



What to expect, when?

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

How to use this guide

The Early Years Foundation Stage Framework (EYFS) sets out the learning and development stages for children as they grow from birth to five years.

The purpose of this booklet is to help you find out more about how your child is learning and developing during their first five years. Children develop more rapidly during the first five years of their lives than at any other time.

The following information is to help you as a parent/carer know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the EYFS.

In the information below your child's first five years have been divided up into six age bands which overlap. This is because **every child is different and children do not grow and develop at the same rate.** It highlights what you might notice your child doing at these points.

Children learn and develop through playing, exploring, being active, creative and being asked questions to help their thinking. After each age band we give you an example of some ideas and tips as to how you can help your child's learning and development.

16 - 26 months: You might notice that....

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I like to play next to other children. • I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know. • I can play turn taking games, like rolling a ball back and forth, with a grown up. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • I can go and play with new toys by myself but like to find a grown up that I know when I need them. • I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby. • I try to do things for myself, such as putting my boots on, and will tell you “no” if you try to help me. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know. • Sometimes I will get cross when I want to do things for myself and I can't do them. • Sometimes, when you tell me what to do, rather than “no” I am able to do it. • I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I can walk upstairs when a grown up holds my hand. • I come downstairs backwards on my knees, holding on to the steps and come down one step at a time. • I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand. <p>Health and self-care</p> <ul style="list-style-type: none"> • I can tell you what I like and don't like to eat and drink. • I like to try new things to eat. • I can hold a lidded cup in both hands and not spill too much drink as I put the cup to my mouth. • I can tell you when I need my nappy or pants changed. • I can tell you when I need to sit on the potty or go to the toilet. • I like to help you when you get me dressed and undressed by finding my clothes and trying to put them on. When you change me I can find my wipes and new nappy and give them to you. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • When you read me a story I like to join in with the sounds that different characters and things make. • When you sing rhymes I join in with the actions and sounds that different characters and things make. • When I play with my favourite toys I am enjoying myself so much I don't always hear you when you talk to me. <p>Understanding</p> <ul style="list-style-type: none"> • I can tell you the names of toys or things that I want. • If you tell me to find a toy or thing from a basket or box I can find the right thing. • I can understand what to do when you tell me do one thing, such as “Throw the ball” or “Put the baby in the bed”. <p>Speaking</p> <ul style="list-style-type: none"> • I use words that I have heard you say, such as “Oh dear” or “All gone”. • I am starting to say two word phrases such as “want ball” or “more juice” to tell you what I want or need. • I use lots of everyday words that are important to me, such as “banana”, “go”, “sleep” or “hot” to tell you things. • I am beginning to ask you questions, like “What's that?” and “Why?”. • Sometimes when I am playing with toys or sharing a story with you, I will talk to you about things that the toys and pictures remind me about.

16 - 26 months: You might notice that....

Literacy	Mathematics	Understanding the World	Expressive arts and Design
<p>Reading</p> <ul style="list-style-type: none"> • I like to share stories with you and can find my favourite stories for you to read to me. • I have favourite rhymes and songs and join in with the actions and songs. <p>Writing</p> <ul style="list-style-type: none"> • Toddlers need to hear words and learn to use these. • Toddlers need to explore what happens when they use their hands and feet. • I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the 	<p>Numbers</p> <ul style="list-style-type: none"> • I know that when you hide a toy under a blanket I will find it under the blanket. • I can sort out my toys and things so that all the same ones are together. • When I am playing with my toys or singing songs I will say number names in a mixed up order. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • I try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole. • I can build towers and long lines across the floor with bricks. • I know the order I need to use things to help me get ready at bedtime or to get dressed. • I know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat. 	<p>People and communities</p> <ul style="list-style-type: none"> • I like to look at and talk to you about photos of those who are special to me, such as family members, brothers and sisters, friends and pets. • I like to listen to stories about children and families. <p>The world</p> <ul style="list-style-type: none"> • I like to explore things to see what I can do with them. I might shake them, hit things with them, look at them, touch them, put them in my mouth or pull them to find out what happens. • I can put things together that belong together, such as a lid on the teapot or a lid on a box. <p>Technology</p> <ul style="list-style-type: none"> • I know that when you press the button on the remote control the television comes on or the button on the car key the car makes a noise and a light comes on. • I can press buttons on my toys to make a noise or get something to pop up. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Toddlers need to explore lots of different things to find out what they can do with them. • I will jump, bounce or swing my arms when I hear music or songs that I like. • I will join in with some of the words and actions I know when you sing my favourite songs. • I can use chunky pens or crayons to make lines that go up and down and round and round. • I am starting to make different sounds, like fast and loud, when I am playing musical instruments or everyday things like spoons, pots or plastic bowls. <p>Being imaginative</p> <ul style="list-style-type: none"> • I can use my hands to make marks in paint or mud. As I make the marks with my hands I make different sounds like “weeee”. • I can pretend that a toy or thing is something else, such as pretending that my teddy is a baby.

22 - 26 months: You might notice that....

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I watch what other children are doing before I join in with them. • I will go to grown ups I know when I want a cuddle, when I am upset and /or when I am excited. • I am beginning to make friends. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • I can say “goodbye” to you when I have a grown up I know to help me. • I can show you what I want to play with, eat and/or wear. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • I will go to a grown up I know when I’m feeling sad, scared or worried. • I will do or say something when someone I know looks sad, cross, scared or worried. • I know that if I take my friend’s toy or shout at them they might get upset or cross. • I will give my friend a hug if they are upset. • I can sometimes stop myself from doing something that I know I shouldn’t do. • Sometimes I choose to play with toys I like to stop me from feeling upset. • I can follow simple routines to help me do things by myself. • If you tell me what to do, rather than “no” I am able to do it. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I can run without bumping into things or tripping up. • I can squat down on my knees to play and can get up without using my hands. • I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair. • I can kick a large ball. • I can turn the pages in a book. Sometimes I might turn over more than one page at a time. • I can hold a small jug and pour my own drink. • I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. • When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step. <p>Health and self-care</p> <ul style="list-style-type: none"> • I am beginning to choose to hold objects in one hand more than in the other. • I can hold a spoon to pick up my food and put it into my mouth to feed myself. • I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth. • I can tell you when I need to use the potty or toilet. • I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help. • I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself. • I am beginning to be able to wash and dry my hands by myself. • I am beginning to be able to sit on a potty or toilet by myself. • I can use a set of steps to help me reach the sink or toilet by myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • I listen to stories when you make different noises or use different voices as you read to me. • I can recognise sounds by finding or going to the thing or place. • I join in with singing songs and rhymes. • I stop what I am doing, look at you and listen to you when you say my name. <p>Understanding</p> <ul style="list-style-type: none"> • When you ask questions like “Who’s jumping?” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing” words. • I understand longer instructions or questions such as “Put the bricks away and then we’ll read a book”. • I can show you that I understand “who”, “what” and “where” when you use short questions such as “Who’s that?”, “What’s that?” or “Where is?” as we look at pictures in a book or play with toys. • I can point to the right picture or object to show that I understand describing words such as “big” or “small”. <p>Speaking</p> <ul style="list-style-type: none"> • I can use simple sentences with 3-4 words to talk about what I am doing or what is happening. • When I am talking with you, I talk about lots of different things – what I am doing, what I like or what I have done. • I use objects and gestures to help me explain what I mean when I am talking. • I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys. • I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person.

22 - 26 months: You might notice that....

Literacy	Mathematics	Understanding the World	Expressive arts and Design
<p>Reading</p> <ul style="list-style-type: none"> • I have some favourite rhymes and songs. • When you read my favourite stories I can join in with words and phrases that appear over and over again. • I can tell you the missing word or phrase in stories and rhymes that I know really well, such as “Humpty Dumpty sat on a <p>Writing</p> <ul style="list-style-type: none"> • I can tell you about the different marks I make in my writing and drawing. • I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. • I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. 	<p>Numbers</p> <ul style="list-style-type: none"> • I can give you the right number of objects from a collection when you say “please give me one”, “please give me two”. • I can say some number names in order. • I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. • I can show you which group of toys or plate of food has “more”. • I can use words like “more” and “a lot” to describe amounts of objects. • I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don’t have as much. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • I can point to shapes and patterns in pictures and clothes. • I can sort a collection of objects so that ones that are the same shape or size are altogether. • I can use words such as “big” and “little” to describe toys, clothes and pictures in a book. • I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next. 	<p>People and communities</p> <ul style="list-style-type: none"> • I can recognise photos of my friends, family and other special people and tell you who they are. • I can use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby. • I am beginning to make friends. • I can talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear. <p>The world</p> <ul style="list-style-type: none"> • I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them. • I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud. <p>Technology</p> <ul style="list-style-type: none"> • I can switch electronic toys on, such as a torch or remote control car, and know how to press buttons or switches to make something happen. • I can make toys, such as a wind up toy, move. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • I join in with singing my favourite songs and rhymes. • I can explore the different sounds I can make using musical instruments or everyday objects such as spoons, pots and plastic bowls. • I join in with dancing to songs and when I hear musical instruments being played. • I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children’s scissors. <p>Being imaginative</p> <ul style="list-style-type: none"> • I can tell you what the different marks I make in my drawings are. • I can use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess.