

By the age of 3, I might:

Literacy

Word Reading and Comprehension

- Have some favourite rhymes and songs.
- Join in with words and phrases that appear over and over again, when you read me my favourite stories.
- Tell you the missing word or phrase in stories and rhymes that I know really well, such as 'Humpty Dumpty sat on a ...'
- Ask questions about the book and makes comments, may share their own ideas.
- Develop play around favourite stories using puppets and props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Writing

- Tell you about the different marks I make in my writing and drawing, e.g. 'That says mummy' or 'That's my name/me'.
- Hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.
- Draw lines that go across, up and down, round and round and pictures to show numbers and amounts.

Mathematics

Number

- Say some number names in order, sometimes I skip a number.
- Give you the right number of objects from a collection when you say, 'please give me one', 'please give me two'.
- Draw lines that go across, up and down, round and round and pictures to show numbers and amounts.
- Use words like 'more', 'lots' and 'same' to describe amounts of objects.
- Know that if I add a toy to a collection or some food to my plate I have more and if I take something away, I do not have as much.

Numerical Patterns (and Shape, Space and Measure)

- Notice and point out shapes and patterns in pictures and on clothes.
- Enjoy arranging things into patterns.
- Sort a collection of objects so that ones that are the same or very similar shape or size are altogether.
- Show you which group of toys or plate of food has 'more'.
- Compare size and weight using gesture and language, e.g. 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
- Know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.

Understanding the World

Past and Present

- Show some appreciation of difference between present and past, e.g. knows that grandad was born a long time ago or that they went to the park 'last week' 'yesterday' or 'ages ago' (may not get the timeframe accurate).

People, Cultures and Communities

- Recognise photos of my friends, family and other special people and tell you who they are.
- Use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby.
- Be starting to make friends.
- Talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear.

The Natural World

- Play with toys such as toy cars, trains, animals, and people and talk about what happens as I play with them.
- Talk about what I see when I play outside, such as splashing in puddles or digging in the mud.
- Name some animals and features of the natural world, e.g. a sheep and a tree.

Expressive Arts and Design

Creating with Materials

- Explore what happens when I use different types of paint, pens, pencils, crayons, paper, and glue.
- Start to make marks intentionally and may name features of my drawings/paintings.
- Use my imagination as I consider what to do with different objects and materials I have explored, like land art items or building blocks.
- Make simple models which express my ideas.
- Thread large wooden beads onto shoelaces.
- Know how to hold scissors and be able to open and shut the blades to snip paper.
- Engage in messy play and explore different textures and materials.

Being Imaginative and Expressive

- Join in with singing my favourite songs and rhymes.
- Explore the different sounds I can make using musical instruments or objects such as spoons, pots, and plastic bowls.
- Join in with dancing to songs and dancing when I hear musical instruments being played.
- Create vivid make-believe scenes, including inventing people and objects; like rescuing a dog as a fire fighter, or being a monster that eats all the trees.
- Enjoy playing on the floor with bricks, boxes, toy trains and dolls, etc, alone, in company, or with siblings.
- Tell you what the different marks I make in my drawings are.
- Use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or acting out pretend roles that I am interested in, such as being a fire fighter or a princess.