

Parental On Entry Assessments (3-4 YEARS) COMMUNICATION AND LANGUAGE (3-4)

	✓	?	✗
Enjoy listening to longer stories and can remember much them			
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			
Understand 'why' questions			
Sing a large repertoire of songs.			
Know many rhymes, be able to talk about books and tell a story			
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'.			
Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh multi-syllabic 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			
Use talk to organise themselves and their play			

PERSONAL, SOCIAL AND EMOTIONAL (3-4)

	✓	?	✗
Select and use activities and resources, with help when needed			
Develop their sense of responsibility and membership of a community.			
Become more outgoing with unfamiliar people, in a safe context			
Show more confidence in new social situations.			
Play with one or more other children, extending and elaborating play			
Find solutions to conflicts and rivalries			
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			
Understand gradually how others might be feeling.			

PHYSICAL (3-4)

	✓	?	✗
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			
Use large-muscle movements			
Start taking part in some group activities			
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			
Choose the right resources to carry out their own plan			
Collaborate with others to manage large items			
Use one-handed tools and equipment			
Use a comfortable grip with good control when holding pens and pencils			
Start eating independently and learning how to use a knife and fork			
Show a preference for a dominant hand.			
Be increasingly independent as they get dressed and undressed			
Be increasingly independent in meeting their own care needs			
Make healthy choices about food, drink, activity and toothbrushing			

LITERACY (3-4)

	✓	?	✗
Understand the five key concepts about print: <ol style="list-style-type: none"> 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing 			
Develop their phonological awareness,			
Engage in extended conversations about stories, learning new vocabulary			
Use some of their print and letter knowledge in their early writing			
Write some or all of their name			
Write some letters accurately			

MATHS (3-4)

	✓	?	✗
Develop fast recognition of up to 3 objects, without having to count			
Recite numbers past 5			
Say one number for each item in order: 1,2,3,4,5.			
Know that the last number when counting objects is the quantity			
Show 'finger numbers' up to 5.			
Link numerals and amounts			
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			
Understand position through words alone			
Describe a familiar route.			
Discuss routes and locations, using words like 'in front of' and 'behind'.			
Select shapes appropriately for tasks			
Combine shapes to make new ones – an arch, a bigger triangle, etc.			
Talk about and identify the patterns around them			
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 (3-4)

	✓	?	✗
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 different materials and the changes they can notice			
Continue developing positive attitudes about the differences			

between people			
Know there are different countries in the world and talk about them			

EXPRESSIVE ARTS AND DESIGN (3-4)

	✓	?	✗
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			
Show different emotions in their drawings – happiness, sadness, fear, etc			
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			