

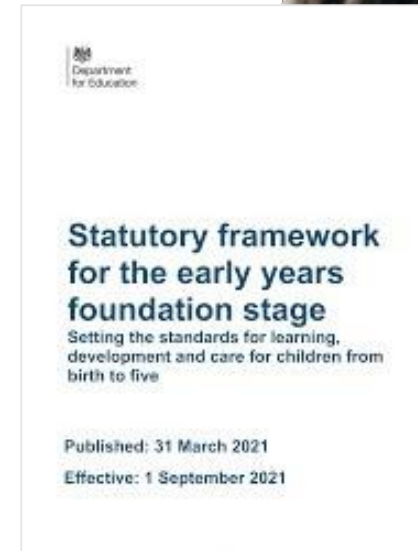


What to expect in the Early Years
Foundation Stage:
a guide for parents

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*
 - *4-5 (the reception year in school)*
- 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 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

- *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.



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 9

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 child – 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.

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.



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.



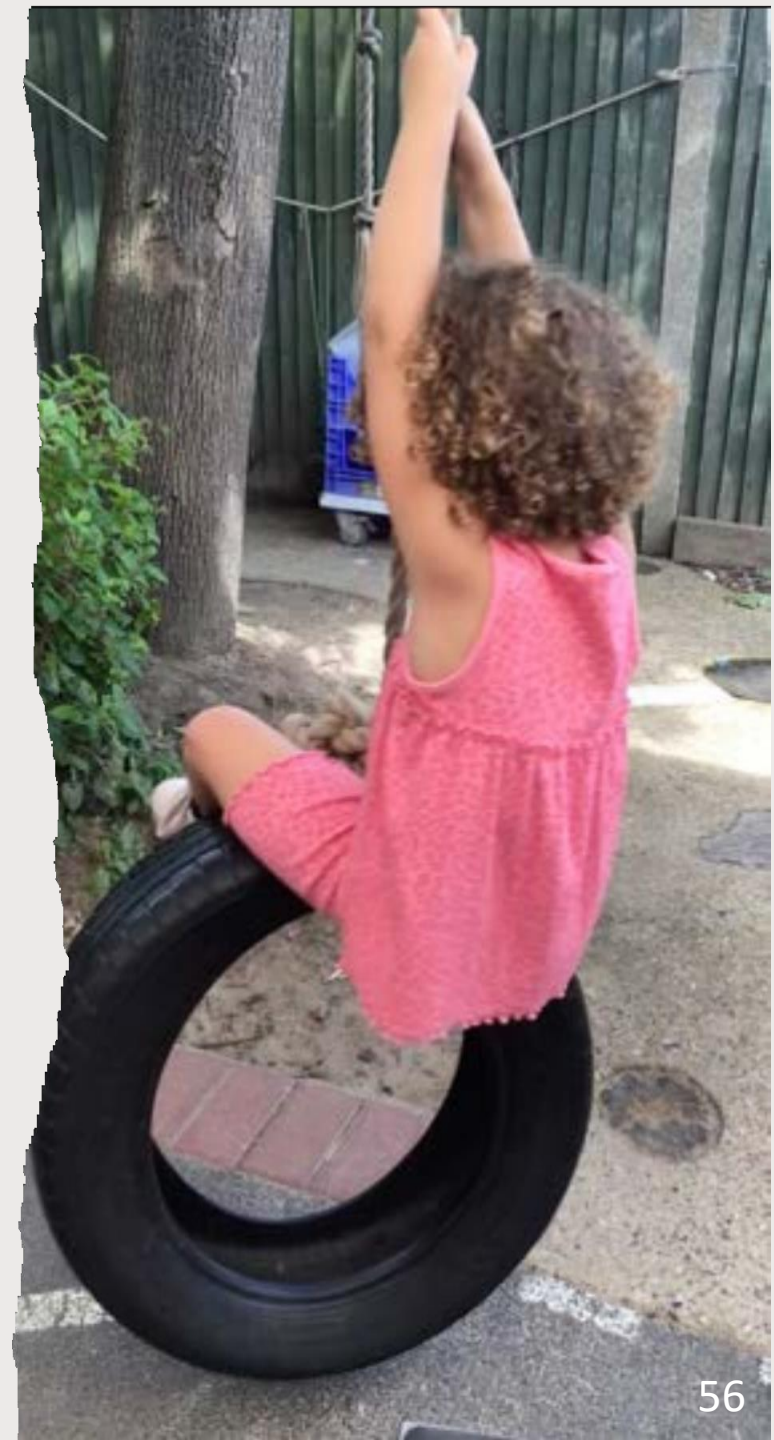
3 & 4-year-olds: Personal, Social and Emotional Development

- 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 from the hand says "Look, 3 snails!". The background shows some green plants and a black shoe with green accents.

"Look, 3 snails!"

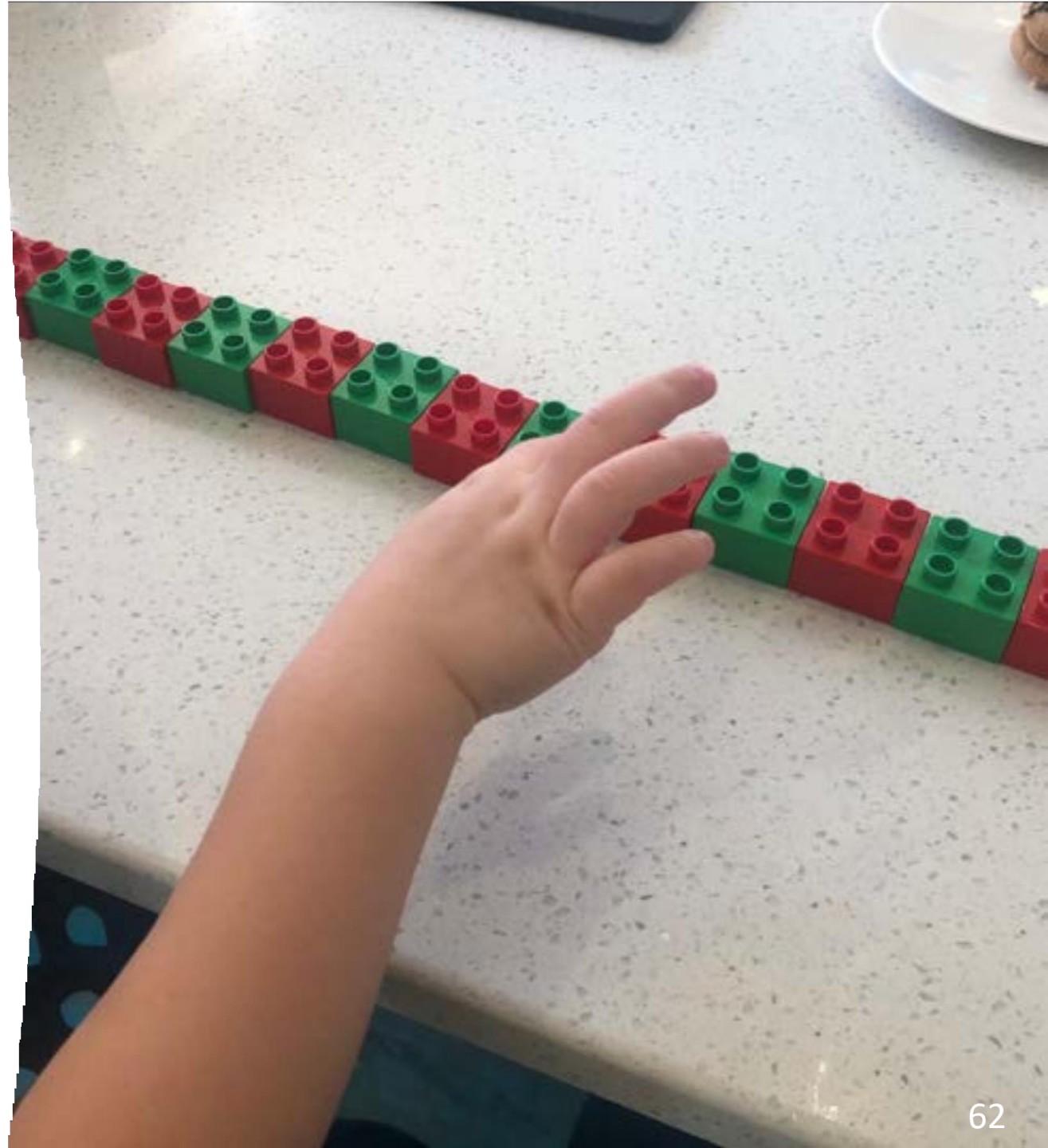
3 & 4-year-olds: Mathematics

- 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?

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.



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*

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.





Phonics

Phase One

Phase one comprises of seven aspects.

Aspect One: Environmental Sounds

Aspect Two: Instrumental Sounds

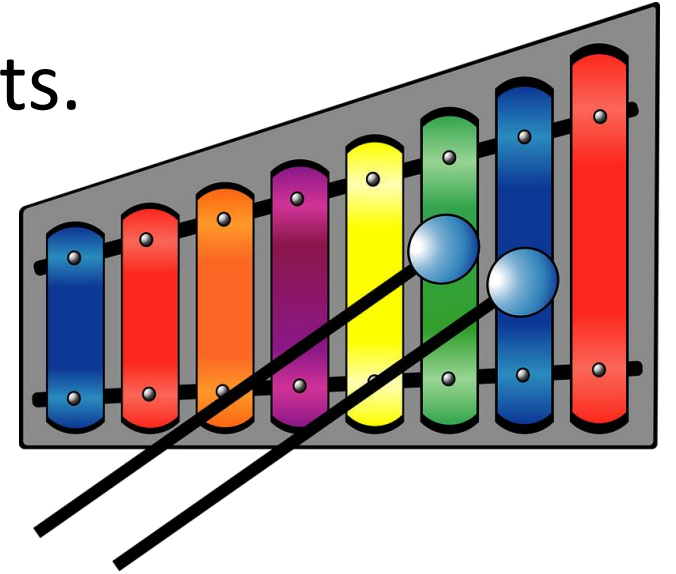
Aspect Three: Body Percussion

Aspect Four: Rhythm and Rhyme

Aspect Five: Alliteration

Aspect Six: Voice Sounds

Aspect Seven: Oral Blending and segmenting



Key Information

- ❖ School admissions- you need to apply for you school place by 15th January 2024.
- ❖ Your child in nursery will have a key person who will look at the check points and support your child's learning as well as talk to you about your child at parents evenings.
- ❖ Our curriculum states less paperwork and more time should be spent with the children so we are no longer completing individual learning journeys but instead we are putting all evidence in class floor books.
- ❖ Instagram pages-Each class has their own Instagram pages that you can share your work from home as well as we will share our learning experiences and ways you can help at home. We may give you dates of forthcoming events on here as well as activities to complete at home. Please send your photos via messages on there so that this can go in our floor books.
- ❖ At times, we may ask other professionals who support children in Swindon to come in and offer us advice and guidance on the provision we have in school and the support we give children. This might include educational psychologist, speech therapists, specialist teachers.

E-Safety in Nursery

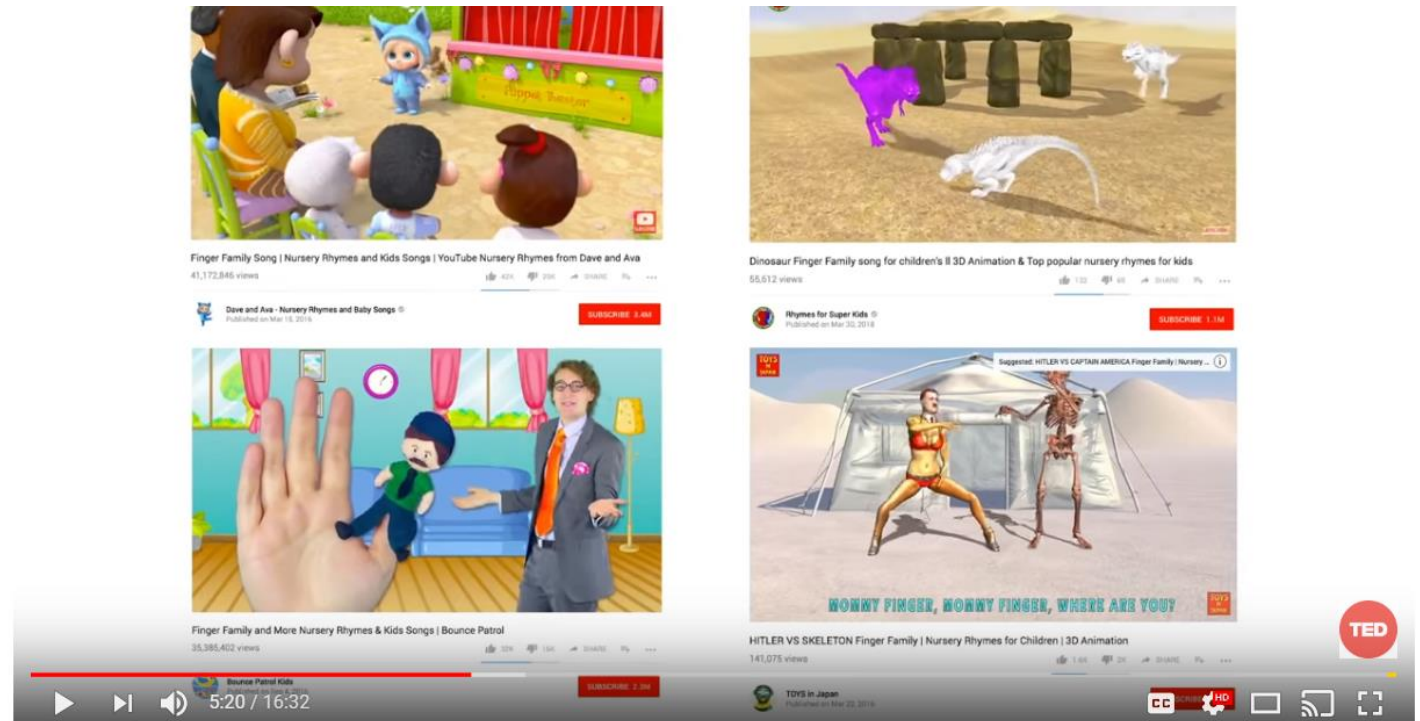
- E-safety is not something we need to consider for the 'bigger kids'
- A recent Ofcom report stated that half of 3-4 year olds (53% from 41% in 2016) are regularly online.
- Most children have regular access to phones and tablets but are not monitored all the time
- 42% of 12-15 year olds don't recognise that they are actually watching advertisement online. What percentage would this be for 3-4 year olds?
- Within 3 videos (selected next from an algorithm) children could be watching inappropriate material



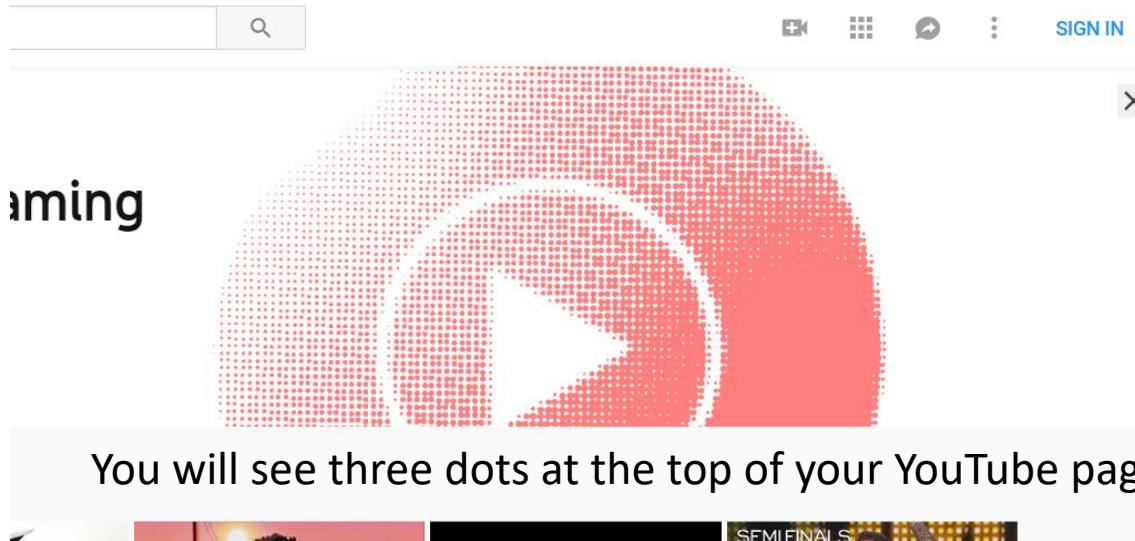
The nightmare videos of childrens' YouTube — and what's wrong with the internet today | James Bridle

Really interesting Ted Talk from James Bridle linked to small children watching YouTube.

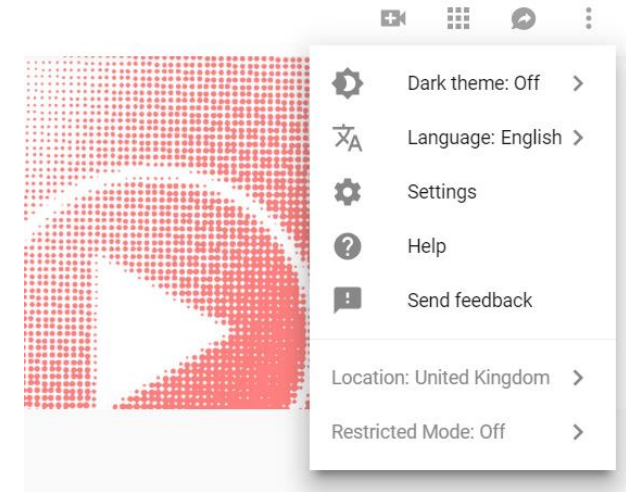
<https://www.youtube.com/watch?v=v9EKV2nSU8w>



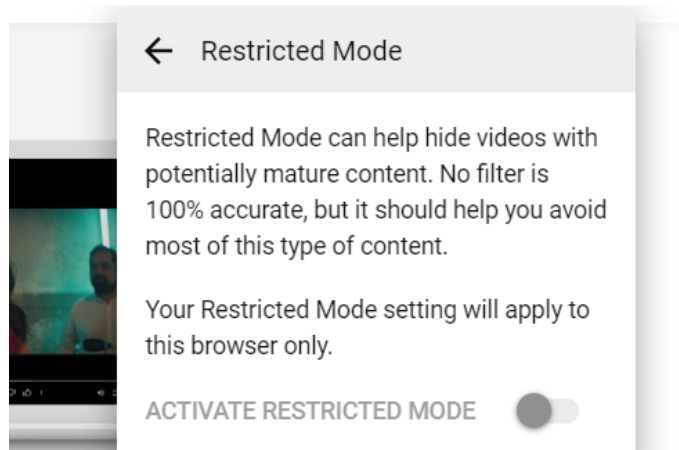
Making YouTube Safer...



You will see three dots at the top of your YouTube page

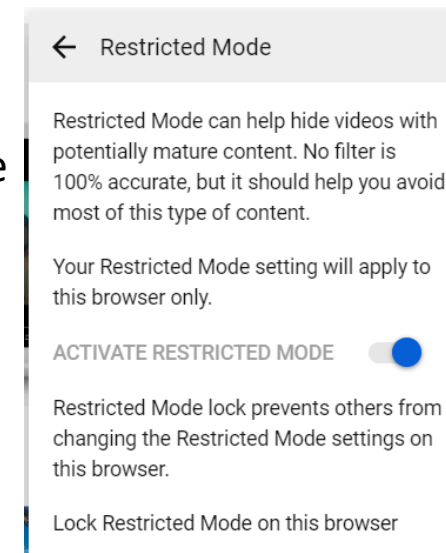


Select Restriction Mode



Activate Restriction Mode

Lock restriction mode
otherwise you will
have to do this each
time you go on to
YouTube



Where to go to learn more

Source	Link	Support offered
Action for Children	https://www.actionforchildren.org.uk	Range of resources to support with your child's development.
Book Trust	https://www.booktrust.org.uk/books-and-reading/bookfinder/ https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/	Find children's books for every age. Tips, advice, reading guides.
Bilingualism Matters	http://www.bilingualism-matters.ppls.ed.ac.uk/parents-questions/	Frequently asked questions from parents about raising bilingual children. (In eight languages).
Boromi	https://www.boromi.co.uk/dailyplay-2	Daily emails during school holidays share simple, accessible and play-based activities.
Cbeebies Grown-ups	https://www.bbc.co.uk/cbeebies/grownups	Tips and ideas for parents.

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Where to go to learn more



Source	Link	Support offered
DREME Family Maths	https://familymath.stanford.edu/wp-content/uploads/2020/12/Math-Snacks.pdf	Finding the maths in everyday activities.
Early Movers	https://www.earlymovers.org.uk/activities	Information and activities for children 0-5.
Easy Peasy	https://www.easypeasyapp.com	App: ideas, advice and inspiration.
Family Lives	https://www.familylives.org.uk/advice/early-years-development/	Advice and information on early years development.
Foundation Years	https://foundationyears.org.uk/2019/09/resources-for-parents/	Resources for parents about the EYFS.
Formy Books	https://www.formybooks.com	Diverse range of inclusive children's books.

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Where to go to learn more

Source	Link	Support offered
Harvard Centre	https://developingchild.harvard.edu/resources/how-to-5-steps-for-brain-building-serve-and-return/	Video explaining how interactions build babies brains.
Hungry Little Minds	https://hungrylittleminds.campaign.gov.uk	Simple, fun activities for kids, from newborn to five.
ICAN: Talking Point	https://ican.org.uk/i-cans-talking-point/parents/	For parents who are concerned about their child's development.
Literacy Trust	https://wordsforlife.org.uk/activities/	Activities and videos.
Love My Books	http://www.lovemybooks.co.uk	Newsletter, activities and videos.
Mantralingua	https://uk.mantralingua.com	Bilingual books in 65 languages.

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Where to go to learn more



Source	Link	Support offered
Mattel (Laura Henry-Allain MBE & Emma Worrollo)	https://www.mattel.com/sites/mattel_mattelcom/files/2020-07/Supporting_you_to_raise_antiracist_children2.pdf	Parents' guide: supporting you to raise anti-racist children.
National Childbirth Trust	https://www.nct.org.uk	Parenting support.
NHS – Children's Teeth	https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/	Dental health advice.
NHS Change 4 Life	https://www.nhs.uk/change4life	Easy ways to eat well and move more.
Tiny Happy People	https://www.bbc.co.uk/tiny-happy-people	Child development advice, activities and videos.
Unicef Parenting	https://www.unicef.org/parenting/	Child development advice, activities and videos
50 Things to do before you're five	https://www.50thingstodo.org/about/the-app	App: low/no-cost experiences.

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