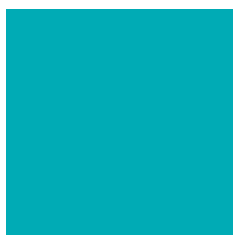
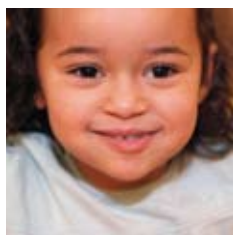




Practice Guidance for the Early Years Foundation Stage

May 2008

Setting the Standards for Learning, Development
and Care for children from birth to five



Every Child Matters

Change For Children



NON-STATUTORY
GUIDANCE

department for
children, schools and families

Practice Guidance for the Early Years Foundation Stage

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Section 1: Implementing the EYFS



Introduction

- 1.1** This booklet provides guidance for practitioners on meeting the requirements of the Early Years Foundation Stage (EYFS) framework. It aims to provide useful advice and detailed information on supporting children's learning and development and welfare.
- 1.2** The guidance looks in more detail at how to implement the learning and development requirements and the welfare requirements in the *Statutory Framework for the Early Years Foundation Stage* document. There is also guidance on children's development, what to look out for, effective practice and useful hints on planning and resourcing. The sections in 'Development matters' and 'Look, listen and note' also support the continuous assessment that practitioners must undertake. Of course, these sections are not intended to be exhaustive – different children will do different things at different times – and they should not be used as checklists.
- 1.3** The *Practice Guidance for the Early Years Foundation Stage* booklet is part of the EYFS package of materials and should be used alongside the:
- *Statutory Framework for the Early Years Foundation Stage* booklet (the legal requirements and statutory guidance);
 - EYFS resources for providers and practitioners (CD-ROM, poster and Principles into Practice cards).
 - The Principles into Practice cards provide easy-to-use information about effective practice across the themes of the EYFS. They are arranged into the four guiding themes which put the requirements into context, and describe how practitioners should support the development, learning and care of young children. The cards include lots of information, hints and further questions to prompt reflection and provide useful pointers for practitioners in their day-to-day work with children.
 - The EYFS poster shows you at a glance how the EYFS Principles support effective practice in the EYFS.
 - The EYFS CD-ROM contains all of the written documents in the pack plus in-depth information on the EYFS, including video material, examples of effective practice and information about supporting every child's development. It also has lots of references and website links to further information and reading to support your work. The CD-ROM will help you to use the EYFS effectively and provides opportunities for ongoing self-training and development. Additionally, the CD-ROM information will be available on the Teachernet website www.teachernet.gov.uk, where you can also access the most up-to-date links and information on the EYFS.

Putting the Principles into practice

- 1.4** The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments – the environment plays a key role in supporting and extending children's development and learning.

Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

- 1.5** These four guiding themes work together to underpin effective practice in the delivery of the EYFS. They put the legal requirements into context, and describe how practitioners should support the development, learning and care of young children. The Principles into Practice cards will also support practitioners to plan appropriate activities based on the needs and interests of individual children. There are lots of suggestions for activities that work, with issues raised about challenges and dilemmas practitioners may face in their work.

General points on provision of the EYFS

- 1.6** The rest of this section breaks down the key issues which are paramount to successful delivery of the EYFS and meeting children's needs. There are strong links to the cards, and practitioners should think about how the information on the cards can influence their day-to-day work with children.

Meeting the diverse needs of children (Principles into Practice cards)

- 1.7** Meeting the individual needs of all children lies at the heart of the EYFS. Practitioners should deliver personalised learning, development and care to help children to get the best possible start in life. The EYFS CD-ROM provides some examples of ways in which you can achieve this.
- 1.8** You must promote positive attitudes to diversity and difference within all children. In doing this you will help them to learn to value different aspects of their own and other people's lives. This includes making sure that all children and families feel included, safe and valued; that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected.
- 1.9** Practitioners must plan for the needs of children from black and other minority ethnic backgrounds, including those learning English as an additional language, and for the needs of any children with learning difficulties or disabilities. Providers must actively avoid gender stereotyping and must challenge any expression of prejudice or discrimination, by children or adults.
- 1.10** You must plan for each child's individual care and learning requirements. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist. You should also identify and respond early to needs which could lead to the development of learning difficulties. There must be appropriate challenges for gifted and talented children.

Partnership working (Principles into Practice card)

- 1.11** Early years practitioners have a key role to play in working with parents to support their young children. This should include identifying learning needs and responding quickly to any difficulties. Wherever appropriate, practitioners should work together with professionals from other agencies, such as local and community health and social services, to identify needs and provide the best learning opportunities for children. Partnership working may be required in particular for a child with disabilities or a child who is looked after in care.
- 1.12** Regular information should be provided for parents about activities undertaken by the children; for example, through wall displays, photographs and examples of children's work.

Flexible provision (Principles into Practice cards)

- 1.13** Many children will receive education and care under the EYFS framework in more than one setting. Some may attend part-time, while others may attend full-time and also use extended services, such as breakfast or after-school clubs. These patterns of attendance will be a key factor in planning. For children who attend more than one setting, practitioners must ensure effective continuity and progression by sharing relevant information with each other and parents.

- 1.14** You should also take into account the differing needs of individual children within the setting and tailor your approach to each child's needs. For example, some children may find it very tiring to concentrate for long periods and need frequent pauses and rests, while others may benefit from longer sessions.
- 1.15** Providers who care for children over relatively short periods of time are responsible for delivering the EYFS in an appropriate way that meets the needs of the children. They should make sure that what they provide complements the education and care the child receives in other settings.

Play (Principles into Practice cards

- 1.16** Play underpins the delivery of all the EYFS. Children must have opportunities to play indoors and outdoors. All early years providers must have access to an outdoor play area which can benefit the children. If a setting does not have direct access to an outdoor play area then they must make arrangements for daily opportunities for outdoor play in an appropriate nearby location. The EYFS CD-ROM also contains information suggesting innovative ways to engage children in outdoor play.
- 1.17** Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.
- 1.18** Providing well-planned experiences based on children's spontaneous play, both indoors and outdoors, is an important way in which practitioners support young children to learn with enjoyment and challenge. In playing, children behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.
- 1.19** The EYFS requires providers to ensure a balance of child-initiated and adult-led play-based activities. Providers should use their judgement and their knowledge of the children in their care in deciding what the balance should be. When a child engages in a self chosen pursuit, this is child-initiated activity. For example, a child might elect to play with a fire engine – fitting the driver behind the steering wheel, extracting the driver, replacing the driver, throwing the driver back into a box and introducing a different driver. Another instance of a child-initiated choice may be where a child takes ownership of an activity and 'subverts' it to a different purpose than intended. For example, a child might prefer to pour water into a hole to make a puddle rather than watering the plants as the adult intended. Other child-initiated activities may be instigated when the child brings something to the setting – such as an experience of having been on a bus or visiting hospital. This might lead to the provision of resources, stories and pictures to support this interest. Whatever children bring is an indication of their current interest and should be supported.
- 1.20** Small group times are good example of an adult-led activity – the adult has selected the time to encourage a particular aspect of learning, or discuss a particular topic. The adult may introduce a particular material, skill or idea. Often when an adult initiates an activity, for example demonstrates the skill of weaving, the child's need for adult involvement will decrease over time as they master the skill.
- 1.21 The role of the practitioner is crucial in:**
- observing and reflecting on children's spontaneous play;
 - building on this by planning and resourcing a challenging environment which:
 - supports and extends specific areas of children's learning;
 - extends and develops children's language and communication in their play.



1.22 Through play, in a secure but challenging environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to understand the need for rules;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems.

Quality improvement – a continuous process

1.23 Research shows that high quality experiences in the early years, including a good home learning environment, have a significant positive impact on children’s social, emotional and cognitive development and, therefore, their progress at school and into adult life. It is vitally important that early years provision is of a consistently high standard, and that providers continually look for ways to improve the quality of the learning, development and care they offer.

1.24 At a basic level, high quality early years provision can be defined as a provision which:

- improves outcomes for every child through high aspiration and effective practice;
- provides personalised learning, development and support – tailored to the needs of individual children (Principles into Practice card  2.3);
- builds the foundations for future success;
- involves parents in their children’s learning and development (Principles into Practice card  2.2).

The characteristics of a continuously improving setting

1.25 There are a number of factors that contribute to high quality provision – and the most important is the quality of the workforce.

1.26 In a continuously improving setting the leader will:

- have energy, enthusiasm and a principled educational vision;
- employ a whole setting approach, support collaborative working and the collective identification and clear expression of pedagogical objectives related to the EYFS framework that promote achievement for all children;
- recognise the value of continuous quality improvement and how it impacts on children’s achievement – engaging with local authority early years consultants and advisory teachers;
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review – assessing what the setting offers against robust and challenging quality criteria;

- draw on the full range of quality improvement tools available – for example, the Early Childhood Environmental Rating Scales (ECERS – E & A); Key Elements of Effective Practice (Primary National Strategies); Babies’ Effective Early Learning (BEEL); and the Leuven scale of children’s well-being and involvement¹;
- lead a collaborative learning culture – providing time and space for knowledge-sharing and support for continuous professional development for all staff;
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting’s strengths and priorities for development that will improve the quality of provision for all children.

1.27 A continuously improving setting will have well-qualified and experienced staff who:


- are appropriately trained, with up-to-date skills and qualifications; who are motivated and supported to further raise their skills and qualification level to level 3 and beyond;
- engage in regular cycles of planning and review, informed by accurate record keeping, including information on children’s learning progress, and the EYFS Profile;
- understand and engage in informed reflective practice – both individually and in groups;
- work collaboratively within the setting to share knowledge, question practice and test new ideas – with high aspirations for every child;
- support quality improvement processes in the setting – recognising how these processes can extend effective practice and help improve outcomes for every child;
- are keen to share best practice with other practitioners through local, regional and national networking;
- work together with other practitioners and parents to support transition, both between settings and between setting and school;
- are committed to the development of sustained shared thinking by offering encouragement, clarifying ideas and asking open questions which support and extend children’s thinking and help them make connections in learning – while ensuring a balance between adult-led and child-initiated activities;
- work in partnership with parents – sharing information and involving them in their child’s continuous learning and development.

1.28 Practice will be inclusive, where: (Principles into Practice cards and)

- children are valued as unique individuals and diversity is respected;
- provision is personalised – offering support tailored according to individual needs, taking into account children having English as an additional language, special educational needs or disability and the gifted and talented.

¹ Providers wanting more information about quality improvement tools should contact the early years adviser at their local authority.

1.29 There will be a safe and stimulating environment, which: (Principles into Practice cards and)

- promotes physical, mental and emotional health and well-being;
- has enough space to play and opportunities to be outdoors with freedom to explore and be physically active;
- has dynamic and flexible systems of physical organisation that support personalised learning for all children, including the gifted and talented and children with special educational needs/disabilities;
- provides continuity of care that enables children to identify with key workers and develop relationships at all levels (Principles into Practice card )

Transition, continuity and coherence

1.30 A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately. Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings. Schools should use the summative assessment of each child recorded in the EYFS Profile to support planning for learning in Year 1. Year 1 teachers should be familiar with the EYFS and likewise EYFS teachers should be familiar with the KS1 curriculum. Gifted and talented children should be included in the school's Gifted and Talented Register.

Guidance from the end of the EYFS to Years 6 and 7

1.31 The Primary Framework for literacy and mathematics: The Primary Framework for literacy and mathematics provides guidance for practitioners working with children from the end of the EYFS to Year 6 and into Year 7. It covers the areas of speaking and listening, reading, writing and mathematics. The Framework reflects the recommendations from the review of early reading, and in particular that systematic high-quality phonic work should be the prime means for teaching children to read and spell words. The review confirmed that for most children such work should begin by age five, subject to the principled professional judgements of practitioners. The activities and approaches in Communication, Language and Literacy help to prepare children for starting phonic work, particularly the development of speaking and listening skills.

1.32 The guidance provided in the Framework for children aged from three to five is an overview of what is in the EYFS. The learning objectives for this section in the Framework are the early learning goals and a few additional statements from Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy. These early learning goals and statements are also listed under the 'learning strands' of both literacy and mathematics frameworks, so that practitioners can see how the EYFS feeds into literacy and mathematics teaching in KS1.

1.33 The Social and Emotional Aspects of Learning resource: The Social and Emotional Aspects of Learning (SEAL) programme provides a framework for developing children's social and emotional skills from the EYFS right through primary school. It is the DCSF recommended social and emotional learning programme for all primary school children, and is also available to state nurseries with EYFS children.

Section 2: Learning and Development (Principles into Practice cards -)

Overview of the Learning and Development guidance

- 2.1** Each section of the areas of Learning and Development offers examples of the types of activities and experiences that children might be involved in as they progress and which practitioners could refer to when they are planning. There is also support for continuous assessment that practitioners must undertake. These sections are not intended to be exhaustive – different children will do different things at different times – and **they should not be used as checklists**.
- 2.2** The Learning and Development sections are split into four columns that represent the ongoing cycle of thinking about development and assessing children’s progress. These will support and enable practitioners to provide opportunities for children to play, learn and succeed in an atmosphere of care and feeling valued. The four columns are: Development matters; Look, listen and note; Effective practice; and Planning and resourcing. Information on each column is provided below. Practitioners must be familiar with the content of the areas of Learning and Development in order to support children’s learning and development. This guidance begins in Appendix 2 on page 24.

Development matters

- 2.3** The Development matters column identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS.
- 2.4** It is important to note that children will not necessarily progress sequentially through the stages, since these do not represent age-related goals. Some elements may appear to have been achieved very quickly, others will take much longer. As children move from one element to another, they take with them what they have already achieved and continue to practise, refine and build on their previous development and learning.
- 2.5** Within the Development matters column the early learning goals are indicated in bold print. The statutory early learning goals establish expectations for most children to reach by the end of the reception year. By the end of the EYFS, some children will have exceeded the goals, while others will be working towards some or all of them.

Look, listen and note

- 2.6** Practitioners’ observations of children help them to assess the progress which children are making. Observations help practitioners to decide where children are in their learning and development and to plan what to do. This is an essential part of daily practice in any setting, regardless of the age of the baby or child. Looking, listening and noting is important because it helps you to:
- get to know a child better and develop positive relationships with children and their parents;
 - plan appropriate play and learning experiences based on the children’s interests and needs, and identify any concerns about a child’s development;
 - further develop your understanding of a child’s development;

- develop a systematic and routine approach to using observations;
- use assessment to plan the next steps in a child’s developmental progress and regularly review this approach.

Further information on record keeping and recording assessments can be found on the EYFS CD-ROM.

Effective practice

2.7 By using the information on Learning and Development to support continuous observational assessment practitioners will form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there. The guidance on effective practice to support children’s development is based on the EYFS Principles and the examples given illustrate just some of the possibilities. The column provides ideas on activities and initiatives that practitioners can engage in to support and extend children’s learning and development, based on their interests and needs. As well as leading activities and encouraging child-led activities, you should support and extend all children’s development and learning by being an active listener and joining in and intervening when appropriate. The EYFS CD-ROM and the cards both give further examples of effective practice.

Planning and resourcing (Principles into Practice card 3.1)

2.8 Good planning is the key to making children’s learning effective, exciting, varied and progressive. It enables practitioners to build up knowledge about how individual children learn and make progress. It also provides opportunities for you to think and talk about how to sustain a successful learning environment. This process works best when all practitioners working in the setting are involved. Practitioners who work alone will benefit from opportunities to discuss their plans with others working in similar circumstances.

2.9 Planning should include all children, including those with additional needs. However, it is important to remember that no plan written weeks in advance can include a group’s interest in a spider’s web on a frosty morning or a particular child’s interest in transporting small objects in a favourite blue bucket, yet it is these interests which may lead to some powerful learning. Plans should therefore be flexible enough to adapt to circumstances.

Assessment (Principles into Practice card 3.1)

2.10 All effective assessment involves analysing and reviewing what you know about each child’s development and learning. You can then make informed decisions about the child’s progress and plan next steps to meet their development and learning needs. This is called **assessment for learning**.

- **Formative assessment** is the type of assessment based on observations, photographs, video, things children have made or drawn and information from parents. It informs or guides everyday planning.
- **Summative assessment** is a summary of all the formative assessment done over a long period and makes statements about the child’s achievements. The EYFS Profile is the summative assessment completed by practitioners at the end of the EYFS. It summarises children’s progress towards the early learning goals. It can also be formative in that it informs and guides the medium- and long-term planning done by Year 1 teachers in order to support and extend children’s learning as they move into KS1.

- 2.11** The EYFS Profile scales booklet is available for practitioners to use to help them assess children's development. However, you can use your own records to compile a Profile for each child, as long as your approach is consistent with the early learning goals. You can use your professional judgement to decide how much record keeping is necessary to support your assessments. However, you must undertake the EYFS Profile for all children of an appropriate age and assess them through observational assessment against the 13 scales and report 13 scores for each child.
- 2.12** You also have the option of using the eProfile which is an electronic version of the EYFS Profile scales booklet. This can be obtained from your local authority but you will need to make sure that your local authority is able to provide the necessary IT assistance before downloading the software.
- 2.13** The *Assessment and Reporting Arrangements* (ARA) booklet sets out the statutory assessment and reporting arrangements for the EYFS, along with information on arrangements for submitting data to local authorities. It is reviewed annually and issued to practitioners by the QCA, and is also available online. A weblink is available on the EYFS CD-ROM www.qca.org.uk
- 2.14** The *Common Assessment Framework* (CAF) enables effective communication between the various agencies involved with children who have additional needs, or a child about whom there are concerns. It is used alongside the formative and summative assessment described above. The CAF can be found on the EYFS CD-ROM.



Section 3: Welfare requirements

Overview of the welfare requirements

- 3.1** Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. The welfare requirements are designed to support providers in creating a setting which is welcoming, safe and stimulating, and where children are able to enjoy themselves, to grow in confidence and to fulfil their potential.
- 3.2** The statutory framework sets out the legal requirements which cover safeguarding and ensuring children's welfare, staff, premises, environment and equipment, organisation, documentation and reporting. It also contains statutory guidance which providers must take into account when seeking to fulfil the legal requirements. Additional support for providers is set out below in the form of guidance and information on delivering some aspects of the legal requirements.

Safeguarding and promoting children's welfare

- 3.3** The welfare requirements within the *Statutory Framework for the Early Years Foundation Stage* require providers to take the necessary steps to safeguard and promote the welfare of children in their care. In particular they are required to implement an effective safeguarding children policy. An effective policy will include:
- roles and responsibilities of individual practitioners and managers in safeguarding and promoting the welfare of children;
 - the name of a practitioner who has lead responsibility for safeguarding children, plus their role and responsibilities;
 - the steps to be taken when a concern about a child's welfare or safety is raised, including how this will be recorded;
 - the procedure for referring concerns about a child's welfare to local statutory children's services agencies, social services or the police;
 - procedures to be followed in the event of an allegation being made against a member of staff or volunteer;
 - arrangements for sharing information with parents about safeguarding children procedures prior to their child joining the setting;
 - how and under what circumstances parents will be informed about concerns and any actions taken;
 - how confidentiality and information sharing will be managed;
 - how practitioners' knowledge of safeguarding children will be kept up-to-date, for instance by including issues in induction training and providing regular access to training in safeguarding and promoting the welfare of children.

Providers should follow the guidelines set out in the booklet *What To Do If You're Worried A Child is Being Abused*, produced by the DCSF. A link is provided on the EYFS CD-ROM.

Key person (Principles into Practice card

- 3.4** Each child in a group setting must be assigned a key person - in childminding settings the childminder is the key person. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key person will help the baby or child to become familiar with the setting and to feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development and progress are shared with parents and other professionals as necessary. Even when children are older and can hold key people from home in mind for longer, there is still a need for them to have a key person to depend on in the setting, such as their teacher or a teaching assistant.

Suitable people

- 3.5** All people aged 16 or over who work with children or who are to have regular contact with them must be suitable to do so.
- 3.6** In childminding settings Ofsted checks the suitability of the childminder and of any other people aged 16 or over living or working on the premises.
- 3.7** In other types of registered settings:
- Ofsted checks the suitability of the registered provider and the manager. Where the provider is a company, partnership or other unincorporated association, Ofsted will check the nominated individual. Where that provider's sole or main purpose is the provision of childcare, Ofsted will check all the people who are directors, partners or other officers of the provider.
 - The welfare requirements on page 29 of the *Statutory Framework for the Early Years Foundation Stage* require the provider to check the suitability of all other people who work with the children, or who live or work on the premises where the childcare is provided. They must obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of all new members of staff or volunteers and all new people who live or work on the premises. There are a number of routes through which providers can obtain such disclosure, and further information can be obtained from the CRB website www.crb.gov.uk
- 3.8** In maintained and independent schools, the employer is responsible for checking suitability and for ensuring appropriate checks are carried out and should follow the guidance in *Safeguarding Children and Safer Recruitment in Education*. Other providers may also find the guidance in chapter 4 of this publication – *Recruitment and Vetting Checks* – helpful.
- 3.9** Providers should be satisfied that supply staff, including those supplied by an agency, have had an enhanced CRB check. Providers are not required to carry out CRB checks in respect of people who have not reached the age of 16, e.g. young people on a work experience placement. The provider should be satisfied that such people are suitable for the work they will undertake during their placement and should ensure that they are supervised appropriately.
- 3.10** Until 2001, local authorities were responsible for the registration and inspection of childcare and, as part of this, for checking the suitability of those involved in the provision of childcare. In 2001, Ofsted took on the responsibility for registration and inspection, and for checking suitability. Since October 2005, providers (other than childminders) have been responsible for checking the suitability of practitioners and other people living or working on the premises. Ofsted has retained responsibility for checking the suitability of those in childminding settings and the provider and manager in other registered settings. Therefore, providers may not have records of checks carried out before October 2005 but should retain any records that they do have from this time.

The welfare requirements on page 29 of the *Statutory Framework for the Early Years Foundation Stage* booklet require providers to keep records of all checks carried out from September 2008 onwards.

- 3.11** Accessible individual records should be kept on the premises and should contain the name and address of the staff members, any volunteers and committee members, and information about their recruitment, training and qualifications.
- 3.12** It is an offence under Section 76 of the Childcare Act 2006 to employ in connection with early years provision someone who is disqualified from registration. Details of what disqualifies people from registration are set out in regulations made under section 75 of the Childcare Act 2006. Some of the things that disqualify people from registration are:
- convictions, cautions, reprimands or warnings for an offence against a child;
 - convictions, cautions, reprimands or warnings for certain violent or sexual offences against an adult;
 - being on the Protection of Children Act list (POCA) of persons considered unsuitable to work with children;
 - being on the DCSF list of people who are considered not suitable to work with children;
 - being made the subject of a disqualifying order;
 - where someone else who lives or is employed in the same household is disqualified from registration.
- 3.13** People who are disqualified from registration may sometimes still work with children by applying to Ofsted for a waiver, providing they are able to demonstrate that they do not pose a risk of harm to children. The provider should apply and obtain clearance on behalf of the disqualified person before employing them. Ofsted cannot waive a disqualification for people who are included on the POCA list, if a direction has been made against the person under section 142 of the Education Act 2002, or if a disqualification order has been made by the court.
- 3.14** Early years providers who think that someone they are considering employing is the subject of a conviction, caution, reprimand or warning that may disqualify them from registration can talk confidentially about this with Ofsted by calling its helpline on tel: 08456 40 40 40. They should also call this number to apply for a disqualification to be waived.
- 3.15** Providers should be aware that systems change, and they need to keep up-to-date with the new procedures which will come into force. The Safeguarding Vulnerable Groups Act 2006 provides the legislative framework for a new Independent Safeguarding Authority scheme which will prevent those who are unsuitable to do so from working with children, young people and vulnerable adults. Further information about the Safeguarding Vulnerable Groups Act and the Independent Safeguarding Authority scheme can be found at www.everychildmatters.gov.uk/independentsafeguardingauthority and www.isa.gov.org/index.htm

Staffing arrangements to ensure safety, and to meet the needs of children

- 3.16** Providers must meet the specific requirements for ratios of adults to children set out in Appendix 2 of the *Statutory Framework for the Early Years Foundation Stage* booklet. The ratio requirements set out the minimum numbers of staff that are required to be present with the children at any time. Providers are responsible for ensuring the welfare of the children in their care and for ensuring that their needs are met. They should consider at all times whether staffing levels are sufficient to ensure this. It may, according to circumstances, be necessary to exceed the minimum ratio requirements.

- 3.17** In provision for children aged three and over in registered settings and independent schools, the 1:13 ratio requirement only applies while the appropriately qualified practitioner (that is, the teacher, Early Years Professional or person holding a relevant level 6 qualification) is present and engaged with the children.
- 3.18** Providers should put in place contingency arrangements for staff absences and emergencies. When there is staff absence or an emergency occurs suitable arrangements might include drawing on a pool of suitable staff, re-grouping of children, re-organising rooms and activities and re-deploying other suitable staff. When such disruptions occur there should continue to be a consistent experience for the child. Additional staff and management resources may also be required for undertaking management tasks, preparing meals, domestic tasks, and maintaining premises and equipment.

Children aged three and over in maintained schools (except for those in reception classes) - staffing arrangements during the teacher's non-contact time and short-term teacher absence

- 3.19** Examples of teachers' non-contact time include planning, preparation and assessment (PPA) time or because he or she is a Newly Qualified Teacher on a reduced timetable. When making arrangements for PPA time, headteachers should have regard to *Time for Standards: Guidance accompanying the Section 133 Regulations under the Education Act 2002*.
- 3.20** For the purposes of the EYFS, short-term absence will include short-term sickness absence and times when the teacher must leave the children briefly e.g. to take an urgent telephone call or to speak to a parent. It will also include special occasions such as the children's Christmas party when the teacher's particular skills and expertise are not necessarily required. Headteachers should exercise their professional judgement in determining what should be regarded as a short-term absence. Long-term absence should be covered by a teacher.
- 3.21** During the teacher's non-contact time and, wherever possible during short-term teacher absence, one of the remaining members of staff should meet the following conditions:
- they must be assisting or supporting the work of a teacher;
 - they must be subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher;
 - the headteacher must be satisfied that they have the skills, expertise and experience necessary.

These are the conditions set out in the regulations made under Section 133 of the Education Act 2002 and which must be met by support staff carrying out 'specified work'².

Children attending reception classes in maintained schools

- 3.22** The EYFS does not place any ratio and qualification requirements on reception classes in maintained schools, provided they fall within the definition of an infant class. An infant class is defined in section 4 of the School Standards and Framework Act 1998 as a class containing pupils the majority of whom will reach the age of five, six or seven during the course of the school year. Such classes are subject to infant class size legislation (the School Standards and Framework Act 1998 as amended by the Education Act 1998) which limits the size of an infant class to 30 pupils per 'school teacher'.

² For more information see *Time for Standards: Guidance accompanying the Section 133 Regulations issued under the Education Act 2002* which is available at: www.teachernet.gov.uk/_doc/11731/Time%20for%20Standards%202007.pdf

- 3.23** Where a reception class does not fall within the definition of an infant class because the children are too young i.e. the majority of children will not reach the age of five during the school year, then the ratio and qualification requirements for children aged three and over in maintained schools will apply.
- 3.24** However, children attending reception classes are part of the EYFS. Depending on school admissions arrangements children may be starting reception class shortly after their fourth birthday. Children attending at this age need special consideration to ensure that their particular needs are met and that they receive a high quality learning experience. Support staff can play an important role in this. Many schools already consider it good practice to employ full time support staff to work alongside teachers in reception classes.

Group size

- 3.25** Except in the case of reception classes in maintained schools, the size of a group or class should not normally exceed 26.
- 3.26** Where the size of a group of children aged three and over in a maintained school (except reception classes) exceeds 26, it is good practice to assign an additional teacher to the class. An additional teacher should always be assigned where the group size exceeds 30. If, in a registered setting, the size of a group of children aged three and over exceeds 26, the ratio requirement of one adult to thirteen children will only apply if two members of staff hold either Qualified Teacher Status or Early Years Professional Status or another suitable level 6 qualification.
- 3.27** In some settings, more than one group of children may operate together e.g. a school may combine its reception class and nursery class. In such circumstances, it is good practice to segregate children into smaller groups of 26 or fewer for some parts of the day.

Staffing large groups of children and mixed age groups

- 3.28** The EYFS ratio requirements vary according to the age of the children being cared for and apply to all early years provision except for reception classes in maintained schools. In many early years settings, children are not grouped in ways that directly reflect the way in which these requirements are set out. It may not always be straightforward to apply the ratio requirements in such circumstances.
- 3.29** Applying the ratio requirements may be particularly complex where a maintained school operates with a registered early years provider or where the reception class in a maintained school is combined with provision for younger children.
- 3.30** In some cases, it may be possible to meet the legal requirements in more than one way. Providers should use their professional judgement in deciding which staffing arrangements are most appropriate for their specific circumstances. In all circumstances, the provider is responsible for ensuring that the legal requirements are met. Staffing must be organised in the optimum manner to ensure children's safety and meet their individual needs.
- 3.31** Examples of how the minimum ratio requirements may apply for varied group sizes are set out below. This guidance demonstrates how providers can comply with the minimum requirements; however it is important that providers use their professional judgement when considering appropriate staffing arrangements for any type of activity inside or outside the setting.

Examples of staff:child ratios in mixed-age groups

Example 1

A group of 40 three- to five-year olds within a maintained school. 12 of the children will reach statutory school age within the academic year.

In this example the ratio requirements may be applied in more than one way.

This group does not fall within the definition of an infant class, as only a minority of the children will reach statutory school age within the school year. However, the EYFS recommends that large groups of children such as this should be segregated into smaller groups for parts of the day. Providers may find it helpful to think in terms of the smaller groups the whole group might be broken into, and how those groups could be staffed if they were not part of a larger group.

There are a number of ways in which this group may be broken into smaller groups, for example:

1. Two groups of 20 children, with all the children who will reach statutory school age in one group.

A group of 20 children, the majority of whom reach statutory school age during the school year, would fall within the definition of an infant class. An infant class of 20 children requires a minimum of one teacher.

A group of 20 children aged three and over, none of whom reach statutory school age within the school year, would not fall within the definition of an infant class. The EYFS would require that it had a minimum of one teacher and one practitioner qualified to level 3.

The minimum number of staff required across the two groups would be two teachers and one practitioner qualified to level 3.

2. Two groups of 20 children, with the children who will reach statutory school age divided equally between the two groups.

Neither of these groups would fall within the definition of an infant class. The EYFS would require that each group had a minimum of one teacher and one practitioner qualified to level 3.

The minimum number of staff required across the two groups would be two teachers and two practitioners qualified to level 3.

Example 2

A group of 38 three- to four-year olds comprising 20 children from a nursery class in a maintained school and 18 children from a registered setting. None of the children will reach statutory school age during the academic year.

In deciding how this group should be staffed, it may helpful to think about how each of the constituent parts would be staffed if they operated separately.

A nursery class of 20 children would require one teacher and one level 3 practitioner.

In a registered setting, the ratio requirements for a group of 18 three- to five-year olds would vary depending on whether a practitioner holding Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification was involved in working directly with the children. If such a practitioner were working with the children, the ratio requirement of 1:13 would apply. A level 3 practitioner would also be required. If the group did not have a QTS/EYPS/level 6, the ratio of 1:8 would apply. The group would also require a level 3 practitioner plus two other practitioners, at least one of whom should be qualified to level 2.

Two ways of meeting the requirement would be:

1. One teacher + one QTS/EYPS/level 6 + two level 3 practitioners, or
2. One teacher + two level 3 practitioners + two other practitioners, at least one of whom must be qualified to level 2.

Each provider would be responsible for ensuring that the ratio requirements were met in respect of the children from their setting.

Example 3

A class of 28 three- to five-year olds within a maintained school. 20 of the children will reach statutory school age within the academic year.

As the majority of the children in this class will reach statutory school age within the school year, this class falls within the definition of an infant class. Infant class size legislation, therefore, limits its size to no more than 30 pupils per teacher.

The school may consider it appropriate, particularly as some of the children in the class are only three years old, to assign another member of staff to work alongside the teacher.

Suitable premises, environment and equipment

3.32 An appropriate environment is essential to both safety and effective learning and development. As well as being a safe and secure environment which children are unable to leave unless they are supervised, reasonable adjustments must be made so that premises are suitable for children with disabilities and reflect the ethnic, cultural and social diversity in society.

3.33 The *Statutory Framework for the Early Years Foundation Stage* requires providers to conduct a risk assessment and review it regularly. It is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. Providers need to ensure that, as well as conducting a formal risk assessment, they constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times. Providers must ensure that the premises, indoors and outdoors, are safe and secure. This should include appropriate measures such as including indoor and outdoor security as part of any assessment made. For example, ponds, drains, pools or any natural water should be made safe or inaccessible to children. Staff should be aware which doors are locked or unlocked, how to use door alarms and security systems, intercoms and name badges. A good risk assessment will look at risks associated with:

- boundaries and gates;
- water hazards, for example ponds, drains and pools;
- hazardous substances and equipment;
- hazardous plants;
- pets and other animals;
- electricity and gas;
- the use of socket covers in electrical sockets;
- doors, windows and glass;
- floors and stairs;
- stacked furniture;
- the kitchen and food preparation/access to the kitchen;
- hot appliances;
- hygiene, cleanliness and minimising the risk of infection;
- outings and trips;
- fire safety;
- the condition of prams, pushchairs, highchairs and low chairs;
- the use of safety harnesses;
- the condition of toys and other equipment;
- sandpits and their protection from contamination;
- furniture, equipment and toys;
- the arrangements for monitoring children who are sleeping;
- linens such as bedding and towels;
- any other relevant areas.

3.34 Providers should take into account Department of Health advice on reducing the risk of cot death which is available at: www.dh.gov.uk

Documentation

3.35 Group settings will be expected to have written copies of any policies and procedures which are required, for example, to safeguard children, promote equal opportunities and so on. Providers should ensure that all members of staff have been given copies of these policies and procedures as part of their induction, and that they are explained to, and accessible to, all parents.

3.36 Schools will not be required to have separate policies for the EYFS provided that the requirements are met through their policies which cover children of statutory school age. Childminders will be expected to ensure that any assistants are aware of all policies and procedures, and that they are able to clearly define them for parents and others as and when requested. However, it will not be necessary for childminders to have written copies of these policies and procedures.



Assessment Through observing children and by making notes when necessary, practitioners can make professional judgements about children's achievements and decide on the next steps in learning. They can also exchange information with parents about how children are progressing.

Attachment Babies and young children actively seek close relationships with their parents and other primary caregivers. See key person.

Childminder An early years childminder provides early years provision on domestic premises for reward.

Early years provider A person or setting providing early years provision, for example, a childminder, nursery, school. This will include any person registered on the Early Years Register, and school (maintained and independent) providing early years provision. A company, committee or group may make up the registered person.

Key person The named member of staff with whom a child has more contact than other adults. This adult shows a special interest in the child through close personal interaction day-to-day. The key person can help the young child to deal with separation anxiety.

Parents Mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them.

Practitioner Any adult who works with children in a setting.

Special Educational Needs Co-ordinator (SENCO) The responsibilities of the SENCO include ensuring liaison with parents and other professionals in respect of children with special educational needs, and advising and supporting other practitioners in the setting.

SEN Code of Practice Provides practical advice to local authorities, maintained schools and early years settings on identifying, assessing and making provision for children with special educational needs.

Setting Any out-of-home provider of education and care for children from birth to five, such as childminders, local authority nurseries, nursery or early years centres, children's centres, playgroups, pre-schools, or schools in the independent, private or voluntary sector and maintained schools.

Staffing ratios The number of adults present in relation to the number of children being cared for. The welfare requirements set minimum ratios of adults to children.

Statement of special educational needs Sets out all the child's special needs and the provision required to meet them. The local authority has a duty to arrange the special educational provision specified in part 3 of the statement. This part of the statement is legally binding. In addition, the statement may also set out non-educational needs and the provision that is required to meet them.

Young child The Childcare Act 2006 defines a child as being a 'young child' from birth until the end of August following his or her fifth birthday.



Criteria for effective paediatric first aid training

In order to meet the requirements of the EYFS, paediatric first aid courses must be approved by the local authority in whose area the early years provision is located, and must meet the following criteria:

- 1 Training is designed for workers caring for children in the absence of their parents³.
- 2 The training leading to a certificate or a renewal certificate is a minimum of 12 hours.
- 3 The first aid certificate should be renewed every three years.
- 4 Resuscitation and other equipment includes baby and junior models, as appropriate.
- 5 Training covers appropriate contents of a first aid box.
- 6 Training should include recording accidents and incidents.
- 7 Training should be appropriate to the age of the children being cared for.
- 8 The course covers the following areas:
 - 8.1 Planning for first aid emergencies.
 - 8.2 Dealing with emergencies.
 - 8.3 Resuscitation procedures appropriate to the age of children being cared for.
 - 8.4 Recognising and dealing with shock.
 - 8.5 Recognising and responding appropriately to anaphylactic shock.
 - 8.6 Recognising and responding appropriately to electric shock.
 - 8.7 Recognising and responding appropriately to bleeding.
 - 8.8 Responding appropriately to burns and scalds.
 - 8.9 Responding appropriately to choking.
 - 8.10 Responding appropriately to suspected fractures.
 - 8.11 Responding appropriately to head, neck and back injuries.
 - 8.12 Recognising and responding appropriately to cases of poisoning.
 - 8.13 Responding appropriately to foreign bodies in eyes, ears and noses.
 - 8.14 Responding appropriately to eye injuries.
 - 8.15 Responding appropriately to bites and stings.
 - 8.16 Responding appropriately to the effects of extreme heat and cold.
 - 8.17 Responding appropriately to febrile convulsions.
 - 8.18 Recognising and responding appropriately to the emergency needs of children with chronic medical conditions, including epilepsy, asthma, sickle cell anaemia, diabetes.
 - 8.19 Recognising and responding appropriately to meningitis and other serious sudden illnesses.

³ Training should also take account of any guidance on first aid for schools issued by the DCSF, and guidance on standard first aid at work training requirements issued by the Health & Safety Executive.

Appendix 2: Areas of Learning and Development

This section contains detailed information on the six areas of Learning and Development, which should help you to observe, plan and assess your activities with children based on their individual development and needs.

Personal, Social and Emotional Development

Requirements

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

What Personal, Social and Emotional Development means for children

- For children, being special to someone and well cared for is vital for their physical, social and emotional health and well-being.
- Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people.
- Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.
- Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.
- Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

How settings can effectively implement this area of Learning and Development

To give all children the best opportunities for effective development and learning in Personal, Social and Emotional Development practitioners should give particular attention to the following areas.

Positive Relationships

- Form warm, caring attachments with children in the group.
- Establish constructive relationships with parents, with everyone in the setting and with workers from other agencies.
- Find opportunities to give encouragement to children, with practitioners acting as role models who value differences and take account of different needs and expectations.
- Plan for opportunities for children to play and learn, sometimes alone and sometimes in groups of varying sizes.





Enabling Environments

- Ensure that each child has a key person.
- Make sure there is time and space for children to concentrate on activities and experiences and to develop their own interests.
- Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.
- Establish opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds.
- Support the development of independence skills, particularly for children who are highly dependent upon adult support for personal care.




Learning and Development

- Plan activities that promote emotional, moral, spiritual and social development together with intellectual development.
- Provide experiences that help children to develop autonomy and a disposition to learn.
- Give support and a structured approach to vulnerable children and those with particular behavioural or communication difficulties to help them achieve successful Personal, Social and Emotional Development.
- Practitioners working in schools will find some further guidance relating to literacy and mathematics at the end of the EYFS and beyond in the Primary framework for literacy and mathematics www.standards.dcsf.gov.uk/primaryframeworks/


Dispositions and Attitudes

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Develop an understanding and awareness of themselves. Learn that they have influence on and are influenced by others. Learn that experiences can be shared. 	<ul style="list-style-type: none"> How young babies begin to explore their own movements and the environment in individual ways. How babies respond to adults and children. 	<ul style="list-style-type: none"> Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks. Respond to and build on babies' expressions, actions, and gestures. Find out what babies like and dislike through talking to their parents. 	<ul style="list-style-type: none"> Devote uninterrupted time to babies when you can play with them. Be attentive and fully focused. Plan time to share and reflect with parents on babies' progress and development, ensuring appropriate support is available where parents do not speak or understand English.
 8-20 months	<ul style="list-style-type: none"> Become aware of themselves as separate from others. Discover more about what they like and dislike. Have a strong exploratory impulse. Explore the environment with interest. 	<ul style="list-style-type: none"> Strategies babies use to indicate likes and dislikes. Babies' confidence in exploring what they can do. Babies' play with their own feet, fingers, and toys placed near them. 	<ul style="list-style-type: none"> Playfully help babies to recognise that they are separate and different from others, for example, pointing to own and baby's nose, eyes, fingers. Give opportunities for babies to have choice, where possible. Follow young babies' lead as they explore their surroundings, people and resources. 	<ul style="list-style-type: none"> Place mirrors where babies can see their own reflection. Talk to them about what they see. Provide choices of different vegetables and fruit at snack time. Allow enough space for babies to move, roll, stretch and explore.
 16-26 months	<ul style="list-style-type: none"> Learn that they are special through the responses of adults to individual differences and similarities. Develop a curiosity about things and processes. Take pleasure in learning new skills. 	<ul style="list-style-type: none"> Instances of young children celebrating their special skills or qualities. 	<ul style="list-style-type: none"> Ensure that each child is recognised as a valuable contributor to the group and celebrate cultural, religious and ethnic experiences. 	<ul style="list-style-type: none"> Collect stories for, and make books about, children in the group, showing things they like to do. Ensure resources reflect the diversity of children and adults within and beyond the setting.
 22-36 months	<ul style="list-style-type: none"> Show their particular characteristics, preferences and interests. Begin to develop self-confidence and a belief in themselves. 	<ul style="list-style-type: none"> Any patterns in what children choose to do or not to do. The decisions that children begin to make. 	<ul style="list-style-type: none"> Recognise that children's interest may last for short or long periods, and that their interests and preferences vary. 	<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.

Dispositions and Attitudes




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>			<ul style="list-style-type: none"> Value and support the decisions that children make. Encourage them when they try new things. 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. 	<ul style="list-style-type: none"> 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.
 <p>30-50 months</p>	<ul style="list-style-type: none"> Seek and delight in new experiences. Have a positive approach to activities and events. Show confidence in linking up with others for support and guidance. Show increasing independence in selecting and carrying out activities. 	<ul style="list-style-type: none"> Children's curiosity and drive to explore things around them. Situations in which children show confidence and independence. Children's reactions to and relationships with peers and adults, particularly those whose company they enjoy. 	<ul style="list-style-type: none"> Interact with children in support of their interests and give them scope to learn from many things, including their mistakes. Encourage children to see adults as a resource and as partners in their learning. Support children in developing positive relationships by challenging negative or detrimental comments and actions towards either peers or adults. Teach children to use and care for materials, and then trust them to do so independently. 	<ul style="list-style-type: none"> Vary activities so that children are introduced to different materials. Plan activities that require collaboration. Make materials easily accessible to all children, to ensure everybody can make choices.
 <p>40-60+ months Early learning goals</p>	<ul style="list-style-type: none"> Display high levels of involvement in activities. Persist for extended periods of time at an activity of their choosing. Continue to be interested, excited and motivated to learn. 	<ul style="list-style-type: none"> The activities which absorb and interest individual children. Reactions to new activities and experiences, understanding that for some children such experiences can be both exciting and worrying. 	<ul style="list-style-type: none"> Give children opportunities to complete activities to their satisfaction. Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. 	<ul style="list-style-type: none"> Give time for children to pursue their learning without interruption, and to return to activities. Provide experiences and activities that are challenging but achievable.

Dispositions and Attitudes



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 40-60+ months Early learning goals	<ul style="list-style-type: none"> ■ Be confident to try new activities, initiate ideas and speak in a familiar group. ■ Maintain attention, concentrate, and sit quietly when appropriate. 	<ul style="list-style-type: none"> ■ Children’s attentiveness to others, such as at group time, when a child is telling the others about something they have done at home, for example helping to bath the baby. 	<ul style="list-style-type: none"> ■ 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"> ■ 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.

Self-confidence and Self-esteem




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Birth-11 months</p>	<ul style="list-style-type: none"> Seek to be looked at and approved of. Find comfort in touch and in the human face. Thrive when their emotional needs are met. Gain physical, psychological and emotional comfort from 'snuggling in'. 	<ul style="list-style-type: none"> How young babies respond to attention, such as making eye contact or vocalising. Young babies' body language when their needs have been met. The circumstances in which babies will play by themselves, when people are nearby to watch over them. The people babies like to be with. 	<ul style="list-style-type: none"> Recognise that young babies will find comfort from 'snuggling in' with a variety of objects and people. Talk to a young baby when you cannot give them your direct attention, so that they are aware of your interest and your presence nearby. 	<ul style="list-style-type: none"> Provide a sofa or comfy chair so that parents, practitioners and young babies can sit together. Have special toys for babies to hold while you are preparing their food, or gathering materials for a nappy change. Plan to have times when babies and older siblings or friends can be together. Ensure that babies feel safe and loved even when they are not the centre of adult attention.
 <p>8-20 months</p>	<ul style="list-style-type: none"> Feel safe and secure within healthy relationships with key people. Sustain healthy emotional attachments through familiar, trusting, safe and secure relationships. Express their feelings within warm, mutual, affirmative relationships. 	<ul style="list-style-type: none"> The sounds, words and actions that babies use to show feelings such as pleasure, excitement, frustration or anger. 	<ul style="list-style-type: none"> Establish shared understandings between home and setting about ways of responding to babies' emotions. 	<ul style="list-style-type: none"> Have resources including picture books and stories that focus on a range of emotions, such as 'I am happy'.
 <p>16-26 months</p>	<ul style="list-style-type: none"> Make choices that involve challenge, when adults ensure their safety. Explore from the security of a close relationship with a caring and responsive adult. Develop confidence in own abilities. 	<ul style="list-style-type: none"> The challenges that children set themselves such as climbing on to a big chair and turning to sit down. How children grow in confidence as they adapt to a setting. 	<ul style="list-style-type: none"> Be aware of and alert to possible dangers, while recognising the importance of encouraging young children's sense of exploration and mastery. Involve all children in welcoming and caring for one another. 	<ul style="list-style-type: none"> Consider ways in which you provide for children with disabilities to make choices, and express preferences about their carers and activities. Display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them.

Self-confidence and Self-esteem




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>	<ul style="list-style-type: none"> ■ Begin to be assertive and self-assured when others have realistic expectations of their competence. ■ Begin to recognise danger and know who to turn to for help. ■ Feel pride in their own achievements. 	<ul style="list-style-type: none"> ■ Children’s ability to value what they do themselves and what others do. ■ How children show their enthusiasm for things they like, or their anxiety about things that concern them. 	<ul style="list-style-type: none"> ■ Describe what different children tried to do, or achieved, emphasising that effort is worthwhile. ■ Support children’s symbolic play, recognising that pretending to do something can help a child to express their feelings. 	<ul style="list-style-type: none"> ■ Record individual achievements which reflect significant progress for every child: one may have stepped on the slide, another may be starting to play readily with others. ■ Seek and exchange information with parents about young children’s concerns, so that they can be reassured if they feel uncertain.
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Show increasing confidence in new situations. ■ Talk freely about their home and community. ■ Take pleasure in gaining more complex skills. ■ Have a sense of personal identity. 	<ul style="list-style-type: none"> ■ Instances of children’s confidence and how they express their needs. ■ Children’s ability to talk about, and take pride in, their homes and communities. 	<ul style="list-style-type: none"> ■ Ensure that key practitioners offer extra support to children in new situations. ■ Create positive relationships with parents by listening to them and offering information and support. ■ 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. ■ Anticipate the best from each child, and be alert for evidence of their strengths. 	<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 role-play areas with a variety of resources reflecting diversity.

Self-confidence and Self-esteem





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Express needs and feelings in appropriate ways. Have an awareness and pride in self as having own identity and abilities. Respond to significant experiences, showing a range of feelings when appropriate. Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. Have a developing respect for their own cultures and beliefs and those of other people. 	<ul style="list-style-type: none"> The different ways children find to express their feelings, such as, “We are going to the tree house because the scary monsters are after us”. Children’s pleasure in who they are and what they can do. How children show their own feelings and are sensitive to the needs, views and feelings of others. Children’s awareness and appreciation of their own cultures and beliefs and those of other people. 	<ul style="list-style-type: none"> 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. Support children’s growing ability to express a wide range of feelings orally, and talk about their own experiences. 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. This helps children to understand that when it is required their individual needs will be met. Help children and parents to see the ways in which their cultures and beliefs are similar, encouraging them to contribute to everyone’s knowledge and understanding by sharing and discussing practices, resources, celebrations and experiences. 	<ul style="list-style-type: none"> Make a display with the children, showing all the people who make up the ‘community’ of the setting. Plan circle times when children can have an opportunity to talk about their feelings and support them by providing props, such as a sad puppet, that can be used to show how they feel. Keep a diary with children, and refer to it from time to time to help them recall when they were happy, when they were excited, or when they felt lonely. Collect information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences. Share stories that reflect the diversity of children’s experiences.




Making Relationships

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Birth-11 months</p>	<ul style="list-style-type: none"> Enjoy the company of others and are sociable from birth. Depend on close attachments with a special person within their setting. Learn by interacting with others. 	<ul style="list-style-type: none"> The sounds and facial expressions young babies make in response to affectionate attention from their parent or key person. Ways in which young babies respond to, or mimic, their key person's facial expressions or movements. 	<ul style="list-style-type: none"> Ensure that the key person is available to greet a young baby at the beginning of the session, and to hand them over to parents at the end of a session, so that the young baby is supported appropriately and communication with parents is maintained. Engage in playful interactions that encourage young babies to respond to, or mimic, adults. Ensure all staff have detailed information about the home language experiences of all children. 	<ul style="list-style-type: none"> Repeat greetings at the start and end of each session, so that young babies recognise and become familiar with these daily rituals. Plan to have 'conversations' with young babies. Share knowledge about languages with staff and parents and make a poster or book of greetings in all languages used within the setting and the community.
 <p>8-20 months</p>	<ul style="list-style-type: none"> Seek to gain attention in a variety of ways, drawing others into social interaction. Use their developing physical skills to make social contact. Build relationships with special people. 	<ul style="list-style-type: none"> The skills that babies use to make contact, such as making eye contact, inclining their heads, wiggling their toes, smiling, vocalising or banging. 	<ul style="list-style-type: none"> Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully. Talk to babies about special people, such as their family members, for example, grandparents. 	<ul style="list-style-type: none"> At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.
 <p>16-26 months</p>	<ul style="list-style-type: none"> Look to others for responses which confirm, contribute to, or challenge their understanding of themselves. Can be caring towards each other. 	<ul style="list-style-type: none"> How children look to others to check the acceptability of their actions. The different ways in which young children show their concern for other children. 	<ul style="list-style-type: none"> Give your full attention when young children look to you for a response. Help young children to label emotions such as sadness, or happiness, by talking to them about their own feelings and those of others. 	<ul style="list-style-type: none"> Regularly evaluate the way you respond to different children. Choose books and stories in which characters show empathy for others.

Making Relationships






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 16-26 months				<ul style="list-style-type: none"> Provide books which represent children's diverse backgrounds and which avoid negative stereotypes. Make photographic books about the children in the setting and encourage parents to contribute to these.
 22-36 months	<ul style="list-style-type: none"> Learn social skills, and enjoy being with and talking to adults and other children. Seek out others to share experiences. Respond to the feelings and wishes of others. 	<ul style="list-style-type: none"> The strategies that children use to join in play with individual children or groups of children. 	<ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. 	<ul style="list-style-type: none"> Create areas in which children can sit and chat with friends, such as a snug den.
 30-50 months	<ul style="list-style-type: none"> Feel safe and secure, and show a sense of trust. Form friendships with other children. Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> Ways in which children show that they feel safe and cared for. Children who like to be with others, and those who need support to join in. Children's strategies for coping with change. 	<ul style="list-style-type: none"> Establish routines with predictable sequences and events. Encourage children to choose to play with a variety of friends, so that everybody in the group experiences being included. Prepare children for changes that may occur in the routine. 	<ul style="list-style-type: none"> Provide stability in staffing 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.
 40-60+ months	<ul style="list-style-type: none"> Value and contribute to own well-being and self-control. 	<ul style="list-style-type: none"> Children's acceptance that they may need to wait for something, or to share things. Children's relationships with other children and with adults. 	<ul style="list-style-type: none"> Support children in linking openly and confidently with others, for example, to seek help or check information. 	<ul style="list-style-type: none"> Provide activities that involve turn-taking and sharing. Involve children in agreeing codes of behaviour and taking responsibility for implementing them.

Making Relationships



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Form good relationships with adults and peers. Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. 		<ul style="list-style-type: none"> 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. 	

Behaviour and Self-control







	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Are usually soothed by warm and consistent responses from familiar adults. Begin to adapt to caregiving routines. 	<ul style="list-style-type: none"> What soothes individual babies and helps them to relax. 	<ul style="list-style-type: none"> Find out as much as you can from parents about young babies before they join the setting, so that the routines you follow are familiar and comforting. 	<ul style="list-style-type: none"> Learn lullabies that children know from home and share them with others in the setting. Play gentle music when babies are tired.
 8-20 months	<ul style="list-style-type: none"> Respond to a small number of boundaries, with encouragement and support. 	<ul style="list-style-type: none"> Babies' responses to being praised when they do something you ask, such as loosening their grasp on your hair or face. 	<ul style="list-style-type: none"> Demonstrate clear and consistent boundaries and reasonable yet challenging expectations. 	<ul style="list-style-type: none"> Share information with parents to create consistency between home and setting so that babies learn about boundaries.
 16-26 months	<ul style="list-style-type: none"> Begin to learn that some things are theirs, some things are shared, and some things belong to other people. 	<ul style="list-style-type: none"> Children's awareness of their own belongings, and those of others, such as when they show they know which is their comforter, or get another child's toy to give to them when they are upset. 	<ul style="list-style-type: none"> Reduce incidents of frustration and conflict by keeping routines flexible so that young children can pursue their interests. 	<ul style="list-style-type: none"> Duplicate materials and resources to reduce conflict, for example, two tricycles or two copies of the same book.
 22-36 months	<ul style="list-style-type: none"> Are aware that some actions can hurt or harm others. 	<ul style="list-style-type: none"> Responses to stories in which someone could be hurt or harmed. 	<ul style="list-style-type: none"> Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others. 	<ul style="list-style-type: none"> Have agreed procedures outlining how to respond to changes in children's behaviour. Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary.
 30-50 months	<ul style="list-style-type: none"> Begin to accept the needs of others, with support. Show care and concern for others, for living things and the environment. 	<ul style="list-style-type: none"> Children's recognition of the needs of others. How children show their care for others and the environment. 	<ul style="list-style-type: none"> Share with parents the rationale of boundaries and expectations to maintain a joint approach. 	<ul style="list-style-type: none"> Set, explain and maintain clear, reasonable and consistent limits so that children can play and work feeling safe and secure.

Behaviour and Self-control




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>			<ul style="list-style-type: none"> ■ Demonstrate concern and respect for others, living things and the environment. 	<ul style="list-style-type: none"> ■ Collaborate with children in creating explicit rules for the care of the environment.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Show confidence and the ability to stand up for own rights. ■ Have an awareness of the boundaries set, and of behavioural expectations in the setting. ■ Understand what is right, what is wrong, and why. ■ Consider the consequences of their words and actions for themselves and others. 	<ul style="list-style-type: none"> ■ Children's understanding of boundaries and behavioural expectations. ■ Children's increasing understanding of acceptable behaviour for themselves and others. ■ Children's ideas and explanations about what is right and wrong. ■ Children's awareness of the consequences of their words and actions. 	<ul style="list-style-type: none"> ■ Be alert to injustices and let children see that they are addressed and resolved. ■ 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. ■ Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody, or why it is acceptable to take a second piece of fruit after everybody else has had some. ■ Involve children in identifying issues and finding solutions. 	<ul style="list-style-type: none"> ■ Make time to listen to children respectfully when they raise injustices, and involve them in finding a 'best fit' solution. ■ Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. ■ 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.

Self-care






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Anticipate food routines with interest. Express discomfort, hunger or thirst. 	<ul style="list-style-type: none"> Young babies' hunger patterns and responses to their food. 	<ul style="list-style-type: none"> Encourage babies gradually to share control of food and drink. This provides opportunities for sensory learning and increased independence. 	<ul style="list-style-type: none"> Plan feeding times which take account of the individual cultural and feeding needs of young babies in your group. There may be considerable variation in the way parents feed their children at home. Remember that some parents may need interpreter support.
 8-20 months	<ul style="list-style-type: none"> Begin to indicate own needs, for example, by pointing. May like to use a comfort object. 	<ul style="list-style-type: none"> How babies show what they want. 	<ul style="list-style-type: none"> Talk to parents about how their baby communicates needs. Ensure that parents and carers who speak languages other than English are able to share their views. 	<ul style="list-style-type: none"> Keep toys and comforters in areas that are easy for babies to locate.
 16-26 months	<ul style="list-style-type: none"> Show a desire to help with dress and hygiene routines. Communicate preferences. 	<ul style="list-style-type: none"> The efforts young children make to take off their own clothes. Children's choices. 	<ul style="list-style-type: none"> Praise effort such as when a young child offers their arm to put in a coat sleeve. Be aware of differences in cultural attitudes to children's developing independence. 	<ul style="list-style-type: none"> Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes.
 22-36 months	<ul style="list-style-type: none"> Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed. Become more aware that choices have consequences. Take pleasure in personal hygiene including toileting. 	<ul style="list-style-type: none"> Examples of independence, for example, a child playing happily with building blocks, or putting their cup back on a table. What children choose to do when presented with several options. 	<ul style="list-style-type: none"> Support children's growing independence as they do things for themselves, such as pulling up their pants after toileting, recognising differing parental expectations. 	<ul style="list-style-type: none"> Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. Choose some stories that highlight the consequences of choices. Provide pictures or objects representing options to support children in making and expressing choices.

Self-care




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>			<ul style="list-style-type: none"> ■ Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. Enlist support to ensure children learning English as an additional language can express preferences. 	
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Show willingness to tackle problems and enjoy self-chosen challenges. ■ Demonstrate a sense of pride in own achievement. ■ Take initiatives and manage developmentally appropriate tasks. 	<ul style="list-style-type: none"> ■ Instances of children celebrating their achievements. ■ How children use their own ideas to develop play. 	<ul style="list-style-type: none"> ■ Give children time to try before intervening to support and guide them. ■ Create an atmosphere where achievement is valued. ■ Encourage children to solve problems, and support them by clarifying the problem with them. 	<ul style="list-style-type: none"> ■ Plan opportunities for children to take the initiative in their learning. ■ Provide means for children to keep track of, and share, their achievements. ■ Build on children's ideas to plan new experiences that present challenges.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Operate independently within the environment and show confidence in linking up with others for support and guidance. ■ Appreciate the need for hygiene. ■ Dress and undress independently and manage their own personal hygiene. ■ Select and use activities and resources independently. 	<ul style="list-style-type: none"> ■ How children set about a chosen activity or task, and the success they achieve. ■ Children's recognition and management of their own needs, for example, that they need to put on a waterproof coat to go out in the rain. 	<ul style="list-style-type: none"> ■ Give children opportunities to be responsible for setting up, and clearing away, some activities. ■ Praise children's efforts to manage their personal needs, and to use and return resources appropriately. 	<ul style="list-style-type: none"> ■ Provide opportunities for self-chosen activities, and for choices within adult-initiated activities.



Sense of Community

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Respond to differences in their environment, for example, showing excitement or interest. Learn that special people are a source of sustenance, comfort and support. 	<ul style="list-style-type: none"> How young babies show their pleasure or interest in different situations. 	<ul style="list-style-type: none"> Talk to babies about the different people and places they know. Tell a young baby what you think they like about another person, for example, "Here is your brother, Matty. You like him because he tickles you, don't you?". 	<ul style="list-style-type: none"> Provide a variety of cosy places with open views for babies to see people and things beyond the baby room. Invite parents to share food and customs from their own cultures, including British cultures.
 8-20 months	<ul style="list-style-type: none"> Learn that their voice and actions have effects on others. 	<ul style="list-style-type: none"> Babies' responses when they know you have 'heard' them, and the personal signs, words or gestures they use to communicate. 	<ul style="list-style-type: none"> Respond to what babies show you they are interested in and want to do, by providing a variety of activities, stories and games. 	<ul style="list-style-type: none"> Plan opportunities for talking together in quiet places both indoors and outdoors. Work with staff, parents and children to promote an anti-discriminatory and anti-bias approach to care and education.
 16-26 months	<ul style="list-style-type: none"> Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Young children's interest in similarities and differences, for example, their footwear, or patterns on their clothes and in physical appearance including hair texture and skin colour. 	<ul style="list-style-type: none"> Help children to learn each other's names, for example, through songs and rhymes. Be positive about differences and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness. 	<ul style="list-style-type: none"> Display pictures of groups of young children, showing what they look like, and the things they like to do, eat, or play with. Provide positive images of all children including those with diverse physical characteristics, including disabilities. Support children's understanding of difference and of empathy by using props such as Persona dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.

Sense of Community

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>	<ul style="list-style-type: none"> Show a strong sense of self as a member of different communities, such as their family or setting. Show affection and concern for special people. 	<ul style="list-style-type: none"> Children's references to groups, people and places in the different communities of which they are members. 	<ul style="list-style-type: none"> Talk to children about their friends, their families, and why they are important. 	<ul style="list-style-type: none"> Share photographs of children's families, friends, pets or favourite people.
 <p>30-50 months</p>	<ul style="list-style-type: none"> Make connections between different parts of their life experience. 	<ul style="list-style-type: none"> Instances of children drawing upon their experiences beyond the setting, for example recognising that the lunchtime helper is somebody who lives near to them. 	<ul style="list-style-type: none"> Encourage children to develop positive relationships with community members, such as firefighters who visit the setting. 	<ul style="list-style-type: none"> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Have an awareness of, and an interest in, cultural and religious differences. Have a positive self-image, and show that they are comfortable with themselves. Enjoy joining in with family customs and routines. Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect. Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. 	<ul style="list-style-type: none"> Children's interest in and respect for different ways of life. Children's recognition and appreciation of their place in the world and extended family, and among friends and neighbours. 	<ul style="list-style-type: none"> Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices and special events. Encourage children to talk with each other about similarities and differences in their experiences, and the reasons for these, supported by props for telling stories, reflecting experiences of children who are both like them and different from them. Develop strategies to combat negative bias and, where necessary, support children and adults to unlearn discriminatory attitudes. 	<ul style="list-style-type: none"> Give children opportunities to be curious, enthusiastic, engaged and tranquil, so developing a sense of inner-self and peace. Ensure that all children are given support to participate in discussions and to be listened to. Provide additional resources including interpreter support for children learning English as an additional language.



Requirements

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

What Communication, Language and Literacy means for children

- Communicating and being with others helps children to build social relationships which provide opportunities for friendship, empathy and sharing emotions. The ability to communicate helps children to participate more fully in society.
- To become skilful communicators, babies and children need to be with people who have meaning for them and with whom they have warm and loving relationships, such as their family or carers and, in a group situation, a key person whom they know and trust.
- Babies respond differently to different sounds and from an early age are able to distinguish sound patterns. They learn to talk by being talked to.
- Babies and children use their voices to make contact and to let people know what they need and how they feel, establishing their own identities and personalities.
- Parents and immediate family members most easily understand their babies' and children's communications and can often interpret for others.
- All children learn best through activities and experiences that engage all the senses. For example, music, dance, rhymes and songs play a key role in language development.
- As children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need lots of opportunities to interact with others as they develop these skills, and to use a wide variety of resources for expressing their understanding, including mark making, drawing, modelling, reading and writing.

How settings can effectively implement this area of Learning and Development

To give all children the best opportunities for effective development and learning in Communication, Language and Literacy practitioners should give particular attention to the following areas.

Positive Relationships

- Help children to communicate thoughts, ideas and feelings and build-up relationships with adults and each other.
- Give daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories.

- Allow children to see adults reading and writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Identify and respond to any particular difficulties in children's language development at an early stage.

Enabling Environments



- Plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.
- Allow plenty of time for children to browse and share these resources with adults and other children.
- For children who may need to use alternative communication systems provide opportunities for them to discover ways of recording ideas and to gain access to texts in an alternative way, for example through ICT.
- Provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups and between the children themselves. Allow children time to initiate conversations, respect their thinking time and silences and help them develop the interaction.
- Show particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.

Learning and Development



- Link language with physical movement in action songs and rhymes, role-play and practical experiences such as cookery and gardening.
- Show sensitivity to the many different ways that children express themselves non-verbally, and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movement, art, dance and songs.
- Talk to children and engage them as partners in conversation. Show them how what they say can be written and read.
- Develop children's phonological awareness, particularly through rhyme and alliteration and their knowledge of the alphabetic code. In reaching a decision as to how to approach the teaching of phonics as part of a broad and rich language experience, practitioners should refer to www.standards.dcsf.gov.uk/phonics for the criteria which define a high quality phonic programme or adopt the principles and practices set out in Letters and Sounds (Ref 00281-2007FLR-EN)
- Develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille.
- Practitioners working in schools will find some further guidance relating to literacy and mathematics at the end of the EYFS and beyond in the Primary framework for literacy and mathematics www.standards.dcsf.gov.uk/primaryframeworks/

Language for Communication





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Communicate in a variety of ways including crying, gurgling, babbling and squealing. Make sounds with their voices in social interaction. 	<ul style="list-style-type: none"> Response to your communication, for example movement, attentiveness to the speaker, and sounds from the home language and English for a child learning more than one language. The different ways babies communicate – such as gurgling when happy. 	<ul style="list-style-type: none"> Being physically close, making eye contact, using touch or voice all provide ideal opportunities for early ‘conversations’ between adults and babies, and between one baby and another. Find out from parents how they like to communicate with their baby, noting especially the chosen language. Learn and use key words in the home languages of babies in the setting. Share stories, songs and rhymes from all cultures and in babies’ home languages. 	<ul style="list-style-type: none"> Display photographs showing the signs that tell us how young babies communicate. Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages. Use these to help babies settle if they are tired or distressed. Share favourite stories as babies are settling to sleep, or at other quiet times.
 8-20 months	<ul style="list-style-type: none"> Take pleasure in making and listening to a wide variety of sounds. Create personal words as they begin to develop language. 	<ul style="list-style-type: none"> The sounds babies enjoy making and listening to. The signs or words babies use, noting any words in home languages, to communicate what they want, like or dislike. Babies’ developing vocabulary in their mother tongue, as well as English, noting which words are in English and which are in the home language. Note in which circumstances the different languages are used. 	<ul style="list-style-type: none"> Try to ‘tune in’ to the different messages young babies are attempting to convey. Find out from parents greetings used in English and in languages other than English; encourage staff, parents and children to become familiar with them. Recognise and value the importance of all languages spoken and written by parents, staff and children. 	<ul style="list-style-type: none"> Communicate with parents to exchange and update information about babies’ personal words. Display lists of words from different home languages, and invite parents and other adults to contribute. Include languages such as Romany and Creole, since seeing their languages reflected in the setting will encourage all parents to feel involved and valued.


Language for Communication

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 16-26 months	<ul style="list-style-type: none"> Use single-word and two-word utterances to convey simple and more complex messages. Understand simple sentences. 	<ul style="list-style-type: none"> The meanings young children generate in their language through the creative ways in which they use words. Young children's use of their first language, with peers and adults, and how children with several languages may use their home language in some circumstances, perhaps when they are very enthusiastic or excited about something, and English in others. 	<ul style="list-style-type: none"> Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases. Sensitively demonstrate pronunciation and ordering of words in response to what children say, rather than correcting them. Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use. Plan to talk through and comment on some activities to highlight specific vocabulary or language structures, for example, "You've caught the ball. I've caught the ball. Nasima's caught the ball". This approach is helpful in encouraging all children's developing language skills. 	<ul style="list-style-type: none"> Allow time to follow young children's lead and have fun together while talking about actions such as going up, down or jumping. Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home. Provide books with repetitive stories and phrases to read aloud to children to support specific vocabulary or language structures.
 22-36 months	<ul style="list-style-type: none"> Learn new words very rapidly and are able to use them in communicating about matters which interest them. 	<ul style="list-style-type: none"> How children begin to use words to question and negotiate. Features of adult/child interaction, remembering these are culturally determined, and that conventions for interaction vary, both within and across speech communities. 		<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.


Language for Communication

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>			<ul style="list-style-type: none"> ■ Talk about things which interest young children and listen and respond to their ideas and questions. For children learning English as an additional language, value non-verbal communications and those offered in home languages. Respond by adding to words, gesture, objects and other visual cues to support two-way understanding. 	
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Use simple statements and questions often linked to gestures. ■ Use intonation, rhythm and phrasing to make their meaning clear to others. ■ Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. ■ Listen to stories with increasing attention and recall. ■ Describe main story settings, events and principal characters. ■ Listen to others in one-to-one or small groups when conversation interests them. ■ Respond to simple instructions. ■ Question why things happen and give explanations. ■ Use vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> ■ The gestures and body language children use. ■ Children's responses to stories and information books you read with them. ■ How children act out rhymes and stories. ■ Instances of children recalling and recounting their own experiences and sharing them with others. ■ How children take account of what others say during one-to-one conversations. ■ Children's understanding of instructions and the questions they ask. ■ The range and variety of words that children use. 	<ul style="list-style-type: none"> ■ Talk with children to make links between their gestures and words, for example, "Your face does look cross. Has something upset you?". ■ Support children in using a variety of communication strategies, including signing, where appropriate. ■ Listen to children and take account of what they say in your responses to them. ■ 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'. 	<ul style="list-style-type: none"> ■ Encourage children to express their needs and feelings in words. ■ Provide opportunities for children whose home language is other than English, to use that language. ■ Find out from parents how children make themselves understood at home; confirm which is their preferred language. ■ Set up a listening area where children can enjoy rhymes and stories. ■ 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 in other languages.


Language for Communication

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Begin to experiment with language describing possession. ■ Build up vocabulary that reflects the breadth of their experiences. ■ Begin to use more complex sentences. ■ Use a widening range of words to express or elaborate on ideas. 	<ul style="list-style-type: none"> ■ How children are beginning to develop and expand on what they say, for example, “Come in, it’s time for dinner. You’ll get hungry if you stay out there”. ■ Children’s developing use of a preferred language and whether this has changed since, for example, attending the current setting. 	<ul style="list-style-type: none"> ■ Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. ■ Give children clear directions and help them to deal with those involving more than one action, for example, “Put the cars away, please, then come and wash your hands and get ready for lunch”. ■ When introducing a new activity, use mime and gesture to support language development. Showing children a photograph of an activity such as handwashing helps to reinforce understanding. ■ Provide practical experiences that encourage children to ask and respond to questions, for example, explaining pulleys or wet and dry sand. ■ Introduce new words in the context of play and activities. ■ 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"> ■ Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. ■ Help children to build their vocabulary by extending the range of their experiences. ■ Ensure that all practitioners use correct grammar.

Language for Communication





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p>	<ul style="list-style-type: none"> Have confidence to speak to others about their own wants and interests. Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others. Initiate conversation, attend to and take account of what others say. Extend vocabulary, especially by grouping and naming. Use vocabulary and forms of speech that are increasingly influenced by their experience of books. Link statements and stick to a main theme or intention. Consistently develop a simple story, explanation or line of questioning. Use language for an increasing range of purposes. Use simple grammatical structures. Interact with others, negotiating plans and activities and taking turns in conversation. Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. 	<ul style="list-style-type: none"> Children's readiness to engage in conversation. Children's awareness of conventions, such as taking turns to talk. How children link statements to develop stories and explanations. The purposes for which children use talk, for example, to gain attention or to resolve disagreements. How children concentrate on what others say and their responses to what they have heard. Rhymes and songs children know by heart. Children's made-up songs. Children's growing vocabulary. The occasions when children speak clearly and confidently and show awareness of the listener. 	<ul style="list-style-type: none"> Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home. Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" 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, for example, in nonsense rhymes. 	<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. Provide opportunities for talking for a wide range of purposes, for example, to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. Provide word banks and writing resources for both indoor and outdoor play. Resource role-play areas with listening and writing equipment and provide easy access to word banks.
<p>Early learning goals</p>				

Language for Communication



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. ■ Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. ■ Extend their vocabulary, exploring the meanings and sounds of new words. ■ Speak clearly and audibly with confidence and control and show awareness of the listener. 		<ul style="list-style-type: none"> ■ Encourage children to sort, group and sequence events in their play, using words such as: first, last, next, before, after, all, most, some, each, every. ■ Encourage language play, for example, through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation. ■ Value children's contributions and use them to inform and shape the direction of discussions. 	<ul style="list-style-type: none"> ■ Provide opportunities for children to participate in meaningful speaking and listening activities. For example, taking models that they have made to show children in another class and explaining how they were made.

Language for Thinking




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Are intrigued by novelty and events and actions around them. 	<ul style="list-style-type: none"> How babies listen to, concentrate on or gaze intently at things that catch their interest. 	<ul style="list-style-type: none"> Interpret and give meaning to the things young babies show interest in. 	<ul style="list-style-type: none"> Provide resources that stimulate babies' interests such as a shiny bell, a book or a mirror.
 8-20 months	<ul style="list-style-type: none"> Understand simple meanings conveyed in speech. Respond to the different things said to them when in a familiar context with a special person. 	<ul style="list-style-type: none"> The ways in which babies show you they have understood. 	<ul style="list-style-type: none"> Talk to babies about what you are doing, so they will link words with actions, for example, preparing lunch. 	<ul style="list-style-type: none"> Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing.
 16-26 months	<ul style="list-style-type: none"> Are able to respond to simple requests and grasp meaning from context. 	<ul style="list-style-type: none"> The ways in which young children respond to adults and other children and the circumstances in which this takes place. 	<ul style="list-style-type: none"> Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. 	<ul style="list-style-type: none"> Plan play activities and provide resources which encourage young children to engage in symbolic play, for example, putting a 'baby' to bed and talking to it appropriately.
 22-36 months	<ul style="list-style-type: none"> Use action, sometimes with limited talk, that is largely concerned with the 'here and now'. Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 	<ul style="list-style-type: none"> Situations where children use actions and some talk to support and think about what they are doing. How children show what they understand, by what they do and say, for example, actions, questions, new words and the rhythms and intonations they use. 	<ul style="list-style-type: none"> Use talk to describe what children are doing by providing a running commentary: "Oh, I can see what you are doing, you have to put the milk in the cup first". Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. Encourage children to learn one another's names and to pronounce them correctly. Ensure all staff can pronounce the names of children, parents and other staff members. 	<ul style="list-style-type: none"> Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails. Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, for example, "We need some eggs. Let's see if we can find some in here". Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.





Language for Thinking

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months	<ul style="list-style-type: none"> ■ Talk activities through, reflecting on and modifying what they are doing. ■ Use talk to give new meanings to objects and actions, treating them as symbols for other things. ■ Use talk to connect ideas, explain what is happening and anticipate what might happen next. ■ Use talk, actions and objects to recall and relive past experiences. 	<ul style="list-style-type: none"> ■ How children use talk to think through and revise what they are doing. For example, following a farm visit, Fiona talks as she rearranges toy farm animals, “Put baby sheep here... oh no... no mummy... that sheep has lost its mum”. ■ How children use talk to connect ideas and explain things. 	<ul style="list-style-type: none"> ■ Prompt children’s thinking and discussion through involvement in their play. ■ Talk to children about what they have been doing and help them to reflect upon and explain events, for example, “You told me this model was going to be a tractor. What’s this lever for?”. 	<ul style="list-style-type: none"> ■ Set up shared experiences that children can reflect upon, for example, visits, cooking, or stories that can be re-enacted. ■ Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.
 40-60+ months Early learning goals	<ul style="list-style-type: none"> ■ Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another. ■ Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping. ■ Begin to use talk to pretend imaginary situations. ■ Use language to imagine and recreate roles and experiences. ■ Use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> ■ How children use talk to reflect upon, clarify, sequence and think about present and past experiences, ideas and feelings. ■ How children link one thing to another to explain and anticipate things. For example, “We won’t play out today because it’s too windy... you might get blown away”. ■ Ways in which children use language in their pretend and imaginary play. ■ For children speaking languages other than English, note which language is dominant, as well as their use of gesture and intonation to convey meaning. 	<ul style="list-style-type: none"> ■ Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together. ■ Use stories from books to focus children’s attention on predictions and explanations, for example, “Why did the boat tip over?”. ■ Help children to identify patterns, for example, what generally happens to ‘good’ and ‘wicked’ characters at the end of stories; to draw conclusions, “The sky has gone dark. It must be going to rain”; to explain effect, “It sank because it was too heavy”; to predict, “It might not grow in there if it is too dark” and to speculate, “What if the bridge falls down?”. 	<ul style="list-style-type: none"> ■ Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. ■ Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.




Language for Thinking

	Development matters	Look, listen and note	Effective practice	Planning and resourcing	
 40-60+ months			<ul style="list-style-type: none">■ Take an interest in what and how children think and not just what they know.		


Linking Sounds and Letters

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Listen to, distinguish and respond to intonations and the sounds of voices. 	<ul style="list-style-type: none"> The sounds and signs babies make. 	<ul style="list-style-type: none"> Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. 	<ul style="list-style-type: none"> Plan times when you can sing with young babies, encouraging them to join in exploration of their fingers and toes.
 8-20 months	<ul style="list-style-type: none"> Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them. 	<ul style="list-style-type: none"> The wide variety of sounds and words a baby produces. 	<ul style="list-style-type: none"> Share the fun of discovery and value babies' attempts at words, for example, by picking up a doll in response to "baba". 	<ul style="list-style-type: none"> Find out from parents the words that children use for things which are important to them, such as "dodie" for dummy, remembering to extend this question to home languages. Explain that strong foundations in a home language support the development of English.
 16-26 months	<ul style="list-style-type: none"> Listen to and enjoy rhythmic patterns in rhymes and stories. 	<ul style="list-style-type: none"> Young children's responses to music, rhymes and stories. 	<ul style="list-style-type: none"> Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor's "chug chug" while sharing a book. 	<ul style="list-style-type: none"> Collect resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound.
 22-36 months	<ul style="list-style-type: none"> Distinguish one sound from another. Show interest in play with sounds, songs and rhymes. Repeat words or phrases from familiar stories. 	<ul style="list-style-type: none"> The words, phrases and sounds children like to say or sing. The languages they understand and use. 	<ul style="list-style-type: none"> Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Use rhymes from a variety of cultures and ask parents to share their favourites from their home languages. 	<ul style="list-style-type: none"> Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.

Linking Sounds and Letters





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 22-36 months			<ul style="list-style-type: none"> Be aware of the needs of children learning English as an additional language. 	
 30-50 months	<ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. 	<ul style="list-style-type: none"> The rhymes and rhythms that children enjoy, recite and create in words and music, for example, tapping out the rhythms of their names. 	<ul style="list-style-type: none"> 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, for example, ‘Hickory Dickory boot, The mouse ran down the...’. 	<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, for example, “mmmmummy”, “shshshshadow”, “K-K-K-K-Katy”.
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds. Hear and say sounds in words in the order in which they occur. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. 	<ul style="list-style-type: none"> Children’s alternative versions of favourite rhymes that draw upon their phonic knowledge. Children’s knowledge of initial sounds at the beginning of words, short vowel sounds within words and endings of words. For example, Ranjit notices the letters in his name whenever he sees them, such as ‘j’ at the beginning of jam. How children link sounds to letters and begin to use this knowledge to write words, for example, “Pz cn I hv a d” (Please can I have a drink). 	<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. Incorporate these in games. Demonstrate writing so that children can see spelling in action. Encourage them to apply their own grapheme-phoneme knowledge to what they read and write. When children are ready (usually by the age of five) provide systematic regular phonics sessions. These should be multi-sensory in order to capture their interests, sustain motivation and reinforce learning. 	<ul style="list-style-type: none"> Ensure that role-play areas encourage writing of signs with a real purpose, for example, a pet shop. Plan fun activities and games that help children create rhyming strings of real and imaginary words, for example, Maddie, daddy, baddie, laddie.

Linking Sounds and Letters


	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 40-60+ months		<ul style="list-style-type: none"> Children's confidence in blending and segmenting and in using grapheme-phoneme knowledge to read and spell regular consonant-vowel-consonant (CVC) words, including consonant digraphs and long vowels. The ways in which children use their phonic knowledge and the number of grapheme-phoneme correspondences used for reading and writing in a variety of contexts. How children read simple words by sounding out and blending the phonemes all through the word from left to right. 		<ul style="list-style-type: none"> When practitioners judge that children are ready to begin a programme of systematic phonic work they should refer to the guidance on the EYFS CD-ROM, which can be found in areas of Learning and Development: Communication, Language and Literacy: Early Reading. This will support practitioners working in the EYFS and beyond to start teaching the phonic knowledge and skills children need to be able to recognise words and read them with fluency by the end of KS1. Practitioners need to make principled professional judgements as to when individual children are ready to start such work. For most children this will be by the age of five.




Reading

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Listen to familiar sounds, words, or finger plays. 	<ul style="list-style-type: none"> Responses that tell you a young baby is listening. 	<ul style="list-style-type: none"> Use finger play, rhymes and familiar songs from home to support young babies' enjoyment. 	<ul style="list-style-type: none"> Collect a range of board books, cloth books and stories to share with young babies.
 8-20 months	<ul style="list-style-type: none"> Respond to words and interactive rhymes, such as 'Clap Hands'. 	<ul style="list-style-type: none"> How babies' responses develop as they learn to anticipate and join in with finger and word play. 	<ul style="list-style-type: none"> Tell, as well as read, stories, looking at and interacting with young babies. Let children handle books and draw their attention to pictures. 	<ul style="list-style-type: none"> Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.
 16-26 months	<ul style="list-style-type: none"> Show interest in stories, songs and rhymes. 	<ul style="list-style-type: none"> Children's responses to picture books and stories you read with them. 	<ul style="list-style-type: none"> Use different voices to tell stories and encourage young children to join in wherever possible. 	<ul style="list-style-type: none"> Provide CDs and tapes of rhymes, stories, sounds and spoken words.
 22-36 months	<ul style="list-style-type: none"> Have some favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> Children's favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props. 	<ul style="list-style-type: none"> Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. Provide dual language books 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.


Reading

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Listen to and join in with stories and poems, one-to-one and also in small groups. ■ Begin to be aware of the way stories are structured. ■ Suggest how the story might end. ■ Show interest in illustrations and print in books and print in the environment. ■ Handle books carefully. ■ Know information can be relayed in the form of print. ■ Hold books the correct way up and turn pages. ■ Understand the concept of a word. 	<ul style="list-style-type: none"> ■ The stories and poems children choose and know how to follow. For example, retelling a story, using words and phrases from a well-known story. ■ Children’s familiarity with the way books work. For example, turning the pages and telling the story using the pictures and using phrases such as “Once upon a time”. ■ Children’s references to and understanding of how print works. For example, asking what a word says or what instructions mean. ■ Children’s recognition of their names, or letters or words, in scripts other than English. 	<ul style="list-style-type: none"> ■ Encourage children to use the stories they hear in their play. ■ 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. ■ 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. ■ Read stories that children already know, pausing at intervals to encourage them to ‘read’ the next word. 	<ul style="list-style-type: none"> ■ Create an attractive book area where children and adults can enjoy books together. ■ Provide some simple poetry, song, fiction and non-fiction books. Include books containing photographs of the children that can be read by adults and that children can begin to ‘read’ by themselves. ■ Create an environment rich in print where children can learn about words, for example, using names and labels. ■ 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. ■ Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.

Reading






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Enjoy an increasing range of books. Know that information can be retrieved from books and computers. Explore and experiment with sounds, words and texts. Retell narratives in the correct sequence, drawing on language patterns of stories. 	<ul style="list-style-type: none"> Children's book choices. Children's understanding about how information is kept in different places and can be retrieved. Children's understanding of the elements of stories, for example, Mehmet refers to the 'beginning' and 'end' of a story. He says, "I don't like that ending. I think he should've run away and been happy ever after". 	<ul style="list-style-type: none"> Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. Discuss and model ways of finding out information from non-fiction texts. Explain to parents the importance of reading to children, ask about favourite books, and offer book loans. 	<ul style="list-style-type: none"> When practitioners judge that children are ready to begin a programme of systematic phonic work they should refer to the guidance on the EYFS CD-ROM which can be found in areas of Learning and Development: Communication, Language and Literacy: Early Reading. This will support practitioners working in the EYFS and beyond to start teaching the phonic knowledge and skills children need to be able to recognise words and read them with fluency by the end of KS1. Practitioners need to make principled professional judgements as to when individual children are ready to start such work. For most children this will be by the age of five. 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). Provide story boards and props which encourage children to talk about the sequence of events and characters in a story.

Reading



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Read a range of familiar and common words and simple sentences independently. ■ Know that print carries meaning and, in English, is read from left to right and top to bottom. ■ Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how. 	<ul style="list-style-type: none"> ■ How children use non-fiction books. ■ The favourite books, songs and rhymes children turn to, to be re-read and enjoyed. ■ The phonic skills children use in decoding text. ■ The strategies that children use to read. ■ The words that children recognise, such as their name and signs such as 'open'. ■ The confidence with which children use their developing phonic knowledge. 	<ul style="list-style-type: none"> ■ Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. ■ Make story boxes with the children. Practitioners should maximise the opportunities that these reading activities present to reinforce and apply children's developing phonic knowledge and skills, particularly once they have started a programme of systematic phonic work which will enable children to recognise words and read them for meaning. For example, demonstrate using phonics as the prime approach to decode words while children can see the text, for example, using big books. ■ Encourage children to recall words they see frequently, such as 'welcome', their own and friends' names, 'open' and 'bus stop'. ■ Play word bingo to develop children's grapheme correspondence, so that they can rapidly decode words. 	<ul style="list-style-type: none"> ■ Provide story sacks and boxes for use in the setting and at home. ■ Provide varied texts and encourage children to use their phonics knowledge to recognise words. ■ Provide some simple texts which children can decode to give them confidence and to practise their developing skills. ■ Provide picture books, books with flaps or hidden words, books with accompanying CDs or tapes, and story sacks.



Writing






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Move arms and legs and increasingly use them to reach for, grasp and manipulate things. 	<ul style="list-style-type: none"> The random marks young babies make in food. 	<ul style="list-style-type: none"> Talk about the random marks young babies make, showing them that you value what they do. 	<ul style="list-style-type: none"> Provide gloop (cornflour and water) in small trays so babies can enjoy making marks in it.
 8-20 months	<ul style="list-style-type: none"> Begin to make marks. 	<ul style="list-style-type: none"> Babies' interest in marks, for example, the marks they make when they rub a rusk round the tray of a feeding chair. 	<ul style="list-style-type: none"> Talk to babies about the patterns and marks they make. 	<ul style="list-style-type: none"> Encourage babies to make marks in paint or with thick crayons.
 16-26 months	<ul style="list-style-type: none"> Examine the marks they and others make. 	<ul style="list-style-type: none"> Marks young children make when given a crayon, a brush or other tools. 	<ul style="list-style-type: none"> Discuss with young children what marks represent. 	<ul style="list-style-type: none"> Give young children, who are keen to represent the same experience repeatedly, a range of mark-making materials.
 22-36 months	<ul style="list-style-type: none"> Distinguish between the different marks they make. 	<ul style="list-style-type: none"> What children tell you about the marks they make. 	<ul style="list-style-type: none"> Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts. 	<ul style="list-style-type: none"> Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, for example, Chinese script on a fabric shopping bag.
 30-50 months	<ul style="list-style-type: none"> Sometimes give meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places. 	<ul style="list-style-type: none"> 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". 	<ul style="list-style-type: none"> Make books with children of activities they have been doing, using photographs of them as illustrations. Write poems and short stories with children, scribing for them. Support children in recognising and writing their own names. 	<ul style="list-style-type: none"> Provide activities during which children will experiment with writing, for example, leaving a message. Include opportunities for writing during role-play and other activities.

Writing


	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months			<ul style="list-style-type: none"> Encourage the children to use their phonic knowledge when writing consonant-vowel-consonant (CVC) words. 	
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Begin to break the flow of speech into words. Use writing as a means of recording and communicating. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation. 	<ul style="list-style-type: none"> How children use writing to record things or to communicate, for example, Marcus writes “Marcus, fz (Faraz) and tm (Tommy)” on a drawing of himself and his two friends playing together. Instances of writing for different purposes such as labelling the contents on the outside of a box. How children make use of phonic knowledge as they attempt to write words and simple sentences, for example, “I went to see fiyuweracs and hat to pc by the hut” (I went to see fireworks and had to park by the hut). 	<ul style="list-style-type: none"> Act as a scribe for children. After they say a sentence, repeat the first part of it, say each word as you write, and include some punctuation. Encourage children to use their ability to hear the sounds at the beginning of words and then in the order in which they occur through words in their writing. Play games that encourage children to link sounds to letters and then write the letters and words. Encourage children to re-read their writing as they write. 	<ul style="list-style-type: none"> Provide materials and opportunities for children to use writing in their play, and create purposes for independent and group writing. Plan occasions where you can involve children in organising writing, for example, putting recipe instructions in the right order. Provide word banks and other resources for segmenting and blending to support children to use their phonic knowledge.



Handwriting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Play with own fingers and toes and focus on objects around them. 	<ul style="list-style-type: none"> How young babies fix their gaze on objects or on their own feet or fists. 	<ul style="list-style-type: none"> Place young babies where they can focus on and grasp toys, and wriggle and roll freely. 	<ul style="list-style-type: none"> Provide a variety of toys that encourage young babies to reach and grasp, for example, a baby gym.
 8-20 months	<ul style="list-style-type: none"> Begin to bring together hand and eye movements to fix on and make contact with objects. 	<ul style="list-style-type: none"> The movements and sounds babies make as they explore materials such as musical instruments, paint, dough, glue and the space around them. 	<ul style="list-style-type: none"> Describe the movements young babies make as they move round and round, or ride a push-along toy in a straight line. 	<ul style="list-style-type: none"> Plan a range of activities that encourage large and fine motor skills, such as throwing and kicking balls, riding push-along toys, feeding the guinea pigs.
 16-26 months	<ul style="list-style-type: none"> Make random marks with their fingers and some tools. 	<ul style="list-style-type: none"> The different ways young children make marks, for example, in dough or clay. 	<ul style="list-style-type: none"> Help young children to develop their manipulative skills by engaging them in activities such as tearing (paper), scribbling, rolling and printing. 	<ul style="list-style-type: none"> Provide resources for finger-painting and play with soapy water, to interest young children who are not yet able to hold a brush or felt pen to make marks.
 22-36 months	<ul style="list-style-type: none"> Begin to show some control in their use of tools and equipment. 	<ul style="list-style-type: none"> Ways in which children begin to develop fine motor skills, for example, the way they use their fingers when trying to do up buttons, pull up a zip, pour a drink or use a watering can. 	<ul style="list-style-type: none"> Encourage children to handle and manipulate a variety of media and implements, for example, clay, finger-paint, spoons, brushes and shells. 	<ul style="list-style-type: none"> Vary the range of tools and equipment located with familiar activities, for example, put small scoops, rakes or sticks with the sand.
 30-50 months	<ul style="list-style-type: none"> Use one-handed tools and equipment. Draw lines and circles using gross motor movements. Manipulate objects with increasing control. 	<ul style="list-style-type: none"> The way children control equipment and materials. The marks children like to make. 	<ul style="list-style-type: none"> Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking and playing instruments. 	<ul style="list-style-type: none"> Provide opportunities for large shoulder movements, for example, swirling ribbons in the air, batting balls suspended on rope and painting. Encourage children to make shapes like circles and zig-zags in the air and in their play, for example, with sand and water and brushes.

Handwriting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Begin to use anticlockwise movement and retrace vertical lines. ■ Begin to form recognisable letters. ■ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> ■ Children's dexterity in using a range of tools in their play and writing. ■ Children's formation of recognisable letters. 	<ul style="list-style-type: none"> ■ Teach children to form letters correctly, for example, when they label their paintings. ■ Encourage children to practise letter shapes as they paint, draw and record, and as they write, for example, their names, the names of their friends and family, or captions. ■ Continue writing practice in imaginative contexts, joining some letters, if appropriate, for example, at, it, on. 	<ul style="list-style-type: none"> ■ Provide a variety of writing tools and paper, indoors and outdoors. ■ Give children practice in forming letters correctly, for example, labelling their work, making cards and writing notices. ■ Provide opportunities to write meaningfully, for example, by placing notepads by phones or having appointment cards in the role-play doctor's surgery.



Requirements

Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

What Problem Solving, Reasoning and Numeracy means for children

- Babies' and children's mathematical development occurs as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.
- Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of Learning and Development.

How settings can effectively implement this area of Learning and Development

To give all children the best opportunities for effective development and learning in Problem Solving, Reasoning and Numeracy practitioners should give particular attention to the following areas.

Positive Relationships

- Give children sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language during child-initiated activities in their own play.
- Encourage children to explore real-life problems, to make patterns and to count and match together, for example, ask, "How many spoons do we need for everyone in this group to have one?"
- Support children who use a means of communication other than spoken English to develop and understand specific mathematical language while valuing knowledge of Problem Solving, Reasoning and Numeracy in the language or communication system that they use at home.
- Value children's own graphic and practical explorations of Problem Solving, Reasoning and Numeracy.

Enabling Environments




- Recognise the mathematical potential of the outdoor environment, for example, for children to discover things about shape, distance and measures, through their physical activity.
- Exploit the mathematical potential of the indoor environment, for example, enabling children to discover things about numbers, counting and calculating through practical situations such as finding out how many children are in the music area or how many story books a child has looked at today.
- Ensure that mathematical resources are readily available both indoors and outside.

Learning and Development



- Develop mathematical understanding through all children's early experiences including through stories, songs, games and imaginative play.
- Provide a range of activities, some of which focus on mathematical learning and some which enable mathematical learning to be drawn out, for example, exploring shape, size and pattern during block play.
- Use mathematical terms during play and daily routines.

Numbers as Labels and for Counting






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Respond to people and objects in their environment. Notice changes in groupings of objects, images or sounds. 	<ul style="list-style-type: none"> Responses to people and objects. The attention that young babies give to changes in the quantity of objects or images they see, hear or experience. 	<ul style="list-style-type: none"> Identify the people, toys and experiences that babies enjoy. Talk about the things that babies notice when they are in different places such as the garden, the changing area or where they have meals. 	<ul style="list-style-type: none"> Display favourite things in a lively, bright environment so that a young baby can see them. Provide a small group of the same objects in treasure baskets, as well as single items, for example, two fir cones or three shells.
 8-20 months	<ul style="list-style-type: none"> Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Enjoy finding their nose, eyes or tummy as part of naming games. 	<ul style="list-style-type: none"> Preferences for particular rhymes and action songs that relate to number. The pictures of familiar things, in books, that babies recognise and point to, such as a ball or a teddy. 	<ul style="list-style-type: none"> Sing number rhymes as you dress or change babies, for example, 'One, Two, Buckle My Shoe'. Move with babies to the rhythm patterns in familiar songs and rhymes. Encourage babies to join in tapping and clapping along to simple rhythms. 	<ul style="list-style-type: none"> Collect number rhymes which are repetitive and are related to children's actions and experiences, for example, 'Peter Hammers with One Hammer'. Use song and rhymes during personal routines, for example, 'Two Little Eyes to Look Around', pointing to their eyes, one by one. Collect number and counting rhymes from a range of cultures and in other languages. This will benefit all children and will give additional support for children learning English as an additional language.
 16-26 months	<ul style="list-style-type: none"> Say some counting words randomly. Distinguish between quantities, recognising that a group of objects is more than one. 	<ul style="list-style-type: none"> Awareness of number during play, such as the number words used and when and why they use them. How children notice or choose a larger quantity. 	<ul style="list-style-type: none"> Use number words in meaningful contexts, for example, "Here's your other mitten. Now we have two". Talk to young children about 'lots' and 'few' as they play. 	<ul style="list-style-type: none"> Provide varied opportunities to explore 'lots' and 'few' in play. Equip the role-play area with things that can be sorted in different ways. Provide collections of objects that can be sorted and matched in various ways.


Numbers as Labels and for Counting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>16-26 months</p>	<ul style="list-style-type: none"> Gain awareness of one-to-one correspondence through categorising belongings, starting with 'mine' or 'Mummy's'. 		<ul style="list-style-type: none"> Talk about young children's choices and, where appropriate, demonstrate how counting helps us to find out how many. Give opportunities for children to practise one-to-one correspondence in real-life situations. Talk about the maths in everyday situations, for example, doing up a coat, one hole for each button. Tell parents about all the ways children learn about numbers in your setting. Have interpreter support or translated materials to support children and families learning English as an additional language. 	<ul style="list-style-type: none"> Provide resources that support children in making one-to-one correspondences, for example, giving each dolly a cup.
 <p>22-36 months</p>	<ul style="list-style-type: none"> Have some understanding of 1 and 2, especially when the number is important for them. Create and experiment with symbols and marks. Use some number language, such as 'more' and 'a lot'. Recite some number names in sequence. 	<ul style="list-style-type: none"> How young children show their understanding of number labels such as 1, 2, 3. The contexts in which young children use marks and symbols. Situations that prompt children to talk about numbers. The numbers children recite spontaneously in their games. Children matching one thing with another, for example, glasses and straws. Children putting things in order of 'turn'. 	<ul style="list-style-type: none"> Show children how we use counting to find out 'how many'. Talk about how the symbols and marks you make stand for numbers and quantities. Ask questions such as "Would you like one sandwich or two?". At mealtimes, talk about portions of food so that children learn about quantities, such as 'enough', 'more', 'how many'. 	<ul style="list-style-type: none"> Introduce number labels to use outdoors for car number plates, house and bus numbers. Create a 'number rich' environment in the home play area. Introduce numbers as they are used at home, by having a clock, a telephone and a washing machine.

Numbers as Labels and for Counting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 22-36 months			<ul style="list-style-type: none"> Encourage parents of children learning English as an additional language to talk in their home language about quantities and numbers. 	<ul style="list-style-type: none"> Keep a diary with the children about their favourite things. Talk about how many like apples, or which of them watches a particular TV programme at home.
 30-50 months	<ul style="list-style-type: none"> Use some number names and number language spontaneously. Show curiosity about numbers by offering comments or asking questions. Use some number names accurately in play. Sometimes match number and quantity correctly. Recognise groups with one, two or three objects. 	<ul style="list-style-type: none"> Children knowing that different numbers have different names. Children using the names for numbers accurately. The range of numbers that children refer to, and why they use certain numbers. Children's guesses about numbers of things and their ability to check them. Accuracy in the use of ordinals (first, second, third and so on). The strategies that children use to match number and quantity, for example, using fingers or tallying by making marks. 	<ul style="list-style-type: none"> Use number language, for example, 'one', 'two', 'three', 'lots', 'hundreds', 'how many?' and 'count', in a variety of situations. Model and encourage use of mathematical language by, for example, asking questions such as, "How many saucepans will fit on the shelf?". Allow children to understand that one thing can be shared, for example, a pizza. 	<ul style="list-style-type: none"> Give children a reason to count, for example, by asking them to select enough wrist bands for three friends to play with the puppets. Enable children to note the 'missing set', for example, "There are none left" when sharing things out. Provide number labels for children to use, for example, 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.
 40-60+ months	<ul style="list-style-type: none"> Recognise some numerals of personal significance. Count up to three or four objects by saying one number name for each item. Count out up to six objects from a larger group. Count actions or objects that cannot be moved. Begin to count beyond 10. 	<ul style="list-style-type: none"> The personal numbers that children refer to, such as their age, house number, telephone number or the number of people in their family. Instances of children counting an irregular arrangement of up to ten objects. 	<ul style="list-style-type: none"> Encourage estimation, for example, estimate how many sandwiches to make for the picnic. Encourage use of mathematical language, for example, number names to ten: "Have you got enough to give me three?". 	<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, for example, a sign showing how many children can play on a number track. Use tactile numeral cards made from sandpaper, velvet or string.

Numbers as Labels and for Counting




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Begin to represent numbers using fingers, marks on paper or pictures. ■ Select the correct numeral to represent 1 to 5, then 1 to 9 objects. ■ Recognise numerals 1 to 5. ■ Count an irregular arrangement of up to ten objects. ■ Estimate how many objects they can see and check by counting them. ■ Count aloud in ones, twos, fives or tens. ■ Know that numbers identify how many objects are in a set. ■ Use ordinal numbers in different contexts. ■ Match then compare the number of objects in two sets. ■ Say and use number names in order in familiar contexts. ■ Count reliably up to ten everyday objects. ■ Recognise numerals 1 to 9. ■ Use developing mathematical ideas and methods to solve practical problems. 	<ul style="list-style-type: none"> ■ Children’s methods of counting out up to six objects from a larger group, for example, when children do a jigsaw together and share out the pieces, counting to check everyone has the same number. ■ How children begin to represent numbers using fingers, marks on paper or pictures. ■ Children’s recognition of numerals. ■ How children use their developing understanding of maths to solve mathematical problems, for example, solving a debate about which of two piles of pebbles has more in it. 	<ul style="list-style-type: none"> ■ Ensure that children are involved in making displays, for example, making their own pictograms of lunch choices. Develop this as a 3D representation using bricks and discuss the most popular choices. ■ Add numerals to all areas of learning and development, for example, to a display of a favourite story, such as ‘The Three Billy Goats Gruff’. ■ Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers. ■ Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens. ■ Emphasise the empty set and introduce the concept of nothing or zero. 	<ul style="list-style-type: none"> ■ Create opportunities for children to experiment with a number of objects, the written numeral and the written number. Develop this through matching activities with a range of numbers, numerals and a selection of objects. ■ Use a 100 square to show number patterns. ■ Make number games readily available and teach children how to use them. ■ Display interesting books about number. ■ Play games such as hide and seek that involve counting. ■ Use rhymes, songs and stories involving counting on and counting back.




Calculating

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Are logical thinkers from birth. 	<ul style="list-style-type: none"> How they enjoy games when objects are shown, then hidden away. 	<ul style="list-style-type: none"> Talk to babies about what you are doing and what is happening. 	<ul style="list-style-type: none"> Let babies see and hear the sequence of actions you go through as you carry out familiar routines.
 8-20 months	<ul style="list-style-type: none"> Have some understanding that things exist, even when out of sight. Are alert to and investigate things that challenge their expectations. 	<ul style="list-style-type: none"> Babies' interest in looking for things that disappear from sight. Babies' persistence in trying to achieve something they have managed before, such as lifting the lid on a box that has previously popped open. 	<ul style="list-style-type: none"> Play games such as peek-a-boo or comment when a puppet pops out of a sock. Talk to babies about puzzles they encounter such as how to get their sock back from where it has fallen, asking whether they can do it or if they might need help. 	<ul style="list-style-type: none"> Provide lift-the-flap books to show something hidden from view. Provide a variety of interesting displays for babies to see when they are looking around them, looking up at the ceiling or peering into a corner.
 16-26 months	<ul style="list-style-type: none"> Are learning to classify by organising and arranging toys with increasing intent. Categorise objects according to their properties. 	<ul style="list-style-type: none"> Occasions when young children gather things together, such as collecting several books or lining up cars. Children's interest in helping when an adult sorts the fruit at snack time, for example, putting all the apples together. 	<ul style="list-style-type: none"> Foster children's ability to classify and compare amounts. Use 'tidy up time' to promote logic and reasoning about where things fit in or are kept. 	<ul style="list-style-type: none"> Encourage children, when helping with domestic tasks, to put all the pieces of apple on one dish and all the pieces of celery on another for snacks. Use pictures or shapes of objects to indicate where things are kept and encourage children to work out where things belong.
 22-36 months	<ul style="list-style-type: none"> Begin to make comparisons between quantities. Know that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> The deductions children make about whether there is some juice left, or whether it is 'all gone'. Children's attempts at estimation and their efforts to check by counting. 	<ul style="list-style-type: none"> Help children to organise their ideas by talking to them about what they are doing. Play games which relate to number order, addition and subtraction, such as hopscotch and skittles. 	<ul style="list-style-type: none"> Provide props for children to act out counting songs and rhymes. Provide games and equipment that offer opportunities for counting, such as skittles.

Calculating




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 22-36 months		<ul style="list-style-type: none"> How children engage with simple counting songs and games, for example, 'Five Currant Buns'. When children begin to know about dividing things equally into two groups. 	<ul style="list-style-type: none"> Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'. 	<ul style="list-style-type: none"> Plan to incorporate a mathematical component in areas such as the sand, water or other play areas.
 30-50 months	<ul style="list-style-type: none"> Compare two groups of objects, saying when they have the same number. Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. 	<ul style="list-style-type: none"> The strategies children use that show they are working out whether a group of objects is the same or different. How children work out a solution to a simple problem by using fingers or counting aloud. 	<ul style="list-style-type: none"> Demonstrate language such as 'same as', 'less' or 'fewer'. As you read number stories or rhymes, ask, for example, "How many will there be in the pool when one more frog jumps in?". Use pictures and objects to illustrate counting songs, rhymes and number stories. This will benefit all children and be particularly supportive to children learning English as an additional language. 	<ul style="list-style-type: none"> 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, for example, 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"> Find the total number of items in two groups by counting all of them. Use own methods to work through a problem. Say the number that is one more than a given number. Select two groups of objects to make a given total of objects. Count repeated groups of the same size. 	<ul style="list-style-type: none"> Methods children use to answer a problem they have posed, for example, "Get one more, and then we will both have two". How children find the sum of two numbers. The variety in responses when children work out a calculation. The ways children count repeated groups of the same size, for example, counting the number of socks in five pairs. 	<ul style="list-style-type: none"> Show interest in how children solve problems and value their different solutions. Make sure children are secure about the order of numbers before asking what comes after or before each number. Discuss with children how problems relate to others they have met, and their different solutions. 	<ul style="list-style-type: none"> Encourage children to record what they have done, for example, by drawing or tallying. Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. Provide a wide range of number resources and encourage children to be creative in thinking up problems and solutions in all areas of learning.

Calculating




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Share objects into equal groups and count how many in each group. ■ In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. ■ Use language such as ‘more’ or ‘less’ to compare two numbers. ■ Find one more or one less than a number from one to ten. ■ Begin to relate addition to combining two groups of objects and subtraction to ‘taking away’. 	<ul style="list-style-type: none"> ■ How children share objects, for example, sharing eight crayons equally among four children and knowing that each child has two crayons. ■ Children working out what remains if something is taken away. 	<ul style="list-style-type: none"> ■ Encourage children to make up their own story problems for other children to solve. ■ Encourage children to extend problems, for example, “Suppose there were three people to share the bricks between instead of two”. ■ Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate. ■ Give children learning English as an additional language opportunities to work in their home language to ensure accurate understanding of concepts. 	<ul style="list-style-type: none"> ■ Encourage children to make links between cardinal numbers (quantity) and ordinal numbers (position). ■ Make number lines available for reference and encourage children to use them in their own play. ■ Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.





Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Develop an awareness of shape, form and texture as they encounter people and things in their environment. 	<ul style="list-style-type: none"> Babies' explorations of space through their movements, for example, by rolling from back to front. How babies begin to be aware of distance, as they grasp and reach out. 	<ul style="list-style-type: none"> Talk to babies about things that interest them, describing particular features, such as the patterns formed when sunlight filters through the leaves on to the ground. 	<ul style="list-style-type: none"> Display things to look at that encourage their interest in movement, such as a spiral.
 8-20 months	<ul style="list-style-type: none"> Find out what toys are like and can do through handling objects. Recognise big things and small things in meaningful contexts. 	<ul style="list-style-type: none"> Instances of babies' investigation of objects and space such as looking for hidden objects or putting things in and taking them out of containers. How they hold out their arms wide to gather up a big teddy and bring hands together to pick up a small ball. 	<ul style="list-style-type: none"> Play games that involve curling and stretching, popping up and bobbing down. Encourage babies' explorations of the characteristics of objects, for example, by rolling a ball to them. Talk about what objects are like and how objects, such as a sponge, can change their shape by being squeezed or stretched. 	<ul style="list-style-type: none"> Provide a range of objects of various textures and weights in treasure baskets to excite and encourage babies' interests. Look at books showing objects such as a big truck and a little truck; or a big cat and a small kitten. Use story props to support all children and particularly those learning English as an additional language.
 16-26 months	<ul style="list-style-type: none"> Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Use blocks to create their own simple structures and arrangements. Enjoy filling and emptying containers. 	<ul style="list-style-type: none"> Children's strategies as they select and fit shapes in a puzzle or balance blocks on one another. Children's interest in and familiarity with the shapes of everyday objects. 	<ul style="list-style-type: none"> Talk to children, as they play with water or sand, to encourage them to think about when something is full, empty or holds more. Help young children to create different arrangements in the layout of road and rail tracks. Highlight patterns in daily activities and routines. Help children to touch, see and feel shape through art, music and dance. 	<ul style="list-style-type: none"> Provide different sizes and shapes of containers in water play, so that children can experiment with quantities and measures. Offer a range of puzzles with large pieces and knobs or handles to support success in fitting shapes into spaces.


Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 16-26 months			<ul style="list-style-type: none"> Encourage children to create their own patterns in art, music and dance. 	
 22-36 months	<ul style="list-style-type: none"> Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size. Are beginning to understand variations in size. 	<ul style="list-style-type: none"> Observations made by children relating to shapes or patterns. When children begin to use some words that describe time, amount and size, for example, when children say things like “me bigger” to a smaller friend. 	<ul style="list-style-type: none"> Talk about and help children to recognise patterns. Draw children’s attention to the pattern of square/oblong/ square which emerges as you fold or unfold a tablecloth or napkin. Be consistent in your use of vocabulary for weight and mass. Sort coins on play trays into interesting arrangements and shapes; sort them into bags, purses and containers. Measure for a purpose, such as finding out whether a teddy will fit in a bed. 	<ul style="list-style-type: none"> Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, for example, Arabic designs. Provide opportunities for children to measure time (sand timer), weight (balances) and measure (non-standard units). Vary the use of volume and capacity equipment in the sand, water and other play areas to maintain interest.
 30-50 months	<ul style="list-style-type: none"> Show an interest in shape and space by playing with shapes or making arrangements with objects. Show awareness of similarities in shapes in the environment. Observe and use positional language. Are beginning to understand ‘bigger than’ and ‘enough’. 	<ul style="list-style-type: none"> Children’s skills in matching shapes and in completing puzzles. Children’s recognition of shapes in the environment, for example, that a roof has a triangle at one end. Children’s ideas about why something is the correct size, for example, a piece of paper to wrap a gift. 	<ul style="list-style-type: none"> Demonstrate the language for shape, position and measures in discussions, for example, ‘ball shape’, ‘box shape’, ‘in’, ‘on’, ‘inside’, ‘under’, ‘longer’, ‘shorter’, ‘heavy’, ‘light’, ‘full’ and ‘empty’. Find out and use equivalent terms for these measures in home languages. Encourage children to talk about the shapes they see and use and how they are arranged. 	<ul style="list-style-type: none"> Have large and small blocks and boxes available for construction both indoors and outdoors. Play games involving children positioning themselves inside, behind, on top and so on. Provide rich and varied opportunities for comparing length, weight and time.


Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months	<ul style="list-style-type: none"> Show interest in shape by sustained construction activity or by talking about shapes or arrangements. Use shapes appropriately for tasks. Begin to talk about the shapes of everyday objects. 	<ul style="list-style-type: none"> How children apply their understanding of shape and space, for example, knowing they need one flat shape and one that is 'pointy'. Children's use of mathematical names for shapes, such as 'circle' and 'triangle'. 	<ul style="list-style-type: none"> Value children's constructions by helping to display them or take photographs of them. Organise the environment to foster shape matching, for example, pictures of different bricks on containers to show where they are kept. 	<ul style="list-style-type: none"> Use stories such as <i>Rosie's Walk</i> 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"> Show curiosity about and observation of shapes by talking about how they are the same or different. Match some shapes by recognising similarities and orientation. Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape. Show awareness of symmetry. Find items from positional or directional clues. Order two or three items by length or height. Order two items by weight or capacity. Match sets of objects to numerals that represent the number of objects. 	<ul style="list-style-type: none"> Children's interest in and observation of shapes, such as how some are the same or different. How children match some shapes by recognising similarities and orientation, for example, Stevie looked at a rhomboid, saying, "It looks like a boat". Picking up a triangle, she says, "This one's different... it's only got three points". How children select a named shape for a particular purpose. Children's use of positional or directional clues, for example, "We had to come round the park and past the shops". Children's ordering of two items by length or height, for example, comparing the length of zips on coats: "Too long for your coat". 	<ul style="list-style-type: none"> Ask 'silly' questions, for example, 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. 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. 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. 	<ul style="list-style-type: none"> Provide a range of boxes and materials for models and constructions such as 'dens', indoors and outdoors. Provide examples of the same shape in different sizes. 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, orally, in pictures or using objects. Provide a range of natural materials for children to arrange, compare and order.

Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Sort familiar objects to identify their similarities and differences, making choices and justifying decisions. Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices. Use familiar objects and common shapes to create and recreate patterns and build models. Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example, with a sand timer. Count how many objects share a particular property, presenting results using pictures, drawings or numerals. Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities. Talk about, recognise and recreate simple patterns. Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes. Use everyday words to describe position. 	<ul style="list-style-type: none"> Children's identification of a mathematical problem involving shape, space or measures and the ways they solve them. Children's use of positional language, for example, "I'm near the end of the path". Words children use to describe comparisons and measures such as 'greater', 'smaller', 'heavier' or 'lighter'. 	<ul style="list-style-type: none"> Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes. Ensure children use everyday words to describe position, for example, when following pathways or playing with outdoor apparatus. 	

Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Use developing mathematical ideas and methods to solve practical problems. 			



Requirements

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

What Knowledge and Understanding of the World means for children

- Babies and children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear.
- Babies and children need regular opportunities to learn about different ways of life, to be given accurate information and to develop positive and caring attitudes towards others.
- Children should be helped to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others when they develop their Knowledge and Understanding of the World.
- Children should be involved in the practical applications of their knowledge and skills which will promote self-esteem through allowing them to make decisions about what to investigate and how to do it.

How settings can effectively implement this area of Learning and Development

To give all children the best opportunities for effective development and learning in Knowledge and Understanding of the World practitioners should give particular attention to the following areas.

Positive Relationships

- Use parents' knowledge to extend children's experiences of the world.
- Help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.
- Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.

Enabling Environments

- Create a stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and outdoors.
- Make effective use of outdoors, including the local neighbourhood.





- Use correct terms so that, for example, children will enjoy naming a chrysalis if the practitioner uses its correct name.
- Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.

Learning and Development



- Plan activities based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion.
- Teach skills and knowledge in the context of practical activities, for example, learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.
- Encourage children to tell each other what they have found out, to speculate on future findings or to describe their experiences. This enables them to rehearse and reflect upon their knowledge and to practise new vocabulary.
- Support children in using a range of ICT to include cameras, photocopiers, CD players, tape recorders and programmable toys in addition to computers.
- Give children accurate information which challenges cultural, racial, social and gender stereotypes.



Exploration and Investigation






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Use movement and senses to focus on, reach for and handle objects. Learn by observation about actions and their effects. 	<ul style="list-style-type: none"> How young babies use their senses to investigate such things as your face, your hair, a rattle. 	<ul style="list-style-type: none"> Give opportunities for babies to explore objects and materials. 	<ul style="list-style-type: none"> Provide a range of everyday objects for babies to explore and investigate.
 8-20 months	<ul style="list-style-type: none"> As they pull to stand and become more mobile, the scope of babies' investigations widens. 	<ul style="list-style-type: none"> Babies' interests and the ways in which they investigate and manipulate objects. 	<ul style="list-style-type: none"> Give babies choices about what they can play with. 	<ul style="list-style-type: none"> Plan varied arrangements of equipment and materials that can be used with babies in a variety of ways to maintain interest and provide challenges.
 16-26 months	<ul style="list-style-type: none"> Sometimes focus their enquiries on particular features or processes. 	<ul style="list-style-type: none"> The things young children investigate repeatedly, for example, becoming absorbed in opening and shutting. 	<ul style="list-style-type: none"> Encourage young children as they explore particular patterns of thought or movement, sometimes referred to as schemas. 	<ul style="list-style-type: none"> Provide materials that support particular schemas, for example, things to throw, for a child who is exploring trajectory. Find out from parents about their children's interests and discuss how they can be encouraged. Plan for inclusion of information from parents who do not speak English.
 22-36 months	<ul style="list-style-type: none"> Explore, play and seek meaning in their experiences. Use others as sources of information and learning. Show an interest in why things happen. 	<ul style="list-style-type: none"> Children's actions and talk, in response to what they find and the questions they ask. 	<ul style="list-style-type: none"> Recognise that when a child does such things as jumping in a puddle, they are engaging in investigation. 	<ul style="list-style-type: none"> Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.

Exploration and Investigation



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months	<ul style="list-style-type: none"> Show curiosity and interest in the features of objects and living things. Describe and talk about what they see. Show curiosity about why things happen and how things work. Show understanding of cause/effect relations. 	<ul style="list-style-type: none"> How children examine objects and living things to find out more about them, for example, observing plants and animals, or noticing the different materials that things are made of. How children express choices and preferences where verbal communication is through a language other than English. 	<ul style="list-style-type: none"> Encourage and respond to children's signs of interest, and extend these through questions, discussions and further investigation. Give additional support to children who are learning English as an additional language, through pictorial support, or from familiar adults who can interpret for them. 	<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.
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Notice and comment on patterns. Show an awareness of change. Explain own knowledge and understanding, and ask appropriate questions of others. Investigate objects and materials by using all of their senses as appropriate. Find out about, and identify, some features of living things, objects and events they observe. Look closely at similarities, differences, patterns and change. Ask questions about why things happen and how things work. 	<ul style="list-style-type: none"> The changes and patterns that children notice. Instances of children identifying features of living things or objects. Ways in which children find out about things in the environment, for example, by handling something and looking at it closely. Instances of children investigating everyday events, such as why a bicycle stops when the brakes are pressed. 	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, for example, rubbings from grates, covers, or bricks. Encourage children to raise questions and suggest solutions and answers. Examine change over time, for example, growing plants, and change that may be reversed, for example, melting ice. 	<ul style="list-style-type: none"> Give opportunities to record findings by, for example, drawing, writing, making a model or photographing. 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. Encourage children to speculate on the reasons why things happen or how things work.

Designing and Making








	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Explore objects and materials with hands and mouth. 	<ul style="list-style-type: none"> The objects that interest and engage babies' attention. 	<ul style="list-style-type: none"> Talk to babies about particular objects and materials, drawing their attention to features such as their feel or sound. 	<ul style="list-style-type: none"> Provide objects that give young babies opportunities to explore textures, shapes and sizes.
 8-20 months	<ul style="list-style-type: none"> Show curiosity and interest in things that are built up and fall down, and that open and close. 	<ul style="list-style-type: none"> How babies handle and arrange objects such as blocks or bricks. 	<ul style="list-style-type: none"> Talk about the way things balance or what happens when a structure falls down. 	<ul style="list-style-type: none"> Provide a range of resources that babies can use in their play that encourage their interest in balancing and building things.
 16-26 months	<ul style="list-style-type: none"> Are interested in pushing and pulling things, and begin to build structures. 	<ul style="list-style-type: none"> The things young children enjoy building, opening and closing or pushing and pulling. 	<ul style="list-style-type: none"> Offer a commentary on what young children are doing, describing actions such as "You nearly managed it then, by pulling that handle". 	<ul style="list-style-type: none"> Provide a range of items to inspire young children's curiosity, ensuring that their investigations are conducted safely. Provide culturally diverse artefacts and encourage parents to bring in culturally specific and familiar items from home to share.
 22-36 months	<ul style="list-style-type: none"> Are curious and interested in making things happen. 	<ul style="list-style-type: none"> How children investigate by, for example, taking all the cushions from several areas, piling them up and jumping on top of them. 	<ul style="list-style-type: none"> Recognise that children's investigations may appear futile, but that a child may be on the brink of an amazing discovery as they meticulously place more and more things on top of one another. 	<ul style="list-style-type: none"> Build on children's particular interests by adding resources to sustain and extend their efforts.
 30-50 months	<ul style="list-style-type: none"> Investigate various construction materials. Realise tools can be used for a purpose. Join construction pieces together to build and balance. 	<ul style="list-style-type: none"> How children are using tools, for example, using a stick to make holes in dough. How children link experiences and use their knowledge to design and make things. 	<ul style="list-style-type: none"> Introduce children to appropriate tools for different materials. 	<ul style="list-style-type: none"> Provide ideas and stimuli for children, for example, photographs, books, visits and close observation of buildings.

Designing and Making


	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months	<ul style="list-style-type: none"> ■ Begin to try out a range of tools and techniques safely. 	<ul style="list-style-type: none"> ■ Children’s developing skills in using tools, including which tools they choose for particular tasks. 	<ul style="list-style-type: none"> ■ Provide a range of construction materials, including construction kits containing a variety of shapes, sizes and ways of joining, and support children in their use. 	<ul style="list-style-type: none"> ■ Provide a range of tools, for example, scissors, hole punch, stapler, junior hacksaw, glue spreader, rolling pin, cutter, knife, grater, and encourage children to handle them carefully and use their correct names.
 40-60+ months Early learning goals	<ul style="list-style-type: none"> ■ Construct with a purpose in mind, using a variety of resources. ■ Use simple tools and techniques competently and appropriately. ■ Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. ■ Select the tools and techniques they need to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> ■ The ways that children make things, for example, a child might use card, scissors, glue, string and a hole punch to make a bag to carry some things home. ■ How children construct for their own purposes. ■ Children’s own assessment of the fitness for purpose of their designs and the modifications they decide to make to them. 	<ul style="list-style-type: none"> ■ Discuss purposes of design and making tasks. ■ Teach joining, measuring, cutting and finishing techniques and their names. ■ Encourage children’s evaluations, helping them to use words to explain, such as ‘longer’, ‘shorter’, ‘lighter’. 	<ul style="list-style-type: none"> ■ Make links with children’s experiences to provide opportunities to design and make things, such as a ladder for Anansi the spider (in the West African traditional tale). ■ Provide opportunities for children to practise skills, initiate and plan simple projects, and find their own solutions in the design and making process. ■ Ensure that the organisation of workshop areas allows children real choices of techniques, materials and resources.



ICT





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Show interest in toys and resources that incorporate technology. 	<ul style="list-style-type: none"> Which toys and resources interest babies. 	<ul style="list-style-type: none"> Talk about the features of items that interest them such as a toy rabbit's floppy ears or a bear with a rumbling tummy. 	<ul style="list-style-type: none"> Provide a range of playthings that excite babies' attention, including battery-operated mobiles and wind-up radios.
 8-20 months	<ul style="list-style-type: none"> Explore things with interest and sometimes press parts or lift flaps to achieve effects such as sounds, movements or new images. 	<ul style="list-style-type: none"> How babies begin to explore technology in toys and personal items, for example, pressing a button or lifting the spout on a drinking cup. 	<ul style="list-style-type: none"> Share observations with parents so that you can compare notes. 	<ul style="list-style-type: none"> Have available robust resources with knobs, flaps, keys or shutters.
 16-26 months	<ul style="list-style-type: none"> Show interest in toys with buttons and flaps and simple mechanisms and begin to learn to operate them. 	<ul style="list-style-type: none"> The ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. 	<ul style="list-style-type: none"> Talk about the effect of children's actions, as they investigate what things can do. 	<ul style="list-style-type: none"> Incorporate technology resources that children recognise into their play, such as a camera.
 22-36 months	<ul style="list-style-type: none"> Show an interest in ICT. Seek to acquire basic skills in turning on and operating some ICT equipment. 	<ul style="list-style-type: none"> How children use the control technology of toys, for example, a toy electronic keyboard. 	<ul style="list-style-type: none"> Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. Let children use the photocopier to copy their own pictures. 	<ul style="list-style-type: none"> Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
 30-50 months	<ul style="list-style-type: none"> Know how to operate simple equipment. 	<ul style="list-style-type: none"> The skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. 	<ul style="list-style-type: none"> 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 to the setting.

ICT



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Complete a simple program on a computer. ■ Use ICT to perform simple functions, such as selecting a channel on the TV remote control. ■ Use a mouse and keyboard to interact with age-appropriate computer software. ■ Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. 	<ul style="list-style-type: none"> ■ How children coordinate actions to use technology, for example, to direct dial a telephone number. 	<ul style="list-style-type: none"> ■ Teach and encourage children to click on different icons to cause things to happen in a computer program. ■ Ensure safe use of all ICT apparatus and make appropriate risk assessments for their use. 	<ul style="list-style-type: none"> ■ Provide a range of programmable toys, as well as equipment involving ICT, such as computers.



Time






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Anticipate repeated sounds, sights and actions. 	<ul style="list-style-type: none"> The sounds, sights and actions that interest young babies, for example, seeing a bottle, hearing bath water running. 	<ul style="list-style-type: none"> Talk about what you are doing as you prepare a feed or a bath. 	<ul style="list-style-type: none"> Provide pictures or photographs of things associated with regular routines.
 8-20 months	<ul style="list-style-type: none"> Get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<ul style="list-style-type: none"> Children's anticipation of the events of the day. 	<ul style="list-style-type: none"> Spend time looking at and talking about pictures of babies eating, sleeping, bathing and playing. 	<ul style="list-style-type: none"> Ask parents about significant events in their babies' day and how these are talked about, for example, "boboos" for sleep or bedtime, "din-din" for dinner time.
 16-26 months	<ul style="list-style-type: none"> Associate a sequence of actions with daily routines. Begin to understand that things might happen 'now'. 	<ul style="list-style-type: none"> Actions that show young children understand the sequence of routines, for example, going to the cloakroom area when you say it is time to go outdoors. 	<ul style="list-style-type: none"> Let young children know that you understand their routines. Talk them through the things you do as you get things ready. 	<ul style="list-style-type: none"> Collect stories that focus on the sequence of routines, for example, getting dressed, asking "How do I put it on?".
 22-36 months	<ul style="list-style-type: none"> Recognise some special times in their lives and the lives of others. Understand some talk about immediate past and future, for example, 'before', 'later' or 'soon'. Anticipate specific time-based events such as mealtimes or home time. 	<ul style="list-style-type: none"> How children talk about the special events they experience in the home and in the setting. The ways children show their growing understanding of the past, for example, familiarity with places or people seen previously. 	<ul style="list-style-type: none"> Make a diary of photographs to record a special occasion. Use the language of time such as 'yesterday', 'tomorrow' or 'next week'. 	<ul style="list-style-type: none"> Provide opportunities for children to work through routines in role-play, such as putting a 'baby' to bed.
 30-50 months	<ul style="list-style-type: none"> Remember and talk about significant events in their own experience. Show interest in the lives of people familiar to them. Talk about past and future events. 	<ul style="list-style-type: none"> How children remember and recount a significant event, such as finding a dead jellyfish at the beach. 	<ul style="list-style-type: none"> Talk about and show interest in children's lives and experiences. Use, and encourage children to use, the language of time in conversations, for example, 'past', 'now' and 'then'. 	<ul style="list-style-type: none"> Plan time when children can discuss past events in their lives, such as what they did in the holidays or what happened when they went to have a splinter removed from their hand.

Time



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> The comparisons children make about what they can do now with what they could do when they were younger. 	<ul style="list-style-type: none"> Encourage discussion of important events in the lives of people children know, such as their family. Make books of events in settings, for example, summer fair, building a climbing frame, shopping expedition or learning about a festival. Encourage role-play of events in children's lives. Observe changes in the environment, for example, through the seasons or as a building extension is completed. 	<ul style="list-style-type: none"> Ask parents to share photographs from home that show things such as a sunflower that their child took home from school in a pot, which has now grown taller than them. Ensure the full participation of children learning English as an additional language by offering additional visual support and encouraging children to use their home language.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Begin to differentiate between past and present. Use time-related words in conversation. Understand about the seasons of the year and their regularity. Make short-term future plans. Find out about past and present events in their own lives, and in those of their families and other people they know. 	<ul style="list-style-type: none"> How children refer to past events, such as how long ago it was since they visited the swimming baths. How a child compares experiences in their own life with those of others, for example, comparing their own play and playthings with their grandparents' experiences of play and playthings. 	<ul style="list-style-type: none"> Sequence events, for example, photographs of children from birth. Use stories that introduce a sense of time and people from the past. Encourage children to ask questions about events in each other's lives in discussions, and explore these experiences in role-play. Compare artefacts of different times, for example, garden and household tools. Make the most of opportunities to value children's histories. Involve families in sharing memories. This might include celebration of a travelling background or of African-Caribbean roots. 	<ul style="list-style-type: none"> Provide long-term growing projects, for example, sowing seeds or looking after chicken eggs. Provide reference material for children to use, for example, comparing old and recent photographs. Draw on the local community to support projects about the seasons. Tap into knowledge and expertise of local farmers, gardeners, allotment holders and so on.



Place





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Explore the space around them through movements of hands and feet and by rolling. 	<ul style="list-style-type: none"> The movements that young babies make as they find out about their environment. 	<ul style="list-style-type: none"> Encourage young babies' movements through your interactions, for example, touching their fingers and toes and showing delight at their kicking and waving. 	<ul style="list-style-type: none"> Provide spaces that give young babies different views of their surroundings, such as a soft play area, with different levels to explore.
 8-20 months	<ul style="list-style-type: none"> Love to be outdoors and closely observe what animals, people and vehicles do. 	<ul style="list-style-type: none"> How babies explore space, objects and features of the environment. 	<ul style="list-style-type: none"> Draw attention to things in different areas that stimulate interest, such as a patterned surface. 	<ul style="list-style-type: none"> Display and talk about photographs of babies' favourite places.
 16-26 months	<ul style="list-style-type: none"> Are curious about the environment. 	<ul style="list-style-type: none"> Responses to sights, sounds and smells in the environment and what they like about playing outdoors. 	<ul style="list-style-type: none"> Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles. 	<ul style="list-style-type: none"> Develop use of the outdoors so that young children can investigate features, for example, a mound, a path or a wall.
 22-36 months	<ul style="list-style-type: none"> Enjoy playing with small-world models such as a farm, a garage, or a train track. 	<ul style="list-style-type: none"> The things children say about their environment. 	<ul style="list-style-type: none"> Tell stories about places and journeys, for example, <i>Whatever Next!</i> by Jill Murphy. 	<ul style="list-style-type: none"> Provide story and information books about places, such as a zoo or the beach, to build on visits to real places.
 30-50 months	<ul style="list-style-type: none"> Show an interest in the world in which they live. Comment and ask questions about where they live and the natural world. 	<ul style="list-style-type: none"> Children's interest in things they see while out for a walk. The questions children ask about features of the built environment, such as road signs. 	<ul style="list-style-type: none"> Arouse awareness of features of the environment in the setting and immediate local area, for example, 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"> Plan time for visits to the local area. Provide play maps and small-world equipment for children to create their own environments.

Place



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months			<ul style="list-style-type: none"> Encourage parents to provide vocabulary in their home language to support language development and reinforce understanding. 	
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Notice differences between features of the local environment. Observe, find out about and identify features in the place they live and the natural world. Find out about their environment, and talk about those features they like and dislike. 	<ul style="list-style-type: none"> How children talk about the different features of the surroundings, such as the sizes, shapes, uses and types of buildings or spaces they notice on a walk to the shops. How children connect photographs to places in the environment and can work out a route, for example, from the local shop to their setting. How children talk about and evaluate the quality of their environment, by, for example, talking about how the flower baskets improve the area, and how the litter makes it look untidy. 	<ul style="list-style-type: none"> Use appropriate words, for example, 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', 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. Ensure all children have opportunities to express themselves and learn the vocabulary to talk about their surroundings, drawing on and encouraging the home language to support the learning of English. Encourage the use of words that help children to express opinions, for example, 'busy', 'quiet' and 'pollution'. 	<ul style="list-style-type: none"> 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.

Communities




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Concentrate intently on faces and enjoy interaction. Form attachments to special people. 	<ul style="list-style-type: none"> How young babies respond to your attention. The attachments babies make to special people. 	<ul style="list-style-type: none"> Provide support for young babies when they are not with their key person, to give them manageable experiences with others, for example, ensure that others know a young baby's special characteristics and preferences. 	<ul style="list-style-type: none"> Ask parents to share photographs of special people from home and place them where babies can see them.
 8-20 months	<ul style="list-style-type: none"> Recognise special people, such as family, friends or their key person. Show interest in social life around them. 	<ul style="list-style-type: none"> Differences in the ways that babies respond to and communicate with adults and other children. 	<ul style="list-style-type: none"> Nurture babies' sense of themselves, while also helping them to feel that they belong to the group, for example, saying "This is Max's cup and there is a cup for Earl, Frankie and Lacey too". 	<ul style="list-style-type: none"> Collect and share some stories and songs that parents and babies use at home.
 16-26 months	<ul style="list-style-type: none"> Are curious about people and show interest in stories about themselves and their family. Enjoy stories about themselves, their families and other people. Like to play alongside other children. 	<ul style="list-style-type: none"> Young children's questions about differences such as skin colour, hair and friends. 	<ul style="list-style-type: none"> Talk to young children about the special people in their lives. Talk with young children about valuing all skin colour differences. 	<ul style="list-style-type: none"> Give opportunities for talk with other children, visitors and adults.
 22-36 months	<ul style="list-style-type: none"> Are interested in others and their families. Have a sense of own immediate family and relations. Begin to have their own friends. 	<ul style="list-style-type: none"> How children play, socialise and talk about family life. 	<ul style="list-style-type: none"> Encourage children to take on different roles during role-play. Support children's friendships by talking to them about their characteristics, such as being kind, or fun to be with. 	<ul style="list-style-type: none"> Provide a soft toy for children to take home overnight, in turn. Talk with children about what the toy has done during these excursions.

Communities

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> Express feelings about a significant personal event. Describe significant events for family or friends. Enjoy imaginative and role-play with peers. Show interest in different occupations and ways of life. 	<ul style="list-style-type: none"> How children respond to a significant event, such as the birth of a baby or the death of a pet. The ways children recall special events such as a wedding they have attended. 	<ul style="list-style-type: none"> Introduce language that describes emotions, for example, 'sad', 'happy', 'angry' and 'lonely', in conversations when children express their feelings about special events. Use group times to share events in children's lives. Listen carefully and ask questions that show respect for children's individual contributions. Explain the significance of special events to children. Visit workplaces and invite people who work in the community to talk to children about their roles. Wherever possible encourage the challenging of stereotypes by, for example, using a male midwife or a female firefighter. 	<ul style="list-style-type: none"> Plan time to listen to children wanting to talk about significant events and give them time to formulate thoughts and words to express feelings. Provide the support of adults who share languages other than English with children. Provide ways of preserving memories of special events, for example, 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.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Gain an awareness of the cultures and beliefs of others. Feel a sense of belonging to own community and place. Begin to know about their own cultures and beliefs and those of other people. 	<ul style="list-style-type: none"> The interest children show in stories, music and dance from a range of cultures. How children talk about the practices and beliefs of their friends. How children express their attitudes such as about differences in skin colours. How children respond to information about people's unfamiliar lifestyles. 	<ul style="list-style-type: none"> Introduce children to a range of cultures and religions, for example, tell stories, listen to music, dance and eat foods from a range of cultures. Use resources in role-play that reflect a variety of cultures, such as clothes, symbols, candles and toys. 	<ul style="list-style-type: none"> Provide opportunities for children to sample food from a variety of cultures, such as a traditional Caribbean dish. Provide books that show a range of languages, dress and customs. Use appropriate resources at circle time to enable children to learn positive attitudes and behaviour towards people who are different to themselves.

Communities

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p>			<ul style="list-style-type: none"> ■ Extend children’s knowledge of cultures within and beyond the setting through books, videos and DVDs, and photographs; listening to simple short stories in various languages; handling artefacts; inviting visitors from a range of religious and ethnic groups, and visiting local places of worship and cultural centres. ■ Ensure that any cultural assumptions and stereotypes that are already held are countered in activities. 	<ul style="list-style-type: none"> ■ Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.



Requirements

The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

What Physical Development means for children

- Babies and children learn by being active and Physical Development takes place across all areas of Learning and Development.
- Physical Development helps children gain confidence in what they can do.
- Physical Development enables children to feel the positive benefits of being healthy and active.
- Physical Development helps children to develop a positive sense of well-being.
- Good health in the early years helps to safeguard health and well-being throughout life. It is important that children develop healthy habits when they first learn about food and activity. Growing with appropriate weight gain in the first years of life helps to guard against obesity in later life.

How settings can effectively implement this area of Learning and Development

To give all children the best opportunities for effective development and learning in Physical Development practitioners should give particular attention to the following areas.

Positive Relationships

- Build children's confidence to take manageable risks in their play.
- Motivate children to be active and help them develop movement skills through praise, encouragement, games and appropriate guidance.
- Notice and value children's natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance.
- Provide time to support children's understanding of how exercise, eating, sleeping, and hygiene promote good health.




Enabling Environments

- Provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills.
- Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working in partnership with relevant specialists such as physiotherapists and occupational therapists.
- Use additional adult help, as necessary, to support individuals and to encourage increased independence in physical activities.



Learning and Development

- Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- Give sufficient time for children to use a range of equipment to persist in activities, practising new and existing skills and learning from their mistakes.
- Introduce appropriate vocabulary to children, alongside their actions.
- Treat mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices.



Movement and Space

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> ■ Make movements with arms and legs which gradually become more controlled. ■ Use movement and sensory exploration to link up with their immediate environment. 	<ul style="list-style-type: none"> ■ How young babies begin to explore through their bodily movements. ■ The physical skills that young babies use to make contact with people and objects. 	<ul style="list-style-type: none"> ■ Let babies kick and stretch freely on their tummies and backs. ■ Encourage babies to explore the space near them by putting interesting things beside them, such as crinkly paper, or light, soft material. 	<ul style="list-style-type: none"> ■ Have well-planned areas that allow babies maximum space to move, roll, stretch and explore in safety indoors and outdoors. ■ Provide resources that move or make a noise when touched to stimulate babies to reach out with their arms and legs.
 8-20 months	<ul style="list-style-type: none"> ■ Make strong and purposeful movements, often moving from the position in which they are placed. ■ Use their increasing mobility to connect with toys, objects and people. ■ Show delight in the freedom and changing perspectives that standing or beginning to walk brings. 	<ul style="list-style-type: none"> ■ The way young babies coordinate actions to move around the space on their feet, bottoms, backs, tummies and hands and knees. ■ How babies like to move. ■ What babies like to try to reach for and play with, and the skills they develop, such as pulling to stand and walking. 	<ul style="list-style-type: none"> ■ Engage babies in varied physical experiences, such as bouncing, rolling, rocking and splashing, both indoors and outdoors. ■ Encourage babies to use resources they can grasp, squeeze and throw. ■ Encourage babies to notice other babies and children coming and going near to them. ■ Support and encourage babies' drive to stand and walk. 	<ul style="list-style-type: none"> ■ Provide novelty in the environment that encourages babies to use all of their senses and move indoors and outdoors. ■ Offer low-level equipment so that babies can pull up to a standing position. ■ Provide tunnels, slopes and low-level steps to stimulate and challenge toddlers. ■ Make toys easily accessible for children to reach and fetch. ■ Plan space to encourage free movement.
 16-26 months	<ul style="list-style-type: none"> ■ Have a biological drive to use their bodies and develop their physical skills. ■ Express themselves through action and sound. ■ Are excited by their own increasing mobility and often set their own challenges. 	<ul style="list-style-type: none"> ■ How young children move with their whole bodies to show their excitement, interest, amusement or annoyance. ■ The sensory experiences of, for example, rolling, spinning, rocking and physical contact with adults enjoyed by children. 	<ul style="list-style-type: none"> ■ Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas. ■ Use music to stimulate exploration with rhythms of movement. 	<ul style="list-style-type: none"> ■ Provide young children who have physical disabilities with equipment that is easily accessed and resources that meet their individual needs. ■ Tell stories that encourage children to think about the way they move.



Movement and Space

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 16-26 months		<ul style="list-style-type: none"> The ways in which young children are developing skills, sometimes creeping, crawling, climbing, walking or throwing. 	<ul style="list-style-type: none"> Anticipate young children's exuberance and ensure the space is clear and suitable for their rapid, and sometimes unpredictable, movements. 	<ul style="list-style-type: none"> Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing.
 22-36 months	<ul style="list-style-type: none"> Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them. Move spontaneously within available space. Respond to rhythm, music and story by means of gesture and movement. Are able to stop. Manage body to create intended movements. Combine and repeat a range of movements. 	<ul style="list-style-type: none"> The new skills children continue to achieve such as jumping, kicking a ball or balancing on one leg. Chosen ways of moving and the way children experiment with movement and balance, turning upside down, crawling or rolling. How a child responds physically to stimuli such as seeing an aeroplane flying overhead. How children respond to different types of music. The ways children try to copy movements or repeat skills they have achieved. How children join movements such as running, stopping and jumping, climbing and turning. The different ways children use their bodies to express themselves imaginatively. 	<ul style="list-style-type: none"> Be aware that children can be very energetic for short bursts and need periods of rest and relaxation. Encourage and guide children to persevere at a skill. Value the ways children choose to move. Give as much opportunity as possible for children to move freely between indoors and outdoors. Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake. Encourage children to move, using a range of body parts, and to perform given movements at more than one speed, such as quickly, slowly, or on tiptoe. Encourage body tension activities such as stretching, reaching, curling, twisting and turning. 	<ul style="list-style-type: none"> Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, 'A' frames and barrels. Plan time for children to experiment with equipment and to practise their skills. Undertake risk assessment and provide safe spaces where children can move freely. Create 'zones' for some activities and explain safety to children and parents. Plan to respect individual progress and preoccupations. Allow time for exploration and for children to practise movements they choose. Provide real and role-play opportunities for children to create pathways, for example, road layouts, 'taking the pushchair to the home corner' or 'going on a picnic'. Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.


Movement and Space

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>			<ul style="list-style-type: none"> ■ Be alert to the safety of children, particularly those who might overstretch themselves. ■ Introduce the vocabulary of spatial relationships, such as 'between', 'through' and 'above'. 	<ul style="list-style-type: none"> ■ Plan activities that involve moving and stopping, such as musical bumps.
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ■ Use movement to express feelings. ■ Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ■ Sit up, stand up and balance on various parts of the body. ■ Demonstrate the control necessary to hold a shape or fixed position. ■ Operate equipment by means of pushing and pulling movements. ■ Mount stairs, steps or climbing equipment using alternate feet. ■ Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors. 	<ul style="list-style-type: none"> ■ How children move enthusiastically, using their arms and legs in a spontaneous dance, or shaking their bodies in time to music, when they are sad, happy or excited. ■ Children's increasing confidence in what they can do and their enjoyment of physical activities. ■ Some of the strategies children find to avoid banging into one another, and objects, as they negotiate space. ■ Children's skill development, deciding if it is exploratory and experimental or repetitive, and whether they are ready for a new challenge. ■ Efforts to try something new and persevere at a skill. ■ The ideas that children suggest to make things 'fair'. 	<ul style="list-style-type: none"> ■ Teach skills which will help children to keep themselves safe, for example, responding rapidly to signals including visual signs and notes of music. ■ Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. ■ Use music to create moods and talk about how people move when they are sad, happy or cross. ■ Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. ■ Motivate children to be active through games such as follow the leader. 	<ul style="list-style-type: none"> ■ Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. ■ Ensure that equipment is appropriate to the size and weight of children in the group and offers challenges to children at different levels of development. ■ Plan activities where children can move in different ways and at different speeds. ■ Provide balancing challenges, such as a straight or curved chalk line for children to follow. ■ 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 sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.

Movement and Space



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> Judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries. Show respect for other children's personal space when playing among them. Persevere in repeating some actions or attempts when developing a new skill. Collaborate in devising and sharing tasks, including those which involve accepting rules. 		<ul style="list-style-type: none"> Talk about why children should take care when moving freely, and help them to remember some simple rules to remind them how to move about without endangering themselves or others. Praise children's efforts when they consider others or collaborate in tasks. Encourage children to persevere through praise, guidance or instruction when success is not immediate. 	<ul style="list-style-type: none"> Provide construction materials such as crates, blocks or boxes to create personal and shared spaces and dens. Take photographs to put in a book about 'Me and the things I can do'.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> Go backwards and sideways as well as forwards. Experiment with different ways of moving. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Jump off an object and land appropriately. Show understanding of the need for safety when tackling new challenges. Avoid dangerous places and equipment. Construct with large materials such as cartons, fabric and planks. Move with confidence, imagination and in safety. 	<ul style="list-style-type: none"> The different ways children find of moving across and off and on objects. How children combine movements to make simple sequences. The way children recognise the need to take account of space when they plan to do things such as building and demolishing a tower or riding a wheeled toy. The ways children manage themselves safely. The ways children negotiate equipment by, for example, balancing, climbing, sliding or slithering. Children's fine motor control when using a pencil or a brush. 	<ul style="list-style-type: none"> Encourage children to use the vocabulary of movement, such as 'gallop' and 'slither'; of instruction, such as 'follow', 'lead' and 'copy'; and of feeling, such as 'excited', 'scared' and 'happy'. Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. Talk with children about body parts and bodily activity, teaching the vocabulary of body parts. Help children to think about how their movements and actions can impact on others. 	<ul style="list-style-type: none"> Plan target throwing, rolling, kicking and catching games. Plan games where children can use skills in different ways, such as hopping backwards and galloping sideways. Provide open-ended resources for large-scale building. Use whole-body action rhymes such as 'Head, Shoulders, Knees and Toes'. Provide time and space to enjoy energetic play daily, either indoors or outdoors, visiting parks if other spaces are limited. Ensure children know the rules for being safe in different spaces.
<p>Early learning goals</p>				

Movement and Space



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Move with control and coordination. ■ Travel around, under, over and through balancing and climbing equipment. ■ Show awareness of space, of themselves and of others. 	<ul style="list-style-type: none"> ■ Children's free, spontaneous movement and how they demonstrate control. 	<ul style="list-style-type: none"> ■ Pose challenging questions such as "Can you get all the way round the climbing frame without your knees touching it?". ■ Talk with children about the need to match their actions to the space they are in. ■ Encourage children to be active and energetic by organising lively games. ■ Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve them. ■ Help children to be aware of risks and to consider their own and others' safety. ■ Take time to review individual needs for space and equipment for a child who may require modifications to either or both. ■ Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. 	<ul style="list-style-type: none"> ■ Regularly check resources for safety, for example, ensuring that fabric is clean and that planks are free from splinters and rough edges. ■ Provide a range of equipment at different levels, such as an overhead ladder, a tunnel, a bench and a mat. ■ Provide large portable equipment that children can move about safely and cooperatively to create their own structures. ■ Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help them remember the actions of the story (<i>We're Going on a Bear Hunt</i> by Michael Rosen and Helen Oxenbury) and think about the different ways of moving and ways of avoiding bumping into each other. ■ Practise movement skills through games with beanbags, cones, balls and hoops.





Health and Bodily Awareness

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Thrive when their nutritional needs are met. Respond to and thrive on warm, sensitive physical contact and care. 	<ul style="list-style-type: none"> Young babies' hunger patterns and how they regulate the speed and intensity with which they suck. How they show they are relaxed when they feel safe and cared for. 	<ul style="list-style-type: none"> Talk to parents about the feeding patterns of young babies. Talk to young babies as you stroke their cheeks, or pat their backs, reminding them that you are there and they are safe. Discuss the cultural needs and expectations for skin and hair care with parents prior to entry to the setting, ensuring that the needs of all children are met appropriately and that parents' wishes are respected. 	<ul style="list-style-type: none"> Plan feeding times that take account of the individual and cultural feeding needs of young babies, remembering that some babies may be used to being fed while sitting on the lap of a familiar adult. Introduce baby massage sessions that make young babies feel nurtured and promote a sense of well-being.
 8-20 months	<ul style="list-style-type: none"> Need rest and sleep, as well as food. Focus on what they want as they begin to crawl, pull to stand, creep, shuffle, walk or climb. 	<ul style="list-style-type: none"> How babies' behaviour changes as they get tired and require sleep. The ways in which babies indicate that they need help. 	<ul style="list-style-type: none"> Help children to enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures. Make space for young children to be able to pull themselves up, shuffle or walk, ensuring that they are safe at all times, while not restricting their explorations. Be aware that babies have little sense of danger when their interests are focused on getting something they want. 	<ul style="list-style-type: none"> Provide a comfortable, accessible place where babies can rest or sleep when they want to. Plan alternative activities for babies who do not need sleep at the same time as others do. Provide safe surroundings in which young children have freedom to move as they want, while being kept safe by watchful adults.


Health and Bodily Awareness

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 16-26 months	<ul style="list-style-type: none"> Show some awareness of bladder and bowel urges. Develop their own likes and dislikes in food, drink and activity. Practise and develop what they can do. 	<ul style="list-style-type: none"> Young children's interest in bodily functions and when they communicate their needs. The choices young children make, for example, asking for the same story again and again. Patterns of play, such as repeatedly climbing on to and off a step. 	<ul style="list-style-type: none"> Support parents' routines with young children's toileting by having flexible routines and by encouraging children's efforts at independence. Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet. Value children's choices and encourage them to try something new and healthy. 	<ul style="list-style-type: none"> Offer choices for children in terms of potties, trainer seats or steps. Establish routines that enable children to look after themselves, for example, putting their clothes and aprons on hooks or washing themselves. Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water, juice or milk.
 22-36 months	<ul style="list-style-type: none"> Communicate their needs for things such as food, drinks and when they are uncomfortable. Show emerging autonomy in self-care. 	<ul style="list-style-type: none"> The signs, gestures or words young children use to convey what their needs are at any time. 	<ul style="list-style-type: none"> Involve young children in the preparation of food. Encourage repetition in movements and sensory experiences. Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices, and to learn about each other's preferences. Remember that children who have limited opportunity to play outdoors may lack a sense of danger. 	<ul style="list-style-type: none"> Ensure children's safety, while not unduly inhibiting their risk-taking. Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, for example, that they tried something previously and might like to try it again. Be aware of eating habits at home and of the different ways people eat their food. For example, some families use hands to eat and some cultures strongly discourage the use of the left hand for eating.

Health and Bodily Awareness





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> Show awareness of own needs with regard to eating, sleeping and hygiene. Often need adult support to meet those needs. Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene. Observe the effects of activity on their bodies. 	<ul style="list-style-type: none"> Children's recognition of their own needs, such as when they tell you their lace is undone and need help to fasten it. The ways children demonstrate understanding of healthy practices such as by saying they need a tissue, or putting a cup in the sink ready to be washed. Children's understanding that they need a rest or a drink after a burst of activity. 	<ul style="list-style-type: none"> Talk to children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. Create opportunities for moving towards independence, for example, have hand-washing facilities safely within reach, and support children in making healthy choices about the food they eat. Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. 	<ul style="list-style-type: none"> Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. Plan so that children can be active in a range of ways, including while using a wheelchair. Be aware that physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Recognise the importance of keeping healthy, and those things which contribute to this. Recognise the changes that happen to their bodies when they are active. 	<ul style="list-style-type: none"> How children indicate that they are hungry or need to wash their hands before starting to cook. Children's familiarity with hygienic practices, such as throwing used tissues in a bin. Children's understanding of what they need to do to maintain health, for example, a child telling others they are going to the dentist: "I need to have a check-up to keep my teeth strong". Children talking about and feeling their heart beating after running, without prompting from an adult. 	<ul style="list-style-type: none"> Promote health awareness by talking to children about exercise, its effect on their bodies and the positive contribution it can make to their health. Help children to understand the thinking behind the good practices they are encouraged to adopt. Be aware of specific health difficulties among the children in the group, such as allergies. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. 	<ul style="list-style-type: none"> Ensure that children who get out of breath will have time to recover. Place water containers where children can find them easily and get a drink when they need one. Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.

Health and Bodily Awareness



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</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. ■ 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. 	

Using Equipment and Materials




	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Watch and explore hands and feet. Reach out for, touch and begin to hold objects. 	<ul style="list-style-type: none"> The way young babies' eyes follow the movements of their fingers and toes. How young babies grasp and clutch at anything in reach. 	<ul style="list-style-type: none"> Play games, such as offering a small toy and taking it again to rattle, or sail through the air. Encourage young babies in their efforts to gradually share control of the bottle with you. 	<ul style="list-style-type: none"> Have baskets of small colourful toys near to where you feed a young baby, or attached to the pram, buggy or soft chair. Provide objects to be sucked, pulled, squeezed and held, to encourage the development of fine motor skills.
 8-20 months	<ul style="list-style-type: none"> Imitate and improvise actions they have observed, such as clapping and waving. Become absorbed in putting objects in and out of containers. Enjoy the sensory experience of making marks in damp sand, paste or paint. This is particularly important for babies who have a visual impairment. 	<ul style="list-style-type: none"> Babies' actions such as clapping, pointing, grasping and dropping things. The ways babies pat, pinch and grasp sand, paste or paint. 	<ul style="list-style-type: none"> Use feeding, changing and bathing times to share finger plays, such as 'Round and Round the Garden'. Show babies different ways to make marks in dough or paint by swirling, poking or patting it. 	<ul style="list-style-type: none"> Provide resources that stimulate babies to handle and manipulate things, for example, toys with buttons to press or books with flaps to open. Use gloop (cornflour and water) in small trays so that babies can enjoy putting fingers into it and lifting them out.
 16-26 months	<ul style="list-style-type: none"> Use tools and materials for particular purposes. Begin to make, and manipulate, objects and tools. Put together a sequence of actions. 	<ul style="list-style-type: none"> Ways babies prefer to eat their food, such as grasping a spoon, using their fingers, or holding a fork. How young children begin to recognise the conventional uses of some objects, such as a cup for drinking. 	<ul style="list-style-type: none"> Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves. Help young children to find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paintbrush or a teapot in the home corner. 	<ul style="list-style-type: none"> Provide materials that enable children to help with chores such as sweeping, pouring, digging or feeding pets. Provide sticks, rollers and moulds for young children to use in dough, clay or sand.
 22-36 months	<ul style="list-style-type: none"> Balance blocks to create simple structures. 	<ul style="list-style-type: none"> How children are developing fine movements of their fingers and hands to grip, twist, bang and make marks. 	<ul style="list-style-type: none"> Encourage children in their efforts to do up buttons or pour a drink. 	<ul style="list-style-type: none"> Resource the home play area with cooking utensils and babies' clothes so that children can handle tools and materials meaningfully in their imaginative play.

Using Equipment and Materials

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>22-36 months</p>	<ul style="list-style-type: none"> Show increasing control in holding and using hammers, books, beaters and mark-making tools. 	<ul style="list-style-type: none"> How they are building up strength in their arms and hands through large muscle activities such as climbing. 		<ul style="list-style-type: none"> Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.
 <p>30-50 months</p>	<ul style="list-style-type: none"> Engage in activities requiring hand-eye coordination. Use one-handed tools and equipment. Show increasing control over clothing and fastenings. Show increasing control in using equipment for climbing, scrambling, sliding and swinging. Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities. Understand that equipment and tools have to be used safely. 	<ul style="list-style-type: none"> The ways children manage to make things work successfully, such as when they wheel a buggy, turn a whisk or 'vacuum' the carpet. The things that inspire children to want to create or construct. The variety of skills children use to manipulate materials and objects, such as picking up, releasing, threading and posting objects. Children's strategies, efforts and achievements in fastening and unfastening items such as containers, clothing and cupboards. Children's skills in fixing, creating play worlds and using materials and equipment safely and appropriately. 	<ul style="list-style-type: none"> Teach children the skills they need to use equipment safely, for example, cutting with scissors or using tools. Check children's clothing for safety, for example, ensuring that toggles on coats and hoods cannot get tangled in tricycle wheels. Introduce the vocabulary of direction, including, where appropriate, 'clockwise' and 'anticlockwise'. 	<ul style="list-style-type: none"> Make equipment available and accessible to all children for the whole of the day or session, if possible. Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking, painting and playing instruments. Provide opportunities for children to sometimes use all their fingers or the whole hand, for example with finger-paints or cornflour, and sometimes use just one finger, for example when making patterns in damp sand or paint. Provide objects that can be handled safely, including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.

Using Equipment and Materials

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them. Use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it. Manipulate materials to achieve a planned effect. Use simple tools to effect changes to the materials. Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision. Use a range of small and large equipment. Handle tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> Children's preferred hand for putting on clothes or using a paintbrush. Children's developing ball skills. Children's play patterns, identifying the ways they show interest in using a range of equipment and materials. The different ways children explore and manipulate materials. The tools children use to achieve effects. Some of the ways children demonstrate their understanding of the need for handling equipment safely, such as when they carry a chair, ensuring they point its legs towards the ground. How children use their skills when creating something they need in their play, or want to give to a friend. 	<ul style="list-style-type: none"> Encourage children's large arm and hand movements and activities that strengthen their hands and fingers, for example, throwing and catching. Introduce and encourage children to use the vocabulary of manipulation, for example, 'squeeze' and 'prod', and the language of description, for example, 'spiky', 'silky', 'lumpy' and 'tall'. Justify and explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Teach skills where necessary and then give children the chance to practise them. Teach children how to use tools and materials effectively and safely. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. 	<ul style="list-style-type: none"> Provide a range of left-handed tools, especially left-handed scissors, for children who need them. Provide a wide range of materials, such as clay, that encourage manipulation. Offer different tools, techniques or materials when the available tools are inadequate to achieve the desired effects. Provide tweezers, tongs and small scoops for use in play and investigation. Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, for example by twisting, pushing, slotting or magnetism.



Requirements

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

What Creative Development means for children

- Creativity is about taking risks and making connections and is strongly linked to play.
- Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe.
- Creativity involves children in initiating their own learning and making choices and decisions.
- Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable.
- Being creative enables babies and children to explore many processes, media and materials and to make new things emerge as a result.

How settings can effectively implement this area of Learning and Development

To give all children the best opportunity for effective development and learning in Creative Development practitioners should give particular attention to the following areas.

Positive Relationships

- Ensure children feel secure enough to 'have a go', learn new things and be adventurous.
- Value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture, dance or model, for example.
- Give opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials.
- Accommodate children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.






Enabling Environments

- Provide a stimulating environment in which creativity, originality and expressiveness are valued.
- Include resources from a variety of cultures to stimulate new ideas and different ways of thinking.
- Offer opportunities for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements.
- Provide opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound.
- Encourage children who cannot communicate by voice to respond to music in different ways, such as gestures.



Learning and Development

- Present a wide range of experiences and activities that children can respond to by using many of their senses.
- Allow sufficient time for children to explore and develop ideas and finish working through these ideas.
- Create opportunities for children to express their ideas through a wide range of types of representation.






Being Creative – Responding to Experiences, Expressing and Communicating Ideas

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Use movement and sensory exploration to connect with their immediate environment. 	<ul style="list-style-type: none"> Expressions of emotion shown through the movements of fingers, arms and bodies. 	<ul style="list-style-type: none"> Use gentle touch to trace 'Round and Round the Garden' or to pat hands for 'Pat-a-Cake' with young babies. 	<ul style="list-style-type: none"> Make available resources such as soft feathers, silk squares and pom-poms which offer sensory interest to young babies.
 8-20 months	<ul style="list-style-type: none"> Respond to what they see, hear, smell, touch and feel. 	<ul style="list-style-type: none"> Young children's favourite materials, music, lights and aromas. 	<ul style="list-style-type: none"> Maintain the calm atmosphere of a light room or area by playing quiet music so that young children can rest from stimulation for short periods. 	<ul style="list-style-type: none"> Vary sensory experiences by placing herbs such as basil, parsley or sage in muslin bags for babies to squeeze or catch with their fingers.
 16-26 months	<ul style="list-style-type: none"> Express themselves through physical action and sound. Explore by repeating patterns of play. 	<ul style="list-style-type: none"> The ways that young children may repeat actions or make tuneful sounds as they climb steps, or step up and down from a stool. 	<ul style="list-style-type: none"> Support children's patterns of play in different activities, for example, transporting blocks to the sand area. 	<ul style="list-style-type: none"> Introduce young children to light fabric curtains, full-length mirrors and soft play cubes for hiding in, peeping at and crawling through.
 22-36 months	<ul style="list-style-type: none"> Seek to make sense of what they see, hear, smell, touch and feel. Begin to use representation as a form of communication. 	<ul style="list-style-type: none"> Word plays, signs, body language and gestures that young children use in response to their experiences, for example, a child may jump up and down or whirr around when they are excited, or eagerly engaged. 	<ul style="list-style-type: none"> Help children to value their creative responses by your interest in the way they move, represent or express their mood. 	<ul style="list-style-type: none"> Provide props such as streamers for children to wave to make swirling lines, or place shiny mobiles, made from unwanted CDs, in the trees to whirl around in the wind.
 30-50 months	<ul style="list-style-type: none"> Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration. Explore and experience using a range of senses and movement. 	<ul style="list-style-type: none"> The ways children capture their experiences by, for example, finding materials to make wings from large pieces of red paper after watching some ladybirds in the garden. 	<ul style="list-style-type: none"> Provide appropriate materials and extend children's thinking through involvement in their play, using questions thoughtfully and appropriately. Encourage children to describe their experiences. 	<ul style="list-style-type: none"> Ensure that there is enough time for children to express their thoughts, ideas and feelings in a variety of ways, such as in role-play, by painting and by responding to music.


Being Creative – Responding to Experiences, Expressing and Communicating Ideas

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months	<ul style="list-style-type: none"> ■ Capture experiences and responses with music, dance, paint and other materials or words. ■ Develop preferences for forms of expression. 	<ul style="list-style-type: none"> ■ The ways in which children explore materials and the effects they can create, for example, making swirling lines with scarves and streamers by twirling round. 	<ul style="list-style-type: none"> ■ Be interested in children’s responses, observing their actions and listening carefully. 	<ul style="list-style-type: none"> ■ Encourage children to discuss and appreciate the beauty around them in nature and the environment.
 40-60+ months Early learning goals	<ul style="list-style-type: none"> ■ Talk about personal intentions, describing what they were trying to do. ■ Respond to comments and questions, entering into dialogue about their creations. ■ Make comparisons and create new connections. ■ Respond in a variety of ways to what they see, hear, smell, touch and feel. ■ Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments. 	<ul style="list-style-type: none"> ■ The connections children make as they respond to different experiences, for example, remembering being cold at Diwali and seeing the cheery lights may inspire one child to begin to dance like the flames of the Diwali lamps. ■ How children respond to new experiences and how they respond differently to similar experiences, for example, a child may run around moving their arms rhythmically when they see or hear a train, or run along calling “train, train” as if they are trying to catch up with it, while another day they may want to draw, paint or represent the power of the train. ■ How children design and create, either using their own ideas or developing those of others. 	<ul style="list-style-type: none"> ■ Support children in expressing opinions and introduce language such as ‘like’, ‘dislike’, ‘prefer’ and ‘disagree’. ■ Be alert to children’s changing interest and the way they respond to experiences differently when they are in a happy, sad or reflective mood. 	<ul style="list-style-type: none"> ■ Introduce language that enables children to talk about their experiences in greater depth and detail. ■ Provide children with examples of how other people have responded to experiences, engage them in discussions of these examples and help them to make links and connections. ■ Provide and organise resources and materials so children can make their own choices in order to express their ideas. ■ Be sensitive to the needs of children who may not be able to express themselves easily in English, using interpreter support from known adults, or strategies such as picture cards to enable children to express preferences.


Exploring Media and Materials

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Discover mark-making by chance, noticing, for instance, that trailing a finger through spilt juice changes it. 	<ul style="list-style-type: none"> The way young babies respond when they touch or feel something such as warm milk, or a fluffy toy. 	<ul style="list-style-type: none"> Talk to young babies about the sensations of different materials they feel, whether they are cold or warm, smooth or soft. 	<ul style="list-style-type: none"> Make a basket of things each baby likes to explore. One may prefer all the squashy things such as sponges, soft toys or balls, another may prefer crinkly, noisy things.
 8-20 months	<ul style="list-style-type: none"> Explore and experiment with a range of media using whole body. 	<ul style="list-style-type: none"> What babies like to make marks in and the tools they use to make them. How babies move their whole bodies as they explore media. 	<ul style="list-style-type: none"> Encourage babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles. 	<ul style="list-style-type: none"> Place big sheets of plastic or paper on the floor so that babies can be near or crawl on to it to make marks, or add materials using large motor movements, sprinkling, throwing or spreading paint, glue, torn paper or other materials.
 16-26 months	<ul style="list-style-type: none"> Create and experiment with blocks, colour and marks. 	<ul style="list-style-type: none"> The processes which children engage in as they explore and experiment with media. 	<ul style="list-style-type: none"> Accept wholeheartedly young children's creations and help them to see them as something unique and valuable. 	<ul style="list-style-type: none"> Make notes detailing the processes involved in a child's creations, to share with parents.
 22-36 months	<ul style="list-style-type: none"> Begin to combine movement, materials, media or marks. 	<ul style="list-style-type: none"> The inventive ways in which children add, or mix media, or wallow in a particular experience. 	<ul style="list-style-type: none"> Be interested in the children's creative processes and talk to them about what they mean to them. 	<ul style="list-style-type: none"> Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.
 30-50 months	<ul style="list-style-type: none"> Begin to be interested in and describe the texture of things. Explore colour and begin to differentiate between colours. Differentiate marks and movements on paper. 	<ul style="list-style-type: none"> Children's responses to different textures, for example, touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. 	<ul style="list-style-type: none"> Make time and space for children to express their curiosity and explore the environment using all of their senses. 	<ul style="list-style-type: none"> Introduce vocabulary to enable children to talk about their observations and experiences, for example, 'smooth', 'shiny', 'rough', 'prickly', 'flat', 'patterned', 'jagged', 'bumpy', 'soft' and 'hard'.

Exploring Media and Materials





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> ■ Use their bodies to explore texture and space. ■ Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. ■ Create 3D structures. ■ Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 	<ul style="list-style-type: none"> ■ Children's growing interest in and use of colour as they begin to find differences between colours. ■ How one child spontaneously makes lots of 'spiral' marks and movements on their paper, while others may imitate each other's movements. ■ How children begin to describe the objects they represent. ■ The patterns and structures children talk about, make or construct. 	<ul style="list-style-type: none"> ■ Talk to a child about images or effects that they see, such as the effect of light hitting a shiny piece of paper. ■ Talk to children about colours they like and why they like them. ■ 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. ■ Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...". ■ 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"> ■ Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. Document the processes children go through to create their own 'work'. ■ Provide a place where work in progress can be kept safely. Talk to 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.

Exploring Media and Materials



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Explore what happens when they mix colours. ■ Choose particular colours to use for a purpose. ■ Understand that different media can be combined to create new effects. ■ Experiment to create different textures. ■ Create constructions, collages, painting and drawings. ■ Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. ■ Work creatively on a large or small scale. ■ Explore colour, texture, shape, form and space in two or three dimensions. 	<ul style="list-style-type: none"> ■ The inventive ways in which children mix colours. ■ The decisions that children make about colour choices. ■ How children experiment to create new effects and textures, for example, by drizzling glue over wool, or squirting pools of colour on to paper. ■ How children combine their creative skills and imagination to create something new, such as when a small group of children are using large blocks to represent their experience of a visit to the ferry port. After much discussion and negotiation they make arrows for the one-way system and a variety of signs and symbols. They tell the stories of people who will go on the ferry and wonder about whether one family will get there on time. ■ The numerous ways in which children create and construct, and how their explorations lead to new understandings about media. 	<ul style="list-style-type: none"> ■ Help children to gain confidence in their own way of representing ideas. ■ 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. ■ Help children to develop a problem-solving approach to overcome hindrances as they explore possibilities that media combinations present. Offer advice and additional resources as appropriate. ■ Alert children to 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. ■ Introduce pieces of wood, stone, rock or seaweed for children to feel and discover. ■ Provide children with opportunities to use their skills and explore concepts and ideas through their representations. ■ Have a 'holding bay' where 2D and 3D models and works can be retained for a period for children to enjoy, develop, or refer to.

Creating Music and Dance








	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Respond to a range of familiar sounds, for example, turning to a sound source such as a voice. 	<ul style="list-style-type: none"> The voices, sounds and music, such as lullabies, that young babies respond to. 	<ul style="list-style-type: none"> Sing action rhymes such as 'Head, Shoulders, Knees and Toes' or clap and sing about something that you are doing, such as "We're getting Mina ready for bed". 	<ul style="list-style-type: none"> Select toys that will make different sounds, such as a wooden cylinder with a little bell or a small toy that squeaks, and talk about the sounds babies hear when they mouth or hold them.
 8-20 months	<ul style="list-style-type: none"> Move their whole bodies to sounds they enjoy, such as music or a regular beat. 	<ul style="list-style-type: none"> The different ways babies move in response to sounds, for example, patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms. 	<ul style="list-style-type: none"> Imitate familiar sounds such as 'quack, quack', encouraging the baby to join in. 	<ul style="list-style-type: none"> Have a range of puppets that can glide along the table, or dance around on the end of a fist in time to some lively music.
 16-26 months	<ul style="list-style-type: none"> Begin to move to music, listen to or join in rhymes or songs. 	<ul style="list-style-type: none"> How children like to use shakers, blocks and body movement when they hear music, or to explore sound. 	<ul style="list-style-type: none"> Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, for example, loud and soft, fast and slow. 	<ul style="list-style-type: none"> Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.
 22-36 months	<ul style="list-style-type: none"> Join in singing favourite songs. Create sounds by banging, shaking, tapping or blowing. Show an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> Children's responses to different songs, dance or music. 	<ul style="list-style-type: none"> Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. 	<ul style="list-style-type: none"> Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances. Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages.

Creating Music and Dance



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>30-50 months</p>	<ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Sing a few familiar songs. Sing to themselves and make up simple songs. Tap out simple repeated rhythms and make some up. Explore and learn how sounds can be changed. Imitate and create movement in response to music. 	<ul style="list-style-type: none"> The ways children choose to explore sound, song or movement, for example, a group of children explored a rainforest theme through music and movement. Some used instruments to make the sounds of the rainforest, while others imitated the movements of rainforest animals. 	<ul style="list-style-type: none"> Widen children's experience of music from different cultures, through experiences with different instruments and styles so that they are inspired to experiment, imitate, enjoy and extend their own expressions. 	<ul style="list-style-type: none"> Provide experiences that involve all the senses and movement.
 <p>40-60+ months</p> <p>Early learning goals</p>	<ul style="list-style-type: none"> Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Begin to move rhythmically. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. 	<ul style="list-style-type: none"> Children's interest in exploring sound, rhythm and the arts such as when, in response to listening to music that represents the sea, the children composed their own sound picture. This led them into planning and constructing a pirate ship in the role-play area and using materials in the art and technology area to make hats, flags and other props to support their play. 	<ul style="list-style-type: none"> Support children's developing understanding of the ways in which paintings, pictures and music and dance can express different ideas, thoughts and feelings. Encourage discussion about the beauty of nature and people's responsibility to care for it. Help children to support other children and offer another viewpoint. 	<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 imaginative recreation and composition 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.



Developing Imagination and Imaginative Play

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 Birth-11 months	<ul style="list-style-type: none"> Smile with pleasure at recognisable playthings. 	<ul style="list-style-type: none"> How a baby is pleased to see a stripy bee soft toy, or a colourful snake that crackles when it is squeezed. 	<ul style="list-style-type: none"> Play games such as hiding the snake behind your back and slowly showing it coming round the corner of the play mat. 	<ul style="list-style-type: none"> Have a variety of familiar toys and playthings that babies enjoy looking at, listening to, touching, grasping and squeezing.
 8-20 months	<ul style="list-style-type: none"> Enjoy making noises or movements spontaneously. 	<ul style="list-style-type: none"> The way a young baby may join in with you, moving their head or making sounds as you say, for example, "The dog went woof, woof". 	<ul style="list-style-type: none"> Make exaggerated facial movements when you tell a story or join in pretend play, so that young babies notice changes in your body language. 	<ul style="list-style-type: none"> Use your face as a resource when you play pretend games.
 16-26 months	<ul style="list-style-type: none"> Pretend that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> How children may turn to pretend play when an object comes to hand, for example, when a child uses a wooden block as a telephone. 	<ul style="list-style-type: none"> Show genuine interest and be willing to play along with a young child who is beginning to pretend. 	<ul style="list-style-type: none"> Provide a variety of familiar resources reflecting everyday life, such as magazines, fabric shopping bags, telephones or washing materials.
 22-36 months	<ul style="list-style-type: none"> Begin to make-believe by pretending. 	<ul style="list-style-type: none"> Children's make-believe play in order to gain an understanding of their interests. 	<ul style="list-style-type: none"> Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children. 	<ul style="list-style-type: none"> Offer additional resources reflecting interests such as tunics, cloaks and bags.
 30-50 months	<ul style="list-style-type: none"> Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Use available resources to create props to support role-play. Develop a repertoire of actions by putting a sequence of movements together. 	<ul style="list-style-type: none"> The range of experiences children represent through imaginative play. How children respond in different ways to stories, ideas and their own life experiences. 	<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. Tell stories based on children's experiences and the people and places they know well. 	<ul style="list-style-type: none"> Offer a story stimulus by suggesting an imaginary event or set of circumstances, for example, "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?".

Developing Imagination and Imaginative Play

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 30-50 months	<ul style="list-style-type: none"> Engage in imaginative play and role-play based on own first-hand experiences. 			
 40-60+ months Early learning goals	<ul style="list-style-type: none"> Introduce a storyline or narrative into their play. Play alongside other children who are engaged in the same theme. Play cooperatively as part of a group to act out a narrative. Use their imagination in art and design, music, dance, imaginative and role-play and stories. 	<ul style="list-style-type: none"> The way stories are developed in children's play, for example, children may start 'swimming' on the 'beach' and extend their storyline into a meeting with a mermaid and their adventures with her. 	<ul style="list-style-type: none"> Be aware of the link between imaginative play and children's ability to handle narrative. Carefully support children who are less confident. Introduce descriptive language to support children, for example, 'rustle' and 'shuffle'. 	<ul style="list-style-type: none"> Make materials accessible so that children are able to imagine and bring to fruition their projects and ideas while they are still fresh in their minds and important to them. Provide opportunities indoors and outdoors and support the different interests of children, for example, in role-play of a builder's yard, encourage narratives to do with building and mending.

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