

# Parent Guide



@twinklparents

We are excited to share this content with you. If you are interested in finding more resources made especially for Parents, then check out these links to different areas of the **Twinkl Parents** hub.

**SEND Support**



**Subject Guides**

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**Supporting Learning**



## What is this resource and how do I use it?

This resource contains a list of 'I can...' statements so you can monitor your child's progress. The activity list will help to guide you on how to help your child to achieve each milestone. Print the checklist and tick off or highlight each milestone as your child completes it.

## What is the focus of this resource?

## Further Activity Ideas and Suggestions

Early Life Skills

Self-Assessment

Milestones

These milestones are aimed at children between the ages of 3 - 4 years old. For more resources to help support your child, visit our **Early Years** area.

Parents Blog



Parenting Wiki



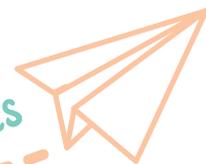
Parenting Podcast



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# 3 to 4 Year Olds I Can Milestones and Activity List for Parents



These milestones are based on the current objectives for children of this age. If your child is at a nursery or pre-school setting, they will be working towards these objectives. You can help your child at home by following some of these suggestions and activities.

Milestone		Suggestions
<input type="checkbox"/>	I can dress/undress with increasing independence.	For more support helping your little one get dressed, check out our Getting Dressed area. You can give your child praise or a reward, such as a sticker, for <a href="#">getting dressed</a> on their own.
<input type="checkbox"/>	I can use the toilet and wash and dry my hands, largely independently.	Using the toilet is the same as using a potty basically but some children can need a little encouragement. You might want an adaption to help your child to be able to sit on the toilet comfortably. Encourage them to wash their hands on their own. You can use this <a href="#">This Is the Way We Wash Our Hands</a> song to help encourage them.
<input type="checkbox"/>	I can use and manipulate tools and materials using one hand.	To use one hand for manipulating tools, your child will need to develop their <a href="#">Fine Motor Skills</a> and <a href="#">Gross Motor Skills</a> . You will find activities to help support this in our categories, linked above.
<input type="checkbox"/>	I can listen to and join in with stories, songs and rhymes.	Read to your child regularly, including at bedtime, and encourage them to join in with familiar songs, nursery rhymes or stories with repeated phrases. You can find some <a href="#">Songs and Rhymes</a> here.
<input type="checkbox"/>	I can write some letters, including those in my name.	To begin to write, children need to be able to hold a pencil, form letters correctly and recognise the letters. You can find lots of resources to help support your child's writing skills in our <a href="#">Writing</a> category here, including pencil control, handwriting and letter recognition.
<input type="checkbox"/>	I can recite numbers to five and beyond.	Singing songs, such as 'One, two, three, four, five... once I caught a fish alive' is a great way to learn how to count. You can also point out numbers in books or games and practise counting items, such as toys or books.
<input type="checkbox"/>	I can use and understand language related to position.	Model using language related to position, such as 'under' and 'over' so that your child becomes familiar with it. You can use this in a game to make it more fun, such as 'Simon says jump up in the air.' or 'Simon says sit under the table.'



Milestone		Suggestions
<input type="checkbox"/>	I can recognise numerals and match them to quantities of up to five objects.	Point out numbers when you see them in books or games so that children become familiar with the visual numeral. Use number cards, such as <a href="#">these</a> , to help children recognise the numeral and count the objects. Once they are confident, you can ask them to count groups of objects. Make sure your child is confident counting up to five objects before you move onto larger quantities.
<input type="checkbox"/>	I can explore and talk about how things work.	At this age, your child will start to become curious about the world and how things work. You can let them explore and try to work things out, such as how ice melts or how to open a box.
<input type="checkbox"/>	I can talk about significant events from my own life story.	When reading a story, ask your child to relate to experiences from the story. You could ask them questions, such as 'Have you ever been on holiday before?' or 'Can you remember your birthday party?' You could also create a timeline of events in their life and see if they can remember when they happened. Use photographs to help remind them.
<input type="checkbox"/>	I can describe key features of a life cycle and talk about growth and changes over time.	Teach your child about the life cycles of a butterfly, frog or plant. You can also help them to learn about life cycles by planting and growing your own seeds. Some seeds which are good for observing growth include cress or sunflowers. Talk about what happens to them over time and take photos or draw pictures of them.
<input type="checkbox"/>	I can talk about familiar places and the natural world I see around me.	Look at pictures and talk about different places that you have visited, such as holidays and trips. Look at Google maps and use street view to view your town and local area. Talk to your child about things that they see, such as the trees and the sky.
<input type="checkbox"/>	I can balance on one foot and hold a pose.	Balancing on one foot requires excellent balance and coordination. You can practise this by doing yoga, hopping or activities that require standing on one leg.
<input type="checkbox"/>	I can understand that actions and words may affect how others are feeling and talk about how others may be feeling.	Teach your child to be empathetic by expressing your emotions to them through words and facial expressions. Talk about your feelings and how they are feeling.



Milestone		Suggestions
<input type="checkbox"/>	I can play instruments to express my feelings and ideas.	Play an instrument at home or help your child to make an instrument - percussion instruments are easy to make from recycled materials, such as a plastic bottle and rice. Encourage them to use the instrument to express their feelings, e.g. play calmly if they are feeling relaxed or shake loudly if they are feeling excited or angry.
<input type="checkbox"/>	I can use my imagination and experiences to create drawings representing actions and objects.	You can help prompt your child to draw things that are based on their experiences by guiding them with questions or prompts, such as 'Can you draw a picture of us at the park this morning?' or 'Can you draw a picture of [dog's name]?'
<input type="checkbox"/>	I can talk about 2D and 3D shapes.	Name shapes as you encounter them in games or activities. You can also practise counting by counting the sides and corners of each shape and then talking about them, e.g. '1, 2, 3 - a triangle has 3 sides and 3 corners'. For some ideas of games and activities that involve shape, see our <a href="#">Shapes</a> area.
<input type="checkbox"/>	I can listen to longer stories and can recall some main events.	While you are reading a story, stop to talk about some of the main events. You can ask questions, such as 'Where have they gone?' or make references to your child's own experiences, such as 'You like to go to the park too.'. At the end of the story, try to encourage your child to recall some of the main events by asking questions - you can encourage them to look at the pictures to help them to remember.
<input type="checkbox"/>	I can understand a question or instruction that has two parts.	Wait for your child to respond verbally or with an action to show that they have understood a question of an instruction. Start with one-step instructions and then you can begin to give two-step instructions when they are more confident, such as 'Go to your bedroom and get your shoes.' You could try making this into a game, such as playing 'Simon Says' with 2 instructions, e.g. 'Simon says stand up and pat your head.'
<input type="checkbox"/>	I can use alternate feet and maintain balance when climbing stairs.	Help your child to learn to climb the stairs by holding your hand first. Make sure that you are with them until they become confident in case they fall. Make sure that they are holding on to a bannister.



Milestone		Suggestions
<input type="checkbox"/>	I can explore colours and colour mixing.	Explore mixing colours in a paint palette or get even more creative! You can use watercolour paints on an outdoor surface in your garden, such as concrete or tiles - the watercolour will wash away in the rain. Let your child discover what colours they can make for themselves. You could also teach them this <a href="#">Mixing Colours Song</a> to help them learn how to make different colours.
<input type="checkbox"/>	I can learn new words and use a wide range of vocabulary.	Read stories or play vocabulary games to help develop your child's language and then model the new words in a sentence so that they can copy. You can find more activities and games to help develop your child's vocabulary in our <a href="#">Speaking</a> category.
<input type="checkbox"/>	I can subitise up to three objects.	Show children an amount of objects (up to three) quickly and ask them to say how many it is. You could make this into a game, such as rolling a dice to play a board game. You could also suggest that they could count out that many sweets that they can eat if they get it right.
<input type="checkbox"/>	I can spot and suggest words that rhyme.	Read nursery rhymes and rhyming stories and ask children to join in with the rhyming words or say which word will come next. Once they understand rhyme, you can try to ask them to continue a rhyming string by saying another word which rhymes, e.g. you say 'cat, mat, rat' and they may say 'pat'. You can help them by giving them the first letter. Once they recognise letters you can begin to show them the word and recognise how the end of the word is the same and they can just change the first letter.
<input type="checkbox"/>	I can hear and say the initial sounds of words.	Play games, such as 'I Spy' to encourage your child to hear and say the first sound in words. You can also help them to identify the initial sound by exaggerating that sound or repeating it, e.g. 'd-d-d-dog'.
<input type="checkbox"/>	I can use longer, more complex sentences.	Keep encouraging your child to extend their sentences by modelling new vocabulary and longer sentences.
<input type="checkbox"/>	I can express a wide range of emotions.	Normalise and model talking about your feelings and encouraging your child to explain why they are feeling a certain way. You could make this part of your day, such as at dinner time or bedtime.



Milestone		Suggestions
<input type="checkbox"/>	<p>I can negotiate space when running and change speed or direction to avoid obstacles.</p>	<p>This will come with practice. Try playing on soft play areas at first when your child will not get hurt if they fall over or bump into something. Try to encourage them to move slowly around obstacles at first until they build up more agility. You can set up obstacle courses at home in your garden or take part in clubs or activities that build up these skills, such as gymnastics.</p>
<input type="checkbox"/>	<p>I can clap or count syllables in words.</p>	<p>Model clapping syllables in words when you talk to your child or give instructions, such as 'Put on your hat.' [clap for hat] or 'Pat your tum-my.' [two claps for tummy]. You can also ask them to copy and repeat clapping syllables in individual words.</p>

We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.