



EYFS
2024-25

GENIUS
EDUCATION

We see **genius**
in every child



Dear Parents,

It is with great pleasure and excitement that I extend a warm welcome to you and your child to GEMS Founders School Masdar City.

Starting school is a significant milestone in your child's life, and we understand the importance of providing a nurturing and supportive environment for their early years of education. With a little preparation and encouragement, most children will settle in easily.

Our dedicated team of educators is committed to ensuring that your child feels safe, valued, and inspired to explore, discover, and learn each day.

Do not worry, your child doesn't need to be able to read, write or do sums before they start school. Children start school with a wide range of abilities and their teacher are highly skilled at helping children progress at their own level.

What's most important is that you and your child have fun together in those pre-school months and years sharing stories, singing songs, playing games and talking about anything and everything.

At GFA, we are committed to providing a supportive and nurturing environment where your child can thrive academically, socially, and emotionally. We look forward to welcoming your child and working together with you to ensure their success.

Warm regards,

Charne Rossouw

Head of Primary

EYFS Curriculum, Assessment and Supporting Your Child at Home

What to Expect

During our initial settling in period in the first few weeks of school your child may experience separation anxiety. This is perfectly normal behaviour, especially for a child who is starting school for the first time. It can sometimes last for a few days, but in some cases, it can last for longer periods of time depending on the individual child. This is something we can work on together to help your child feel safe and secure in their new environment.

Let your child know you are leaving and encourage them to have a fun day. If you look worried or anxious this will transfer onto your child and make the situation worse. Be positive and reassuring and let them know you will be back.

Playing with other children whether friends or family members, or other children at the park or playgroups is all good practise for forming friendships at school. Teach your child to ask; "Can I join in?" or "Shall we share?"

Try to get into the school routine so your child gets used to getting up, going to bed and having meals and snack times that they will get on school days.

Bath times and stories instead of TV and iPad will help children wind down before bedtime. Also, make time in the evening to chat about your day.

Nutritious meals and plenty of sleep will help your child concentrate, learn and thrive at school.

If your child has naps, it would be wise to try phasing this out. This should be more manageable when they have a good bedtime routine.

It is quite common for children's behaviour at home to change when they first start school. Don't be surprised if your little one become clingier, argumentative, lethargic, excitable or prone to tantrums for a while.

Let your child get used to school life before introducing after school activities. It is also a good idea to keep the first few weekends quiet too, as they will likely need time to recharge, just as us adults do after beginning a new job or project.

Before starting FS1 your child should be able to...

- Sit and listen for a short time.
- Enjoy being with other children.
- Use the toilet, clean themselves and wash their hands (Accidents can happen from time to time, it is advisable to keep some spare clothes in your child's locker). - Early Years Practitioners do not toilet train your children.
- Recognise their own name when heard.
- Take off their cardigan and put shoes and socks on.
- Hold a book and talk about pictures.
- Share toys with friends.
- Help to tidy up their toys and resources.
- Sit at a table and feed themselves at snack/lunch times.
- Use a tissue to blow/clean their nose.

Tips to Support your Child's Independence and Transition:

Establish a Routine: Start getting your child into a regular routine that aligns with the school schedule. This includes establishing consistent bedtimes, mealtimes, and morning routines to help them adjust to the structure of the school day.

Foster Independence: Encourage your child to become more independent by allowing them to dress themselves, pack their own school bag, and take care of personal tasks such as using the restroom independently. Being toilet trained is an essential skill for school readiness, as it enables your child to manage their own bathroom needs confidently.

Encourage Social Skills: Help your child develop social skills by arranging playdates with other children their age. Encourage sharing, taking turns, and communicating with others. These social interactions will prepare them for making friends and interacting with peers in the FS classroom.

Read Together: Reading with your child is one of the most important activities you can do to prepare them for FS. Spend time reading books together, discussing the story, and asking questions to help develop their language and comprehension skills.

Practice Basic Skills: Help your child practice basic skills such as counting, recognising letters and numbers, and writing their name. You can incorporate these activities into everyday tasks and playtime to make learning fun and engaging.

Talk About Starting School: Talk to your child about what to expect in FS1/FS2 and address any questions or concerns they may have. Reassure them that school is a place for learning, making friends, and having fun.

Be Positive and Supportive: Maintain a positive attitude about school and reassure your child that you are there to support them every step of the way. Encourage them to approach this milestone with excitement and enthusiasm.

Talk About Starting School: Talk to your child about what to expect in FS1/FS2 and address any questions or concerns they may have. Reassure them that school is a place for learning, making friends, and having fun.

Parent Communication

The EYFS curriculum allows the teachers to spend time interacting with their child and exploring their learning. We will monitor their progress through a digital platform where the teachers will share photos and write about what they are doing at school. This will be through an app, Arc Pathway, that you can access from your phone or device.

<https://www.arcpathway.com/parents>



The Early Years Foundation Stage Framework

The Early Years Foundation Stage (EYFS) framework is a curriculum developed for the stages of education for children from birth to the end of the FS2. It sets the standards for the learning, development and care of your child from birth to 5 years old and ensures that your child will learn and develop well and be kept healthy and safe.

It is based on the recognition that children learn best through play and active learning and is in line with the British Curriculum in the UK. This includes establishing consistent bedtimes, mealtimes, and morning routines to help them adjust to the structure of the school day.

These 17 areas are what we use to plan your child’s learning and activities. The class Teacher and Teaching Assistant will make sure that the activities are suited to your child’s unique needs. We will consider your child’s individual needs, interests, and development. We use this information to plan a challenging and enjoyable experience for each child.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outdoors.

Areas of Learning		Explained
Communication and Language	Listening, Attention and Understanding	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.
	Speaking	
Personal, Social and Emotional Development	Self-Regulation	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 9 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
	Managing Self	
	Building Relationships	
	Gross Motor Skills	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects

Physical Development	Fine Motor Skills	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.
Literacy	Comprehension	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).
	Word Reading	
	Writing	
Mathematics	Number	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 organising 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.
	Numerical Patterns	
Understanding the World	Past and Present	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.
	People, Culture and Communities	
	The Natural World	Enriching and widening children's vocabulary will support later reading comprehension.

Creative Development	Creating with Materials	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.
	Being Imaginative and Expressive	

EYFS Assessment

Your child will be assessed against 17 Early Learning Goals (ELG’S) and three characteristics of effective learning.

Children should most develop the 3 prime areas first. These include;

1. Communication and Language (C&L)	2. Personal, Social and Emotional Development (PSED)	3. Physical Development (PD)
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
Speaking	Managing Self	Fine Motor Skills
	Building Relationships	

These prime areas are the most essential for your child’s healthy development and future learning. As children grow, the prime areas will help them develop skills in the specific areas. These include;

4. Literacy	5. Mathematics	6. Understanding the World	7. Expressive Arts and Design
Comprehension	Number	Past and Present	Creating with Materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
Writing		The Natural World	

Home Learning

Learning takes place at home as well as in school. All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long-lasting effect on your child's learning as they progress through school. Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas.

If you make the time every day to do some of the following things with your child, it will make a real difference to your child's confidence as a younger learner.

It is also good to speak with your child and share books in your Home Language as well as in English.

Communication & Language	Personal, Social and Emotional Development
<ul style="list-style-type: none"> Play Simon says. Ask questions about their day, interests, experiences. Talk about what they have done, what are going to do and talk about things happening in the future e.g. Holidays. Join in with role play activities. Act out their favourite fairytale. Help them to make up their own stories. Spend quality time talking e.g. over dinner, away from noise and distractions. Talk about your day. Did anything funny happen? What was the best thing about your day? Talk about tomorrow or the rest of the week. Is anything exciting or interesting going to happen? 	<ul style="list-style-type: none"> Encourage friendships with other children. Have friends round to play. Help your child to learn how to share and take turns. Play board games. Help develop your child's interests and skills. Provide opportunities for them to do things on their own. Encourage independence. Encourage your child to get dressed independently. Talk about your feelings and how your child feels. Be consistent in your approach to rules at home. Make time for one-to-one interaction with your child. Talk to them about their day. Try new activities.
Physical Development	
<ul style="list-style-type: none"> Encouraging your child to get themselves dressed and undressed independently- using buttons, zipping up their own coat. Writing their name and making marks in large gross motor movements e.g. with chalk, large paint brushes and rollers. Practise cutting skills with scissors- allow them to make snips in paper and then try to follow straight lines, then zig-zag line 	

Mathematics	Expressive Arts & Design
<ul style="list-style-type: none"> • Baking-weighing ingredients. • Finding numbers of everyday life. • Sharing sweets. • Play shop at home. • Use a calendar-what day is it today? • What date? • Bing-you can cover all areas of Maths through this game. Card games- snap, pairs and matching games. • Identify shapes in everyday life. • Computers- brain training/ big brain. 	<ul style="list-style-type: none"> • Encourage your child to paint/draw by providing them with different materials indoors and outdoors e.g. paper, pencils, chalk, paints, old sheets, wallpaper, different sized brushes. • Play lots of different types of music to your child. • Dance to different styles of music. • Sing with your child. • Make dens outside and inside. • Encourage all ideas of creative thinking. • Provide materials for weaving- ribbon, wool, string. • Let child mix their own paints. • Make and play with playdough. • Let them help you with painting. • Baking. • Use puppets to act out fairy tales such as 'Goldilocks and the Three Bears.' • Experiment with different ways of making things such as using card, paper, cardboard-which works best? • Let your child design what they are going to make. • Sing nursery rhymes.
Understanding the World	
<ul style="list-style-type: none"> • Collect natural objects e.g. acorns, shells at the beach. • Bring in photographs from holidays or trips to share with the class. • Go on nature walks. • Bake and talk about the changes in ingredients. • Use the computer/iPad/electronic toys. • Use the telephone. • Use the television remote control to change channels. • Talk about different environments. • Talk about the weather and the changes in the seasons. • Discuss and find out about different animals, insects, dinosaurs, birds, people etc. • Involve your child when out shopping-encourage them to find items. • Encourage your child to ask questions about the world around them. • Ask them questions about the world around them. • Ask them questions about their experiences. • Talk about different cultures. • Talk about similarities and differences between themselves and others. <ul style="list-style-type: none"> • Talk about your experiences both past and present 	

Literacy

- Practise mark making- ask them what it is they have drawn or written and then model writing it for them.
- Visit our local library.
- Read/share picture books. Ask your child questions about the story, the pictures, what they think might happen.
- Play "I spy" looking for things beginning with sounds.
- Sing songs and nursery rhymes.
- Discuss words that rhyme. Play rhyming soup.
- Encourage your child to practise writing their name.
- Encourage your child to write the sound they learned in school today.

Reading and Phonics

Of course, a super important area we want parents to focus on at home is **READING!** Read, read, and read again to your child and listen to your children read as much as you can. Model good reading to your child and make it a pleasurable and fun experience. Encourage a love of reading and reading for pleasure, rather than making reading 'a chore'. Purchasing a new book for your child as a reward or treat is also advisable rather than rewarding them with sweet treats.

FS1 will focus on stories, nursery rhymes, poems and songs before moving onto our school's Phonics programme.

In FS2 your child's Class Teacher will send you home a reading book each week at their reading level. They will also read 1:1 with your child each week. This will include fiction, non-fiction and poetry books.



Physical Development and Handwriting

There are many stages of writing in EYFS. (See below) To be able to write children need to have a good pencil grip and good control. We need to follow the physical guidelines to get children ready for writing.

Children begin to form letters when they are ready.

The Stages of Emergent Writing

Drawing :
children draw/scribble pictures



Random scribbling :
children scribble and can say what their marks mean.



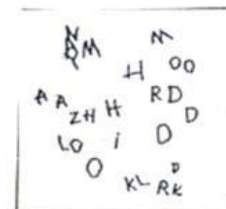
Controlled scribbling:
Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing.



Letter like forms :
Children use unconventional letter forms and familiar symbols such as circles but Still give meaning to their writing.



Random letters :
Children begin to use random letter shapes to convey meaning.

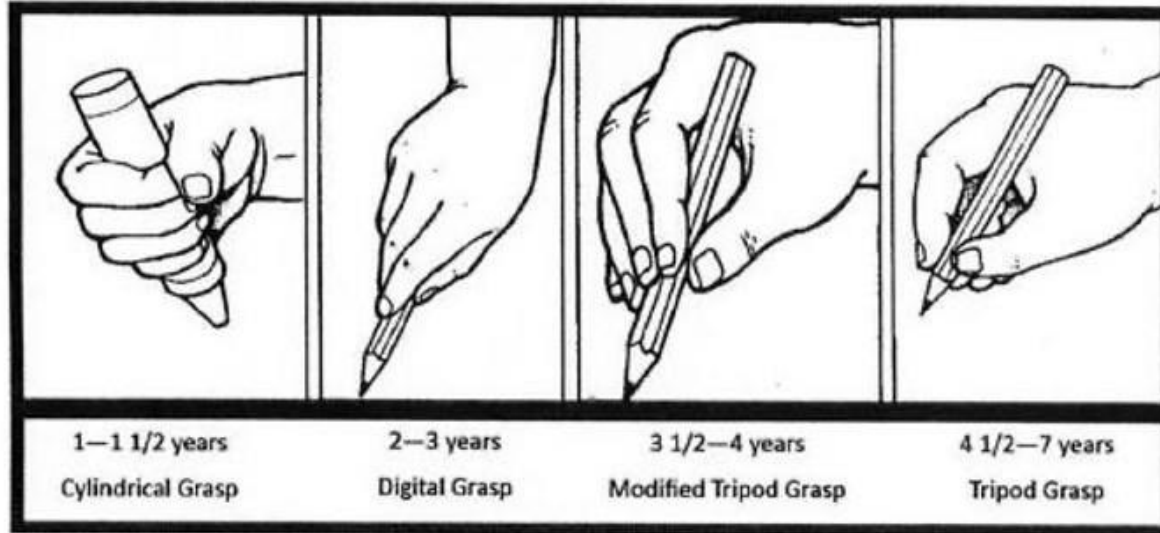


Patterned letters :
Children begin to use strings of unrelated letters, sometimes the letters from their name appear.



Pencil Grip

Your child will also go through various stages of pencil. If it is not corrected, it can affect speed and fluency and grip. See below for the various stages and where your impact on academic achievement, as well as put undue child should get to. It is very important to address stress on developing joints causing pain when writing a poor pencil grip early, especially if the child is left-handed. The pencil is held between the thumb and index finger, with the pencil resting on the middle finger.



Useful Links

Please see a range of various useful websites to further support your child with their learning beyond the classroom.

Subject	Topic/ Focus	Website
English	Phonics and Spelling	Phonics Games for the Classroom and Home - Phonics Bloom ictgames html5 English Games Page https://www.gonoodle.com/ https://www.phonicsplay.co.uk/
English	Reading	https://www.activelearnprimary.co.uk (your child's class teacher will provide you with the login details) https://www.oxfordowl.co.uk/
Maths	All UK curriculum topics	Early Years Maths - Topmarks Search
Arabic		Learn With Safaa - YouTube The world's best way to learn Arabic - Duolingo Arabic Lessons for Free: Start Your Journey to Fluency Today - Mondly غير العرب (non-arabs.com) (Paid platform)
Educational shows	Maths and English	Alphablocks - YouTube Numberblocks - YouTube

GEMS Founders School Masdar City – Toileting Policy for FS1 and FS2

Last Amendment: May 2024

Policy Review Date: August 2025

1. Introduction

At GEMS Founders Abu Dhabi (GFA) we are committed to safeguarding and promoting the welfare of children within our FS1 and FS2 Departments. We are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner. The Intimate Care and Toileting Guidelines regarding children have been developed to safeguard children and staff. Intimate care is any care which involves washing or carrying out an invasive procedure (such as supporting a child with cleaning themselves up if they have soiled themselves).

2. Aims and Objectives

These guidelines aim:

- To provide guidance and reassurance to staff and parent/s
- To safeguard the dignity, rights and wellbeing of children.
- To ensure that there is a consistent approach from all teaching staff in our FS Department

3. Toileting and the Early Years Foundation Stage

In the Early Years Foundation Stage Curriculum, the role of the adult at home and in school involves supporting the child's whole development.

Early Learning Goal - Managing self:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Definition of toilet trained

The child should be able to carry out the following independently before starting school:

1. Tell an adult when they require the toilet.
2. Pull down/ pull up clothing to go to the toilet.
3. Wipe/ clean themselves after toileting.
4. Where applicable, make use of the hand-held toilet hose.
5. Wash and dry hands thoroughly.
6. Pull up his/her pants - **nappies/diapers are not allowed.**

Responsibilities

4. What the school expects from parents

- Parents/carers ensure that their child is toilet-trained before admission to school.
- **Under no circumstances** should a child attend school wearing diapers or nappies.
- Parents/carers will discuss any specific concerns with staff about their child's toileting needs.

- Parents/carers to ensure that there is always an extra set of clean uniform in the child's school bag or kept at school in case this is needed during the school day.
- Parents/carers must inform the school if a child is not fully toilet trained before starting school, after which a meeting will then be arranged to discuss the child's needs.
- Should the child be receiving medication for any toileting issues (constipation, diarrhea) they will not attend school until the situation is resolved.
- Parents/carers agree that after **2 wetting occasions per day** their child will need to be collected from school immediately for the health and hygiene of the child and other children in the class.
- Parents/carers agree that **after ANY soiling occasion** their child will need to be collected from school immediately for the health and hygiene of the child and other children in the class.
- Parents/carers agree that if their child continues to wet or soil, they will be required to remain at home to continue toilet training. This leave will be authorized.
- While at GFA we do have a washroom assistant, their role is to verbally support children and remind them to wash their hands. They cannot physically support a child in the washroom.

5. What the school expects from staff

- If the child cannot clean or change themselves after a toileting accident, a medically trained staff member will support the child in the clinic.
- Staff will not spray or wipe children but will encourage correct use of tissue and hoses in the washroom.
- Staff will use props (such as a doll) to demonstrate to the child the best way for the child to clean themselves.
- Staff will encourage children to go to the toilet independently during the school day.
- There will be set times throughout the day when students will be asked to use the washroom.
- Staff will assist where necessary if a child should be changed into fresh clothing.
- Staff should wear gloves and aprons if assistance with changing and toileting is needed.
- If a student requests to use the toilet, they will be allowed.

It is essential that parents/carers recognise they are responsible for any training/changing routines for their child. As GFA is a school setting the teaching/support staff are not responsible for toilet training a child. Our intention is that the child will never be left in soiled clothing and as soon as the member of staff responsible for him/her is aware of the situation, she will assist the child in cleaning themselves or advise the appropriate staff member who will telephone the parent/carer.

I / we confirm that I / we have read and accept the above policy.

Child's Name: _____

Class: _____

Parent Signature: _____

Date: _____



What to expect in the Early Years Foundation Stage: *a guide for parents*



Department
for Education

Contents

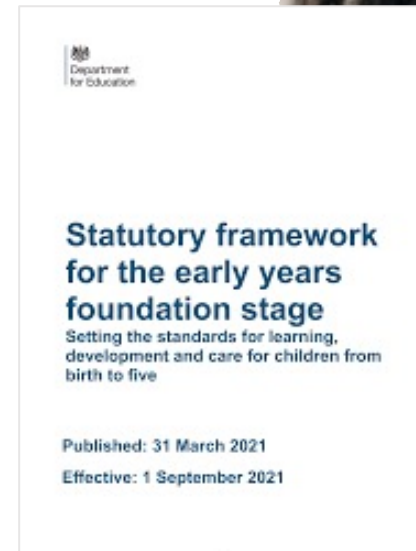
1. [Seven areas of learning and development](#)
2. [Understanding your child's development](#)
3. [What happens early, matters for a lifetime](#)
4. [Partnership with parents](#)
5. [The three Characteristics of Effective Teaching and Learning](#)
6. [Development Matters: Birth to three](#)
7. [Birth to three: how you can help me with my learning](#)
8. [Development Matters: 3 & 4-year-olds](#)
9. [3 & 4-years-olds: how you can help me with my learning](#)
10. [Development Matters: 4 & 5-year-olds](#)
11. [4 & 5-years-olds: how you can help me with my learning](#)
12. [Checkpoints](#)
13. [Where to go to learn more](#)



What to expect in the Early Years Foundation Stage (EYFS)

- The Early Years Foundation Stage (EYFS) outlines what adults must do to help children learn and develop and to be healthy and safe.
- This guide is for parents* of children from birth to five years old. It will help you find out more about your child's learning and development in the EYFS.
- The EYFS includes seven areas of learning and development. In this guide the seven areas are split into three age bands**:
 - *Birth to three*
 - *3-4 (FS1)*
 - *4-5 (FS2)*
- In each band, there are suggestions about what your child may be doing, and how you can help them. It's important to remember that children develop in different ways and at different rates.
- After each age band you will find top tips for fun, playful experiences that you and your child can do together at home.

*'Parent' is used to mean parents, carers and guardians. **The age bands follow [Development Matters](#), which is the UK Government's non-statutory guide for all early years practitioners, childminders, staff in nurseries, nursery schools, and nursery and reception classes in school.



Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



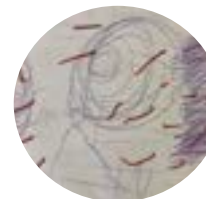
Literacy



Mathematics



Understanding the World



Expressive Arts and Design

Understanding your child's development

- Children develop and learn at different rates and in different ways. Their development is not neat and orderly!
- That's why the UK's Department for Education's guidance document, *Development Matters*, sets out children's learning in broad ages. It shows how lots of different experiences in the first three years of life will help your child to learn.
- In this guide, *'When I'm a baby'* broadly tells you about your child's development in the first year of life. *'When I am a bit older'* tells you about their development as a toddler and two-year old.



Understanding your child's development

- *Development Matters* includes some **checkpoints**. They can help you and your childminder or early years setting have a conversation, if you're worried about anything. Then you can decide together what to do next.
- The 'checkpoints' are not a 'ticklist' to use for every child.
- Sometimes children have some early difficulties in their development. With the right help, they can quickly grow out of these difficulties.
- For example, 70% of children with delayed communication in the early years won't have problems later in school. Those 'late talkers' need lots of opportunities to [chat, play and read](#).
- Some children will have long-term difficulties, so it's important to identify what their needs are and make sure they get the support they need.
- Every child can make good progress, with the right support.



What happens early, matters for a lifetime

Did you know?

- The first three years are the most sensitive time for brain development. Your baby's early interactions are incredibly important for building a healthy brain.
- Your baby is born ready to learn. When you interact with your baby, their brain forms [more than a million new brain connections every single second!](#)
- These early moments ([known as 'serve and return'](#)), shape your child's brain in ways that help their learning, health, and behaviour both now and in the future.
 - *Over 80% of your baby's brain is formed by age three.*
 - *Up to 75% of each meal goes to building your baby's brain.*
 - *Playing and talking with your baby sparks millions of new brain connections.*



What happens early, matters for a lifetime

Loving, responsive care

- [Research](#) shows that the most important thing you can give your child is love and responsive care.
- Noticing what your baby needs and the signals they give helps you to build feelings of trust and safety.
- The comfort and care you offer your baby makes them feel safe to explore the world around them.

When your baby cries and you respond sensitively, your baby learns that they matter and that they can rely on you.



Physical development – every movement counts

- It is important for your child to be physically active and to eat well. Children learn through their bodies. Every time they move, their brains build connections.
- Young children need lots of physical activity to develop their balance, posture and coordination. These are the foundations that will help your child to be physically ready to sit still and concentrate.
- Physical activity encourages the development of hand eye coordination for reading and writing.
- When your child is active, they are learning about their bodies and what they can do. They are also learning about social rules and managing their feelings.

[Physical activity for the early years](#)

Physical activity for early years (birth – 5 years)

Active children are healthy, happy,
school ready and sleep better



BUILDS
RELATIONSHIPS
& SOCIAL SKILLS



MAINTAINS
HEALTH &
WEIGHT



CONTRIBUTES TO
BRAIN DEVELOPMENT
& LEARNING



IMPROVES
SLEEP



DEVELOPS
MUSCLES
& BONES



ENCOURAGES
MOVEMENT
& CO-ORDINATION

Every movement counts



Move more. Sit less. Play together

What happens early, matters for a lifetime

- [Research](#) tells us that what happens at home makes the biggest difference to your child's early learning and development.
- Playing together, singing, enjoying books, visiting the library, painting, drawing and finding out through play about letters, numbers and shapes are important activities to do at home. These activities are learning opportunities.
- These learning activities will make a difference to your child's learning right up to secondary school.

What parents do is more important than who parents are.



What happens early, matters for a lifetime

Chat, Play, Read

Giving your child the best start in life.

- Children love to talk about all sorts of things. Make time to have back and forth conversations.
- Don't feel embarrassed talking to your baby – it's never too soon to start communicating with them!
- Go with what your child is interested in. This will help them learn lot of new words.



Chat

The benefits to your child learning more than one language are huge.

- Talk and play with your child in the language that you feel most comfortable and confident using.
- Sing, read and tell stories in your home language – rhyme and repetition help your child to remember words.
- Home languages give your child a connection to their culture and heritage. Encourage your child to use all their languages – they will feel closer to people and part of their community.



Play

- Play helps children learn about the world and themselves. Children need time and space to play freely. Sometimes it is helpful if you sensitively join in with your child's play, too.
- Children need outdoor play.
- Play is essential for your child's wellbeing and development. It is part of the United Nations Convention on the Rights of the Child (1989).
- There are many everyday moments like bath time and dinner that you can make playful. Help your child to learn in a fun and relaxed way.



Read

- Sharing books and telling stories is a lovely way to build closeness and encourage conversations.
- Sharing books with your child at a young age will help them to develop a love of reading.
- Read and share stories with your baby.
- Talk to your child about what is happening in the pictures.
- Young children love to hear and read their favourite books and stories again and again.



Have fun together!
Use silly voices and
act things out that
happen in the book.

Even a few
minutes can make
a difference.

What happens early, matters for a lifetime

Building a brighter, fairer future for all

- The early years are vital for shaping children's views and attitudes. You can make a difference to how your child sees the world.
- It is important for you to think about your own views and be open to exploring your thinking.
- Boys and girls can do everything! But they are often treated differently, from an early age. Limitations can start early and hold children back.



Partnership with parents

The adults who work with your child know a lot about children – but not as much about *your child*. It's important to tell them what they need to know. Then they can understand your child and help them.

- It's important for parents and early years settings to have a strong and respectful partnership.
- A strong, trusting partnership will support two-way communication between you and your child's key person or childminder.
- Throughout the EYFS, settings must share information about your child's progress.



What to do if you are concerned

- As a parent, you know your child best.
- Health visitors and early years practitioners have expert knowledge of child development.
- By working together, you can identify any difficulties your child has with their health, learning or development.
- If your child is struggling with learning, their setting can offer extra support to meet their needs.



The three Characteristics of Effective Teaching and Learning

[When we see a baby in their cot](#), we're looking at 'the greatest mind that has ever existed, the most powerful learning machine in the universe.'

We can help children become even more powerful learners through three **Characteristics of Effective Teaching and Learning**:

- ***playing and exploring*** - I investigate and experience things, and 'have a go'.
- ***active learning*** – I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- ***creating and thinking critically*** – I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.



Playing and Exploring

- I understand that my actions have an effect on the world, so I want to keep on exploring.
- I am learning to plan and think ahead about how I will explore or play with objects.
- I might talk to myself or use visual aids such as pictures while I am playing to help my thinking. For example, when doing a jigsaw, I might whisper under my breath: “Where does that one go? – I need to find the big horse next.”
- I can make independent choices.
- I bring my own interests and fascinations from home into my setting. This helps me to develop my learning.
- I respond to new experiences that you introduce.



Active Learning

- I join in with routines without needing to be told, like going to my cot when I want to sleep.
- I am learning to predict what might happen because I understand a familiar routine, e.g. I may get my coat when adults open the door to go outside.
- I show goal-directed behaviour, e.g. as a baby I may pull myself up by using the edges of a low table to reach for a toy on top of the table. As a toddler, I might turn a storage box upside down so I can stand on it and reach up for an object.
- I am learning to correct my mistakes myself, e.g. instead of using increasing force to push a puzzle piece into the slot, I try another piece to see if it will fit.
- I keep on trying when things are difficult.



Creating and Thinking Critically

- I take part in simple pretend play, e.g. I might use an object like a brush to pretend to brush my hair, or 'drink' from a pretend cup.
- I can sort materials, e.g. at tidy-up time, I know how to put different construction materials in separate baskets.
- I can talk about my learning. I think about my progress as I try to achieve a goal. I check how well I am doing.
- I am learning to solve real problems, e.g. to share nine strawberries between three friends, a strategy I might use is to put one in front of each, then a second, then a third. Finally, I might check at the end that everyone has the same number of strawberries.



Creating and Thinking Critically

- I like to 'pretend' in my play. By pretending to be someone else I can imagine other points of view, e.g. when I am playing 'The Three Billy Goats Gruff' I might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- As I learn more things, I become more confident to come up with my own ideas and explanations. When I know about different types of dinosaurs, I can say which ones are meat-eaters by seeing if they have big sharp teeth.
- I can concentrate hard to achieve something that's important to me. I can focus my attention and ignore any distractions around me.



Birth to three: Communication and Language

When I am a baby...

- I turn towards familiar sounds. I am startled by loud noises. I can accurately locate the source of a familiar person's voice, like my mum's or my dad's.
- I like to gaze at faces. I copy facial expressions and movements. If you stick out your tongue, I'll stick out mine. I make eye contact for longer periods as I get older.
- I watch people's faces as they talk.



Birth to three: Communication and Language

When I am a baby...

- [I like to copy what you do and take 'turns' in joining in with conversations by babbling.](#)
- I try to copy the lip movements that you make.
- I enjoy singing, music and toys that make sounds.
- I can recognise your voice and it makes me feel calm when I hear it.
- I can listen and respond to a simple instruction.
- I make sounds to get your attention. I do this in different ways such as crying when I'm hungry or unhappy and making gurgling sounds, laughing, cooing or babbling.



Birth to three: Communication and Language

When I am a baby...

- I like to babble. I use sounds like 'baba' and 'mamama'.
- I use gestures like waving and pointing to communicate.
- When I want something, I reach or point while making sounds.
- I like to copy your gestures and words.
- I babble all the time and use single words when I am playing.
- When I am 'talking' I change my intonation, pitch and volume.
- Wait for me to communicate with a sound, a look or with words. This helps me to lead the conversation.



Birth to three: Communication and Language

When I am a bit older...

- I can understand single words such as 'cup', 'milk', 'daddy' when they are used in meaningful situations.
- I can understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- I can understand simple instructions like: "Give to nanny" or "Stop".
- I can recognise and point to objects when you ask me about them.
- I like to focus on an activity that I have chosen. I can find it hard it when you move me away from something I find fun.
- I like to listen to you when you talk, but I can find it hard to pay attention when I see something interesting.



Birth to three: Communication and Language

When I am a bit older...

- I can feel really frustrated when I can't make myself understood.
- I am learning to use words and actions to let you know how I am feeling.
- I am learning to have conversations but I often jump from topic to topic.
- I like to join in with pretend play like 'putting the baby to sleep'.
- I can use the speech sounds p,b,m.
- I can pronounce: l/r/w/y f/th s/sh/ch/dz/j.
- I can pronounce words that have more than one syllable such as 'banana' and 'computer'.
- I might pronounce some words incorrectly. It helps me if you reply to what I say using the right words and sounds. I learn from your positive model, without losing confidence to speak.



Birth to three: Communication and Language

When I am a bit older...

- I like to listen to simple stories. I can understand what is happening, with the help of the pictures.
- I can identify familiar objects when you describe them. I can point to the big boat in a book we're sharing. I can get an apple when you ask me to.
- I can understand longer sentences. I can "Make teddy jump." When you say that as we're playing. When you say: "Find your coat." I can do that.
- I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why').



Birth to three: Personal, Social and Emotional Development

When I am a baby...

- I learn and develop best when you consistently give me loving, warm and responsive care.
- When you comfort me, I feel calm.
- I am beginning to develop my sense of self by interacting with you and other important people.
- I can show you what I like and don't like.
- I can show you I need something by using eye contact, gesture and words. I can point to or look at my cup to tell you that I want a drink.
- I am learning to cope with feeling sad when you leave me. I might need a special object or lots of cuddles to feel safe and happy.
- I am becoming more confident around a wider group of people.



Birth to three: Personal, Social and Emotional Development

When I am a baby...

- I will look back at you when I crawl or walk away to check you are still there.
- I like to see you smile to encourage me.
- I am learning to feel more confident to play on my own and with other children.
- I am learning to feel confident when I am exploring new places with my key person.
- I feel safe and secure with my key person to show my emotions.
- I am becoming more and more independent. This means I can sometimes get frustrated when I want to do something by myself.



Birth to three: Personal, Social and Emotional Development

When I am a bit older...

- I am beginning to understand how to wait for my turn and learning to control my feelings when I want something.
- I am learning how to talk about how I am feeling. This helps me to manage my feelings.
- I am interested in other people. I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities.
- I am learning how to make friends with other children.
- I am learning about other feelings through stories and play.
- I am learning to talk about how I feel and using more words to do this: “I’m sad because...” or “I love it when...”
- I am beginning to show you that I am ready to use the potty.



Birth to three: Physical Development

When I am a baby...

- When I am on my tummy, I can lift my head up.
- I can push my chest up with straight arms.
- I can roll over from my tummy to my back and from my back to my tummy.
- I enjoy moving when I am outdoors and inside.
- I can sit without support.
- I am beginning to crawl in different ways and directions.
- I can pull myself upright and bounce. This is helping me get ready to walk.
- My coordination is developing and I can reach out for different objects.



Birth to three: Physical Development

When I am a baby...

- I can pass things from one hand to another and give things to you.
- I like to drop things.
- Through lots of practice of waving, kicking, rolling, crawling and walking, I can control my whole body.

When I am a bit older...

- I can clap and stamp to music.
- I like to explore and move around in spaces I can fit into such as large boxes, dens and tunnels.
- I enjoy learning how to kick, throw and catch balls.



Birth to three: Physical Development

When I am a bit older...

- I am learning to walk by myself.
- I find different ways to support myself.
- I can walk, run, jump and climb and I am learning to use the stairs independently.
- I can spin and roll. I can use ropes independently, like tyre swings.
- I can sit on a push-along wheeled toy.
- I can use a scooter or ride a tricycle.



Birth to three: Literacy

- I love listening to songs and rhymes.
- I enjoy joining in with songs and rhymes. I copy sounds, rhythms, tunes and tempo.
- I can say some of the words in songs and rhymes.
- I copy finger movements and other gestures.
- I sing songs and say rhymes independently.
- I like to sing when I am playing.
- I love to share books with you.
- I like to look at and respond to the pictures and words in the book.





Birth to three: Literacy

- I have favourite books. I like to share my favourite books with you and my friends. I also like to look at books on my own.
- I like to repeat words and phrases from my favourite stories.
- I like to talk about books.
- I share my ideas and ask questions.
- I like to use props to act out familiar stories.
- I am interested in familiar print. I notice the first letter of my name, bus or door numbers and logos.
- I love to draw and give meaning to marks I make.
- I make marks on my picture for my name.



Birth to three: Mathematics

- I like to play with stacking blocks and cups. I put objects inside others and take them out again.
- I enjoy taking part in finger rhymes with numbers.
- I react to changes of amount in a group of up to three items – if you build a tower with three blocks and take one away, I'll notice.
- I can compare amounts, saying 'lots', 'more' or 'same'.
- I am starting to show an interest in counting by making sounds, pointing and saying some numbers in order.



Birth to three: Mathematics

- I like to count in everyday routines and play. I sometimes skip numbers – ‘1-2-3-5.’ I like to climb and squeeze myself into different types of spaces.
- I enjoy building with lots of different resources such as blocks and boxes.
- I can do inset puzzles.
- I use words and gestures to compare size and weight: ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
- I notice patterns and arrange things in patterns.





Birth to three: Understanding the World

When I am a baby...

- I enjoy kicking and waving. I repeat actions that have an effect.
- I like to explore objects with different textures, sounds, smells and tastes.
- I like to explore natural materials, indoors and outdoors. Such as wet and dry sand, water and paint.

When I am a bit older...

- I enjoy exploring the natural world such as splashing in puddles, looking for worms and minibeasts.
- I am learning to make connections between the features of my family and other families.
- I notice differences between people.



Birth to three: Expressive Arts and Design

When I am a baby...

- I am aware of sounds and music.
- I enjoy music and respond emotionally and physically when it changes.
- I move and dance to music.
- I anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- I enjoy making sounds and exploring my voice.
- I join in with songs and rhymes, making some sounds.
- I can make make rhythmical and repetitive sounds.
- I enjoy exploring a range of sound-makers and instruments and playing them in different ways.
- I notice patterns with strong contrasts and I am attracted by patterns resembling the human face





Birth to three: Expressive Arts and Design

When I am a bit older...

- I enjoy mark making. I am starting to make marks intentionally.
- I enjoy exploring paint, using my fingers and other parts of my body as well as brushes and other tools.
- I express ideas and feelings through mark making. I sometimes give meaning to my marks.
- I enjoy taking part in action songs, such as 'Twinkle Twinkle Little Star.'

Birth to three: Expressive Arts and Design

When I am a bit older...

- I am beginning to take part in pretend play. I pretend one object represents another, e.g. holding a wooden block to my ear and pretending it's phone.
- I like to explore different materials, using all of my senses to investigate them. I manipulate different play materials like play-dough.
- I use my imagination when I think about what I can do with different materials.
- I can express my ideas through making simple models.



Birth to three: how you can help me with my learning

Communication & Language

- Use a sing-song voice, this helps me tune in to language.
- Respond to my babble.
- Talk about what you are doing *“I’m pouring out your milk into the cup.”*
- Have back and forth ‘conversations’ – play ‘peekaboo’ and copy-cat games.
- Talk to me in our home language.

Personal, Social & Emotional Development

- [I need loving, responsive, playful interactions with you.](#)
- Find out what makes me feel calm - rocking, cuddling or singing.
- Offer me manageable choices between two things.



Physical Development

- Put me on my tummy or back, on a soft mat or blanket so I can kick my legs and roll.
- Let me sit on you, climb over you, and rock, bounce or sway with you.
- Give me lots of opportunities to be active outdoors in all weathers!

Birth to three: how you can help me with my learning

Communication & Language

- Sing songs and rhymes during everyday activities like nappy changes.
- Tell me the names of things as I pick them up to explore. I need to hear a variety of words.
- Listen and wait for me to speak or communicate with a sound or a look first. Repeat and build on what I say by adding one or two words.
- When you talk to me, give me time – 10 seconds helps me understand and think of a reply.

Personal, Social & Emotional Development

- Let me help get snack or lunch ready and learn to pour my own drink.
- Help me understand my feelings by using words to label my feelings like 'sad', 'upset,' 'angry'
- Model turn taking – "Can I have a turn?" "My turn next."



Physical Development

- Give me lots of different things to grasp, hold, squeeze and explore, like finger paint, playdough, spoons, brushes, shells.
- Let me try to put my shoes on.
- Play ball games with me.

Birth to three: how you can help me with my learning.

Mathematics

- Give me stacking cups and blocks (or cardboard boxes!) Use words like 'in', 'on', 'more', 'lots'.
- Count with me as you put my clothes on, e.g. "One sock, two socks."
- [Sing finger rhymes with numbers e.g. Two Little Dicky Birds](#)
- Let me explore 'full' and 'empty' with containers in the bath.

Understanding the World

- Introduce me to new grown-ups so I can start to make relationships.
- Make me a [treasure basket](#) with objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls.
- Let me explore the natural world. Stand in the rain with wellies and an umbrella, splash in puddles, look for worms and minibeasts.

Literacy

- Snuggle up and share board & cloth books with me. Point to and name things to help build my vocabulary.
- Share books that let me see people of different races, cultures and gender.
- Give me chunky pencils/crayons/chalks to explore.



Expressive Arts & Design

- Give me a big piece of paper on the floor to see what marks I can make with my hands, feet, a paintbrush. Let me make a mess!
- Sing to me. Let me hear different types of singing, sounds and music from other cultures and languages.

3 & 4-year-olds: Communication and Language

- I like listening to longer stories and I can remember a lot of what happens.
- If I am really busy in my play, I can find it difficult to switch my attention and listen to what you say to me. It helps me if you use my name and say: “Please stop and listen.”
- I can use lots of different words. I like to learn new words.
- It helps me if you explain what new words mean.
- I can understand questions and instructions that are more complicated and have two parts, like: “Please get your coat and wait at the door.”
- When you ask me questions about why something happened, I understand, e.g. “Why do you think the caterpillar got so big?”



3 & 4-year-olds: Communication and Language

- I know lots of songs and enjoy singing them.
- I can tell you a long story and talk about my favourite books. I know lots of nursery rhymes.
- I am still learning how to use word endings. I might still make mistakes such as 'runned' for 'ran'. Instead of correcting me, please reply and use the right ending, e.g. "Yes, I saw how fast you ran!"
- I am still learning to pronounce some words. These are sounds that I might still find tricky, e.g. j, th, ch, and sh.



3 & 4-year-olds: Communication and Language

- I can use long sentences of four to six words.
- I can use words and actions to explain my thoughts and ideas. I can give my point of view and disagree.
- I like having long conversations with you and my friends.
- When I am playing I talk to pretend: “Let’s go on a bus... you sit there... I’ll be the driver.”



3 & 4-year-olds: Personal, Social and Emotional Development

- I am becoming more and more independent and enjoy being given resources and activities that I can use by myself.
- I like to be given responsibility and to help with jobs like fetching the fruit for everyone or washing up my plate after snack.
- I am becoming more confident interacting with new people.
- I am confident to go out on short walks and trips.
- I like to play with other children and I can build on the ideas in our play.
- When playing with my friends, I can find ways to solve conflicts, e.g. I know that we can't all be Spider-Man in the game, and I can suggest other ideas.



3 & 4-year-olds: Personal, Social and Emotional Development

- I am learning about why rules are important and can follow rules most of the time.
- I can remember the rules and I don't need an adult to remind me.
- I am learning about how to assert myself in appropriate ways.
- I talk to my friends to solve problems that might happen when we are playing.
- I can use different words to explain how I am feeling.
- I am developing an understanding of how other people might be feeling.
- I can use my fine motor skills to do up buttons, zips and to pour myself a drink.



3 & 4-year-olds: Personal, Social and Emotional Development

- I am keen to be independent. Especially around dressing and feeding myself.
- I am beginning to eat independently, and I am learning to use a knife and fork.
- I am becoming more and more independent in getting dressed and undressed. I can put my coat on and do up my zip.
- I am becoming more and more independent in looking after myself. I can brush my teeth and wash and dry my hands thoroughly.
- I understand about how important it is to brush my teeth. I can make healthy choices about food drink and exercise.



3 & 4-year-olds: Physical Development

- I am continuing to develop a range of physical skills - balancing, riding and ball skills.
- I can walk up steps and stairs and climbing equipment using alternate feet.
- I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
- I can wave flags and streamers using large muscle movements and paint and make marks on a big scale.
- I like to join in with group and team activities. Sometimes I like to make these up with my friends.



3 & 4-year-olds: Physical Development

- I am learning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I can think carefully about which movement I need to make, for example whether to crawl, walk or run across a plank, depending on its length and width.
- I can choose the right tools for what I need to do.
- I can work with my friends to move and carry large objects such as big wooden blocks.
- I can use one handed tools such as scissors.
- When holding pens and pencils I have a comfortable grip and good control.
- I am showing whether I am left or right-handed.



3 & 4-year-olds: Literacy

I understand five important things 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;*
- *we read pages in story books one at a time.*

I am learning to tune into the different sounds in English.
I am developing my phonological awareness, so that I can:

- *spot and suggest rhymes;*
- *count or clap syllables in a word;*
- *recognise words with the same initial sound, such as money and mother.*



3 & 4-year-olds: Literacy

- I enjoy having long conversations about stories and learning new words.
- In my play, I am learning to use my knowledge of sounds and letters in my early writing.
- I can write some or all of my name.
- I can write some letters accurately.



3 & 4-year-olds: Mathematics

- I can quickly recognise groups of up to 3 objects, without having to count them individually (*this is called 'subitising'*).
- I can say numbers in order past five.
- I can say one number for each item in order: 1,2,3,4,5.
- I know that the last number I reach when counting a small set of objects tells me how many there are in total (*this is called the 'cardinal principle'*).
- I can show 'finger numbers' up to 5.
- I can match the correct numeral (number symbol) to the right amount, up to 5, e.g. point to the number 3 when I count 3 snails.

A photograph showing a child's hand in a red and blue plaid shirt pointing towards three snails on a weathered wooden plank. A speech bubble above the hand contains the text "Look, 3 snails!". The background shows some green plants and a person's leg in a black and green sneaker.

“Look, 3 snails!”

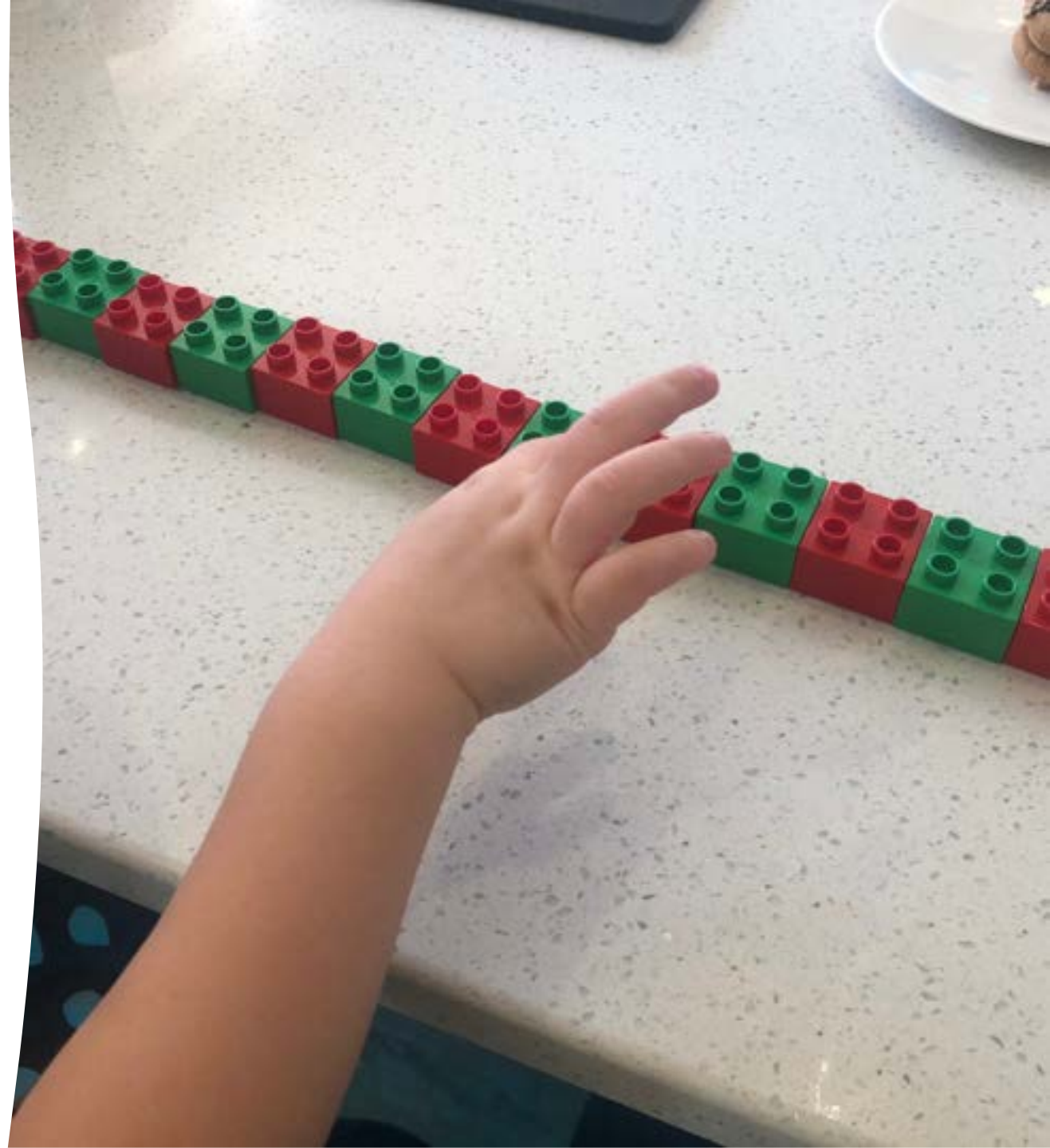
3 & 4-year-olds: Mathematics

- I like to experiment with making my own marks and symbols as well as numerals.
- I can use mathematical words to compare amounts 'more than', 'fewer than'.
- I like to explore 2D (flat) and 3D (solid) shapes. I can talk about shapes using everyday words like 'pointy'. I can use mathematical words like: 'sides', 'corners', 'straight', 'flat', 'round'.
- I can understand position through words alone, e.g. "The bag is under the table." – with no pointing.
- I can describe a familiar route.
- I can talk about routes and locations, using words like 'in front of' and 'behind'.



3 & 4-year-olds: Mathematics

- I can make comparisons between objects relating to size, length, weight and capacity.
- I can choose the right shape when building, e.g. triangular prism for a roof.
- I can combine shapes to make new ones - an arch, a bigger triangle etc.
- I can talk about and identify patterns that I see around me, e.g. stripes on clothes, designs on wallpaper. I use everyday language like 'pointy', 'spotty', 'blobs' etc.
- I can make and extend ABAB patterns – stick, leaf, stick, leaf.
- I can spot an error in a repeating pattern and correct it.
- I am learning to use words such as 'first', 'then' 'after' to describe a pattern of events.



3 & 4-year-olds: Understanding the World

- I enjoy exploring natural materials using all of my senses.
- I explore and investigate collections of natural materials with similar and/or different properties.
- I can talk about what I explore and investigate using a wide range of words.
- I am learning about my own life-story and my family's history.
- I am interested in the different jobs people do.
- I am interested in exploring how things work.
- I enjoy planting seeds and caring for growing plants.
- I can understand the important parts of life cycles of both plants and animals, e.g. a bean, a caterpillar or a chick.



3 & 4-year-olds: Understanding the World

- I am learning that it is important to respect and care for the natural environment and all living things.
- I am learning about different forces I can feel, e.g. how the water pushes up when I try to push a plastic boat under it.
- I can talk about the differences between materials and changes I notice, e.g. when cooking.
- I am learning to develop positive attitudes about the differences between people.
- I know that there are different countries in the world. I can talk about differences I have experienced or seen in photos.



3 & 4-year-olds: Expressive Arts and Design

- I take part in simple pretend play, using an object to represent something else even though they are not similar.
- I am beginning to make up complex 'small worlds' using animal sets, dolls and dolls houses etc.
- I enjoy making detailed, imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- I enjoy exploring different materials freely. I am learning to develop my ideas about how to use them and what to make.
- I can join different materials together. I explore the textures of different materials.



3 & 4-year-olds: Expressive Arts and Design

- I can create closed shapes with continuous lines.
- I am learning to use these shapes to represent objects.
- I can draw with increasing complexity and detail, such as representing a face with a circle including details.
- I can use drawings to show ideas like movement or loud noises.
- I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.
- I enjoy exploring colour and colour mixing.



3 & 4-year-olds: Expressive Arts and Design

- I can listen to sounds with increased attention.
- I respond to what I hear and express my thoughts and feelings.
- I can remember and sing entire songs.
- I can sing the pitch of a tone sung by another person ('pitch match').
- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- I enjoy creating my own songs. I can make up a song around one that I already know.
- I can play instruments with increasing control to express my feelings and ideas.



3 & 4-year-olds: how you can help me with my learning?

Communication & Language

- Have conversations with me about things that I am interested in. Encourage me to keep talking by nodding, smiling and making comments.
- Introduce new words when we are playing, eating or when we are out and about. Explain what new words mean to me.
- Talk to me about things that have already happened and what might happen soon.
- Play listening games with me such as 'Simon Says'.

Personal, Social & Emotional Development

- Give me tasks to carry out, e.g. washing my plate after snack.
- Model how you manage your own feelings, e.g. *"I'm feeling a bit angry so I am going to take a deep breath."* Help me to understand why I am feeling sad or frustrated.
- Make a ['calm down jar.'](#)



Physical Development

- Help me with dressing but let me do the last steps, e.g. pulling up my zip after you have started it off.
- Give me lots of opportunities to be active and practise running, jumping, balancing, climbing and swinging.
- Encourage me to walk, scoot or bike to my nursery or childminder.

3 & 4-year-olds: how you can help me with my learning?

Mathematics

- [Point out the number of things rather than just the names](#), e.g. “We have **two** apples!”
- Give me lots of opportunities to count for a real reason and always emphasise the last number – “*There are 3 cookies.*”
- Cut out a large shape from a cereal box (circle, triangle), then cut that shape into 2-4 smaller pieces to make a simple puzzle.
- When we’re at the park, use words like ‘up’, ‘under’, and ‘between’ to talk about what we see.
- [Make playdough with me.](#)

Understanding the World

- Help me make collections of interesting natural materials, e.g. pebbles, shells.
- Let me explore ice, once it has melted a bit (so I don’t get frostbite)
- Plant seeds and bulbs with me.
- Take me to different places such as the library.

Literacy

- Talk about stories with me, what is happening in the pictures? Give me time to think and share my ideas.
- Play around with words. Make up fun rhyming sentences with me.
- Let me help you write birthday cards and shopping lists.



Expressive Arts & Design

- Make [home-made paintbrushes](#) using clothes pegs and items from around the house and outdoors.
- Join in pretend play with me.
- Give me a cardboard box and some fabric to build a den with.



4 & 5-year-olds: Communication and Language

- I understand how to listen carefully, e.g. I make sure I can see the person who is talking.
- I know why listening is important.
- I am learning lots of new words.
- I am using new words that I have learned. I can ask questions to find out more about something I am interested in.
- I can use clear, well-formed sentences to talk about my ideas.
- I can talk about an idea and make a connection to another idea by using words like: 'and', 'or', 'but', 'because.'

4 & 5-year-olds: Communication and Language

- I can talk about things that I have experienced in detail.
- I can talk about how to solve problems and give explanations about how things work and might happen.
- I can use and respond to social phrases such as when somebody says: “Good morning, how are you?”
- I can retell familiar stories, remember and repeat phrases from these. I can talk about stories in my own words.
- I am using new words that I have learned in lots of different ways.



4 & 5-year-olds: Communication and Language

- I enjoy listening carefully to rhymes and songs and pay attention to the different sounds.
- I enjoy learning rhymes, poems and songs.
- I am interested in using books that give me information, like a book about caring for pets.
- I listen to information books and can talk about what I have learned.
- I enjoy listening and responding to stories at storytime.
- I enjoy listening to stories. I can talk about my favourite and familiar stories.



4 & 5-year-olds: Personal, Social and Emotional Development

- I am proud of myself and I know I am important as an individual person.
- I can play fairly and cooperate with my friends.
- I know how to listen to others and be kind and caring.
- I can express my feelings. I am aware of other peoples' feelings.
- I can keep on going with something even when I find it challenging.
- I can recognise and talk about how I am feeling. I know ways to help myself feel calm.
- I can think about how other people are feeling in different situations.
- I can manage my own personal hygiene.



4 & 5-year-olds: Personal, Social and Emotional Development

I know and can talk about the importance of:

- regular physical activity;
- healthy eating;
- toothbrushing;
- sensible amounts of 'screen time;'
- having a good sleep routine;
- being a safe pedestrian.



4 & 5-year-olds: Physical Development

I am learning to improve my:

- *rolling*
 - *crawling*
 - *walking*
 - *jumping*
 - *running*
 - *skipping*
 - *hopping*
 - *climbing*
- I can use a range of movements with ease.
 - I can respond quickly to changes of speed and direction.



4 & 5-year-olds: Physical Development

- I can move with increasing control and grace.
- I have the body strength, coordination and balance to engage in future PE and physical disciplines like dancing, swimming and gymnastics.
- I can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- I have good posture when sitting at a table or sitting on the floor.
- I am confident using a range of large and small equipment safely indoors and outdoors.
- I am developing confidence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming balls.



4 & 5-year-olds: Physical Development

- I am learning how to develop a handwriting style which is fast, accurate and efficient. At this stage, getting the process right (like 'round-up-down' when I write the letter 'd') is more important than how neat it looks.
- I am learning special skills I need to manage my day at school successfully, e.g. lining up and queuing for my school dinner.



4 & 5-year-olds: Literacy

- I can read individual letters by saying the sounds for them.
- I can blend sounds into words. This helps me to read short words made up of known letter-sound correspondences. Such as 'h-a-t'.
- I am learning to read some letter groups such as 'th', 'sh', 'ee' and say the sounds for them.
- I can read some common exception words such as 'do' and 'said' (these will be linked to the phonics programme at your child's school).





4 & 5-year-olds: Literacy

- I can read simple phrases and sentences that are made up of words with familiar letter-sound correspondences. I can read a few exception words where needed.
- I re-read these books at home and in school. I am building up my confidence in word reading, my fluency. I am understanding and enjoying these books.



4 & 5-year-olds: Literacy

- I can form lower-case and capital letters correctly.
- I can spell words by identifying the sounds. I can write the sound with letter/s.
- I can write short sentences with words when I know the sound-letter correspondences. I can use a capital letter and a full stop.
- I re-read what I have written to check that it makes sense.

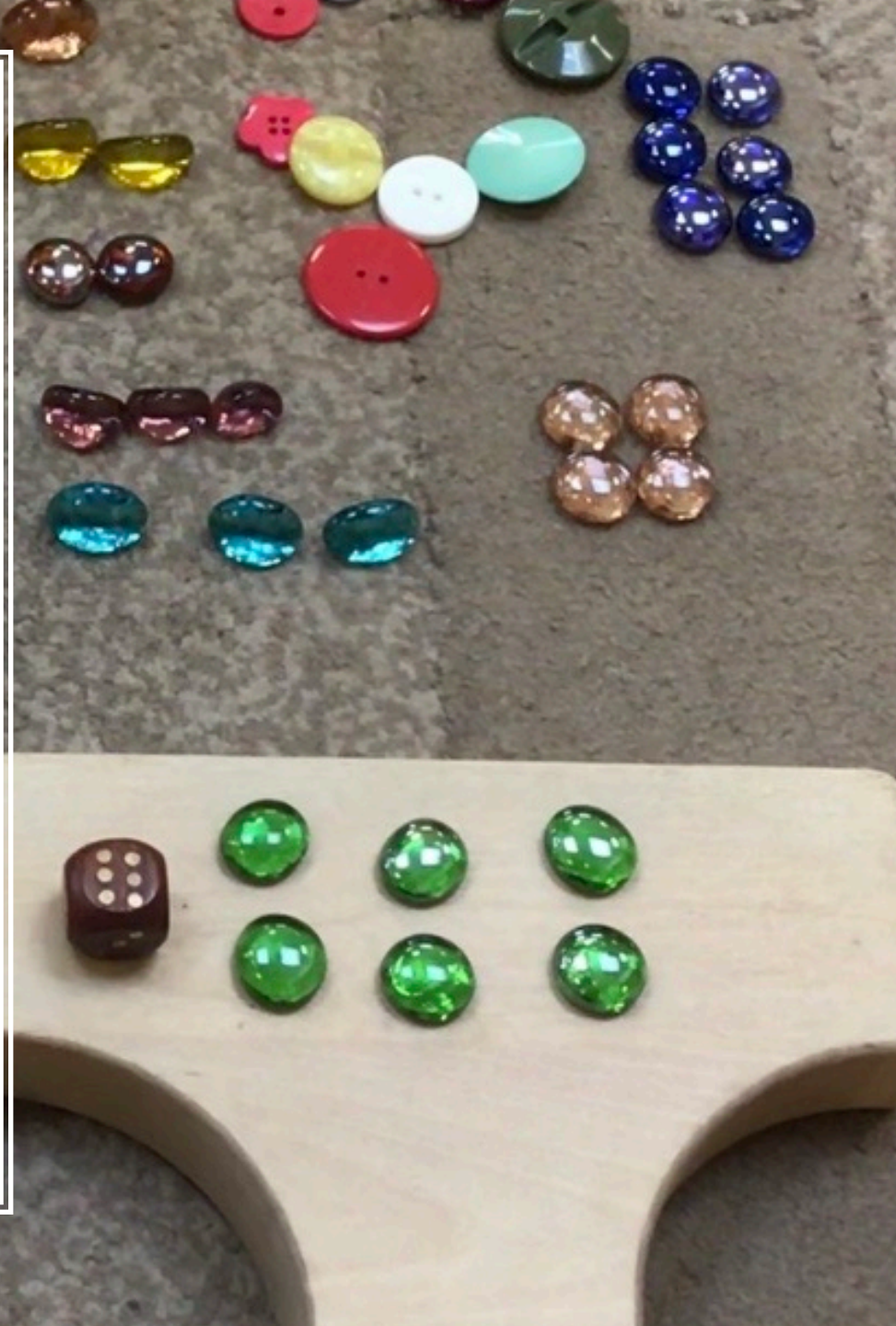
4 & 5-year olds: Mathematics

- I can count objects, actions and sounds.
- I can quickly recognise a group of up to five objects without counting. This is called 'subitising'.
- I can match the correct numeral (number symbol) to the right amount, e.g. I can play 'snap' where some cards have numerals, and some have dot arrangements.
- I can count beyond ten.
- I can compare numbers of items.
- I understand the 'one more than/one less than' relationship between consecutive numbers.



4 & 5-year olds: Mathematics

- I am learning about how numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. This is called composition of number.
- I know and can say number bonds for numbers 0-5 and some to 10.
- I can select and rotate shapes, this helps me to learn spatial reasoning skills.
- I am learning about how shapes can be combined to make new shapes, e.g. two triangles can be put together to make a square. This helps me to recognise a shape can have other shapes within it, just like numbers can.
- I can continue, copy and create repeating patterns.
- I can compare length, weight and capacity, e.g. "This is heavier than that."



4 & 5-year-olds: Understanding the World

- I like to talk about my family and community.
- I can name and describe people that I have come across within my community, such as hairdressers, the police, nurses, doctors and teachers.
- I can talk about images of familiar situations that happened in the past.
- I am learning about the past and present by comparing and contrasting characters from stories.
- I can draw information from a simple map.



4 & 5-year-olds: Understanding the World

- I understand that some places are special to members of my community.
- I understand that people have different beliefs and celebrate special times in different ways.
- I understand that there are similarities and differences between life in this country and life in other countries.
- I enjoy exploring the the natural world.
- I can describe what I see, hear, feel when I am outdoors.
- I know that the local area I live in is different to other environments.
- I understand that the seasons change and have an effect on the natural world.



4 & 5-year-olds: Expressive Arts and Design

- I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
- I can return to and build on my previous learning, by refining my ideas and developing ways to represent them.
- I can create collaboratively with others. I can share my ideas, resources and skills.
- I can listen attentively to, move to and talk about music, expressing my feelings and responses.



4 & 5-year-olds: Expressive Arts and Design

- I can sing in a group or on my own, I am increasingly able to match the pitch and follow the melody.
- I enjoy creating storylines in my pretend play.
- I enjoy exploring and engaging in making music and dance. I can perform by myself or in a group.



4 & 5-year-olds: how you can help me with my learning

Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.

4 & 5-year-olds: how you can help me with my learning

Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.



Communication and Language *checkpoints*

- Do I like to babble to communicate with you and other familiar adults?
- Around 6 months old, do I respond to my name and 'take turns' in conversations with babbling?
- Around 12 months do I 'take turns' by babbling and using single words? Do I point and use gestures to show you things that I am interested in?
- Around 12 months old, am I beginning to use single words like 'mummm', 'dada' and 'tete' ('teddy')?
- Around 12 months, can I choose between 2 objects: "Do you want the ball or the car?"



Communication and Language *checkpoints*

- Around 15 months can I say around 10 words? These may not all be clear yet.
- Around 18 months, can I listen and respond when you give me a simple instruction like: “Adam, put on your shoes?”
- Around 18 months, can I use a range of speech sounds and at least 20 clear words?
- Around 18 months, do I understand lots of different single words and some two-word phrases, such as “Give me.” or “Shoes on.”?
- Around two years, am I starting to show an interest in other children’s play? Do I sometimes join in?



Communication and Language *checkpoints*

Towards my second birthday:

- Can I use up to 50 words?
- Can I put two or three words together such as “More milk.”?
- Do I often ask questions, such as the names of people and objects?
- Am I starting to use pronouns (she/her), plurals and words to describe space? These are tricky and I may not use them correctly to begin with.
- Can I understand lots more words than I can say – between 200–500 words?
- Can I understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”



Communication and Language *checkpoints*

Towards my third birthday:

- When we read a book together, can I show I understand action words by pointing to the right picture For example: “Who’s jumping?”
- Do I pay attention if you use my name? E.g. “Jason, please can you stop now. we’re tidying up.”
- Can I use around 300 words? E.g. words to describe things and how they are used (a sponge is for washing). Words to talk about time (now, later), and space (over there).



Communication and Language *checkpoints*

Around 3 years:

- Can I link up to 5 words together?
- Do I use pronouns ('me', 'him', 'she'), and plurals?
- Do I use prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.
- Can I follow instructions with three key words like: *"Can you wash dolly's face?"*
- Can I switch my attention from one activity to another if you use my name?



Communication and Language *checkpoints*

Towards my fourth birthday:

- Can I use sentences with 4-6 words?
- Can I use sentences with joining words such 'because', 'or', 'and'? E.g. "I like ice cream because it makes my tongue shiver."
- Can I use different tenses: "I am going to the park." and "I went to the shop."?
- Can I answer simple 'why' questions?



Personal, Social and Emotional Development *checkpoints*

- Around 7 months, do I respond to my name? Do respond to the emotions in your voice?
- Around 12 months, do I start to be shy around strangers and show preferences for certain people and toys?
- Around 18 months, am I increasingly curious about my world? Do I want to explore the world and be noticed by you?
- Around the age of 2, am I starting to see myself as a separate person? E.g. do I decide what to play with, what to eat, what to wear?
- Between 2 and 3 years, am I starting to enjoy being with other children and want to play with them?



Personal, Social and Emotional Development *checkpoints*

Towards my third birthday:

- Can I sometimes share or take turns with others? (with guidance from you) Do I show an understanding of 'yours' and 'mine'?
- Can I settle to some activities for a while?

Around the age of 4:

- Do I play alongside others or do I always want to play by myself?
- Do I take part in pretend play (e.g. being 'mummy' or 'daddy'?)
- Do I take part in other pretend play with different roles? Such as being the Gruffalo, for example?
- Can I generally solve conflicts in my play?



Personal, Social and Emotional Development *checkpoints*

- Around age 4, am I reliably dry during the day? This is typical for most children but not all. Working in partnership with your child's key person will really help.
- Some children can get very upset by certain sounds, smells or tastes, and cannot be calmed. Some children seem to flit from one thing to the next. Some children seem to stay for over-long amounts of time and become distressed if they are encouraged to do something different.
- If you or your child's key person notices that your child is experiencing some of these challenges, you will need to work together. This may involve including other professionals to find out more about these developmental difficulties.
- If you notice that your child seems worried, sad or angry for much of the time, speak to your child's key person or childminder.



Physical Development *checkpoints*

- As a baby, can I move around with ease and enjoyment?
- At around 12 months, can I pull myself upright from a sitting position and sit down?
- Can I use my first finger and thumb to pick something up?
- Around my second birthday, can I run, kick a ball and jump with both feet off the ground at the same time?
- Around my third birthday, am I a confident climber, can I catch a large ball and pedal a tricycle?



Physical Development *checkpoints*

- If I find it tricky to sit on a chair comfortably, I might need some help to develop my core tummy muscles.
- You can help me by encouraging me to scoot on sit-down trikes without pedals and jumping on soft play equipment.
- Your child's key person or childminder will be looking out for babies and toddlers who appear underweight, overweight or to have poor dental health. If they are worried, they will need to work closely with you and your health visitor to help your child's health.

