

**BUTTERWICK PINCHBECK'S ENDOWED CHURCH
OF ENGLAND PRIMARY SCHOOL**



EARLY YEARS FOUNDATION STAGE (EYFS)

This guidance document has been adopted at Butterwick Primary School is used to support each child's learning and development

Development matters can help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs.

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

The following extracts taken from the original Development Matters Document relate in this instance to Foundation Stage 2 (Year Reception)

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

Characteristics of Effective Learning		
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’	Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do

Area of Learning and Development	Aspect
Prime Areas (These areas are fundamental, work together, and move through to support development in all other areas).	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific Areas (These areas include essential skills and knowledge for children to participate successfully in society).	
Literacy	Reading
	Writing
Mathematics	Number
	Shape, space and measure
Understanding the World	People and Communities
	The world

	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children’s learning across all areas

Characteristics of Effective Learning			
	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Playing and Exploring <i>engagement</i>	Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	Play with children. Encourage them to explore, and show your own interest in discovering new things. <ul style="list-style-type: none"> • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children’s ideas. • Model pretending an object is something else, and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children’s confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong. 	Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. <ul style="list-style-type: none"> • Make sure resources are relevant to children’s interests. • Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play. • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore.
	Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 		
	Being willing to ‘have a go’ <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a ‘can do’ attitude • Taking a risk, engaging in new experiences, and learning by trial and error 		
	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
Active Learning <i>motivation</i>	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<ul style="list-style-type: none"> • Support children to choose their activities – what they want to do and how they will do it. • Stimulate children’s interest through shared attention, and calm over-stimulated children. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes. • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give 	<ul style="list-style-type: none"> • Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children’s curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. • Keep significant activities out instead of routinely tidying them away. • Make space and time for all children to contribute.
	Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 		
	Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result 		

<ul style="list-style-type: none"> • Enjoying meeting challenges for their own sake rather than external rewards or praise 	reasons and talk about learning, rather than just directing.	
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Characteristics of Effective Learning			
	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
Creating and Thinking Critically thinking	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	<ul style="list-style-type: none"> • Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i> • Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. • Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible? • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible responses, without rushing toward answers too quickly. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. • Model the creative process, showing your thinking about some of the many possible ways forward. • Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together. • Encourage children to describe problems they encounter, and to suggest ways to solve the problem. • Show and talk about strategies – how to do things – including problem-solving, thinking and learning. • Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. • Model the plan-do-review process yourself. 	<ul style="list-style-type: none"> • In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas?</i> Avoid children just reproducing someone else's ideas. • Build in opportunities for children to play with materials before using them in planned tasks. • Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. • Recognisable and predictable routines help children to predict and make connections in their experiences. • Routines can be flexible, while still basically orderly. • Plan linked experiences that follow the ideas children are really thinking about. • Use mind-maps to represent thinking together. • Develop a learning community which focuses on how and not just what we are learning.

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Personal, Social and Emotional Development: Making relationships

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends. 	<ul style="list-style-type: none"> Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.
40 – 60 months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>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.</p>	<ul style="list-style-type: none"> Support children in linking openly and confidently with others, e.g. to seek help or check information. Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.

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Personal, Social and Emotional Development: Self-confidence and self-awareness

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Recognise that children’s interest may last for short or long periods, and that their interest and preferences vary. Value and support the decisions that children make Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary. Encourage children to see adults as a resource and as partners in their learning. Teach children to use and care for materials, and then trust them to do so independently. Ensure that key practitioners offer extra support to children in new situations. 	<ul style="list-style-type: none"> Discuss with staff and parents how each child responds to activities, adults and their peers. Build on this to plan future activities and experiences for each child. As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. Consult with parents about children’s varying levels of confidence in different situations. Record individual achievements which reflect significant progress for every child. Seek and exchange information with parents about young children’s concerns, so that they can be reassured if they feel uncertain. Vary activities so that children are introduced to different materials. Make materials easily accessible at child height, to ensure everybody can make choices.
40 – 60 months	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>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.</p>	<ul style="list-style-type: none"> Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. Recognising and enjoying children’s success with them helps them to feel confident. Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. 	<ul style="list-style-type: none"> Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.

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Personal, Social and Emotional Development: Managing feelings and behaviour

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. • Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Ask children for their ideas on what might make people feel better when they are sad or cross. • Show your own concern and respect for others, living things and the environment. • Establish routines with predictable sequences and events. • Prepare children for changes that may occur in the routine. • Share with parents the rationale of boundaries and expectations to maintain a joint approach. • Model and involve children in finding solutions to problems and conflicts. • Collaborate with children in creating explicit rules for the care of the environment. 	<ul style="list-style-type: none"> • Provide photographs and pictures of emotions for children to look at and talk about. • Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions. • Make available a range of music that captures different moods. • Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line. • Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys. • To support children with SEN, use a sequence of photographs to show the routines in the setting. • Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities. • Use pictures or consistent gestures to show children with SEN the expected behaviours. • Provide materials for a variety of role play themes. • Provide a safe space for children to calm down or when they need to be quiet. • Provide activities that help children to develop safe ways of dealing with anger and other strong feelings.
40 – 60 months	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>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</p>	<ul style="list-style-type: none"> • Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. • Model being fair, e.g. when choosing children for special jobs. • Be alert to injustices and let children see that they are addressed and resolved. • Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. • Encourage children to think about issues from the viewpoint of others. • Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. • Make time to listen to children respectfully and kindly, 	<ul style="list-style-type: none"> • Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. • Provide activities that require give and take or sharing for things to be fair. • Use Persona Dolls to support children in considering fair ways to share and get on with each other. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their

	group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices.	routine.
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Communication and Language: Listening and attention			
	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Model being a listener by listening to children and taking account of what they say in your responses to them. • Cue children, particularly those with communication difficulties, into a change of conversation, e.g. <i>'Now we are going to talk about...'</i> • For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one. • Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. • Ask parents to record regional variations of songs and rhymes. • Play games which involve listening for a signal, such as 'Simon Says', and use <i>'ready, steady...go!'</i> • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low. • Explain why it is important to pay attention when others are speaking. • Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully. 	<ul style="list-style-type: none"> • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. <i>"mmmmummy", "shshshshadow", "K-K-K-KKaty"</i>. • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. • Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. <i>'Hickory Dickory boot, The mouse ran down the...'</i> • Set up a listening area where children can enjoy rhymes and stories. • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'. • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. • Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.
40 – 60 months	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>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.</p>		

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Communication and Language: Understanding

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. 	<ul style="list-style-type: none"> • Wait and allow the child time to start the conversation. • Follow the child’s lead to talk about what they are interested in. • Give children ‘thinking time’. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. • For children learning English as an additional language, value non-verbal communications and those offered in home languages. 	<ul style="list-style-type: none"> • Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. • Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.
40 – 60 months	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>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 or events.</p>	<ul style="list-style-type: none"> • Add words to what children say, e.g. child says <i>‘Brush dolly hair’</i>; you say <i>‘Yes, Lucy is brushing dolly’s hair.’</i> • Talk with children to make links between their body language and words, e.g. <i>“Your face does look cross. Has something upset you?”</i> • Introduce new words in the context of play and activities. • Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers. • Show interest in the words children use to communicate and describe their experiences. • Help children expand on what they say, introducing and reinforcing the use of more complex sentences. 	<ul style="list-style-type: none"> • Provide opportunities for children whose home language is other than English, to use that language. • Help children to build their vocabulary by extending the range of their experiences. • Ensure that all practitioners use correct grammar. • Foster children’s enjoyment of spoken and written language by providing interesting and stimulating play opportunities.

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Communication and Language: Speaking

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> 	<ul style="list-style-type: none"> Wait and allow the child time to start the conversation. • Follow the child's lead to talk about what they are interested in. • Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. • For children learning English as an additional language, value non-verbal communications and those offered in home languages. • Add words to what children say, e.g. child says <i>'Brush dolly hair'</i>, you say <i>'Yes, Lucy is brushing dolly's hair.'</i> • Talk with children to make links between their body language and words, e.g. <i>"Your face does look cross. Has something upset you?"</i> • Introduce new words in the context of play and activities. • Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers. • Show interest in the words children use to communicate and describe their experiences. • Help children expand on what they say, introducing and reinforcing the use of more complex sentences. 	<ul style="list-style-type: none"> • Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. • Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. • Provide opportunities for children whose home language is other than English, to use that language. • Help children to build their vocabulary by extending the range of their experiences. • Ensure that all practitioners use correct grammar. • Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.
40 – 60 months	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>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 to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> • Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences. • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as <i>"please", "thank you"</i> and <i>"can I...?"</i>. At the same time, respond sensitively to social conventions used at home. • Show children how to use language for negotiating, by saying <i>"May I...?", "Would it be all right...?", "I think that..."</i> and <i>"Will you...?"</i> in your interactions with them. • Model language appropriate for different audiences, for example, a visitor. • Encourage children to predict possible endings to stories and events. • Encourage children to experiment with words and sounds, e.g. in nonsense rhymes. • Encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after, all, most, some, each, every</i>. • Encourage language play, e.g. through stories such as <i>'Goldilocks and the Three Bears'</i> and action songs that require intonation. 	<ul style="list-style-type: none"> • Give time for children to initiate discussions from shared experiences and have conversations with each other. • Give thinking time for children to decide what they want to say and how they will say it. • Set up collaborative tasks, for example, construction, food activities or story-making through role-play. • Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. • Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts. • Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. • Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.

		<ul style="list-style-type: none">• Value children's contributions and use them to inform and shape the direction of discussions.	
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Physical Development: Moving and Handling

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • 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. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Encourage children to move with controlled effort, and use associated vocabulary such as '<i>strong</i>', '<i>firm</i>', '<i>gentle</i>', '<i>heavy</i>', '<i>stretch</i>', '<i>reach</i>', '<i>tense</i>' and '<i>floppy</i>'. • Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. • Motivate children to be active through games such as follow the leader. • Talk about why children should take care when moving freely. • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. • Encourage children to use the vocabulary of movement, e.g. '<i>gallop</i>'; '<i>slither</i>'; of instruction e.g. '<i>follow</i>', '<i>lead</i>' and '<i>copy</i>'. <i>w</i> • Pose challenging questions such as '<i>Can you get all the way round the climbing frame without your knees touching it?</i>' • Talk with children about the need to match their actions to the space they are in. • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. • Introduce and encourage children to use the vocabulary of manipulation, e.g. '<i>squeeze</i>' and '<i>prod</i>'. • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. 	<ul style="list-style-type: none"> • Provide time and space to enjoy energetic play daily. • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. • Practise movement skills through games with beanbags, cones, balls and hoops. • Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. • Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments. • Provide play resources including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.
40 – 60 months	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>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.</p>		

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Physical Development: Health and self-care

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • 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. 	<p>Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors.</p> <ul style="list-style-type: none"> • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. • Talk with children about the importance of hand-washing. • Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist. 	<p>Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.</p> <ul style="list-style-type: none"> • Plan so that children can be active in a range of ways, including while using a wheelchair. • Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.
40 – 60 months	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal 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.</p>	<ul style="list-style-type: none"> • Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. 	<p>Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.</p> <ul style="list-style-type: none"> • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.

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Literacy: Reading

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. • Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. • Remember not all languages have written forms and not all families are literate either in English, or in a different home language. • Discuss with children the characters in books being read. • Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. • Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> • Provide some simple poetry, song, fiction and non-fiction books. • Provide fact and fiction books in all areas, e.g. construction area as well as the book area. • Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. • Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. • Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. • When children can see the text, e.g. using big books. model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. • Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. • Ensure access to stories for all children by using a range of visual cues and story props.
40 – 60 months	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>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.</p>	<p>Discuss and model ways of finding out information from non-fiction texts.</p> <ul style="list-style-type: none"> • Provide story sacks and boxes and make them with the children for use in the setting and at home. • Encourage children to recall words they see frequently, such as their own and friends' names. • Model oral blending of sounds to make words in everyday contexts, e.g. <i>'Can you get your h-a-t hat?'</i> • Play games like word letter bingo to develop children's phoneme-grapheme correspondence. • Model to children how simple words can be segmented into sounds and blended together to make words. • Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> • Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). • Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. • Provide story boards and props which support children to talk about a story's characters and sequence of events. • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. • Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. • Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. • Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

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Literacy: Writing

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". • Support children in recognising and writing their own names. • Make books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Encourage the children to use their phonic knowledge when writing.
40 – 60 months	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>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.</p>	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. • Support and scaffold individual children's writing as opportunities arise. 	<p>Provide word banks and writing resources for both indoor and outdoor play.</p> <ul style="list-style-type: none"> • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>. • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.

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Mathematics: Number

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • Use number language, e.g. 'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations. • Support children's developing understanding of abstraction by counting things that are not objects, such as hops, jumps, clicks or claps. • Model counting of objects in a random layout, showing the result is always the same as long as each object is only counted once. • Model and encourage use of mathematical language e.g. asking questions such as 'How many saucepans will fit on the shelf?' • Help children to understand that one thing can be shared by number of pieces, e.g. a pizza. • As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?' • Use pictures and objects to illustrate counting songs, rhymes and number stories. • Encourage children to use mark-making to support their thinking about numbers and simple problems. • Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud. 	<ul style="list-style-type: none"> • Give children a reason to count, e.g. by asking them to select enough wrist bands for three friends to play with the puppets. • Enable children to note the 'missing set', e.g. 'There are none left' when sharing things out. • Provide number labels for children to use, e.g. by putting a number label on each bike and a corresponding number on each parking space. • Include counting money and change in role-play games. • Create opportunities for children to separate objects into unequal groups as well as equal groups. • Provide story props that children can use in their play, e.g. varieties of fruit and several baskets like Handa's in the story <i>Handa's Surprise</i> by Eileen Browne.
40 – 60 months	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. 	<ul style="list-style-type: none"> • Encourage estimation, e.g. estimate how many sandwiches to make for the picnic. • Encourage use of mathematical language, e.g. number names to ten: 'Have you got enough to give me three?' • Ensure that children are involved in making displays, e.g. making their own pictograms of lunch choices. <p>Develop this as a 3D representation using bricks and discuss the most popular choices.</p> <ul style="list-style-type: none"> • Add numerals to all areas of learning and development, e.g. to a display of a favourite story, such as 'The Three Billy Goats Gruff'. 	<ul style="list-style-type: none"> • Provide collections of interesting things for children to sort, order, count and label in their play. • Display numerals in purposeful contexts, e.g. a sign showing how many children can play on a number track. • Use tactile numeral cards made from sandpaper, velvet or string. • Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects.

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Mathematics: Shape, space and measure

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> Demonstrate the language for shape, position and measures in discussions, e.g. 'sphere', 'shape', 'box', 'in', 'on', 'inside', 'under', long, longer', 'longest', 'short', 'shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'. Find out and use equivalent terms for these in home languages. Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions. Value children's constructions, e.g. helping to display them or taking photographs of them. 	<ul style="list-style-type: none"> Organise the environment to foster shape matching, e.g. pictures of different bricks on containers to show where they are kept. Have large and small blocks and boxes available for construction both indoors and outdoors. Play games involving children positioning themselves <i>inside, behind, on top</i> and so on. Provide rich and varied opportunities for comparing length, weight, capacity and time. Use stories such as Rosie's Walk by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units. Show pictures that have symmetry or pattern and talk to children about them.
40 – 60 months	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. <p>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 use mathematical language to describe them.</p>	<ul style="list-style-type: none"> Ask 'silly' questions, e.g. show a tiny box and ask if there is a bicycle in it. Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be. Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct. Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes. Encourage children to use everyday words to describe position, e.g. when following pathways or playing with outdoor apparatus. 	<ul style="list-style-type: none"> Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter. Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area. Plan opportunities for children to describe and compare shapes, measures and distance. Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines. Provide a range of natural materials for children to arrange, compare and order.

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Understanding the world: People and communities

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. 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. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Encourage children to talk about their own home and community life, and to find out about other children's experiences. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting. 	<ul style="list-style-type: none"> Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting. Share stories that reflect the diversity of children's experiences. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
40 – 60 months	<p>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.</p>	<ul style="list-style-type: none"> Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. 	

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Understanding the world: The World

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Use parents' knowledge to extend children's experiences of the world. • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Introduce vocabulary to enable children to talk about their observations and to ask questions. 	<ul style="list-style-type: none"> • Use the local area for exploring both the built and the natural environment. • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. • Provide play maps and small world equipment for children to create their own environments. • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.
40 – 60 months	<p>Looks closely at similarities, differences, patterns and change.</p> <p>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.</p>	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. • Use appropriate words, e.g. <i>'town'</i>, <i>'village'</i>, <i>'road'</i>, <i>'path'</i>, <i>'house'</i>, <i>'flat'</i>, <i>'temple'</i> and <i>'synagogue'</i>, to help children make distinctions in their observations. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Encourage the use of words that help children to express opinions, e.g. <i>'busy'</i>, <i>'quiet'</i> and <i>'pollution'</i>. • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. • Pose carefully framed open-ended questions, such as <i>"How can we...?"</i> or <i>"What would happen if...?"</i>. 	<ul style="list-style-type: none"> • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. • Provide stories that help children to make sense of different environments. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.

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Understanding the world: Technology

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> • Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. • Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision. 	<ul style="list-style-type: none"> • When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.
40 – 60 months	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>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.</p>	<ul style="list-style-type: none"> • Encourage children to speculate on the reasons why things happen or how things work. • Support children to coordinate actions to use technology, for example, call a telephone number. • Teach and encourage children to click on different icons to cause things to happen in a computer program. 	<ul style="list-style-type: none"> • Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. • Provide a range of programmable toys, as well as equipment involving ICT, such as computers.

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Expressive arts and design: Exploring and using media and materials

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Support children’s responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. • Introduce vocabulary to enable children to talk about their observations and experiences, e.g. ‘smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’. • Talk about children’s growing interest in and use of colour as they begin to find differences between colours. • Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “<i>I wonder what would happen if...</i>”. • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. 	<ul style="list-style-type: none"> • Lead imaginative movement sessions based on children’s current interests such as space travel, zoo animals or shadows. • Provide a place where work in progress can be kept safely. • Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. • Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. • Introduce children to a wide range of music, painting and sculpture. • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
40 – 60 months	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>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.</p>	<ul style="list-style-type: none"> • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. 	<ul style="list-style-type: none"> • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a ‘holding bay’ where models and works can be retained for a period for children to enjoy, develop, or refer to. • Plan imaginative, active experiences, such as ‘Going on a bear hunt’. Help them remember the actions of the story (We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving.

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Expressive arts and design: Being imaginative

	A Unique Child: observing how a child is learning	A Unique Child: observing how a child is learning	Enabling Environments: what adults could provide
30 – 50 months	<ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. 	<ul style="list-style-type: none"> Tell stories based on children's experiences and the people and places they know well. Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., <i>"This bear has arrived in the post. He has a letter pinned to his jacket. It says 'Please look after this bear.' We should look after him in our room. How can we do that?."</i>
40 – 60 months	<ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. <p>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.</p>	<ul style="list-style-type: none"> Help children to gain confidence in their own way of representing ideas. Be aware of the link between imaginative play and children's ability to handle narrative. Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. Carefully support children who are less confident. Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. Introduce descriptive language to support children, for example, 'rustle' and 'shuffle'. 	<ul style="list-style-type: none"> Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Provide opportunities indoors and outdoors and support the different interests of children, e.g. in roleplay of a builder's yard, encourage narratives to do with building and mending.

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Early Education
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