

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

30 - 50 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 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 and 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 and 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 I 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 it my arms in and I can do the zip up when you start it. I can pull my own trousers up too. 	<p>Listening and 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 Goldilocks and the Three Bears. • 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 “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.• 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”.
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Notes

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. • I know that the words in the book tell me things and where the words start on the page. 	<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>People and 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 the first day I got my scooter. • I can talk about people and times that are special to me and my family and friends, 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 goes 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. • 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>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 different things.

Writing

- 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 and 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.

Shape, space and measure

- I like lining up shapes and fitting shapes and different things into boxes.
- 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.

Technology

- 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.

Being imaginative

- I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing.
- 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 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.

Notes

30 - 50 months: How can you help me with my learning?

Personal, Social and Emotional Development

Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

Self confidence and self awareness

- Let me help you match the socks together.

Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

Communication and Language

Listening and attention

- Play listening games with me like "Simon Says...." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

Speaking

- Talk to me about things we did or places that we went to yesterday.

Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."



Physical Development

Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

Health and self care

- Make sure I brush my teeth twice a day.

Mathematics

Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like “long” or “tall” to describe my model.
- Go on a shape walk inside or outside to find things which are the same like “circles” or “spheres”.

Understanding the World

People and communities

- Take me out to different places where we live, like the fire station or the library.

The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend’s house, to see what happens.

Expressive Arts and Design

Exploring and using media and materials

- Let me use my paints to mix up my own colours.

Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I’m pretending to be somebody else or going on an adventure.

Literacy

Reading

- Read signs to me when we are out and about.
- Let me read and share my books with you.
- Let me choose my own books when we go to the library.
- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we’re making dough.
- Borrow a story sack from nursery for us to investigate, read, and make up stories.

Writing

- Tell me what you’re writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

Resources to help:

www.booktrust.org.uk/resources, www.thecommunicationtrust.org.uk
www.literacytrust.org.uk/early_years, www.readongeton.org.uk

