



St Edward's
PREPARATORY SCHOOL

Parents' Handbook

EYFS

2018 / 2019



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Welcome

We are delighted that you have chosen St Edward's for the care and education of your child. Choosing a setting for your child is one of the most important decisions you will ever make. Not only is it essential that your child feels safe, confident and happy in their new environment, but you must also feel comfortable that their developmental needs are being met. We firmly believe that every child deserves the best possible start in life and the support to fulfill their potential. A child's experience in their early years has a major impact on their future life and provides the foundation for children to make the most of their talents as they grow. We hope this handbook will be a useful guide to help you settle your child into St Edward's Prep School and to act as a reference document for the future.

Mrs Young (Kindergarten Manager), and Mrs France (Head of Pre-Prep), will also be happy to answer your questions or to explain anything that may be unclear. We look forward to building a strong and positive partnership with you and your family.



Mrs Lynn Young
Kindergarten Manager



Mrs Kate France
Head of Pre-Prep

Partnership With Parents

The most important person in a child's life is you! Parents have a fundamental role to play in their child's education and I am sure that together, as partners, we can make their St. Edward's experience a huge success. We pride ourselves on our parental partnerships and involve you fully in your child's learning and development. We aim to achieve this by:-

- Our 'Open Door' Policy
- Our daily diaries
- Our parent and class notice boards
- Regular parents' evenings
- Open classrooms
- Information folders
- Craft afternoons
- Weekly newsletters
- Sharing the children's achievements

We believe that effective communication and partnership with parents is key to establishing a safe, welcoming, and purposeful environment in which the children feel confident and secure and able to reach their full potential.

Smooth Transitions

Home to Nursery

We aim to make the transition from home to Nursery run as smoothly as possible. To support you and your child when settling in we will offer up to three sessions prior to starting. The Kindergarten Manager will contact you a few weeks before your child's start date to discuss convenient settling-in sessions. If you wish you may stay in the room with your child on their first visit and then we recommend leaving them in the room with their Key Person, this will enable the Key Person to form a relationship with your child.

We recognise and understand the anxieties for both parents and children when starting at the Kindergarten. Some children will settle in on their first visit whilst others will take a little longer to adapt to their new environment.

Nursery to Pre-School

We aim to make the transition from Nursery to the Pre-School run as smoothly as possible by organising-

- Pre-School Leader visits to Nursery
- Story times in the Nursery classrooms
- Joint celebrations
- Integrated play sessions

Pre-School to Reception

We aim to make the transition from Pre-School to the Reception run as smoothly as possible by organising-

- Teacher visits and story times
- Concerts with Pre-Prep children
- Joint celebrations
- Weekly assemblies
- Joint Themed days
- Integrated play sessions

Parent Partnership Policy

Aims

At St Edward's Prep School, we are fully committed to supporting parents and carers in their roles as the child's first and most enduring educators. We fully believe that this underpins our philosophy in securing children's welfare and well-being and nurturing their learning and development.

As a parent you are very important in the life of our setting and we want you to feel welcome and enjoy your time with us. We will help you to support your child as they grow and learn by:

- Building strong and positive relationships between the practitioners and the children's families.
- We will ensure that parents have up to date and relevant information about how the school operates.
- We will share information with you about your child's progress and record this in their individual learning journeys.
- We will ensure that the setting is safe, secure and friendly.
- We will ensure that all families have access to our Handbooks when they join us.
- Policies and procedure files can be found on the school website. The Management team are happy to explain what these policies mean and how they are translated into our daily practice.
- A parents' notice board is located in the reception areas and this displays the Governing Bodies contact details and registration numbers.

- All practitioners have their photographs displayed in the reception areas.
- In the EYFS every child will have a Key Person who acts as the first point of contact between the family and the school. The Key Person will be introduced to the parents upon the child starting at St Edward's. In Reception this is the child's class teacher.
- Parents receive regular updates via the 'Home to School' diaries and the weekly newsletter.
- Photographs and written text are displayed around the setting to further support our commitment in helping each child to reach their full potential.
- Parents are encouraged to look at their child's individual development record at regular intervals and document any home achievements on the Magical Moments certificates which are located outside every classroom. These are celebrated in assemblies.
- In the Nursery classes parents are invited into the setting to meet with the child's Key Person to discuss the child's progress check during the term of their second birthday.
- Parents Evenings are held regularly throughout the academic year.
- Observation reports will be sent out to parents electronically at the end of each term.
- We will share information, consult with parents and carers, listen to what they have to say and respond to their views.
- We will address any concerns that a parent may have about their child's progress and will keep parents fully informed by discussing any issues relating to the child that we feel is significant.

Home Setting Agreement

We will:

- Make sure the setting is safe and secure by regularly reviewing and updating our risk assessments and policies.
- Ensure all our qualified practitioners support children to reach their full potential.
- Provide a stimulating environment with age appropriate resources.
- Plan and organise interesting activities and experiences to support your child's learning and development.
- Operate an open-door policy and organise events that will ensure you feel part of the school.

You will:

- Keep us up to date with addresses and contact details.
- Arrive and collect your child at the allocated time.
- Ensure you collect your child promptly from after school clubs.
- Ensure that your child is wearing the regulation uniform set out by the school.
- Adhere to the policies and procedures set out by the school.
- Inform us by telephone or email if your child is unwell and keep them at home until they are recovered.
- Inform the staff of any changes that might affect your child's behaviour during the day.
- Work in partnership with the school.

Key Person Approach

What is the Key Person Approach?

The Key Person Approach is one of the vital principals in the Early Years Foundation Stage and is a statutory requirement of the framework. It is a reciprocal relationship between a member of staff, individual child and their family. It provides the child with a sense of security so that they feel confident to explore their world and form further relationships.

What is the role of the Key Person?

The role of the Key Person is to know their individual child and to support their sense of identity and individuality. They need to be aware of the child's individual needs and have a trusting relationship with the child's parents.

The Key Person will usually be the person who welcomes the child into the classroom and supports them throughout the settling in process. It is the role of the Key Person to share information with parents to ensure that your child's individual needs are being met. The Key Person will observe your child in order to plan activities for their individual learning and development and to record their progress.

Early Years Funding

Funded free early years places are available for three and four year old children from the term after their 3rd birthday, for up to 15 hours per week, until the term they turn 5.

Child's Birthday	Funding Starts (age 3)	Funding Ends (age 5)
1 January to 31 March	Summer Term	Spring Term
1 April to 31 August	Autumn Term	Summer Term
1 Sept to 31 Dec	Spring Term	Autumn Term

Once your child is in receipt of the Government funding (from the term after their 3rd birthday) an individual hourly rate will be applied to any additional hours beyond the Government funded hours.

Free Entitlement Places

The Kindergarten has limited 15-hour free entitlement spaces. These afternoon sessions are allocated on a first come, first served basis. The next available sessions that we offer in the Kindergarten will be for 20 hours and so on. Children in Reception must attend full-time.

How much is the funding (Kindergarten)?

£58.50 will be deducted from your child's weekly Kindergarten fees for 11 weeks of the term (£643.50 for the term). This equates to the amount of £1,930.50 for the 33 weeks. The late tea session which operates from 3.30pm to 5.30pm is not included in the funding table, as this is an after-school provision provided by the School.

How much is the funding (Reception)?

£643.50 will be deducted from your termly invoice until your child reaches the age of 5. For example, if your child turns 5 in the November of the Autumn Term, you will receive the funding for that Term only. If they turn 5 in June, you will receive the funding throughout the whole of the Reception year.

How much nursery education is funded?

Gloucestershire County Council will fund a Nursery Education place for your child for up to a maximum of 15 hours per week.

Parents can claim up to 33 weeks a year in a school term time setting. However, if your child attends two settings for more than 15 hours per week, you will need to choose which setting you wish the funding to be paid to. Parents will be responsible for any outstanding cost direct to the setting.

How do I claim the funding?

Claiming the funding is simple. Your education provider will be able to tell you when your child qualifies and ask you to complete a simple form called a Parent Declaration. This enables Gloucestershire County Council to make the right payments to the childcare setting. For more information visit www.gloucestershire.gov.uk

A Parents' Guide to the EYFS Framework

What Is The Early Years Foundation Stage?

Welcome to the Early Years Foundation Stage (EYFS), which is how the Government and 'early years' professionals describe the time in your child's life between birth to five years old.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their 'early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

What Is The EYFS Framework – Why Do We Have One?

The EYFS Framework exists to support all professionals working in the EYFS to help your child and was developed with a number of 'early years' experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- The seven areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Assessments that will tell you about your child's progress through the EYFS.
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the 'Early Learning Goals' (ELGs).
- There is also guidance for the professionals supporting your child on planning the learning activities and observing and assessing what and how your child is learning and developing.

What Does It Mean For Me As A Parent?

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the number of staff required in a setting, administering medicines and carrying out risk assessments.

Quality

We are regularly inspected on the quality of our setting by ISI – Independent Schools Inspectorate. Our inspection in 2017 resulted in '**Outstanding**' in all areas. You can read the full report on the ISI website www.isi.net

Safeguarding Children Policy

As childcare professionals, we have a duty to safeguard and promote the welfare of children. We have specialist staff who are responsible for the implementation of our safeguarding policies and procedures. We are also bound by the Local Authority child protection procedures and have a legal duty to discuss with, and obtain advice from, the local LADO-Local Authority Designated Officer relating to any concerns we may have about any child in our care. In extreme circumstances, if we deem a child to be at risk, we are duty bound to contact the local Gloucestershire Children's Safeguarding Board (GSCB) to raise our concern without seeking consultation or permission from the child's parent.

All staff are aware of their duties regarding child protection matters and hold up to date certificates in child protection safeguarding training. To ensure our own practitioners are suitable to care for children they undergo an enhanced DBS Disclosure Barring Service check prior to recruitment. In addition to this a member of staff will not commence employment until two suitable written references have been obtained.

How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development.

Children should mostly develop the three prime areas first.

These are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in four specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These seven areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

As a parent, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long-lasting effect on your child's learning as they progress through school. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

- Sing nursery rhymes
- Allow your child to cut out and stick pictures from magazines
- On a trip to the supermarket, talk about all the differing packaging
- Cook and bake together
- Plant seeds or bulbs in the garden
- Explore the park at different times of the year, go off the beaten track.
- Share a book together.
- Talk to your child at every opportunity.

How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your child's "key person". They are your main point of contact within the setting. This is the person who will:

- Help your child to become settled, happy and safe
- Is responsible for your child's care, development and learning
- Takes a careful note of your child's progress, sharing this with you and giving ideas as to how to help your child at home.

You are able to access information about your child's development at any time.

The progress check when your child is 2

At some point after your child turns two, the professionals working with your child must give you a written summary of how your child is progressing against the three prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

This check will highlight areas where your child is progressing well and any areas where they may require additional help or support. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).

End of the Reception year

At the end of the EYFS – in the summer term of the Reception year in school – teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by the Reception teacher and is based upon what they, and the staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year in year 1 will know what your child really enjoys doing and does well, as well as helping them decide if your child needs extra support, what that support should be and if they are already getting it. The school will give you a report of your child's progress, including information from his or her EYFS Profile.

Where can I go for further information?

The most important place to find out more is the school. Do ask as many questions as you need to. You can find the Early Years Foundation Stage which includes the early learning goals at www.foundationyears.org.uk

	Average Total points in all areas		
ACADEMIC YEAR	National	Glos County Council	St Edward's Prep School
2016 / 2017	34.5	35.1	45.2
2015 / 2016	34.5	35.2	43.1
2014 / 2015	34.3	35.3	41.3

EYFS Objectives

The tables below set out what your child should be observed doing at each stage, if they are developing typically for their age.

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

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

Personal, Social and Emotional Development: Managing feelings and behavior

Age	Typical Behaviour
Birth to 11 months	<ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling into trusted adults. • Calms from being upset when held/rocked/spoken/sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.
8 to 20 months	<ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries.
16 to 26 months	<ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
22 to 36 months	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, eg. by engaging in a new play activity.
30 to 50 months	<ul style="list-style-type: none"> • Aware of own feelings and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine.
40 to 60+ months	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Personal, Social and Emotional Development: Making Relationships

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

Literacy: Reading

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

Literacy: Writing

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

Mathematics: Numbers

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

	<ul style="list-style-type: none"> • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.
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Mathematics: Space, Shape and Measures

Age	Typical Behaviour
Birth to 11 months	<ul style="list-style-type: none"> • Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.
8 to 20 months	<ul style="list-style-type: none"> • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
16 to 26 months	<ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen 'now'.
22 to 36 months	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as mealtimes or home time.
30 to 50 months	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, • e.g. 'round' and 'tall'.
40 to 60+ months	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity.

	<ul style="list-style-type: none"> • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.
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Understanding the World: People and Communities

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

Understanding the World: The World

Age	Typical Behaviour
Birth to 11 months	<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.
8 to 20 months	<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.
16 to 26 months	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on Teapot.
22 to 36 months	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment.
30 to 50 months	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.
40 to 60+ months	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change.

Understanding the World: Technology

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

Expressive Arts and Design: Exploring and Using Media and Materials

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

Expressive Arts and Design: Being Imaginative

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

**Parents' Handbook
EYFS 2018/2019**

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