# What to expect, when?

Guidance to your child's learning and development in the early years foundation stage

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# 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 the 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 booklet 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 booklet has been written to help you as a parent know what to expect during these vitally important years by focusing on the 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 children do not grow and develop 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 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 to know how your child is developing by highlighting what to expect, remembering that all children are different. **Communication and language and literacy are VITAL areas for you to enjoy supporting your child with. It is important that your child grows up to be a good communicator and a keen reader.**

One way of using this booklet 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

***We thank the parents* who contributed to writing this booklet.***

***"This booklet is fantastic and will really help me know how well my child is developing and learning."***

***"I have spent ages on Google trying to find out if Katie is where she should be – this is great!"***

## The 7 areas of learning are:

**Prime areas of learning particularly important in the first 3 years**

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**

**Specific areas of learning**

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**


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# What to expect, when?

## Guidance to your child's learning and development in the early years foundation stage

### Birth - 11 months

**Page 4 - 5**
What do you notice in your baby's early growing?
Focus more on the prime areas of learning.
Communication and early language is important: talk with your baby.

### 8 - 20 months

**Page 8 - 9**
What do you notice as your baby starts rolling, touching things and playing with toys?
Focus more on the prime areas of learning.
Communication and early language is important: look at books together.

### 16 - 26 months

**Page 12 - 13**
Your child might be going to a nursery or childminder. Discuss what you are noticing with them.
Focus more on the prime areas of learning.
Your child will enjoy sharing books with you.

### 22 - 36 months

**Page 16 - 17**
What do you notice about your child as they start becoming more self confident and aware, and managing their feelings and behaviour?
Focus on the prime areas of learning and give more attention to the specific areas - including literacy. Enjoy books together.
Read lots of different books.

### 30 - 50 months

**Page 20 - 23**
What do you notice about your child as they grow in confidence?
Focus on the prime and specific areas of learning.
Libraries are great places to visit with your child.

### 40 - 60 months

**Page 26 - 31**
In this age band we list early learning goals which are the expectation for where children may have reached at the end of reception year at school.
Focus on the prime and specific areas of learning.
Let your child read to you.

**In this booklet your child's first five years are divided up into the six age bands above to highlight what you might notice your child doing at these points. Please remember: every child is different! Children do not grow and develop at the same rate.**

**After each age band we give you 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.**


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## **40 - 60 months:** You might notice that....

### Personal, Social and Emotional Development

#### Making relationships

- 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.

#### Self confidence and self awareness

- 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.

#### Managing feelings and behaviour

- 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.

### Physical Development

#### Moving and handling

- 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.

#### Health and self care

- I like to 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, eating fruit or vegetables and running or jumping.
- 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.

### Communication and Language

#### Listening and attention

- 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.

#### Understanding

- 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.

#### Speaking

- 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 a story or 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.


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| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
|---|---|---|---|
| **Reading**<br>• I can tell you lots of words that rhyme with a word like "hat".<br>• I can hear and tell you the first sound in a word when you say the word.<br>• 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.<br>• I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog".<br>• I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals.<br>• I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you.<br>• When I am interested in things, I can look in books or on websites to find out more things. | **Numbers**<br>• I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on.<br>• I can recognise the numbers 1 to 5.<br>• I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things.<br>• I can count the number of things on a page in a book or on a birthday card.<br>• I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.<br>• I can guess how many things I can see in a bucket and then count them to see how close my guess was.<br>• I can tell you which basket or bucket has got "more" or "fewer" things in.<br>• I can put two baskets of things together and tell you how many things I have altogether.<br>• I can tell you what "one more" is when you say a number.<br>• 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.<br>• I can use words like "more", "add", "less" and "take away"<br>• I can use marks and pictures to show you my counting.<br>• I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend. | **People and communities**<br>• I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays.<br>• 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.<br>**The world**<br>• I can talk about how things, like flowers or buildings look the same or look different.<br>• I can talk about the patterns in things I see around me, like bricks or leaves.<br>• I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. | **Exploring and using media and materials**<br>• I have favourite songs and dances and can tell you which one I want when you ask me.<br>• I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make.<br>• I can mix my own paint using powder or ready mixed paints.<br>• I can choose the things like paper, material or ribbon that I want to use to make a picture.<br>• I like to use lots of different things like paint, paper, wool and material to make a picture.<br>• I can cut, stick and fold the things I want to use in my picture.<br>• I can use building toys, like bricks, and boxes to make the thing I want to make.<br>• I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.<br>• 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. |


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| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
|---|---|---|---|
| **Writing**<br>• I can tell you what the marks, shapes, letters and pictures that I make mean.<br>• 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.<br>• I can hear and tell you the first sound in a word when you say the word.<br>• 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.<br>• I can tell you the names and sounds of each of the letters in the alphabet.<br>• 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.<br>• I can write my name.<br>• I can write labels for things to sell when I am playing "shops".<br>• I can write a short caption, like "my big car" to tell you what I have made with boxes.<br>• I try to write short sentences like "I can jump" when I am making a book about me. | **Shape, space and measure**<br>• I am beginning to use shape names like "circle", "square", "cube" and "cylinder".<br>• When I am playing on an obstacle course I can use words like "under", "behind", "on" or "in" to tell you where I am.<br>• 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.<br>• I can use things to make patterns, like buttons and bricks.<br>• I am beginning to use words like "money", "pound" and "pence" when playing "shop".<br>• I know the order I put my clothes on<br>• I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is. | **Technology**<br>• I can use a painting program on the computer or tablet to draw a picture.<br>• I can use different things like a digital microscope, camera or microphone with a computer.<br>• I ask questions about how technology works.<br>• 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. | **Being imaginative**<br>• 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.<br>• I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear.<br>• 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.<br>• When I am dressing up or using toy people I can tell you a story about what is happening as I am playing.<br>• I can play next to my friends who are dressing up like me or using toy people or cars like me.<br>• I can dress up and play a story with my friends. |


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**Notes**

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# 40 - 60 months: How can you help me with my learning?

## Communication and Language

**Listening and attention**

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

**Understanding**

- When we're sharing a story together ask me why I think something has happened or what might happen next.

**Speaking**

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

## Personal, Social and Emotional Development

**Making relationships**

- When we go to the park ask me what we can do there or what things we see growing there.

**Self confidence and self awareness**

- Let me tell you how you can help me when I'm making something.

**Managing feelings and behaviour**

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.

## Physical Development

**Moving and handling**

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

**Health and self care**

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.


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## Mathematics

### Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

### Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

## Literacy

### Reading

- Do not forget I enjoy being read to and sharing books with you.
- Let me read to you and ask interesting questions about the story
- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.
- I have favorite books – ask me about them.

### Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

**Resources to help:**

www.booktrust.org.uk/resources

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

## Expressive Arts and Design

### Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

### Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

## Understanding the World

### People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

### The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

### Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.


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## 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 | Physical Development |
|---|---|---|
| **Making relationships**<br>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.<br><br>**Self confidence and self awareness**<br>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.<br><br>**Managing feelings and behaviour**<br>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. | **Listening and attention**<br>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.<br><br>**Understanding**<br>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.<br><br>**Speaking**<br>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. | **Moving and Handling**<br>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.<br><br>**Health and self care**<br>Children know the importance for good health of physical exercise, and a 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. |

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| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
|---|---|---|---|
| **Reading**<br>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.<br><br>**Writing**<br>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. | **Numbers**<br>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.<br><br>**Shape, space and measure**<br>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | **People and communities**<br>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.<br><br>**The world**<br>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.<br><br>**Technology**<br>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | **Exploring and using media and materials**<br>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.<br><br>**Being imaginative**<br>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. |

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