



Early Years Foundation Stage

**Development
Matters Statements**

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EYFS – Development Matters Statements

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Rationale

Within each Area of Learning and Development, all 30-50 months and 40-60 months statements have been given a code as a short reference. These codes can be referred to during the planning and assessment process.

The code references indicate the Area of Learning and Development, the Aspect, and each statement. For example 'PSED-MR1' relates to:

- Area – Personal, Social, Emotional Development (PSED)
- Aspect – Making Relationships (MR)
- Number – Statement 1 (Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.)

All seven areas have been colour coded so that any suggested questions which link to other areas within a resource can be easily identifiable. For example, on a Mathematics – Number resource, there may be a suggested question which links to a Communication and Language statement, so this question has been colour coded to show at a glance the area it targets.

EYFS Development Matters Statements

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Personal, Social and Emotional Development

	Making Relationships	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour
30-50 Months	(PSED-MR1) Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	(PSED-SC1) Can select and use activities and resources with help.	(PSED-MF1) Aware of own feelings and knows that some actions and words can hurt others' feelings.
	(PSED-MR2) Initiates play, offering cues to peers to join them.	(PSED-SC2) Welcomes and values praise for what they have done.	(PSED-MF2) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
	(PSED-MR3) Keeps play going by responding to what others are saying or doing.	(PSED-SC3) Enjoys responsibility of carrying out small tasks.	(PSED-MF3) Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
	(PSED-MR4) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	(PSED-SC4) Is more outgoing towards unfamiliar people and more confident in new social situations.	(PSED-MF4) Can usually adapt behaviour to different events, social situations and changes in routine.
		(PSED-SC5) Confident to talk to other children when playing and will communicate freely about own home and community. (PSED-SC6) Shows confidence in asking adults for help.	
40-60 Months	(PSED-MR5) Initiates conversations, attends to and takes account of what others say.	(PSED-SC7) Confident to speak to others about own needs, wants, interests and opinions.	(PSED-MF5) Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
	(PSED-MR6) Explains own knowledge and understanding and asks appropriate questions of others.	(PSED-SC8) Can describe self in positive terms and talk about abilities.	(PSED-MF6) Aware of the boundaries set, and of behavioural expectations in the setting.
	(PSED-MR7) Takes steps to resolve conflicts with other children, e.g. finding a compromise.		(PSED-MF7) Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Communication and Language

	Listening and Attention	Understanding	Speaking
30-50 Months	(CL-LA1) Listens to others one to one or in small groups, when conversation interests them.	(CL-U1) Understands use of objects (e.g. "What do we use to cut things?").	(CL-S1) Beginning to use more complex sentences to link thoughts (e.g. using and, because).
	(CL-LA2) Listens to stories with increasing attention and recall.	(CL-U2) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	(CL-S2) Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
	(CL-LA3) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	(CL-U3) Responds to simple instructions, e.g. to get or put away an object.	(CL-S3) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
	(CL-LA4) Focusing attention – still listen or do, but can shift own attention.	(CL-U4) Beginning to understand 'why' and 'how' questions.	(CL-S4) Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
	(CL-LA5) Is able to follow directions (if not intently focused on own choice of activity).		(CL-S5) Uses a range of tenses (e.g. play, playing, will play, played).
			(CL-S6) Uses intonation, rhythm and phrasing to make the meaning clear to others.
		(CL-S7) Uses vocabulary focused on objects and people that are of particular importance to them.	
		(CL-S8) Builds up vocabulary that reflects the breadth of their experiences.	
		(CL-S9) Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'	

Communication and Language

	Listening and Attention	Understanding	Speaking
40-60 Months	(CL-LA6) Maintains attention, concentrates and sits quietly during appropriate activity.	(CL-U5) Responds to instructions involving a two-part sequence.	(CL-S10) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
	(CL-LA7) Two-channelled attention – can listen and do for short span.	(CL-U6) Understands humour, e.g. nonsense rhymes, jokes.	(CL-S11) Uses language to imagine and recreate roles and experiences in play situations.
		(CL-U7) Able to follow a story without pictures or props.	(CL-S12) Links statements and sticks to a main theme or intention.
		(CL-U8) Listens and responds to ideas expressed by others in conversation or discussion.	(CL-S13) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
			(CL-S14) Introduces a storyline or narrative into their play.

Physical Development

	Moving and Handling	Health and Self-Care
30-50 Months	(PD-MH1) Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	(PD-H1) Can tell adults when hungry or tired or when they want to rest or play.
	(PD-MH2) Mounts stairs, steps or climbing equipment using alternate feet.	(PD-H2) Observes the effects of activity on their bodies.
	(PD-MH3) Walks downstairs, two feet to each step while carrying a small object.	(PD-H3) Understands that equipment and tools have to be used safely.
	(PD-MH4) Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	(PD-H4) Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
	(PD-MH5) Can stand momentarily on one foot when shown.	(PD-H5) Can usually manage washing and drying hands.
	(PD-MH6) Can catch a large ball.	(PD-H6) Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	(PD-MH7) Draws lines and circles using gross motor movements.	
	(PD-MH8) Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	
	(PD-MH9) Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	
	(PD-MH10) Holds pencil near point between first two fingers and thumb and uses it with good control.	
	(PD-MH11) Can copy some letters, e.g. letters from their name.	

Physical Development

	Moving and Handling	Health and Self-Care
40-60 Months	(PD-MH12) Experiments with different ways of moving.	(PD-H7) Eats a healthy range of foodstuffs and understands need for variety in food.
	(PD-MH13) Jumps off an object and lands appropriately.	(PD-H8) Usually dry and clean during the day.
	(PD-MH14) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	(PD-H9) Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
	(PD-MH15) Travels with confidence and skill around, under, over and through balancing and climbing equipment.	(PD-H10) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
	(PD-MH16) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	(PD-H11) Shows understanding of how to transport and store equipment safely.
	(PD-MH17) Uses simple tools to effect changes to materials.	(PD-H12) Practices some appropriate safety measures without direct supervision.
	(PD-MH18) Handles tools, objects, construction and malleable materials safely and with increasing control.	
	(PD-MH19) Shows a preference for a dominant hand.	
	(PD-MH20) Begins to use anticlockwise movement and retrace vertical lines.	
	(PD-MH21) Begins to form recognisable letters.	
(PD-MH22) Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.		

Literacy

	Reading	Writing
30-50 Months	(L-R1) Enjoys rhyming and rhythmic activities.	(L-W1) Sometimes gives meaning to marks as they draw and paint.
	(L-R2) Shows awareness of rhyme and alliteration.	(L-W2) Ascribes meanings to marks that they see in different places.
	(L-R3) Recognises rhythm in spoken words.	
	(L-R4) Listens to and joins in with stories and poems, one-to-one and also in small groups.	
	(L-R5) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	
	(L-R6) Beginning to be aware of the way stories are structured.	
	(L-R7) Suggests how the story might end.	
	(L-R8) Listens to stories with increasing attention and recall.	
	(L-R9) Describes main story settings, events and principal characters.	
	(L-R10) Shows interest in illustrations and print in books and print in the environment.	
	(L-R11) Recognises familiar words and signs such as own name and advertising logos.	
	(L-R12) Looks at books independently.	
	(L-R13) Handles books carefully.	
	(L-R14) Knows information can be relayed in the form of print.	
	(L-R15) Holds books the correct way up and turns pages.	
	(L-R16) Knows that print carries meaning and, in English, is read from left to right and top to bottom.	

Literacy

	Reading	Writing
40-60 Months	(L-R17) Continues a rhyming string.	(L-W3) Gives meaning to marks they make as they draw, write and paint.
	(L-R18) Hears and says the initial sound in words.	(L-W4) Begins to break the flow of speech into words.
	(L-R19) Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	(L-W5) Continues a rhyming string.
	(L-R20) Links sounds to letters, naming and sounding the letters of the alphabet.	(L-W6) Hears and says the initial sound in words.
	(L-R21) Begins to read words and simple sentences.	(L-W7) Can segment the sounds in simple words and blend them together.
	(L-R22) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	(L-W8) Links sounds to letters, naming and sounding the letters of the alphabet.
	(L-R23) Enjoys an increasing range of books.	(L-W9) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
	(L-R24) Knows that information can be retrieved from books and computers.	(L-W10) Writes own name and other things such as labels, captions.
		(L-W11) Attempts to write short sentences in meaningful contexts.

Mathematics

	Number	Shape, Space and Measure
30-50 Months	(M-N1) Uses some number names and number language spontaneously.	(M-S1) Shows an interest in shape and space by playing with shapes or making arrangements with objects.
	(M-N2) Uses some number names accurately in play.	(M-S2) Shows awareness of similarities of shapes in the environment.
	(M-N3) Recites numbers in order to 10.	(M-S3) Uses positional language.
	(M-N4) Knows that numbers identify how many objects are in a set.	(M-S4) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
	(M-N5) Beginning to represent numbers using fingers, marks on paper or pictures.	(M-S5) Shows interest in shapes in the environment.
	(M-N6) Sometimes matches numeral and quantity correctly.	(M-S6) Uses shapes appropriately for tasks.
	(M-N7) Shows curiosity about numbers by offering comments or asking questions.	(M-S7) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'
	(M-N8) Compares two groups of objects, saying when they have the same number.	
	(M-N9) Shows an interest in number problems.	
	(M-N10) Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	
	(M-N11) Shows an interest in numerals in the environment.	
	(M-N12) Shows an interest in representing numbers.	
	(M-N13) Realises not only objects, but anything can be counted, including steps, claps or jumps.	

Mathematics

	Number	Shape, Space and Measure
40-60 Months	(M-N14) Recognise some numerals of personal significance.	(M-S8) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
	(M-N15) Recognises numerals 1 to 5.	(M-S9) Selects a particular named shape.
	(M-N16) Counts up to three or four objects by saying one number name for each item.	(M-S10) Can describe their relative position such as 'behind' or 'next to'.
	(M-N17) Counts actions or objects which cannot be moved.	(M-S11) Orders two or three items by length or height.
	(M-N18) Counts objects to 10, and beginning to count beyond 10.	(M-S12) Orders two items by weight or capacity.
	(M-N19) Counts out up to six objects from a larger group.	(M-S13) Uses familiar objects and common shapes to create and recreate patterns and build models.
	(M-N20) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	(M-S14) Uses everyday language related to time.
	(M-N21) Counts an irregular arrangement of up to ten objects.	(M-S15) Beginning to use everyday language related to money.
	(M-N22) Estimates how many objects they can see and checks by counting them.	(M-S16) Orders and sequences familiar events.
	(M-N23) Uses the language of 'more' and 'fewer' to compare two sets of objects.	(M-S17) Measures short periods of time in simple ways.
	(M-N24) Finds the total number of items in two groups by counting all of them.	
	(M-N25) Says the number that is one more than a given number.	
	(M-N26) Finds one more or one less from a group of up to five objects, then ten objects.	
	(M-N27) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	
(M-N28) Records, using marks that they can interpret and explain.		
(M-N29) Begins to identify own mathematical problems based on own interests and fascinations.		

Understanding the World

	People and Communities	The World	Technology
30-50 Months	(UW-PC1) Shows interest in the lives of people who are familiar to them.	(UW-TW1) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	(UW-T1) Knows how to operate simple equipment e.g. turns on CD player and uses remote control.
	(UW-PC2) Remembers and talks about significant events in their own experience.	(UW-TW2) Can talk about some of the things they have observed such as plants, animals, natural and found objects.	(UW-T2) Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
	(UW-PC3) Recognises and describes special times or events for family or friends.	(UW-TW3) Talks about why things happen and how things work.	(UW-T3) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
	(UW-PC4) Shows interest in different occupations and ways of life.	(UW-TW4) Developing an understanding of growth, decay and changes over time.	(UW-T4) Knows that information can be retrieved from computers.
	(UW-PC5) Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	(UW-TW5) Shows care and concern for living things and the environment.	
40-60 Months	(UW-PC6) Enjoys joining in with family customs and routines.	(UW-TW6) Looks closely at similarities, differences, patterns and change.	(UW-T5) Completes a simple program on a computer.
			(UW-T6) Uses ICT hardware to interact with age-appropriate computer software.

EYFS Development Matters Statements

Expressive Arts and Design

	Exploring and Using Media and Materials	Being Imaginative
30-50 Months	(EADMM1) Enjoys joining in with dancing and ring games.	(EADBI1) Developing preferences for forms of expression.
	(EADMM2) Sings a few familiar songs.	(EADBI2) Uses movement to express feelings.
	(EADMM3) Beginning to move rhythmically.	(EADBI3) Creates movement in response to music.
	(EADMM4) Imitates movement in response to music.	(EADBI4) Sings to self and makes up simple songs.
	(EADMM5) Taps out simple repeated rhythms.	(EADBI5) Makes up rhythms.
	(EADMM6) Explores and learns how sounds can be changed.	(EADBI6) Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
	(EADMM7) Explores colour and how colours can be changed.	(EADBI7) Engages in imaginative role-play based on own first-hand experiences.
	(EADMM8) Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	(EADBI8) Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
	(EADMM9) Beginning to be interested in and describe the texture of things.	(EADBI9) Uses available resources to create props to support role-play.
	(EADMM10) Uses various construction materials.	(EADBI10) Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	(EADMM11) Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	
	(EADMM12) Joins construction pieces together to build and balance.	
	(EADMM13) Realises tools can be used for a purpose.	

EYFS Development Matters Statements

Expressive Arts and Design

	Exploring and Using Media and Materials	Being imaginative
40-60 Months	(EADMM14) Begins to build a repertoire of songs and dances.	(EADBI11) Create simple representations of events, people and objects.
	(EADMM15) Explores the different sounds of instruments.	(EADBI12) Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
	(EADMM16) Explores what happens when they mix colours.	(EADBI13) Chooses particular colours to use for a purpose.
	(EADMM17) Experiments to create different textures.	(EADBI14) Introduces a storyline or narrative into their play.
	(EADMM18) Understands that different media can be combined to create new effects.	(EADBI15) Plays alongside other children who are engaged in the same theme.
	(EADMM19) Manipulates materials to achieve a planned effect.	(EADBI16) Plays cooperatively as part of a group to develop and act out a narrative.
	(EADMM20) Constructs with a purpose in mind, using a variety of resources.	
	(EADMM21) Uses simple tools and techniques competently and appropriately.	
	(EADMM22) Selects appropriate resources and adapts work where necessary.	
	(EADMM23) Selects tools and techniques needed to shape, assemble and join materials they are using.	