	Children start to remember which shapes were useful when joining and different construction kits together. They start to represent places they have seen or visited in their small world play.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
4	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Children have access to and explore a wide range of resources and their properties as well as how they can be shaped, joined etc.	Children start to problem solve and choose materials which suit their ideas best.	Explore different materials freely, in order to develop their ideas about how to use them and what to make.
5		Children know they can turn their ideas into physical representation. They begin to experience that different	Children start to problem solve and try different materials for different jobs. They start to talk about their ideas.	Develop their own ideas and then decide which materials to use to express them.

		materials are useful for specific creations.		
6	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Children explore a range of different tools and materials. They start to talk about how materials can be joined etc.	Children confidently use a wide range of materials and can use tools to create with a purpose.	Join different materials and explore different textures.
7	Start to make marks intentionally.	Children know how to mark make effectively and have plenty of opportunity to do so with a range of materials.	Children begin to use shapes to represent objects and talk about what they have done.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
8	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Children know about representing specific features in objects, e.g. nose and mouth on a face.	Children begin to add detail to their drawings and are able to talk about them	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
9	Move and dance to music.	Children can talk about different sounds and movements.	Children know their ideas such as noise and movement can be represented through mark making.	Use drawing to represent ideas like movement or loud noises.
10	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Children begin to understand and label their different emotions	Children know they can choose materials and colour to represent their different emotions	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
11		Children know their colour names and know that colours can be changed when they mix them.	Children experiment with different ways of mixing colours.	Explore colour and colour mixing.
12	Show attention to sounds and music.	Children know that different objects make different sounds and start to differentiate between them.	Children tune into and can talk about the different sounds they hear.	Listen with increased attention to sounds.
13	Respond emotionally and physically to music when it changes.	Children know they are free to express their thoughts and feelings.	Children know they can express their feelings and respond to what they have heard through talk, movement, mark making etc.	Respond to what they have heard, expressing their thoughts and feelings.
14	Enjoy and take part in action songs, such as ‘twinkle twinkle little star’.	Children listen and join in with songs. They know the difference between singing and shouting.	Children start to sing familiar songs using a recognizable melodic shape.	Remember and sing entire songs.
15	Explore their voices and enjoy making sounds.	Children know there are different tones in our voices and can use them. They start to distinguish between high and low pitch.	Children start to copy the tone and pitch from another person.	Sing the pitch of a tone sung by another person (‘pitch match’).

16	Make rhythmical and repetitive sounds.	Children know they can raise or lower the pitch whilst singing (sing high or low). They know different songs have different melodies.	Children can sing familiar songs and recognize a melodic shape when they are hummed without words.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
17	Join in with songs and rhymes, making some sounds.	Children sing familiar songs to themselves as they play. They start to enjoy variations of familiar songs.	Children know they can create their own songs, or add change the words to familiar songs.	Create their own songs, or improvise a song around one they know.
18	Explore a range of sound makers and instruments and play them in different ways.	Children know what different instruments are and how the sound is made.	Children use instruments appropriately and carefully and are able to identify and talk about the different sounds they make.	Play instruments with increasing control to express their feelings and ideas.

Development Matters 2021 – End Points Summary

Literacy

3-4 Years Old

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction)

they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas

and structuring them in speech, before writing).

Sequential learning				
				End Point
1	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Pay attention and respond to the pictures or the words.	Show curiosity about print in the environment, e.g. road signs, logos, menus, etc. Beginning to notice print in the environment and starting to know that it tells us something Engages in story times or one-to-one interactions exploring which way up a book or their name card goes. Engages in activities exploring the different parts of a book, such as front cover, blurb, spine, author /illustrator, etc. May turn pages in a book, but not always aware if they turn more than one page or turn the wrong way.	Can notice the difference between text and pictures; beginning to know that print has meaning. Notices print in the environment and can attempt to decode this, e.g. PUSH on a door, etc. Can recognise when a book is held up the wrong way or their name card is upside down, etc.; model this in story/ book sessions. Beginning to be aware of the different parts of a book, e.g. front page, blurb, author/illustrator, etc. Beginning to turn a page at a time when exploring a book. Beginning to notice when a book is read in the wrong order.	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
2	Sing songs and say rhymes independently, for example, singing whilst playing. Say	Enjoy joining in with rhymes; explore familiar rhymes and experience new rhymes.	Continue to join in with rhymes and rhyming stories.	Develop their phonological awareness, so that they can: - spot and suggest rhymes

	some of the words in songs and rhymes.	Join in with clapping syllables; they may not have an awareness at this stage or clap at the right time. Join in with activities listening for the initial sounds in words, starting with words familiar to them such as their name, their friends' names or family members.	Beginning to be able to suggest rhyming words when they are left out of familiar rhymes/stories. Join in with clapping/counting syllables in familiar words and begin to have an awareness of syllables. Start with their names and familiar words. Beginning to be able to hear initial sounds in words and starting to notice when words have the same initial sound.	- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
3	Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Join in with story times; adults to model questions and observations about stories during story sessions. Through this modelling children may develop an awareness of characters, scenery and events in a story. Starting to develop an awareness of the need to listen to others in conversations.	Engage in story time sessions; start to answer adult questions and ask questions about stories that they have heard. Start to develop an awareness of characters, scene and events in stories using some story language to talk about these. Developing an awareness of the turn taking of conversation.	Engage in extended conversations about stories, learning new vocabulary. Be able to listen to others and take turns in conversations.
4	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Engage in early mark making in various situations, such as role play, in the writing area, etc. They may not give meaning to their marks at this stage. Start to notice letters and print in the environment; talk about what they can see and start to know that it has meaning.	Engage in mark making in various situations; they may start to make marks that look more like 'writing' and they may start to give meaning to the marks that they make. Notice letters and print in the environment and start to try to decode them or give them meaning.	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 Give meaning to the marks that they make in various situations.
5	Make marks on their picture to stand for their name.	Engage in activities that help children to recognise their name, e.g. finding their name card for the register or finding their name during snack/milk time, etc. Engage in early mark making linked to their name.	Recognise their name; this may be hard if other children have the same initial letter as them, so encourage them to look at the shape/length of their name. Start to mark make their name; they may only do the initial letter at this stage. Give	Write some or all of their name. Recognise their name.

			meaning to the marks that they make, e.g. telling you that this is their name.	
6	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Engage in early mark making in various situations, such as role play, in the writing area, etc. They may not give meaning to their marks at this stage. Can notice familiar signs, numbers, letters such as shop signs and number on buses when out on forest school.	Engage in mark making activities and start to give meaning to their marks. Their mark making may start to make marks that look more like 'writing' and they may be able to write some recognizable letters.	Write some letters accurately

Development Matters 2021 – End Points Summary

Maths

3-4 years old

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organizing counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Sequential learning				
				End Point
1	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Children know that objects can be counted. Children start to know and remember numbers to 5.	Children begin to understand the numerosness on number (the oneness of one, the twoness of 2 etc.). Children understand that a group of objects can be represented by a number.	Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
2	Children count in every-day contexts, sometimes skipping numbers – ‘1-2-3-5’.	Children can say 1-5 in order. Children know that numbers exist beyond 5. They can recite them in their play or through singing.	Children remember and can recite the correct order of number from 1-10.	Recite numbers past 5.
3	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Children know that objects can be counted and have practice in doing so.	Children start to count objects in their play using correct one to one correspondence.	Say one number for each item in order: 1,2,3,4,5
4	React to changes of amount in a group of up to three items.	Children use their fingers to practice counting small groups of objects.	Children can count objects in their play and remember to stop counting when they reach the last object.	Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
5	Take part in finger rhymes with numbers.	Children know they can represent numbers on their fingers.	Children sing songs in which they hold up their fingers to represent numbers.	Show ‘finger numbers’ up to 5.

6		Children know that numbers can be represented in numerals. Children begin to use numerals in their play.	Children begin to match numbers and numerals to groups of objects during their play.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
7		Children are able to make marks using a variety of media.	Children know they can represent numbers by writing numerals using marks, pictures or symbols.	Experiment with their own symbols and marks as well as numerals.
8		Children use numbers 1-5 in their play. Children know there are real life mathematical problems that need to be solved.	Children begin to use mathematical language in their play. Children can suggest answers to mathematical problems with support. E.g. be able to answer the question “How many more apples do we need for snack?”	Solve real world mathematical problems with numbers up to 5.
9	Compare amounts, saying ‘lots’, ‘more’ or ‘same’.	Children start to use language such as, more, less, fewer etc. – They know the words can be used to describe different amounts	Children start to use mathematical terms in their play and in real life situations starting to use the language of comparison with different groups of objects.	Compare quantities using language: ‘more than’, ‘fewer than’, ‘less’, ‘same amount.’
10		Children know there are 2d and 3d shapes that are present all around us and start to learn their names.	Children begin to use language to describe the properties of shapes and begin to understand their differences.	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’.
11	Complete inset puzzles.	Children know words can be used to describe positions	Children explore the concept of prepositions physically using themselves and toys. Start to use positional language to describe where their toys are.	Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
12		Children know that a route has a beginning, a middle and an end.	Children start to use directional language when talking about a route. Children have experience of routes from stories and books and their own experiences.	Describe a familiar route

13	Climb and squeeze themselves into different types of spaces.		Children remember and use directional language e.g. behind, next to, in front of.....	Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
14	Compare sizes, weights etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’	Children explore objects relating to size, length, weight and capacity. They start to use the language related to size and length.	Children start to use the language relating to weight and capacity – making choices in their play e.g. choosing the bigger bucket to collect water.	Make comparisons between objects relating to size, length, weight and capacity.
15	Build with a range of resources.	Children know they can use shapes for a purpose and are beginning to be aware of their different properties.	Children use shapes in craft and their play to represent people, objects and animals as well as using them to build their own constructions.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
16		Children begin to name shapes they use in their play.	Children are able to identify properties of shape and explore how they fit together.	Combine shapes to make new ones - an arch, a bigger triangle etc.
17	Notice patterns and arrange things in patterns.	Children know they can find patterns in lots of places in the environment, pictures and around them. Children start to use simple language to name elements of patterns.	Children remember and talk about patterns they have seen around them.	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.
18		Children can collect and sort a group of objects to create their own pattern	Children can make patterns in a various way and in a different context Children know that repeating patterns are made up of 2 or more objects	Extend and create ABAB patterns – stick, leaf, stick, leaf.
19		Children are showing interest in different patterns	Children are able to spot the pattern and talk about it. Children know what the pattern is	Notice and correct an error in a repeating pattern. Children can remember the correct order and features of the pattern
20		Children begin to recognize simple routines (e.g. now and next boards, visual timetables, routines of the day etc.).	Children begin to understand words which describe the chronology of time. Children start to role play a sequence of events from real life situations or from stories.	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Sequential learning				
				End Point
1	Express preferences and decisions. They also try new things and start establishing their autonomy.	Children know they can choose from a range of activities or resources for a purpose and that they can seek support with this.	Children remember where resources can be found and belong and that they can be used in a variety of ways	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.
2	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	Children know that they are part of a family/community, whether this be their home or nursery etc.	Children start to develop responsibility that tasks need to be completed	Develop their sense of responsibility and membership of a community.
3	Find ways of managing transitions, for example from their parent to their key person.	Children feel safe and happy to come into nursery. Separates from care giver well.	Children feel safe and have developed confidence to speak with peers and adults within their group	Become more outgoing with unfamiliar people, in the safe context of their setting.
4	Develop friendships with other children.	Children watch and listen to others and join in with 1-1 and small group conversations	Children share their thoughts and ideas within larger group situations	Show more confidence in new social situations.
5	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Children play cooperatively with their peers and are forming healthy positive relationships.	Children can start to share experiences, thoughts and ideas with one another with no adult support.	Play with one or more other children, extending and elaborating play ideas.

6	Safely explore emotions beyond their normal range through play and stories.	Children know that sometimes they have different ideas than others and that sharing is important	Children use speech to negotiate and share ideas	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
7	Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	Children understand that there are formal and informal rules and that these need to be followed to keep them safe	Children are able to follow and share the rules with others with some adult guidance	Increasingly follow rules, understanding why they are important.
8	Begin to show ‘effortful control’. For example waiting for at turn and resisting the strong impulse to grab what they want or push their way to the front.	Children know that there are different rules in the setting	Children are able to take responsibility for their own actions and sometimes remind their peers to follow the rules	Do not always need an adult to remind them of a rule.
9	Establish their sense of self.	Children know that they can stand up for themselves and begin to know the difference between right wrong	Children use their speech and actions to express when they don’t like something “stop please I don’t like that”	Develop appropriate ways of being assertive.
10	Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”	Children know that others may not agree with them.	Children engage in two-way conversation putting their ideas across	Talk with others to solve conflicts
11	Be increasingly able to talk about and manage their emotions.	Children know there are different emotions and that it is okay to have these feelings.	Children are able to name some of their feelings and share these with others	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
12	Feel strong enough to express a range of emotions.	Children begin to understand that others have feelings as well as themselves	Children identify and talk about feelings of characters in books	Begin to understand how others might be feeling.
13	Develop understanding of good eating habits and behaviours. Get dressed and eat with reduced support.	Children self register for the snack time, not snatch, sharing, waiting for a second helping. Gradually reduce help with putting the coat on/ off, buttons, zip	Children show desire to feed themselves independently at snack times, using the cutlery, pouring their drinks at snack times, self serve their snack time.	Show an increasing desire to be independent eg wanting to feed themselves, dress/ undress Star eating independently and learning how to use knife and fork, pour drink.

			Develop increasing independence in putting their coats on and off, zip on and off, button on/ off.	Use large and small motor skills to do things independently, eg bottoms, zip,
14	Learn to use the toilet with help, then independently.	Have a developing awareness of their own care needs; this will need adult support and modelling, e.g. support with toileting and washing hands. These may need to be built into the routines of the day.	To be more aware of their own care needs and how to meet them, e.g. start using the toilet and washing hands with less adult support and reminding. Having an awareness of privacy and appropriateness e.g 1 child per cubicle	Be increasingly independent in meeting own care needs, e.g. using toilet, washing and drying their hands thoroughly.
15	To be able to use a toothbrush independently and begin to talk about healthy foods	Have a developing awareness of healthy choices with regards to food/drink/activity/tooth brushing. Use snack/lunch times to explore healthy foods and drink.	Know that some foods/drinks are healthy or unhealthy; but may not be able to make choices linked to this. Start to develop an awareness of activity and exercise and why this is important. Know why tooth brushing is important.	Making healthy choices about food, drink, activity and tooth brushing. Understand the importance of oral hygiene
16	Notices and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religions and so on.	Children know that they are all special and they have differences but also share similarities with their peers. Ensure that resources reflect the diversity of life in modern Britain.	Children know their likes, dislikes, feelings, hopes, passions, opinions, heritage, backgrounds and appearances make them all unique. Children learn about value and participate in a variety of cultural, religious and community events and experiences as well as celebrations and festivals their peers celebrate throughout the year	Continue developing positive attitudes about the differences between people.

Observation checklist

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?. Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone?

Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’)?

Does the child take part in other pretend play with different roles – being the Gruffalo, for example?

Can the child generally negotiate solutions to conflict in their play?

Note: Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Development Matters 2021 – End Points Summary

Physical Development

3-4 years old

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of the child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Sequential learning				
				End Point
1	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Explore the resources and equipment in the garden, e.g. use some elements of climbing frame, push themselves with their feet on trikes and kick balls.	Continue to explore the resources and equipment in the garden; can run in the large area, can use more elements of the climbing frame, may be starting to use the pedals of trikes and may be starting to kick/throw a ball with purpose.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Can show an awareness of safety and space awareness when developing these skills.
2	Walk, run, jump and climb – and start to use the stairs independently.	Explore the steps and climbing equipment in the garden with adult support and encouragement.	Start to development more independence when using steps/stairs or climbing equipment; know how to steady themselves when they lose their balance.	Go up steps and stairs, or climb up apparatus, using alternate feet.
3	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	Join in with organised games, even for a short period, which may involve starting/stopping and moving in various ways.	Join in with organised games such as musical statues, etc. Starting to follow given instructions to move in various ways or starting/ stopping.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Can follow given instructions when playing an organised game.

4	Enjoy kicking, throwing and catching balls.	Explore resources that they move with large-muscle movements, such as scarves, streamers, large rollers in the garden, etc. They may not show much spatial awareness.	Begin to show more control and purpose when using resources that they move with large-muscle movements. They may start to show more spatial awareness and awareness of safety.	Use large-muscle movements to wave flags and streamers, paint and make marks. Have more spatial awareness and awareness of safety when engaging in these activities.
5	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Join in with group activities; starting to follow the lead of adults and starting to follow given instructions.	Join in with group activities; start to suggest some ideas for those activities and be part of organising some simple games.	Start taking part in some group activities which they make up for themselves, or in teams.
6	Clap and stamp to music. Begin to do this alongside a beat/rhythm.	Join in with music and movement sessions; watch adults/peers and move in similar ways.	Join in with music and movement sessions; can follow instructions given and move in different ways linked to the type of music, e.g. slow/fast, loud/quiet, etc.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
7	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Explore the large equipment with adult support; develop their physical skills to move in various ways.	Continue to explore large equipment in the setting with more independence; start to move appropriately according to the equipment and use thoughts to take changes.	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.
8	Build independently with a range of appropriate resources Self-selected resources	Explore the equipment and resources available; work alongside adults and peers to find the correct resources for tasks, using own thoughts and ideas to problem solve.	Continue to explore the equipment and resources available; develop more independence in making choices regarding choosing correct resources, having adult support when necessary.	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.
9	Spin, roll and independently use ropes and swings (for example, tyre swings).	Explore large resources outside; begin to explore how to move these items. Observe adults and peers when they are doing this. Use own thoughts and ideas to problem solve.	Begin to work with others to move large resources; develop the gross motor skills and spatial awareness to do this successfully. Listen to and join in with any instructions required.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Develop communication skills and spatial awareness to do this successfully.
Observation checkpoint				

Look out for children who appear overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

10	Develop manipulation and control	Start to explore one-handed tools and equipment; may not have control or intention. Adult support to use these tools may be needed.	Begin to use one-handed tools with some control and intention; may still need some adult support.	Use one-handed tools and equipment, for example, making snips in paper with scissors.
11	Explore different materials and tools.	Start to explore mark making tools; may not have control or a definite grip.	Begin to use mark making tools with more control and start to develop a comfortable grip.	Use a comfortable grip with good control when holding pens and pencils
12	Start eating independently and learning how to use a knife and fork.	Engage in activities that develop fine motor skills, such as playdough, building blocks, etc. May use both hands at this stage without having a dominant hand. Show an interest to preparing food, using different skills to help such as cutting.	Continue to engage in activities that develop fine motor skills. May start to show some preference for a dominant hand, but this may not be consistent.	Show a preference for a dominant hand.
13	Develop manipulation and control.	Get dressed or changed without much adult support and guidance; use dressing up clothes to practice. Start to put own coat on without much adult support.	Get dressed or changed with more independence; ask for adult support when required. Can put own coat on independently and may try to do their zip up.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Observation checkpoint

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Development Matters 2021 – End Points Summary

Understanding the World

3-4 Years Old

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Sequential learning				
				End Point
1	Explore natural materials, indoors and outdoors.	Children are curious about objects within their surroundings. Start to ask questions to adults.	Children begin to explore objects using their senses. May use more than one sense at a time.	Use all their senses in hands on exploration of natural materials.
2	Explore materials with different properties.	Children know that they can access a variety of different materials Self-selected.	Children begin to differentiate and sort collections of materials	Explore collections of materials with similar and/or different properties.
3		Children have a basic vocabulary that they use to describe what they see	Children have built a bank of words that they use to describe what they see	Talk about what they see, using a wide vocabulary.
4	Make connections between the features of their family and other families.	Children know they belong to a family and that individuals have differing roles within this.	Children are able to recall family events from their past and talk about these with adults and peers	Begin to make sense of their own life-story and family's history.
5		Children are aware that people go to work to do different jobs	Children use vocational dressing up and role play resources within their play with their peers	Show interest in different occupations.
6	Repeat actions that have an effect.	Children show an interest in a variety of objects	Children explore objects in the different environments around them by: looking, touching, smelling, listening (and in some cases tasting them)	Explore how things work. Children push, pull, press, lift, drag, attach, detach different levers, buttons and objects to see how they work. Children use trial and error to see how things work.

7		Children show an interest in watering plants and flowers	Children know that seeds grow into plants and that they need sunshine and water to do this Children can name different parts of the plant that they are looking after.	Plant seeds and care for growing plants.
8		Look at books about life cycles and begin to show an interest in the changes that occur	Children know that plants/animals change as they grow and talk about this	Understand the key features of the life cycle of a plant and an animal.
9	Explore and respond to different natural phenomena in their setting and on Forrest school for example finding woodlice under a log and beginning to talk about habitats.	Children know that there are lots of different species of animals and different types of habitats on our planet.	Children help to look after any pets that belong to the nursery. Children help to keep the nursery gardens clean to look after the birds and wildlife that visit there.	Begin to understand the need to respect and care for the natural environment and all living things.
10		Children explore forces through push, pull, sinking, floating, attracting, repelling, twisting and turning forces	Children remember which forces to use for specific objects. Children can name forces such as: push, pull, float, sink, twist, attract and repel within their play and investigations.	Explore and talk about different forces they can feel.
11		Children explore the properties of different materials within practical investigations.	Children remember the steps that are involved in changing features of materials within different processes.	Talk about the differences between materials and changes they notice.
12	Notices and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religions and so on.	Children know that they are all special and they have differences but also share similarities with their peers. Ensure that resources reflect the diversity of life in modern Britain.	Children know their likes, dislikes, feelings, hopes, passions, opinions, heritage, backgrounds and appearances make them all unique. Children learn about value and participate in a variety of cultural, religious and community events and experiences as well as celebrations and	Continue developing positive attitudes about the differences between people.

			festivals their peers celebrate throughout the year	
13	Notices differences between people.	Children share photos of different countries or places they've visited with adults and peers.	Children look at and talk about images of different countries and are able to talk about what they see. Children can use a globe or an atlas and know that the pictures represent countries	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.