



# Russell Street School



## My Child is Starting Nursery

Information for Parents

## Excellent

teaching gives children the life chance they deserve.

## Enjoyment

is the birthright of every child.

But the most powerful mix is the one that brings the two together.

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# About Russell Street School

Russell Street School was originally known as the British School and has been in existence since 1844. It moved into the present buildings in 1907. In 1970 Russell Infants was formed and is now called Russell Street School.

Russell Street School is a Local Authority school that caters for boys and girls. We cover the Early Years Foundation Stage (3-5 years old), which includes a nursery and reception class, and Key Stage 1 (5-7 year olds). We have three class entry. There are 39 funded part-time nursery places in each session; we also offer 30 funded hours and additional paid hours. We run a breakfast and after school club.

A **warm and welcoming atmosphere** is a key feature of our school. We are committed to providing a high level of care for our children, ensuring that they remain safe and happy and that their personal, social and emotional needs are met.

Our school is at the **heart of our community** both locally and at a more international level. Our parents are highly involved in school life through our Parents' Association and as regular visitors and helpers in school. We use our town and locality as a resource in our learning and participate actively in community events like Stony in Bloom. We also have strong links with other community groups in Stony Stratford.

**Academic progress** is ensured through thorough assessments and a curriculum that matches the needs of individuals. We carefully map out the provision for children throughout the ability range and are able to offer 1:1 teaching for selected children through 'Every Child a Reader' and 'Every Child Counts' programmes. A **'growth mindset'** is nurtured in our children helping them to develop self-belief and a positive attitude to challenge.

A commitment to **outdoor education, including Forest School**, supports our drive to provide for the needs of all children. Through outdoor activities our children learn independence, self-motivation, communication and social skills. They learn about mathematics, science, humanities and technology in real, fun and exciting contexts.

# Vision and Values of Russell Street School



| <b>Our Values</b> |
|-------------------|
| Cooperation       |
| Thoughtfulness    |
| Perseverance      |
| Respect           |
| Friendship        |
| Courage           |

| <b>Expectations</b>    |
|------------------------|
| We expect everyone to: |
| Be Kind                |
| Be helpful             |
| Be safe                |
| Be your best           |

# School Information

Russell Street School

Russell Street

Stony Stratford,

Milton Keynes,

MK11 1BT

Tel: 01908 563148

Website: <https://www.russell-street-school.co.uk/website>

Head Teacher: Mrs D Robinson.

Deputy Head: Mrs J Van Rooyen.

Nursery Leader: Mrs Shelley Jeffery

Nursery Nurses:

Mrs Tracey Francis

Mrs Ellei Clack

Teaching Assistant: Mrs Sarah Jones

Safeguarding and Child Protection: Mrs D Robinson & Mrs J Van Rooyen.

Office Contact: [office@russell-street-school.co.uk](mailto:office@russell-street-school.co.uk)

If we need to contact you in an emergency we will always phone you first. Please ensure the office is always immediately informed of any change of contact details.

# Your Child's Day

|                  |                                       |
|------------------|---------------------------------------|
| 9:00am           | Arrive and enter the school building. |
| 12:00am – 1:00pm | Lunch.                                |
| 3.00pm           | End of the School Day.                |

**Children should be collected by 3.00pm.**

All children will have access to water at all times. Please provide your child with a water bottle every day. We will send them home at the end of each session to be thoroughly cleaned.

## **Cool Milk Scheme**

Milk is provided free of charge to all children under the age of five. Once your child becomes five, you are still able to order and pay for milk for your child. To receive your child's free or paid for milk you must register with Cool Milk online.

<https://www.coolmilk.com>

## **Snack**

Children are provided daily with a free piece of fresh fruit.

## **Lunch**

You can order a school meal provided daily by Essence Catering.

Order forms must be completed a week in advance and the closing date for collection of completed forms for the following week is Wednesday. The box for completed forms for Nursery children is in the Nursery building to the left of the door as you leave the building. Alternatively, you can download the forms from the Essence Catering website and place your orders online.

Please see the Essence Catering Website for further details:

[www.essence-catering.co.uk](http://www.essence-catering.co.uk)

You may send your child to school with a packed lunch if you prefer. Packed lunches must contain only healthy choice food and should be sent to school in a clearly named lunch box. All food items should be nut free.



# Attendance

Although your child is non-compulsory school age we need to know if they are not going to attend a session as this is part of our routine safe-guarding measures. Please inform the office about the absence of your child by 9.00 am. All unexplained absences will be followed up by the office. If your child has a medical appointment during the school day, please make sure you inform the school office.

## **Holiday Absence during Term Time**

As your child is non-compulsory school age you can take a holiday during the school term time. We would appreciate it if you could fill out a holiday form in advance. The holiday forms can be located on our Parent's Board in the Nursery building foyer.

# Uniform

Nursery children do not need to wear uniform, however, if you would like your child to wear uniform the school uniform is as follows:

- Red or navy sweatshirts / cardigans.
- White, red or blue polo shirts.
- Grey, navy or black 'bottoms', e.g. trousers, shorts, pinafores, skirts.
- In the summer an optional extra of red or navy gingham dresses.
- Sensible footwear (flat and closed toed).
- No jewellery, other than plain stud earrings.



The  
can  
go to  
want  
and  
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and

## Lost

All

the

each session. This is until the end of the half term and then it is given to a charity collection.

School sweatshirts and polo shirts are available from Maisie's in Wolverton:

<https://www.maisies-superstore.co.uk>

most important thing is that your child easily pull down their own bottoms to the toilet. For example, your child may to wear a dress in the cooler months can wear leggings underneath instead tights. Any item of clothing with buttons zips hinders your child's independence.

**Please name every item of your child's clothing.**

## Property

unnamed items will be held in the lost property box, which is situated outside Nursery building at the start and end of

**Nursery children will need to leave a labelled pair of wellington boots in school please.**

# Wrap Around Care

We have a dedicated building in which to provide a safe and relaxed social environment for the start and the end of the school day for those families who require wrap around provision.

**Breakfast Club** runs daily from 8am and is currently available to all children attending Russell Street School. The cost of the session is £3.50 for Reception - Year 2 and £4.65 for Nursery. The children have a variety of breakfast items to choose from and a range of activities to engage in. At the end of the session, children are taken to their classrooms by the breakfast club staff ready for the start of the school day.

**After School Club** runs daily after school to 6pm at a cost of £10. This club is available to all children attending Russell Street School from Nursery, Reception, Year 1 and Year 2. At the end of the school day the children attending after school club are escorted from their classrooms to after school club by a member of staff. There is a mixture of structured and free play activities available, including sports with our coach. The children are offered a snack during the session. The club enables children to continue their learning and to relax with their friends, in a safe environment beyond the school day. Parents are required to collect their children by 6pm.

For both clubs we require bookings and payment in advance. Payment can be made using Parentmail, Childcare Vouchers or Tax-Free Childcare. Registration and Booking forms are available in the school office and on our website.



## Children's Clubs

As well as Wrap around care we also offer a range of after school clubs for Key Stage 1 children over the year these include: dodge ball, football, Infant brass and art. They run from 3pm until 4pm.

## Welfare

Russell Street School is committed to Safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Health & Safety of all children is paramount.

Parents and carers expect the school to provide a safe, secure and caring environment in which their children can flourish. To meet this expectation, the school implements a wide range of measures and policies, including the school's Safeguarding & Child Protection policy and Health & Safety policy.

### **Child protection**

Our first priority is your child's welfare. The law requires schools to report any obvious or suspected cases of child abuse. We will do this in every case.

### **Administering Medicines**

Only medicines prescribed by a doctor can be administered in school. If your child requires prescribed medication during the day, it should be handed to the member of Nursery staff on the Nursery door at the start of the day. A medical consent form must be completed and signed stating the precise dose and time for the medication to be given.

### **Bumped Heads**

If your child has a significant bump to the head during the course of the school day, your child will bring home a bumped head note. If the bump is significant, a member of staff will call you to let you know.

### **Keeping Your Child Safe**

The following websites can support you in keeping your child safe.

NSPCC

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

E-Safety

<https://www.thinkuknow.co.uk/>

## Pastoral Care and Behaviour

We provide a caring environment in which people and property are respected. We are committed to '**Restorative Practices**'; helping the children to understand the impact that their choices have on the community around them. We use daily circle times to build strong relationships and communities. The focus of the school's behaviour policy is on the positive reinforcement of expected behaviours. Courtesy, consideration and self-discipline are expected and encouraged at all times. We give children clear, consistent guidelines and boundaries for behaviour in school and encourage parents to support us in this at home.

Bullying is not tolerated. All allegations of bullying are taken seriously and dealt with as appropriate. Both the bully and the victim are counselled and given support.

If necessary, 'thinking time' or the withdrawal of certain privileges will be used as a sanction in line with the school's Behaviour Policy. Where a child's behaviour is a serious or persistent cause for concern, the parents are formally involved and invited to school to discuss how their child's challenges and needs can be supported. The school will liaise with outside agencies if expert support is required.

## Rewards

There is a focus on intrinsic awards. Teaching staff give meaningful praise and 'catch the children being good'.

Birthdays are celebrated in classrooms and children will receive a sticker. Please inform the office if you do not celebrate birthdays. As a healthy school, we do not give out sweets etc on birthdays. If you would like your child to give something to their friends, stickers or a book for the class to share are welcome.



## Parental Involvement

A close partnership between school and parents is vital to a child's educational progress. There are regular Parents' Consultation evenings arranged so that parents can discuss their child's progress with the teaching staff. In Nursery we use **Evidence Me**, which is an assessment, observation and reporting app. It shows the impact of children's learning by capturing learners' experiences and monitoring their development. This will be sent out half-termly. Parents are welcome to contact the Nursery Leader or Headteacher if any concerns arise during the school year.

## Parents' Association

The Parents' Association is a charity, run by parents, which exists to raise money for the school and to bring the parents of the school and community together. The PA regularly pays for extra books for the library, the water coolers and extra toys for classrooms. It also raises money for additional extras like the climbing frame in the playground, the library refurbishment and play equipment.

The PA is made up of parents and relies on parents volunteering to man stalls at the School Fete or to help out at after-school events. Parents can get involved by helping to plan events, matched funding if their employer operates such a scheme, donating prizes to school events, buying the fundraising products made by children such as tea-towels or Christmas cards, giving their time to help out at events.

Volunteering is fun and rewarding. Events benefit your child in providing an occasion for them to remember as well as money to buy equipment that will enhance their school experience.

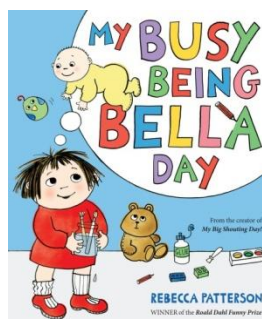
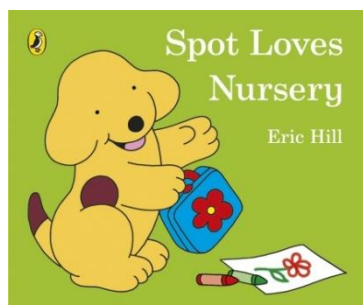
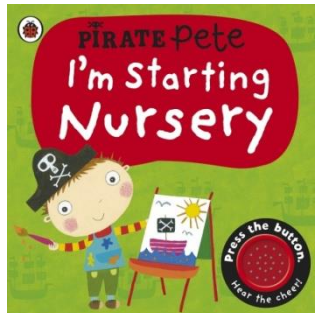
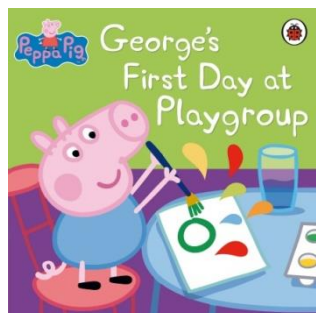
## Starting Nursery



Starting Nursery is an exciting time for you and your child. We will do everything possible to ensure your child is happy, feels secure and develops a thirst for lifelong learning.

You can support your child's transition into Nursery by talking positively about how exciting it will be to meet other children and to learn new things.

Some books which discuss starting Nursery that you could read to your child are:



## Before Starting Nursery

If your child is in a holiday routine – possibly staying up later and rising later - then one week before term begins change their schedule. Gradually bring their bedtime back to a time suitable for school nights and introduce more regular eating habits with meals at set times.

Involve your child in getting ready for their first day. For example, the evening before term starts, work together to lay out their clothes for the following day.

Set your alarm early for the first day - even the most organised parents and children need extra time to get ready and take those well treasured photographs.

## The First Morning

Most children are excited and playful, but if your child is a little anxious, keep as calm and as matter of fact as possible. Children who are distressed at separation usually settle very quickly. Take your cue from the Nursery staff about when to leave and if you need reassurance that your child has settled then please phone school when you get home.

## The End of the Day

Do make sure you are a little early to collect your child at the end of their first few days - even a few minutes late can seem an eternity to a waiting child. Your child will probably be tired and hungry so a healthy snack and some quiet time will be just what they need after Nursery.

If you would like your child to have a gradual start please let us know.



# Helping Your Child

## **Use pretend play to explore the idea of Nursery.**

Take turns being the parent, child, and key-worker. Act out common daily routines, such as saying good-bye, taking off your coat, singing songs, reading stories, having Circle Time and playing outside. Reassure your child that Nursery is a good place where they will have fun and learn. Answer your child's questions patiently. This helps children feel more in control which reduces their anxiety.

## **Read books about Nursery.**

Share books with your child over the summer before Nursery starts. Talk about the story and how the characters are feeling. Ask how your child is feeling.

## **Make a game out of practising self-help skills.**

These skills include unzipping their coat, hanging their coat on a hook, putting on their Nursery rucksack, fastening their shoes. For example, you might want to have a "race" with your child to see how quickly your child can put on their shoes. When you play Nursery together, you can give your child the chance to practise taking off their coat, and sitting "cross-legged." If your child will be bringing lunch, pack it up one day before Nursery starts and have a picnic together.

## **Worries**

### Listen to your child's worries.

Although it's tempting to quickly reassure your child and move on, it's important to let your child know that their worries have been heard. No matter what they are, big or small, children's worries about Nursery can significantly influence their experience there. Will you remember to pick me up in the afternoon? Will the grown-ups be kind?

Let your child know it's normal to feel happy, sad, excited, scared, or worried. Explain that starting something new can feel scary and that lots of people feel that way. It can be helpful to share a time when you started something new and how you felt. When you allow your child to share their worries, you can help them to think through how to deal with them. For example, if your child is worried about missing you, you can explain that a family photograph can be kept at Nursery.

As you begin the countdown to the first day, here are some things to keep in mind:

### **During the two weeks before Nursery starts:**

- Purchase a small rucksack together with your child. If possible, let your child choose it. Your child will need a change of clothes, including underwear and socks, which needs to be brought to Nursery every day and taken home at the end of each session.
- Label all items.
- Figure out how your child will get to school and how your child will come home. Talk to your child about the morning and afternoon routine so that they understand that they will be safe, okay, and cared for.
- As mentioned before, start using your child's "school bedtime."

### **The night before Nursery:**

- Answer any last-minute questions from your child.
- Let your child choose (weather- and school-appropriate) clothes for their first day.
- Make sure that your child goes to bed on time.
- Pick a bedtime that gives your child a good night's rest before the first day. Keep the bedtime routine soothing and relaxing. Don't focus too much (or at all!) on the first day of Nursery unless your child wants to.

### **The first day:**

- Wake up early enough so that you and your child don't have to rush to get to Nursery.
- Make breakfast for your child and, if possible, sit down to eat together—or at least talk with your child as they eat and you get ready.
- Review the day's routine (what nursery will be like, how your child will get to Nursery/come home).
- Pack your child's rucksack together. If your child is bringing lunch, select foods that you know are their favourites. Having some familiarity on the first day is helpful as your child adjusts to so many changes.
- Let your child choose a special stuffed animal or blanket to bring to Nursery. This can help children make the transition from home to school. Please send your child with a family photo. These familiar objects can help if your child feels lonely during the day.

### **Saying a goodbye**

These strategies can ease the jitters of separating on your child's first day at Nursery.

### **Keep your tone positive and upbeat.**

Children pick up on the reactions of the trusted adults in their lives. So try not to look worried or sad, and don't linger too long. Say a quick, upbeat good-bye and reassure your child that all will be well.

**Think about creating a special goodbye routine.**

For example, you can give your child a kiss on the palm to “hold” all day long. Or, the two of you can sing a special song together before you leave. Goodbye routines are comforting to children and help them understand and prepare for what will happen next.

**Resist the rescue.**

Try not to run back in to the building if you hear your child crying, as upsetting as this can be. This is a big change and your child may, quite understandably, feel sad and a little scared. But if you run back in, it sends the message that your child is only okay if you are there and it is likely to prolong your child's distress and make it harder for them to adapt. Rest assured, Nursery staff have had many years of experience with helping families make the shift to Nursery. Instead, you can wait outside the Nursery building for a few minutes to ensure that all is well, or call the school later in the morning to check in.

# Reading

## Questions to ask your child while reading

### **Child Aged 30-50 months**

- Can you think of anything else that begins with that sound?
- Can you notice any words that rhyme?
- What words come next? Can you join in?
- Are we at the beginning or the end of the story?
- What do you think might happen next? How might the story end?
- What does the front cover tell us?
- Where do you think the story is set?
- What just happened in the story?
- Are there any words that you recognise?

### **Child Aged 40-60 months**

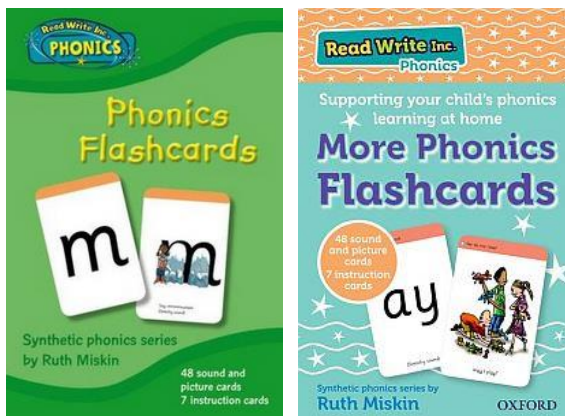
- Can you think of any other words that rhyme with this one?
- What sound does this word begin with?
- What does this word say? Can you blend the sounds together to read it?
- What sound does this letter make?
- What is the name of this letter?
- Can you find (a word) in the text?
- Can you read the next sentence? (Make sure this is short and made up of words that can easily be sounded out e.g. 'hat' 'dog').
- Is this a fiction or non-fiction book? How do you know?

# Phonics

When your child is ready we will introduce them to our Phonics programme. At Russell Street School we use the Read Write Inc approach. The children are given opportunities to expand their vocabulary through role-play, discussion, building sentences and using productive questioning. It places huge emphasis on developing children's love of reading through enticing story and poetry times.

In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'. This gives them a flying start before going into the Reception class.

We teach phonics in the order listed on the following pages. To support your child learning phonics at home, Read Write Inc home resources can be purchased for home use from Amazon or similar websites.



The following websites also provide a wealth of materials.

<http://www.twinkl.co.uk/resource/t-l-3916-parents-phonics-pack>

<http://www.letters-and-sounds.com/>

<http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>

| Term     | Meaning   |
|----------|---|
| CVC      | A consonant-vowel-consonant word, such as <b>cat</b> , <b>pin</b> or <b>top</b> . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as <b>clap</b> and <b>from</b> . Also CVCC for words such as <b>mask</b> and <b>belt</b> .  |
| Phoneme  | Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word <b>sit</b> /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, <b>fit</b> . If you change the phoneme /t/ in fit for a /sh/, you have a new word, <b>fish</b> - /f/-/i/-/sh/. |
| Grapheme | Graphemes are the written representation of sounds.   |

Children are taught to recognise sounds and to put them together ('sound blend' them) into words for reading. They are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.

When teaching your child letter sounds, it is important to remember to keep them very 'pure' and distinct, to help with sound-blending later on. If you are unsure how to pronounce pure sounds visit <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/> to hear the sounds. To enable your child to gain confidence in reading,

they should only be asked to read words containing letter sounds they know securely.

### **Sounds Set 1**

*(RWI Home Phonics Flashcards Set 1 - Green Box)*

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r - j - v - y - w -  
th - z - ch - qu - x - ng - nk

### **Sounds Set 2**

*(RWI More Home Phonics Flashcards Set 2 - Yellow Box)*

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

### **Sounds Set 3**

*(RWI More Home Phonics Flashcards Set 2 - Yellow Box)*

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew - ire - ear  
- ure - tious - tion

The following record sheet can enable you to keep track of your child's progress in the phonics programme.

Mark with a tick when they can accurately say the correct letter sound when you show them the letter(s).

### **Sounds Set 1**

|    |    |    |    |
|----|----|----|----|
| m  | a  | s  | d  |
| t  | i  | n  | p  |
| g  | o  | c  | k  |
| u  | b  | f  | e  |
| L  | h  | sh | r  |
| J  | v  | y  | w  |
| Th | z  | ch | qu |
| X  | ng | nk |    |

## Sounds Set 2

|     |       |    |       |
|-----|-------|----|-------|
| ay  | say   | ee | Meet  |
| igh | night | ow | Snow  |
| oo  | moon  | oo | Look  |
| ar  | park  | or | Worn  |
| air | pair  | ir | first |
| ou  | count | oy | toys  |



| Speed Sound 1 / 2<br>(Already introduced) | Speed Sound 3<br>(Alternative spelling) | Example word |
|---|---|--------------|
| ee  | Ea                                      | seat         |
| oy  | Oi                                      | join         |
| ay  | a-e                                     | name         |
| igh                                       | i-e                                     | time         |
| ow  | o-e                                     | home         |
| oo  | u-e                                     | tune         |
| or  | aw                                      | saw          |
| air                                       | are                                     | share        |
| ir  | er                                      | after        |
| ir  | ur                                      | turn         |
| ou  | ow                                      | town         |
| ay / a-e                                  | ai                                      | snail        |
| ow / o-e                                  | oa                                      | boat         |
| oo / u-e                                  | ew                                      | chew         |
|   | ire                                     | hire         |
|   | ear                                     | hear         |
|   | ure                                     | sure         |
|   | tion                                    | tradition    |
|   | cious                                   | delicious    |
|   | tious                                   | scrumptious  |

# First 45 key words to learn to read and spell

In frequency order reading down the columns

| Reception 45 Key Words |     |    |      |       |
|------------------------|-----|----|------|-------|
| I                      | See | To | For  | Get   |
| a                      | Can | No | All  | Said  |
| it                     | Cat | Go | Are  | Look  |
| is                     | Dog | Of | You  | Big   |
| like                   | The | In | They | Come  |
| mum                    | She | Am | This | Away  |
| dad                    | He  | At | Went | Day   |
| my                     | We  | On | Was  | Going |
| and                    | Me  | Up | yes  | play  |
| I                      | See | To | For  | Get   |

# First 100 words to learn to read and spell KS1

|      |       |        |          |        |
|------|-------|--------|----------|--------|
| the  | that  | not    | look     | put    |
| and  | with  | then   | don't    | could  |
| a    | all   | were   | come     | house  |
| to   | we    | go     | will     | old    |
| said | can   | little | into     | too    |
| in   | are   | as     | back     | by     |
| he   | Up    | no     | from     | day    |
| I    | had   | mum    | children | made   |
| of   | my    | one    | him      | time   |
| it   | her   | them   | Mr       | I'm    |
| was  | what  | do     | get      | if     |
| you  | there | me     | just     | help   |
| they | out   | down   | now      | Mrs    |
| on   | this  | dad    | came     | called |
| she  | have  | big    | oh       | here   |
| is   | went  | when   | about    | off    |
| for  | be    | it's   | got      | asked  |
| at   | like  | see    | their    | saw    |
| his  | some  | looked | people   | make   |
| but  | so    | very   | your     | an     |

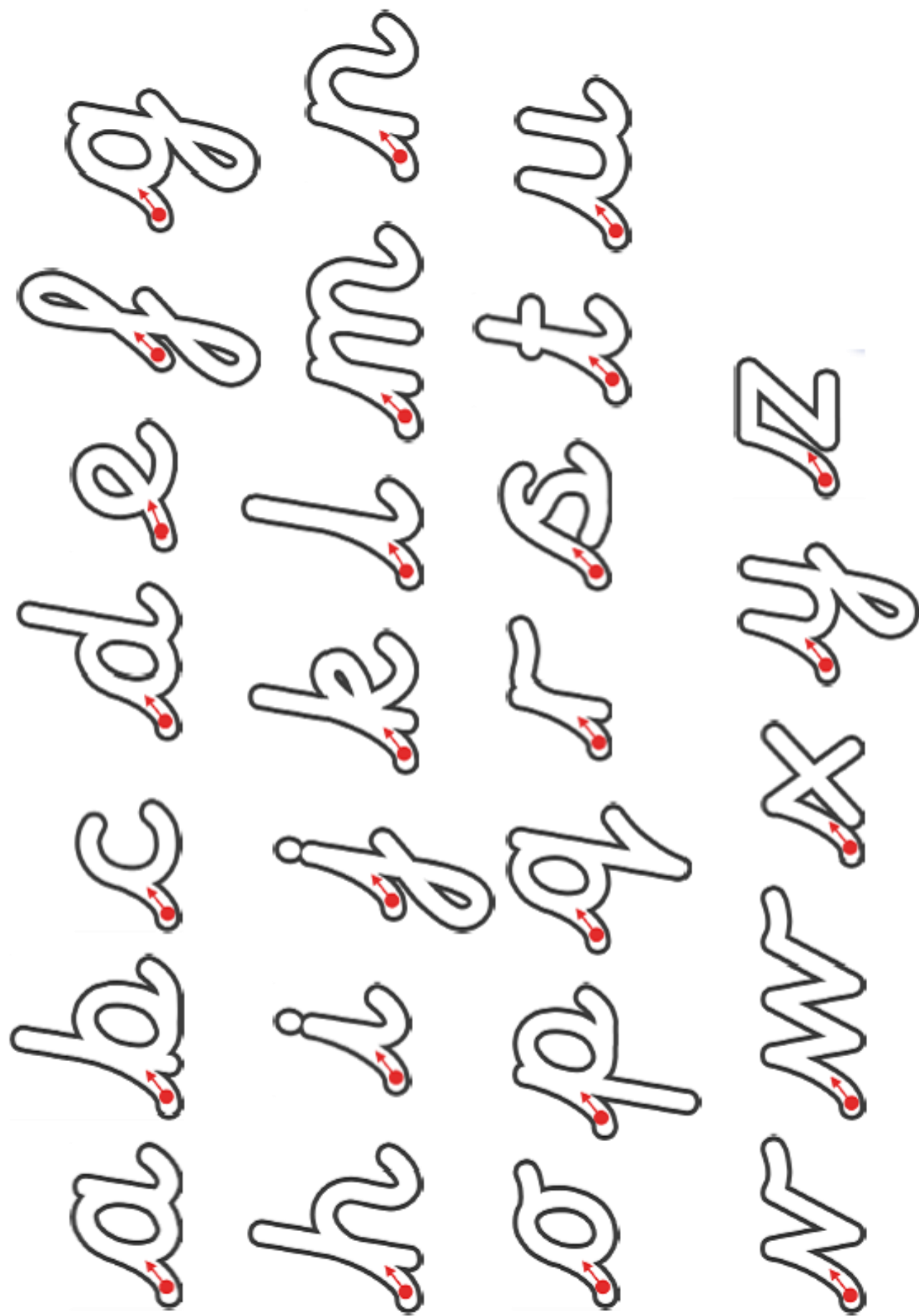
# Handwriting

By the end of year 2 children are now expected to know horizontal and diagonal strokes needed to join letters. Instead of teaching the children to write letters without these strokes in year R, then teach them a completely different method in year 1 (which can be very confusing for your child) at Russell Street School we teach the continuous cursive font from year R through to year 2.

Our font is as follows:

*a b c d e f g h i j k l m n o p q r s t u v w x y z*

*A B C D E F G H I J K L M N O P Q R S T U V W X Y Z*



# Writing

Writing develops alongside reading and handwriting.

Children:

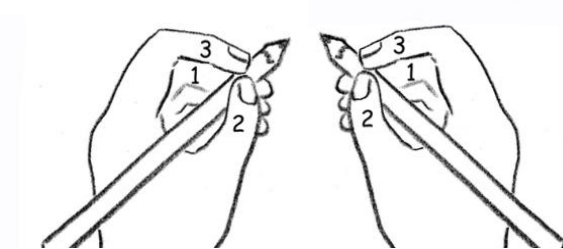
- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a range of texts using discussion prompts

Early writing and mark-making.

1. Making marks on paper.
2. Telling an adult that the marks mean something.
3. Beginning to write the letters in their own name.

## **Fine Motor Skills** - Pre-Writing Activities

Before even making marks on paper, children need to develop their strength in their fingers and their fine motor control.



Correct pencil grip

On the next page are exercises that strengthen the muscles in hands, wrists, arms and shoulders.

## Pennies in a Jar

Picking up small objects and putting them into small holes actually requires a lot of co-ordination.



## Threading beads



## Pegs in a Peg Board



## Sewing



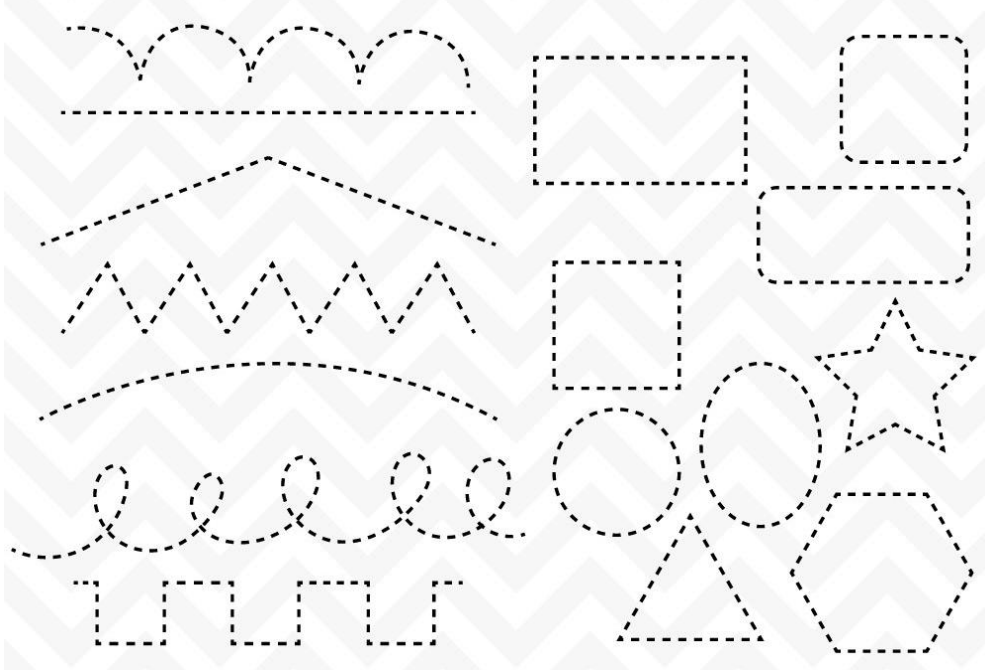
## Using Tweezers



## Play Dough

# Tracing Lines

Pages where the children can follow lines not only improves fine motor skills but also gives children the chance to practise concentration.



A wealth of writing activities to inspire and engage your child can be found at <http://www.twinkl.co.uk> (EYFS writing)



# Maths

Your child will be taught maths in the EYFS at Russell Street School through a combination of Singapore & Montessori approaches. Both of these world class methods of teaching focus on a concrete-pictorial-abstract approach. Put very simply, we ensure your child understands what '6' actually is before expecting them to work with the numeral 6 without pictorial or practical support.

Concrete – 1 apple + 2 apples



Pictorial – 1 apple + 2 apples



Abstract (no visual representation)

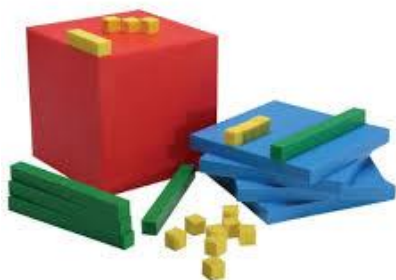
1 apple + 2 apples          or           $1 + 2 =$

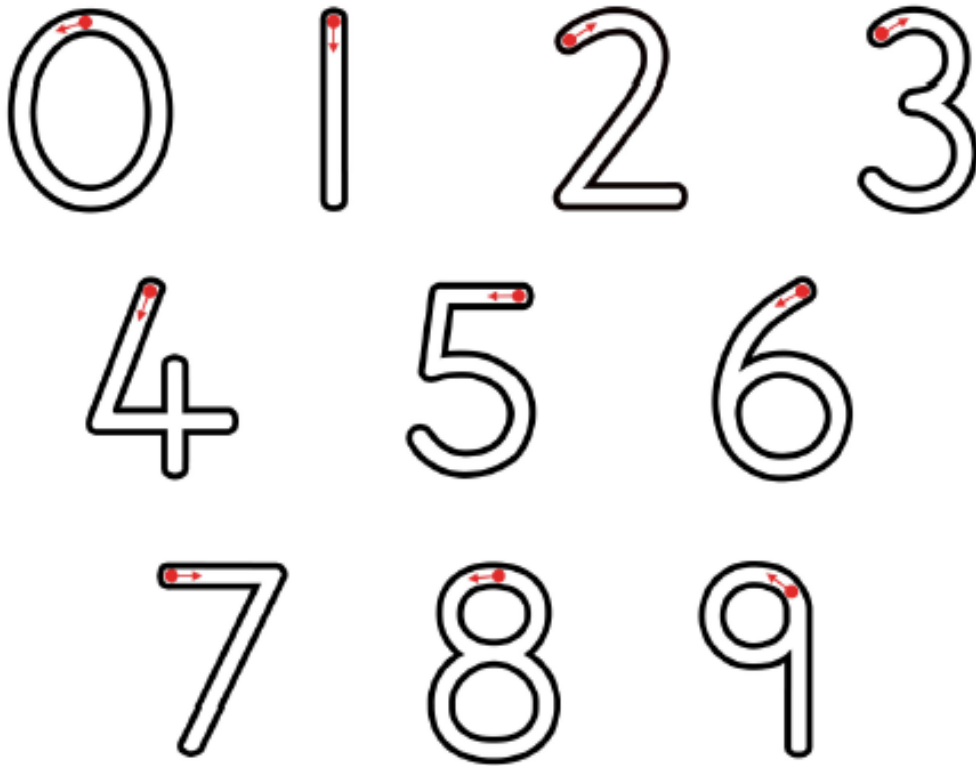
You can support your child at home by using a range of normal household items to count. At school we will use a wide range of resources including using:

Dienes

and

Cuisenaire





Maths activities to help your child should be as practical as possible. Some super ideas can be found at:

<http://www.early-years.org/parents/docs/maths-through-play.pdf>

More EYFS maths activities can be found at:

<http://nrich.maths.org/early-years> and

<http://www.topmarks.co.uk/maths-games/5-7-years/counting>

# Relationships and PSHE Education



PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. What do schools have to teach in PSHE Education? According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

## **What is Jigsaw, the mindful approach to PSHE, and how does it work?**

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education.

Jigsaw has two main aims for all children:

- To build their capacity for learning
  - To equip them for life
- Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age and stage-appropriate way so that they meet children's needs.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

### **What will Jigsaw teach my child?**

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying is an important aspect of this Puzzle. Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

**Healthy Me** covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

**Changing Me** deals with change of many types, in KS1 growing from young to old,

### **What else is included?**

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as

teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice). Every Jigsaw lesson includes mindfulness practice.

**Mindfulness** is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.



# iSafe – Protective Behaviours

Children returning to school after COVID 19 will work through the **JIGSAW recovery Package**.

Lessons focus on:

- Welcome back to school including a temporary Jigsaw Charter to support respect for personal space (social distancing), hygiene, etc.
- Belonging and feeling safe at school
- Reconnecting with friends at school
- The Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement

Our comprehensive **iSAFE Programme** teaches the children that they have a right to feel safe all of the time & that nothing is awful or so small that they can't talk to someone about it. The iSAFE Programme sessions are as follows:

|            |   |
|------------|---|
| Session 1  | The right to feel safe                  |
| Session 2  | Early Warning Signs                     |
| Session 3  | Recognising Feeling Unsafe              |
| Session 4  | Recognising Good Friends                |
| Session 5  | Being Safe Around the Home              |
| Session 6  | We are all Unique and Special           |
| Session 7  | Race                                    |
| Session 8  | Religions and Celebrations              |
| Session 9  | Differently Abled                       |
| Session 10 | eSafety                                 |
| Session 11 | Keeping Our Bodies Safe                 |
| Session 12 | Dealing with Bullies/Good Mental Health |

# Useful APPS for EYFS Children

Hairy Letters

Hairy Phonics 1, 2, 3

Twinkl Phonics – all phases

Forest Phonics

Nosy Crow Books

My Story

RM Easimaths

Maths Age 4-6

Popmath

Little Digits

Bugs and Numbers

Bee-Bot

Daisy The Dinosaur

# Useful Websites for EYFS Parents

Book Trust [www.booktrust.org.uk/resources](http://www.booktrust.org.uk/resources)

Book Trust gets children and families reading with resources to support reading of all ages to develop the skills that will improve opportunities in life.

On the same website <http://www.bookstart.org.uk/>

Join the Book Bear Club <http://www.bookstart.org.uk/bookstart-bear-club/>

Children's Food Trust <http://childrensfoodtrust.org.uk/wp/childrens-food-trust/early-years/> A range of advice and information ensure a balanced diet in early years.

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

EYFS <http://www.thecommunicationtrust.org.uk/early-years/>

*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* - Games and activities that support families to encourage children's communication skills when they are out and about this summer.

*Raa Raa the Noisy Lion* - An EYFS pack that has been created to support the new Cbeebies programme, Raa Raa the Noisy Lion.

*Other Ways of Speaking* - Looks at the different ways we communicate, especially those used by children whose speech is difficult to understand or have no speech.

Families in the Foundation Years [www.foundationyears.org.uk/parents](http://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 [finder.familyandchildcaretrust.org](http://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](http://www.fivetothrive.org.uk/resources)

Five to thrive - Printed guides, posters, pop-up banners and a range of age-specific supplements are all available to support the implementation of five to thrive.



Literacy Trust [http://www.literacytrust.org.uk/early\\_years](http://www.literacytrust.org.uk/early_years)

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.

National Numeracy [www.nationalnumeracy.org.uk](http://www.nationalnumeracy.org.uk)

<http://www.nationalnumeracy.org.uk/what-do-we-offer-eyf-primary>

How does what parents say about maths affect their children? Falkirk Council Education Services have created a 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](http://www.parentsintouch.co.uk)

How to help your under 5 year old. Resources to help with maths, phonics, handwriting and English.

Play England [www.playengland.org.uk/resources.aspx](http://www.playengland.org.uk/resources.aspx) Resources to ensure that parents have 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](http://www.nhs.uk/start4life)

Support throughout pregnancy and as your child grows. All the help and advice you need during pregnancy, birth and parenthood for mums, dads, family and friends.

Family Days Out

<http://www.dayoutwiththekids.co.uk/search.php?county=northamptonshire>

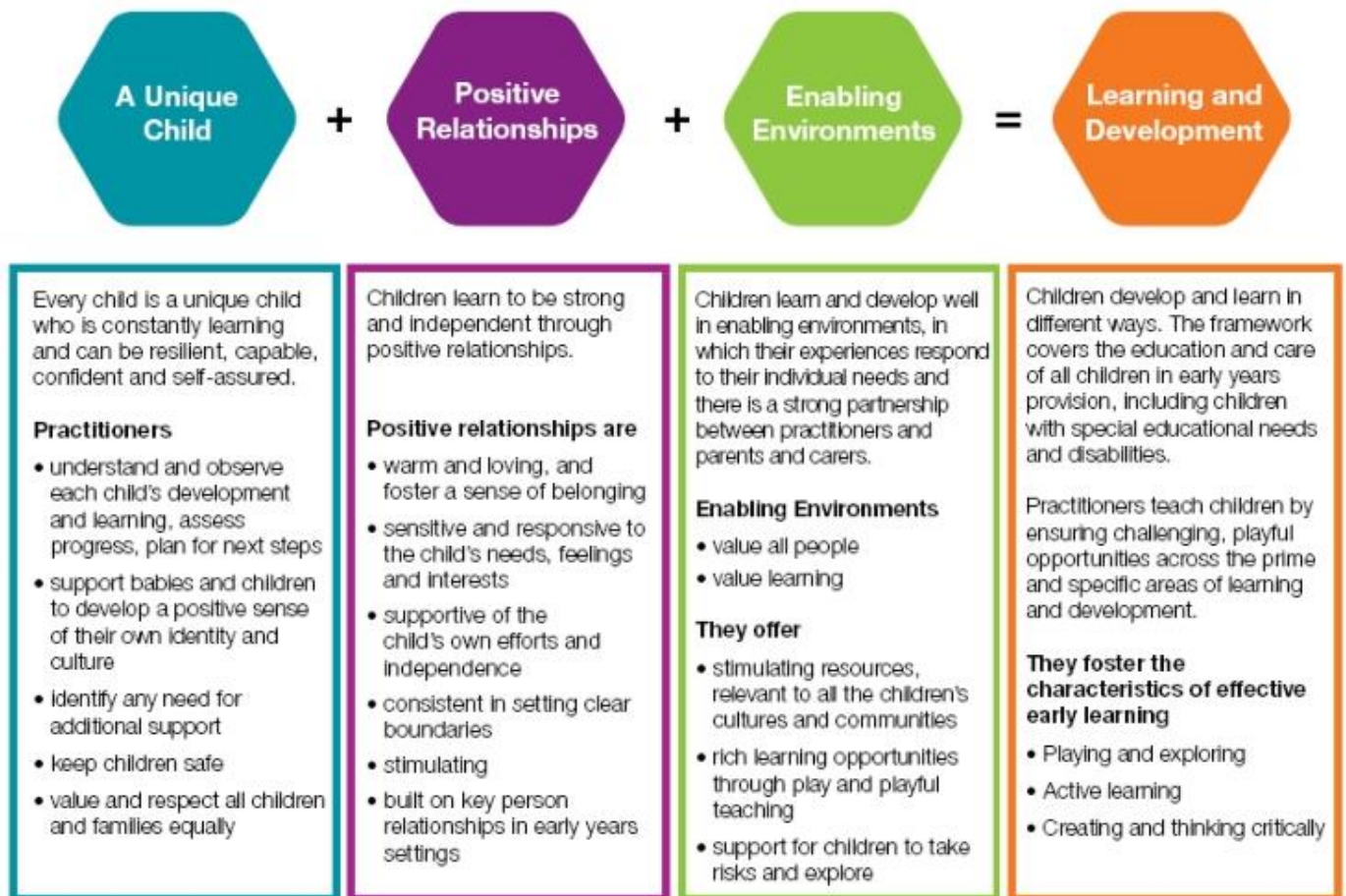
<http://www.visitnorthamptonshire.co.uk/outandabout/>

Early Years Foundation Stage Documentation

<https://www.gov.uk/early-years-foundation-stage>

<http://www.foundationyears.org.uk/>

## The Early Years Foundation Stage (EYFS) Curriculum



The EYFS curriculum is broken down into seven specific areas of learning:

1. Communication and language
2. Physical development
3. Personal, social and emotional development (PSE)
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Within each of these areas, there are specific Early Learning Goals – for example, in the case of Communication and language, these are Listening and attention, Understanding, and Speaking.

## EYFS Assessment

The EYFS is broken down into age bands – birth to 11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months and 40-60 months. For each age band, and each area of learning, there is a series of statements relating to a child's development: for example, 'notices simple shapes and patterns in pictures'. EYFS staff highlight these developmental statements as they see your child demonstrating them. All statements can be found in the later pages of this booklet.

Assessment is ongoing throughout the EYFS, but **the official EYFS Profile for each child is completed in the final term of year R.** Your child will be assessed against the Early Learning Goals (all goals are listed on the final pages of this document).

- **Emerging:** your child is working below the expected level
- **Expected:** your child is working at the level expected for their age
- **Exceeding:** your child is working above the expected level

Your child will be awarded either emerging, expected or exceeding for each of the EYFS areas of learning. On leaving the Foundation Stage at the end of year R, a child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of PSE, Physical development, Communication and language, Literacy and Mathematics. You can use the information within the Early Years Outcomes section of this guide to help you assess your child.

## A Typical EYFS Journey

The age bands used to judge the attainment and progress of your child are:

1. Birth to 11 months
2. 8 to 20 months
3. 16 to 26 months
4. 22 to 36 months
5. 30-50 months (final nursery year)
- 6. 40-60 months (year R in school)**
- 7. Early Learning Goals**

If a child is demonstrating a few / some of the elements of an age-band (having shown competence in the previous age-band) this child is entering that age-band.

If a child is demonstrating many of the elements of an age-band, this child is developing within that age-band.

If a child is demonstrating most of the elements of an age-band, this child is securing that age-band.

The typical expected journey for most children will be:

- Entry to Nursery - 30-50 entering
- Exit Nursery (June-July) - 30-50 securing / 40-60 entering (taking into account age and time in nursery)
- Entry to Reception (September) - 40-60 entering
- Exit Reception - Early Learning Goals at the 'expected' level

The Early Years Outcomes section of this document details all of the age-bands.

## EYFS Progress

Progress can be quantified in steps. Progress from 'entering 30-50 months' to 'developing 30-50 months' is one 'step', and similarly, progress from 'developing 30-

50 months' to 'securing 30-50 months' and from 'securing 30 50 50 months' to 'entering 40-60 months'.

**Expected progress** is one step per term and typical progress is three steps across three terms (one whole year). For children who have had only two terms in a nursery class (e.g. January to July) two steps would be considered typical progress. Across year R, it is expected that children make three steps of progress over three terms.

Individual progress must always be measured from the child's starting point. It is possible that a child with high attainment may not have made the expected amount of progress. For example:

- A child who starts at a higher level of development (e.g. secure at 40-60 months) and meets all the Early Learning Goals but exceeds none of them is unlikely to have made enough progress.
- A child starting at a lower level of development and meeting all the Early Learning Goals may be said to have made rapid progress.

It is expected that most children at the end of EYFS will attain a good level of development (GLD) which means they will have attained at least the expected level in all the early learning goals in Communication and language, Physical development, Personal, social and emotional development, Mathematics and Literacy. If a child has attained a GLD, they are 'school ready'. They will have developed the key skills needed to make a good start in the next stage of their education.

## Early Years Outcomes

**Your guide to help you understand your child's development through the early years.**

### Contents

1. Communication and language
  - Listening and attention
  - Understanding
  - Speaking
2. Physical development
  - Moving and handling
  - Health and self-care
3. Personal, social and emotional development
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
  - Making relationships
4. Literacy
  - Reading
  - Writing
5. Mathematics
  - Numbers
  - Shape, space and measures
6. Understanding the world
  - People and communities
  - The world
  - Technology
7. Expressive arts and design
  - Exploring and using media and materials
  - Being imaginative

This following information is a guide to show whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

## **Communication and Language**

### Listening and attention

| Age                 | Typical Behaviour   |
|---------------------|---|
| Birth to 11 months  | <ul style="list-style-type: none"> <li>• Turns towards a familiar sound then locates range of sounds with accuracy.</li> <li>• Listens to, distinguishes and responds to intonations and sounds of voices.</li> <li>• Reacts in interaction with others by smiling, looking and moving.</li> <li>• Quietens or alerts to the sound of speech.</li> <li>• Looks intently at a person talking, but stops responding if speaker turns away.</li> <li>• Listens to familiar sounds, words or finger plays.</li> <li>• Fleeting attention – not under child's control, new stimuli takes whole attention.</li> </ul> |
| 8 to 20 months      | <ul style="list-style-type: none"> <li>• Moves whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>• Has a strong exploratory impulse.</li> <li>• Concentrates intently on an object or activity of own choosing for short periods.</li> <li>• Pays attention to dominant stimulus – easily distracted by noises or other people's talking.</li> </ul>   |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories.</li> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> <li>• Rigid attention – may appear not to hear.</li> </ul>   |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name to help focus.</li> </ul>  |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>   |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two channelled attention – can listen and do for short span.</li> </ul>   |
| Early Learning Goal | 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.   |

## Understanding

| Age                 | Typical Behaviour   |
|---------------------|---|
| Birth to 11 months  | <ul style="list-style-type: none"> <li>Stops and looks when hears own name.</li> <li>Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</li> </ul>  |
| 8 to 20 months      | <ul style="list-style-type: none"> <li>Develops the ability to follow others' body language, including pointing and gesture.</li> <li>Responds to the different things said when in a familiar context with a special person (e.g. 'Where is Mummy?', 'Where is your nose?')</li> <li>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</li> </ul>                                     |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>Selects familiar objects by names and will go and find objects when asked, or identify objects from a group.</li> <li>Understands simple sentences (e.g. 'Throw the ball'.)</li> </ul>   |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture, e.g. 'Who's jumping?'</li> <li>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>Understands 'who', 'what', 'where' in simple questions (e.g. 'Who's that? What's that? Where is?').</li> <li>Developing understanding of simple concepts (e.g. big/little).</li> </ul> |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>Understands use of objects (e.g. 'What do we use to cut things?')</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand 'why' and 'how' questions.</li> </ul>                     |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>  |
| Early Learning Goal | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories of events.  |



## Speaking

| Age                | Typical Behaviour   |
|--------------------|---|
| Birth to 11 months | <ul style="list-style-type: none"> <li>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</li> <li>Makes own sounds in response when talked to by familiar adults.</li> <li>Lifts arms in anticipation to being picked up.</li> <li>Practises and gradually develops speech sounds (babbling) to communicate with adults, says sounds like 'baba, nono, gogo'.</li> </ul>   |
| 8 to 20 months     | <ul style="list-style-type: none"> <li>Uses sounds in play, e.g. 'brm' for toy car.</li> <li>Uses single words.</li> <li>Frequently imitates words and sounds.</li> <li>Enjoys babbling and increasingly experiments using sounds and words to communicate for a range of purpose (e.g. teddy, more, no, bye-bye.)</li> <li>Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>Creates personal words as they begin to develop language.</li> </ul>   |
| 16 to 26 months    | <ul style="list-style-type: none"> <li>Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</li> <li>Beginning to put two words together (e.g. 'want ball', 'more juice').</li> <li>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</li> <li>Beginning to ask simple questions.</li> <li>Beginning to talk about people and things that are not present.</li> </ul>  |
| 22 to 36 months    | <ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches towards toy saying 'I have it'.</li> <li>Uses a variety of questions (e.g. what, where, who).</li> <li>Uses simple sentences (e.g. 'Mummy going work.')</li> <li>Beginning to use word endings (e.g. going, cats).</li> </ul>   |
| 30 to 50 months    | <ul style="list-style-type: none"> <li>Beginning to use complex sentences to link thoughts (e.g. using and, because).</li> <li>Can tell a simple past in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their own experiences.</li> <li>Uses talk in pretending that objects stand for something else, e.g. 'This box is my castle.'</li> </ul> |
| 40 to 60 months    | <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>   |

|                     |   |
|---------------------|---|
|                     | <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> |
| Early Learning Goal | 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 about to happen in the future. They develop their own narratives and explanations by connecting ideas or events.   |

## **Physical Development**

### Moving and handling

| Age                | Typical Behaviour   |
|--------------------|---|
| Birth to 11 months | <ul style="list-style-type: none"> <li>• Turns head in response to sounds and sights.</li> <li>• Gradually develops ability to hold up own head.</li> <li>• Makes movements with arms and legs which gradually becomes more controlled.</li> <li>• Rolls over from front to back, from back to front.</li> <li>• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>• Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>• Reaches out for, touches and begins to hold objects.</li> <li>• Explores objects with mouth, often picking up an object and holds it to the mouth.</li> </ul>  |
| 8 to 20 months     | <ul style="list-style-type: none"> <li>• Sits unsupported on the floor.</li> <li>• When sitting, can lean forward to pick up small toys.</li> <li>• Pulls to standing, holding on to furniture or person for support.</li> <li>• Crawls, bottom shuffles or rolls continuously to move around.</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by an adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to the other.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumb and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul> |
| 16 to 26 months    | <ul style="list-style-type: none"> <li>• Walks upstairs holding hand or adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>  |
| 22 to 36 months    | <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with an object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>   |
| 30 to 50 months    | <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking running, jumping, skipping, sliding and hopping.</li> </ul>  |

|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternative feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul>   |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and land appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> |
| Early Learning Goal | 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.   |

## Health and self-care

| Age | Typical Behaviour |
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|---------------------|--|
| Birth to 11 months  | <ul style="list-style-type: none"> <li>• Responds to and thrives on warm, sensitive physical contact and care.</li> <li>• Expresses discomfort, hunger or thirst.</li> <li>• Anticipates food routines with interest.</li> </ul>   |
| 8 to 20 months      | <ul style="list-style-type: none"> <li>• Opens mouth for spoon.</li> <li>• Holds own bottle or cup.</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• Attempts to use spoon, can guide towards mouth but food often falls off.</li> <li>• Can actively cooperate with nappy changing (lies still , holds legs up).</li> <li>• Starts to communicate urination, bowel movement.</li> </ul>  |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>• Develops own likes and dislikes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without much spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul>   |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>  |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>           |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> |
| Early Learning Goal | Children know the importance for good health of physical exercise, and a healthy diet, and talks 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.   |

## **Personal, Social and Emotional Development**

Self-confidence and self-aware

| Age                 | Typical Behaviour  |
|---------------------|--|
| Birth to 11 months  | <ul style="list-style-type: none"> <li>Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.</li> <li>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</li> </ul>  |
| 8 to 20 months      | <ul style="list-style-type: none"> <li>Enjoys finding own nose, eyes or tummy as part of naming games.</li> <li>Learns that own voice and actions have effects on others.</li> <li>Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>Engage other person to help achieve a goal, e.g. to get an object out of reach.</li> </ul>   |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</li> <li>Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult.</li> </ul>   |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul>  |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help.</li> </ul> |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>Confidence to speak to others about own needs, wants interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>  |
| Early Learning Goal | 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.  |

## Managing feelings and behaviour

| Age                | Typical Behaviour   |
|--------------------|---|
| Birth to 11 months | <ul style="list-style-type: none"> <li>Is comforted by touch and people's faces and voices.</li> <li>Seeks physical and emotional comfort by snuggling into trusted adults.</li> <li>Calms from being upset when held, rocked, spoken or sung to with soothing voice.</li> <li>Shows a range of emotions such as pleasure, fear and excitement.</li> <li>Reacts emotionally to other people's emotions, e.g. smiles when smiles at and becomes distressed if hears another child crying.</li> </ul> |
| 8 to 20 months     | <ul style="list-style-type: none"> <li>Uses familiar adults to share feelings such as excitement or pleasure, and for 'emotional refueling' when feeling tired, stressed or frustrated.</li> <li>Growing ability to soothe themselves, and may like to use a comfort object.</li> </ul>   |

|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>• Cooperates with caregiving experiences, e.g. dressing.</li> <li>• Beginning to understand 'yes' and 'no' and some boundaries.</li> </ul>  |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>• Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</li> <li>• Responds to a few appropriate boundaries, with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> </ul>  |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>  |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of the behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>  |
| Early Learning Goal | 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.  |

## Making relationships

| Age | Typical Behaviour |
|-----|-------------------|
|-----|-------------------|



|                     |   |
|---------------------|---|
| Birth to 11 months  | <ul style="list-style-type: none"> <li>• Enjoys the company of others and seeks contact with others from birth.</li> <li>• Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>• Responds when talked to, for example, moves arms and legs, changes facial expressions, moves body and makes mouth movements.</li> <li>• Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>• Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>• Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul> |
| 8 to 20 months      | <ul style="list-style-type: none"> <li>• Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>• Builds relationships with special people.</li> <li>• Is wary of unfamiliar people.</li> <li>• Interacts with others and explores new situations when supported by familiar person.</li> <li>• Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</li> </ul>   |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interacts with others, but returns for a cuddle or reassurance if becomes anxious.</li> <li>• Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>  |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>   |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play areas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>   |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>  |
| Early Learning Goal | 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.   |

## **Literacy -** Reading



| Age                 | Typical Behaviour   |
|---------------------|---|
| Birth to 11 months  | <ul style="list-style-type: none"> <li>Enjoys looking at books and other printed material with familiar people.</li> </ul>  |
| 8 to 20 months      | <ul style="list-style-type: none"> <li>Handles books and printed material with interest.</li> </ul>   |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>Interested in books and rhymes and may have favourites.</li> </ul>   |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ..... '.</li> </ul>   |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>Enjoys rhyming and rhyming activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one to one and also small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Hands books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and in English, is read from left to right and top to bottom.</li> </ul> |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>Continues a rhyming song.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Beginning to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>   |
| Early Learning Goal | 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.   |

## Writing

| Age | Typical Behaviour |
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| Birth to 11 months  | <ul style="list-style-type: none"> <li>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.</li> </ul>  |
| 8 to 20 months      |  |
| 16 to 26 months     | <ul style="list-style-type: none"> <li>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.</li> </ul>   |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul>   |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paints.</li> <li>Ascribes meaning to marks that they see in different places.</li> </ul>  |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break to flow of speech into words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letter to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> |
| Early Learning Goal | 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.   |

## Mathematics Numbers

| Age | Typical Behaviour |
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| Birth to 11 months | <ul style="list-style-type: none"> <li>Notices changes in number of objects/images or sounds in groups of up to 3.</li> </ul>  |
| 8 to 20 months     | <ul style="list-style-type: none"> <li>Develops an awareness of number games through their enjoyment of action rhymes and songs that relate to their experience of number.</li> <li>Has some understanding that things exist, even when out of sight.</li> </ul>   |
| 16 to 26 months    | <ul style="list-style-type: none"> <li>Knows that things exist, even when out of sight.</li> <li>Beginning to organize and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>Says some counting words randomly.</li> </ul>   |
| 22 to 36 months    | <ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>Recites some number names in sequence.</li> <li>Creates and experiments with symbols and marks representing ideas and number.</li> <li>Begins to make comparisons between quantities.</li> <li>Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>   |
| 30 to 50 months    | <ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in numbers problems.</li> <li>Separates a group of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> |
| 40 to 60 months    | <ul style="list-style-type: none"> <li>Recognise some numbers or personal experience.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one numbers name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> </ul>   |

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|                     | <ul style="list-style-type: none"> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> |
| Early Learning Goal | Children count reliably with numbers from 1 to 20, place them in order and say which number is one more 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.  |

## Shape, space and measures

| Age                | Typical Behaviour  |
|--------------------|--|
| Birth to 11 months | <ul style="list-style-type: none"> <li>• Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.</li> </ul>  |
| 8 to 20 months     | <ul style="list-style-type: none"> <li>• Recognises big things and small things in meaningful contexts.</li> <li>• Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time and bedtime.</li> </ul>   |
| 16 to 26 months    | <ul style="list-style-type: none"> <li>• Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</li> <li>• Uses blocks to create their own simple structures and arrangements.</li> <li>• Enjoys filling and emptying containers.</li> <li>• Associates a sequence of actions with daily routines.</li> <li>• Beginning to understand that things might happen 'now'.</li> </ul>   |
| 22 to 36 months    | <ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes of home time.</li> </ul>   |
| 30 to 50 months    | <ul style="list-style-type: none"> <li>• Shows and interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interests in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> </ul> |

|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>   |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Uses everyday language to relate to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul> |
| Early Learning Goal | 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 can use mathematical language to describe them.   |

| Age                                  | Typical Behaviour  |
|--------------------------------------|--|
| Birth to 11 months<br>8 to 20 months | <ul style="list-style-type: none"> <li>The beginnings of understanding of people and communities lie in early attachment and other relationships.</li> </ul>   |
| 16 to 26 months                      | <ul style="list-style-type: none"> <li>Is curious about people and shows interest in stories about themselves and their family.</li> <li>Enjoys pictures and stories about themselves, their families and other people.</li> </ul>   |
| 22 to 36 months                      | <ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>  |
| 30 to 50 months                      | <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experiences.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> |
| 40 to 60 months                      | <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>  |
| Early Learning Goal                  | 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.  |

## The World

| Age                | Typical Behaviour  |
|--------------------|--|
| Birth to 11 months | <ul style="list-style-type: none"> <li>Moves eyes, then head, to follow moving objects.</li> <li>Reacts with abrupt change when a face or object suddenly disappears from view.</li> <li>Looks round a room with interest; visually scans environment for novel interesting objects and events.</li> <li>Smiles with pleasure at recognisable playthings.</li> <li>Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.</li> </ul> |
| 8 to 20 months     | <ul style="list-style-type: none"> <li>Closely observes what animals, people and vehicles do.</li> <li>Watches toy being hidden and tries to find it.</li> <li>Looks for dropped objects.</li> <li>Becomes absorbed in combining object, e.g. banging two objects or placing objects into containers.</li> <li>Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</li> </ul>   |

|                     |  |
|---------------------|--|
| 16 to 26 months     | <ul style="list-style-type: none"> <li>• Explores objects by linking together for different approaches; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, e.g. puts lid on Teapot.</li> </ul>  |
| 22 to 36 months     | <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>   |
| 30 to 50 months     | <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things that have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing and understanding or growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> |
| 40 to 60 months     | <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>   |
| Early Learning Goal | 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.  |

## Technology

| Age                                  | Typical Behaviour   |
|--------------------------------------|---|
| Birth to 11 months<br>8 to 20 months | <ul style="list-style-type: none"> <li>• The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</li> </ul>   |
| 16 to 26 months                      | <ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</li> <li>• Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</li> </ul>   |
| 22 to 36 months                      | <ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>   |
| 30 to 50 months                      | <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers.</li> </ul> |
| 40 to 60 months                      | <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Interacts with age-appropriate computer software.</li> </ul>  |
| Early Learning Goal                  | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  |

## Expressive Arts and Design

Exploring and using media and materials



| Age                                   | Typical Behaviour  |
|---------------------------------------|--|
| Birth to 11 months                    | <ul style="list-style-type: none"> <li>Babies explore media and materials as part of their exploration of the world around them.</li> </ul>  |
| 8 to 20 months<br><br>16 to 26 months | <ul style="list-style-type: none"> <li>Explores and experiments with a range of media through sensory exploration, and using whole body.</li> <li>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>Imitates and improvises actions they have observed, e.g. clapping or waving.</li> <li>Begins to move to music, listen to or join in rhymes or songs.</li> <li>Notices and is interested in the effects of making movements which leave marks.</li> </ul>   |
| 22 to 36 months                       | <ul style="list-style-type: none"> <li>Joins in singing favourite songs.</li> <li>Creates sounds by banging, shaking, tapping or blowing.</li> <li>Shows an interest in the way musical instruments sound.</li> <li>Experiments with blocks, colours and marks.</li> </ul>   |
| 30 to 50 months                       | <ul style="list-style-type: none"> <li>Enjoys joining in with dancing and ring games.</li> <li>Sings a few familiar songs.</li> <li>Beginning to move rhythmically.</li> <li>Imitates movement in response to music.</li> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed.</li> <li>Explored colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul> |
| 40 to 60 months                       | <ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>   |
| Early Learning Goal                   | 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.   |

## Being imaginative



| Age                                  | Typical Behaviour   |
|--------------------------------------|---|
| Birth to 11 months<br>8 to 20 months | <ul style="list-style-type: none"> <li>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.</li> </ul>   |
| 16 to 26 months                      | <ul style="list-style-type: none"> <li>Expresses self through physical action and sound.</li> <li>Pretends that one object represents another, especially when objects have characteristics in common.</li> </ul>   |
| 22 to 36 months                      | <ul style="list-style-type: none"> <li>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'.</li> <li>Beginning to make-believe by pretending.</li> </ul>   |
| 30 to 50 months                      | <ul style="list-style-type: none"> <li>Developing preferences for forms of expression.</li> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> <li>Sings to self and makes up simple songs.</li> <li>Make up rhythms.</li> <li>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>Engages in imaginative role-play based on own first-hand experiences.</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>Uses available resources to create props to support role-play.</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> |
| 40 to 60 months                      | <ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Introduces a storyline or narrative into their play.</li> <li>Plays alongside other children who are engaged in the same theme.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>   |
| Early Learning Goal                  | 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.   |

# Early Learning Goals Overview

## COMMUNICATION AND LANGUAGE

### **ELG 01 Listening and attention**

**Expected** - 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.

**Exceeding** – Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.

### **ELG 02 Understanding**

**Expected** - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Exceeding** - After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

### **ELG 03 Speaking**

**Expected** - 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.

**Exceeding** – Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or explain or justify actions or events.

## PHYSICAL DEVELOPMENT

### **ELG 04 Moving and handling**

**Expected** - 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.

**Exceeding** - Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size.

### **ELG 05 Health and self-care**

**Expected** - 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.

**Exceeding** – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening button or laces.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

### **ELG 06 Self-confidence and self-awareness**

**Expected** - 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.

**Exceeding** – Children are confident to speak to class group. They can talk about things they enjoy, are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about plans they have made to carry out activities and what they might change if they were to repeat them.

### **ELG 07 Managing feelings and behaviour**

**Expected** - 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.

**Exceeding** - Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

### **ELG08 Making relationships**

**Expected** - 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.

**Exceeding** - Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that it is unacceptable behaviour.

## **LITERACY**

### **ELG 09 Reading**

**Expected** - 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.

**Exceeding** - Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Can describe the main events in simple stories they have read.

## **ELG 10 Writing**

**Expected** - 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.

**Exceeding** – Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

## **MATHEMATICS**

### **ELG 11 Numbers**

**Expected** - 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.

**Exceeding** - Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.

### **ELG 12 Shape, space and measures**

**Expected** - 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.

**Exceeding** – Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

## **UNDERSTANDING THE WORLD**

### **ELG 13 People and communities**

**Expected** - 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.

**Exceeding** – Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that others have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

### **ELG 14 The world**

**Expected** - 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.

**Exceeding** - Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area that they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

### **ELG 15 Technology**

**Expected** - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Exceeding** – Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding best to make a record of a special event in their lives, such as a journey on a steam train.

## **EXPRESSIVE ARTS AND DESIGN**

### **ELG 16 Exploring and Using Media and Materials**

**Expected** - 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.

**Exceeding** – Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

### **ELG 17 Being Imaginative**

**Expected** - 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.

**Exceeding** – Children talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.