



What to Expect When?

Guidance to Your Child's Learning and Development
in the Early Years Foundation Stage

Our Mission Statement

A place where children are empowered to reach their full potential, with the highest possible aspirations and passion for learning. With values and respect, our children are confident to move from our nurturing environment to explore and succeed in the wider world.



HOW TO USE THIS GUIDE

The Early Years Foundation Stage Framework (EYFS) sets out the learning and development stages for children as they grow from birth to five years. For those working in early years - whether in a nursery, pre-school, a childminder or in a reception class in school - the EYFS outlines what they need to do to support your child.

The purpose of this document is to help you as a parent/carer find out more about how your child is learning and developing during their first five years, in relation to the EYFS. Children develop more rapidly during the first five years of their lives than at any other time. This document has been written to help you as a parent know what to expect during the vitally important years by focusing on seven areas of learning and development which are covered in the EYFS.

In this guide, your child's first five years have been divided up into six age bands which overlap. This is because **every child is different and do not grow at the same rate**. It highlights what you might notice your child doing at these points.

Children learn and develop through playing, exploring, being active, creative and being asked questions to help their thinking. After each age band we will give you an example of some ideas and tips as to how you can help your child's learning and development. Page 34 details where you can find out more.

As you know, being a parent is very special and amazing as you watch your child grow up. It can also have challenges. We hope this booklet will help you know how your child is developing by highlighting what to expect, remembering that all children are different.

One way of using this document could be to use it as a reference - see what you notice your child can do. Use it as a prompt to explore and try new things together.

In using this booklet, if you feel unsure about your child's learning and development you might want to speak to someone from your local children's centre, your child's key person, a childminder or a health professional.

To find out more about the EYFS, please visit www.foundationyears.org.uk/parents. For information about free early education and entitlement for 2, 3 and 4 year olds visit www.gov.uk/free-early-education.

N1 children should be secure in 22-36 months by the end of the Summer Term

22-36 Months: You might notice that ...

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> I watch what other children are doing before I join in with them. I will go to grown ups I know when I want a cuddle, when I am upset and/or when I am excited. I am beginning to make friends. <p>Self confidence & self awareness</p> <ul style="list-style-type: none"> I can say "goodbye" to you when I have a grown up I know to help me. I can show you what I want to play with, eat and/or wear. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> I will go to a grown up I know when I'm feeling sad, scared or worried. I will do or say something when someone I know looks sad, scared or worried. I know that if I take my friend's toy or shout at them they might get upset or cross. I will give my friend a hug if they are upset. I can sometimes stop myself from doing something that I know I shouldn't do. Sometimes I choose to play with toys I like to stop me from feeling upset. I can follow simple routines to help me do things by myself. If you tell me what to do, rather than "no" I am able to do it. 	<p>Moving and handling</p> <ul style="list-style-type: none"> I can run without bumping into things or tripping up. I can squat down on my knees and can get up without using my hands. I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair. I can kick a large ball. I can turn the pages in a book. Sometimes I might turn over more than one page at a time. I can hold a small jug and pour my own drink. I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step. <p>Health and self care</p> <ul style="list-style-type: none"> I am beginning to choose to hold objects in one hand more than in the other. I can hold a spoon to pick up my food and put it into my mouth to feed myself. I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth. I can tell you when I need to use the potty or toilet. I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help. I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself. I am beginning to be able to wash and dry my hands by myself. I am beginning to be able to sit on a potty or toilet by myself. I can use a set of steps to help me reach the sink or toilet by myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> I listen to stories when you make different voices as you read to me. I can recognise sounds by finding or going to the thing or place. I join in with singing songs and rhymes. I stop what I am doing, look at you and listen to you when you say my name. <p>Understanding</p> <ul style="list-style-type: none"> When you ask questions like "who's jumping?" I can point to the right picture to show you that I understand action or "doing" words. I understand longer instructions or questions such as "put the bricks away and then we'll read a book". I can show you that I understand "who" "what" and "where" when you use short questions such as "who's that?", "where's that?" or "where is?" as we look at pictures in a book or play with toys. I can point to the right picture or object to show that I understand describing words such as "big" or "small". <p>Speaking</p> <ul style="list-style-type: none"> I can use simple sentences with 3-4 words to talk about what I am doing or what is happening. When I am talking with you, I talk about lots of different things - what I am doing, what I like or what I have done. I use objects and gestures to help me explain what I mean when I am talking. I can ask questions such as "what", "where" and "who" when I am sharing a book or playing with toys. I am beginning to use word endings, such as "I am going" instead of "I go" and plurals such as "babies" when talking about more than one object or person.

N1 children should be secure in 22-36 months by the end of the Summer Term

22-36 Months: You might notice that ...

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> I have some favourite rhymes and songs. When you read my favourite stories I can join in with words and phrases that appear over and over again. I can tell you the missing word or phrase in stories and rhymes that I know really well such as "Humpty Dumpty sat on a". <p>Writing</p> <ul style="list-style-type: none"> I can tell you about the different marks I make in my writing and drawing. I can hold a chunky, crayon, pencil, pen or paint brush and make lines that go across, up and down, round and round and pictures to show numbers and amounts. 	<p>Numbers</p> <ul style="list-style-type: none"> I can give you the right number of objects from a collection when you say "please give me one", "please give me two". I can say some number names in order. I can draw lines that go across, round and round and pictures to show numbers and amounts. I can show you which group of toys or plate of food has "more". I can use words like "more" and "a lot" to describe amounts of objects. I know that if I add a toy to a collection or some food on my plate I have more and if I take something away I don't have as much. <p>Shape, space & measure</p> <ul style="list-style-type: none"> I can point to shapes and patterns in pictures and clothes. I can sort a collection of objects so that ones that are the same shape or size are altogether. I can use words such as "big" and "little" to describe toys, clothes and pictures in a book. I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next. 	<p>People & communities</p> <ul style="list-style-type: none"> I can recognise photos of my friends, family and other special family people and tell you who they are. I can use my toys to pretend familiar, everyday routines such as cooking or looking after a baby. I am beginning to make new friends. I can talk about how I am the same and different from other people based on my experiences, such as what I like to eat or what clothes I wear. <p>The world</p> <ul style="list-style-type: none"> I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them. I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud. <p>Technology</p> <ul style="list-style-type: none"> I can switch electronic toys on, such as a torch or remote control car and know how to press buttons or switches to make something happen. I can make toys, such as a wind up toy, move. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I join in with singing my favourite songs and rhymes. I can explore the different sounds I can make using musical instruments or every day objects such as spoons, pots or plastic bowls. I join in with dancing to songs and when I hear musical instruments being played. I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children's scissors. <p>Being imaginative</p> <ul style="list-style-type: none"> I can tell you what the different marks I make in my drawings are. I can use toys and clothes to pretend familiar, everyday routines such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess.

N2 children should be secure in 30-50 months by the end of the Summer Term

30-50 Months: You might notice that ...

Personal, Social & Emotional Development	Physical Development	Communication & Language
<p>Making relationships</p> <ul style="list-style-type: none"> I can play in a group with my friends. I can make up ideas for things to do and games to play. I will ask my friends to play with me. I can watch what my friends are doing and join in with them. I talk to and make friends with other children and grown ups I know. <p>Self confidence & self awareness</p> <ul style="list-style-type: none"> I choose the toys I want to play with and what I want to do with them with help from a grown up. I like it when you say things like "well done for eating all your dinner" or "thank you for putting the toys away". I like helping you when you are busy, like putting some shopping away or matching my socks together. I am beginning to talk to grown ups I don't know when you are there. I will join in new things when you are with me. When we are playing, I will chat to my friends about you and our family. I can ask grown ups for help when I need it. <p>Managing feelings & behaviour</p> <ul style="list-style-type: none"> I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. I am beginning to understand that when you are busy I can't always have everything I want, when I want it. I know that sometimes I can't do things I want to do, like running around in the supermarket or jumping up and down on your friend's sofa with my muddy boots on. 	<p>Moving and handling</p> <ul style="list-style-type: none"> I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. I can go up and down stairs and steps like a grown up, using one foot per step. I can carry something I like carefully downstairs, usually stopping with two feet on each step. I can run around, stopping, changing direction and slowing down so that I don't bump into things. When you show me how to stand on just one foot, I can copy you, just for a second without falling over. I can catch a large ball when you throw it to me. I can wave my arms or ribbons to make up and down lines and circles in the air. I can use child scissors to make snips in paper. I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. I can make the lines and marks that I want with a pencil. When you write my name, I can copy some of the letters by myself on my piece of paper. <p>Health and self care</p> <ul style="list-style-type: none"> I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. I notice that when I am running, I get hot and pant a bit. I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam. Most of the time, I remember to go to the toilet in time and I wipe myself. I can wash and dry my own hands. When you help me and hold out my coat, I can put in my arms and I can do the zip up when you start it. I can pull my own trousers up too. 	<p>Listening & attention</p> <ul style="list-style-type: none"> When I like what they are talking about, I listen to my friends. I listen to the stories you tell me and I talk about them later. When you read me stories, I join in with my favourite bits, like "who's been sleeping in my bed?" when we are reading <i>Goldilocks and the Three Bears</i>. I can join in with my favourite rhymes and stories with you and guess what will happen next. I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. When you ask me to do something like "come and put your coat on" I will do it if I am not really busy playing. <p>Understanding</p> <ul style="list-style-type: none"> When you ask me questions like "what do we need to cut the bread?" I know it's a knife. When we are playing and you ask me to "put teddy under the blanket" or "put the car on top of the garage" I know what you mean and I can do it by myself. I can help you when you ask me to put something away or get something like "put your shoes in the basket, please". I am beginning to understand when you ask me questions like "how can we mop up the juice?" and "why do you want to wear your boots today?". <p>Speaking</p> <ul style="list-style-type: none"> I am beginning to use longer sentences with words like "because" and "like" and "and" like "I cried, I did, because I banged my foot". I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home". I ask lots of questions and answer your questions too.

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30-50 Months: You might notice that ...

Personal, Social & Emotional Development	Physical Development	Communication & Language
		<p>Speaking cont/</p> <ul style="list-style-type: none">• I can talk about what we are doing now, and what might happen later or tomorrow.• When I talk to you, sometimes I talk like a grown up to make myself clear, like "I really, really need the toilet now".• I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.• I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".

N2 children should be secure in 30 - 50 months by the end of the Summer Term

30-50 Months: You might notice that ...

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> • I like singing nursery rhymes and songs. • I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'. • I can clap my hands to match the sounds in words, like 2 claps for "he-llo". • I can listen and join in when we read books and sing rhymes. • I can join in with my favourite stories and guess what will happen next. • I know that stories have beginnings and endings and sometimes I guess how the story will end. • I can listen to longer stories and talk about them. • I can talk about the places and people in stories and the important things that are happening. • I like to look at the pictures and words in books. I can show you words when we are outdoors. • I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods. • I hold the book the right way up and turn the pages carefully when I look at it on my own. • I know that books can tell me things like the names of cars I am interested in. 	<p>Numbers</p> <ul style="list-style-type: none"> • I can use some number names and words like "more than" and "fewer than" when I am playing. • I can say numbers in order from 1 to 10. • I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate. • I use my fingers, pictures or marks to show you how many things there are. • Sometimes I can match a numeral to the right number of things, like "3" to three balls. • I am interested in numbers and I talk about them and ask you questions. • I know when there are the same number of things, like 2 cakes, one for you and one for me. • I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals. • I talk about the numbers I see when we are outdoors. • I am interested in making marks and calling them numbers. • I know that I can count claps and jumps as well as things like apples and buses and dinosaurs. <p>Space, shape & measure</p> <ul style="list-style-type: none"> • I like lining up shapes and fitting shapes and different things into boxes. 	<p>People & communities</p> <ul style="list-style-type: none"> • I am interested in the grown ups I know and talk about where they live and what they do. • I can remember times that are special to me and talk about them, like "remember the party when we had fireworks and big bangs". • I am interested in the different jobs that grown ups do, like fire fighters and doctors. • I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like "I don't eat meat" and "I go to the same swimming pool as my friends". <p>The world</p> <ul style="list-style-type: none"> • I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. • I can talk about plants and animals that interest me, like next door's dog that barks and the really tall tree in the park. • I talk about why things happen and how things work, like "where does all the bathwater go when it does down the plughole?". • I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • I like joining in with dancing and ring games. • I can sing some familiar songs. • I am beginning to move with rhythm, especially when I hear music I like. • I can tap out simple repeated rhythms, especially to songs and rhymes I like. • I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. • I can mix paints together to make new colours. • I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. • I like to find out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. • I can use all sorts of building toys and empty cardboard boxes to make things. • I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. • I know that I can use tools like scissors, spoons and hammers to do things different things. <p>Being imaginative</p> <ul style="list-style-type: none"> • I am beginning to like some things more than others and sometimes I might like painting and

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30-50 Months: You might notice that ...

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading cont/</p> <ul style="list-style-type: none"> I know that the words in the book tell me things and where the words start on the page. <p>Writing</p> <ul style="list-style-type: none"> Sometimes I can tell you about my drawings and paintings and what my writing means. When I see your writing, I tell you what I think it means, like the shopping list says "beans, chips and ice cream". I can make the lines and marks that I want with a pencil. When you write my name, I can copy some of the letters by myself on my piece of paper. 	<p>Space, shape & measure cont/</p> <ul style="list-style-type: none"> I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs. I can use words like "under" and "next to" to describe where things are. I choose to play with different sorts of building sets and talk about what I am making. When I am doing puzzles, I look at the missing shapes to see what could fit. I am beginning to use words like "round" and "straight" when I talk about the shapes I see. 	<p>The world cont/</p> <ul style="list-style-type: none"> I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently. <p>Technology</p> <ul style="list-style-type: none"> I know how to operate simple equipment. I can turn on the DVD player and use remote controls. I like toys with knobs and touch screens and real objects like cameras or mobile phones. I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen. I know that I can find out things that interest me from the computer, mobile phone or tablet. 	<p>Being imaginative cont/</p> <p>drawing more than dancing or singing.</p> <ul style="list-style-type: none"> I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music. I sing to myself and I change songs I know to make up my own songs and rhythms. I notice the things that you do, like cooking and cleaning and I pretend to do the same. When something special has happened to me, I pretend to play it happening, like feeding the new baby or my first swimming lesson. When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass. I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips. When we have done something exciting, I like to draw or paint a picture or make up a dance or song/rhyme.

N2 children should be entering in 40 - 60 months as they go up to Reception

40-60 Months: You might notice that ...

Personal, Social & Emotional Development	Physical Development	Communication & Language
<p>Making relationships</p> <ul style="list-style-type: none"> I like to talk with my friends and grown ups and tell them what I know about the things they talk about. I can tell you what I know about things I like to play with or things that I like to do. I ask grown ups and my friends questions to find out more about the things I like. I can help my friends to be friends again when they fall out or are cross with each other. <p>Self confidence & self awareness</p> <ul style="list-style-type: none"> I can tell my friends and grown ups what I need, what I want , what I like to do and if I like or don't like something. I can tell you what I like to do and what I am good at doing, like drawing or running. <p>Managing feelings & behaviour</p> <ul style="list-style-type: none"> I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug. I know what I should do to help me and my friends share things, keep safe and be happy. I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross. 	<p>Moving and handling</p> <ul style="list-style-type: none"> I like to move in different ways like running, skipping, hopping, jumping or rolling. I can jump off a step and land on the floor on two feet. When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. I can move on my feet, back and tummy to get over, under, along, or through tunnels, climbing frames and steps. I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. I can use scissors to cut paper or cutters to make shapes from dough. I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors. When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down. I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters. I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place. <p>Health and self care</p> <ul style="list-style-type: none"> I eat different types of fruit and vegetables. I can go to the toilet by myself. I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, 	<p>Listening & attention</p> <ul style="list-style-type: none"> When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. I can listen to what you tell me you want me to do and then I can do it. <p>Understanding</p> <ul style="list-style-type: none"> When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. I can listen to what you tell me you want me to do and then I can do it. <p>Speaking</p> <ul style="list-style-type: none"> I can use lots of words to tell you about something that I have made or something that I have done. I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care. I can use words like "first", "next" and "then" when I am telling you about something I have done. When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.

N2 children should be entering in 40 - 60 months as they go up to Reception

40-60 Months: You might notice that ...

Personal, Social & Emotional Development	Physical Development	Communication & Language
	<p>Health and self care cont/ eating fruit or vegetables or running or jumping.</p> <ul style="list-style-type: none">• I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends.• I can tidy toys away so that I don't fall over them and hurt myself.• I can use things like scissors, a hammer and a saw safely without help from a grown up.	

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40-60 Months: You might notice that ...

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> I can tell you lots of words that rhyme with a word like "hat". I can hear and tell you the first sound in a word when you say the word. I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. I can read short sentences which are made up of words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog". I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. When I am interested in things, I can look in books or on websites to find out more things. <p>Writing</p> <ul style="list-style-type: none"> I can tell you what the marks, shapes, letters and pictures that I make mean. I know that when I say a word you can write it down and that the letters you use make up the word I have said. I can hear and tell you the first sound in a word when you say the word. I can say each of the 	<p>Numbers</p> <ul style="list-style-type: none"> I can recognise numbers that are important to me like age, my flat number or the bus number that I go to nursery on. I can recognise the numbers 1 to 5. I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. I can count the number of things on a page in a book or on a birthday card. I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. I can guess how many things I can see in a bucket and then count them to see how close my guess was. I can tell you which basket or bucket has got "more" or "fewer" things in. I can put two baskets of things together and tell you how many things I have altogether. I can tell you what "one more" or "one less" is when you give me a group of up to 5 things, then up to 10 things. I can use words like "more", "add", "less" and "take away". I can use marks and pictures to show you my counting. I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to 	<p>People & communities</p> <ul style="list-style-type: none"> I like to join in with routines, like going shopping and times that are special to me and my family like birthdays. I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover or Chinese New Year. <p>The world</p> <ul style="list-style-type: none"> I can talk about how things like flowers or buildings look the same or look different. I can talk about the patterns in things I see around me, like bricks or leaves. I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. <p>Technology</p> <ul style="list-style-type: none"> I can use a painting program on the computer or tablet to draw a picture. I can use different things like a digital microscope, camera or microphone with a computer. I ask questions about how technology works. I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I have favourite songs and dances and can tell you which one I want when you ask me. I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. I can mix my own paint using powder or ready mixed paints. I can choose the things like paper, material or ribbon that I want to use to make a picture. I like to use lots of different things like paint, paper, wool and material to make a picture. I can cut, stick and fold the things I want to use in my picture. I can use building toys, like bricks and boxes to make the thing I want to make. I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. I can choose the things I want to use to make something. If my ideas don't work I can choose something else or change the way I do something. <p>Being imaginative</p> <ul style="list-style-type: none"> I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. I can use my arms, legs and body to move in

N2 children should be entering in 40 - 60 months as they go up to Reception

40-60 Months: You might notice that ...

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<p>Writing cont/ word when you say the word.</p> <ul style="list-style-type: none"> • I can say each of the sounds in a short word like "dog". When you say each of the sounds like "d-o-g" I can put the sounds together and tell you the word. • I can tell you the names and sounds of each of the letters in the alphabet. • I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. • I can write my name. • I can write labels for things to sell when I am playing "shops". • I can write a short caption, like "my big car" to tell you what I have made with boxes. • I try to write short sentences like "I can jump" when I am making a book about me. 	<p>Numbers cont/ sandwich in half to share with my friend.</p> <p>Shape, space and measure</p> <ul style="list-style-type: none"> • I am beginning to use shape names like "circle", "square", "cube" and "cylinder". • When I am playing on an obstacle course I can use words like "under" "behind" "on" "in" to tell you where I am. • I can tell you which thing is "heavy" and which thing is "light" when you give me 2 things. I can tell you which thing is "full" and which thing is "empty" when I am filling and emptying bottles. • I can use things to make patterns, like buttons and bricks. • I am beginning to use words like "money" "pound" and "pence" when playing "shop". • I know the order I put my clothes on. • I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is. 		<p>Being imaginative cont/ different ways and pretend to be something else, like a monster or a bear.</p> <ul style="list-style-type: none"> • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.

By the end of Reception children should be achieving the Early Learning Goals

Early Learning Goals for 5 Year Olds:

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs for 5 year olds across the 7 areas of learning and development in the EYFS. For further information about your child's progress against the ELGs, please speak to your child's reception teacher.

Personal, Social and Emotional Development	Communication and Language	Communication and Language
<p>Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Self Confidence and Self Awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing Feelings and Behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care Children know the importance for good health of physical exercise and healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

By the end of Reception children should be achieving the Early Learning Goals

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Numbers</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure</p> <p>Children use every day language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>People & communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>The world</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Technology</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Exploring and using media and materials</p> <p>Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

WHERE TO GO TO LEARN MORE

If you feel unsure about your child's development or have any concerns you might want to speak to someone from your local children's centre, your child's key person, a child minder or health professional.

For information about NHS services and support for parents visit:

www.nhs.uk/conditions/pregnancy-and-baby/Pages/services-support-for-parents.aspx

To find a Sure Start Children's Centre in your area visit:

www.gov.uk/find-sure-start-childrens-centre

Source	Link	Resource	Support Offered
Book Trust	www.booktrust.org.uk/resources	Book Trust transforms lives by getting children and families reading	Resources to support reading of all ages to develop the skills that will improve their opportunities in life.
Children's Food Trust	www.childrensfoodtrust.org.uk/parents	Leaflets and guides	Range of advice and information ensure a balanced diet in their early years.
Communication Trust	www.thecommunicationtrust.org.uk	Small talk	For parents of children aged 0-5 to show where children are likely to be with their communication at a certain age.
		Top Tips leaflet	10 Top Tips to help parents or professionals develop children and young people's communication skills
		Through the Eyes of a Child	Four films full of useful advice on how parents can encourage their child to talk and interact with them.
		Misunderstood	Information for those who want to find out more about supporting children and young people with speech, language and communication needs.
		Listen Up	Resources to encourage listening, understanding, interaction and play.
		Summer Talk	Pack with games and activities that support families to encourage children's communication skills when they are out and about this summer.
Families in the Foundation Years	www.foundationyears.org.uk/parents	Outline of information available to parents to help in making choices and plans. Links are also provided to other websites to offer you more information if you need it.	This site is designed to help you work your way through the information and support on offer to help your child get off to a great start in life.
Family Information Centre	www.finder.familyandchildcaretrust.org	Information on services available to parents.	Your local Family Information Service (FIS) provides a range of information for parents from details of local childcare and early years provision to family activities in your area.
katecairns.com	www.fivetothrive.org.uk/resources	Five to three	Printed guides, posters, pop-up banners and a range of age specific supplements are all available to support the implementation of five to thrive.

Source	Link	Resource	Support Offered
Literacy Trust	www.literacytrust.org.uk/early_years	Early Words Together	Early Words Together is a targeted, literacy peer education programme for families with children aged two to five that empowers parents to support their child's early learning through small groups run within an early years setting.
National Numeracy	www.nationalnumeracy.org.uk	How does what parents say about maths affect their children.	Falkirk Council Education Services have created a lovely video with some great suggestions for everyday maths activities.
		Help your Child with Numeracy: Age Range 3-7	Clear descriptions of the ways in which maths is taught in schools today, as well as examples of the kinds of calculations children will learn at different ages.
Parents in Touch	www.parentsintouch.co.uk	How can I help my under 5 year old	Resources to help with maths, phonics, handwriting and English
Play England	www.playengland.org.uk/resources.aspx	Reports and guides	Written by experts, the resources ensure that parents access to a wide-range of research, good practice and guidance to support them to increase children's freedom to play.
Start4Life	www.nhs.uk/start4life	Support throughout pregnancy and as baby grows	All the help and advice you need during pregnancy, birth and parenthood for mums, dads, family and friends.