



Life in all its Fullness

End of Year Expectations For Early Years Foundation Stage

40 - 60 months: You might notice that....

Personal, Social and Emotional Development	Physical Development	Communication and Language
Making relationships • I like to talk with my friends and grown ups and tell them what I know about the things they talk about. • I can tell you what I know about things I like to play with or things that I like to do. I ask grown ups and my friends questions to find out more about the things I like. • I can help my friends to be friends again when they fall out or are cross with each other. Self confidence and self awareness • I can tell my friends and grown ups what I need, what I want, what I like to do and if I like or don't like something. • I can tell you what I like to do and what I am good at doing, like drawing or running. Managing feelings and behaviour • I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug. • I know what I should do to help me and my friends share things, keep safe and be happy. • I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.	Moving and handling • I like to move in different ways like running, skipping, hopping, jumping or rolling. • I can jump off a step and land on the floor on two feet. • When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. • I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps. • I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. • I can use scissors to cut paper or cutters to make shapes from dough. • I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. • I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors. • When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and down. • I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters. • I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place. Health and self care • I like to eat different types of fruit and vegetables. • I can go to the toilet by myself. • I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping. • I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends. • I can tidy toys away so that I don't fall over them and hurt myself. • I can use things like scissors, a hammer and a saw safely without help from a grown up.	Listening and attention • When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it. Understanding • When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it. Speaking • I can use lots of words to tell you about something that I have made or something that I have done. • I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. • I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care. • I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done. • When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading • I can tell you lots of words that rhyme with a word like "hat". • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. • I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog". • I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. • I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. • When I am interested in things, I can look in books or on websites to find out more things.	Numbers • I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on. • I can recognise the numbers 1 to 5. • I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. • I can count the number of things on a page in a book or on a birthday card. • I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. • I can guess how many things I can see in a bucket and then count them to see how close my guess was. • I can tell you which basket or bucket has got "more" or "fewer" things in. • I can put two baskets of things together and tell you how many things I have altogether. • I can tell you what "one more" is when you say a number. • I can tell you what "one more" or "one less" is when you give me a group of up to 5 things, then up to 10 things. • I can use words like "more", "add", "less" and "take away". • I can use marks and pictures to show you my counting. • I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.	People and communities • I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. • I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. The world • I can talk about how things, like flowers or buildings look the same or look different. • I can talk about the patterns in things I see around me, like bricks or leaves. • I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water.	Exploring and using media and materials • I have favourite songs and dances and can tell you which one I want when you ask me. • I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. • I can mix my own paint using powder or ready mixed paints. • I can choose the things like paper, material or ribbon that I want to use to make a picture. • I like to use lots of different things like paint, paper, wool and material to make a picture. • I can cut, stick and fold the things I want to use in my picture. • I can use building toys, like bricks, and boxes to make the thing I want to make. • I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. • I can choose the things I want to use to make something. If my ideas don't work I can choose something else or change the way I do something.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Writing • I can tell you what the marks, shapes, letters and pictures that I make mean. • I know that when I say a word you can write it down and that the letters you use make up the word I have said. • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "dog". When you say each of the sounds like "dog" I can put the sounds together and tell you the word. • I can tell you the names and sounds of each of the letters in the alphabet. • I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. • I can write my name. • I can write labels for things to sell when I am playing "shops". • I can write a short caption, like "my big car" to tell you what I have made with boxes. • I try to write short sentences like "I can jump" when I am making a book about me.	Shape, space and measure • I am beginning to use shape names like "circle", "square", "cube" and "cylinder". • When I am playing on an obstacle course I can use words like "under", "behind", "on" or "in" to tell you where I am. • I can tell you which thing is "heavy" and which thing is "light" when you give me 2 things. I can tell you which thing is "full" and which thing is "empty" when I am filling and emptying bottles. • I can use things to make patterns, like buttons and bricks. • I am beginning to use words like "money", "pound" and "pence" when playing "shop". • I know the order I put my clothes on • I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.	Technology • I can use a painting program on the computer or tablet to draw a picture. • I can use different things like a digital microscope, camera or microphone with a computer. • I ask questions about how technology works. • I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work.	Being imaginative • I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. • I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.

Early learning goals for 5 year olds: You might notice that...

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs for 5 year olds across the 7 areas of learning and development in the EYFS.

Personal, Social and Emotional Development	Physical Development	Communication and Language
Making relationships - I can take turns when I am playing with toys with my friends. - I listen to their ideas and use them in our play to help make it more fun or to try out a new idea. - When my friends are sad, cross or worried I try to help them feel happy by giving them a hug or sharing my toys with them. - I can make friends and like to talk and play with grown ups. Self confidence and self awareness - I like to try out new things. I can tell you what things I like to do best of all. - I can talk in a group when I am with my friends and grown ups that I know. - When I am making a picture or building a model, I can tell you what I will need or can go and get the things I need. I will ask you for help when I need it. Managing feelings and behaviour - I can talk to my friends about feeling happy, excited, sad, cross or worried. - I can talk to my friends about how I feel when they make me sad or cross. - I know what I should do about sharing toys and keeping safe. - I know that when I am playing with my friends I have to take turns and share toys and that sometimes I might have to wait for the toy I want or play with something else. - I know that when I play with my friends I might run, be busy or be noisy and that other times I might be quieter. - When things change that I wasn't expecting to happen I don't get worried or upset.	Moving and handling - I can use my legs and feet in lots of different ways, like running, climbing, jumping or hopping. - I can slow down or change the way I am going to stop myself from bumping into my friends or things. - I can throw, catch, roll and kick different things like large balls, hoops, beanbags and balloons. - I can use pens, pencils and paintbrushes to make the marks and write the letters I want to. - I can use scissors to cut paper. - I can thread beads onto a piece of string. Health and self care - I can tell you about different ways of keeping healthy, like doing exercises like running and jumping; eating fruit and vegetables and drinking water or milk and washing my hands. - I am able to go to the toilet by myself. - I can get dressed and undressed by myself.	Listening and attention - I can listen to what my friends and grown ups say as I am doing something else, like playing with toys or looking at a book. - I can tell you what has happened and what might happen next as you share a story with me. Understanding - I can follow long instructions where I have to do two or more things. - When you ask me questions like "Why did the boat tip over?" or "How did the aliens get home?" I can tell you what I think by using things I have seen or heard about. Speaking - I can talk and listen to my friends and grown ups. - I can use words and word endings like "I went" or "I am going" instead of "I go" to tell you about things that I have done or that I am going to do. - I can make up my own stories. - I can tell you about things in the right order when I am telling you about something I have done.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading - I can read short sentences that are made up of words like "go" and "you". I can read words that I can say each of the sounds in like "pig" or "pen". - I can tell you about the characters in a story and what happens in the story after I have read it. Writing - I can say the sounds I hear in a word like "bag" and know which letters I need to match the sounds. - I can write other useful words like "the" and "was". - I can write short sentences like "I can skip" that my friends and grown ups can read. - I can write some words and sometimes I use what I know about sounds and letters to try and write words.	Numbers - I can use numbers from 1 to 20 in the right order when I am counting things or singing rhymes. - I can tell you what "one more" or "one less" is when you say a number. - I can add groups of 2 things together and tell you how many I have got altogether and take things away from a group to tell you how many things I have got left. - I can solve problems that are important to me like sharing snacks between me and my friends so that we all have the same number of pieces of fruit. Shape, space and measure - I can use words like "big", "small", "heavy", "light", "in", "under", "pound", "pence", "morning" and "night" when I am playing with groups of things. - I can make patterns and tell you about them.	People and communities - I can talk about my family and special times that we have had, like holidays or when my new baby sister arrived. - I know that my friends might do things differently to how I do things, like living in a flat or living in a house. - I can talk about things that I do that are the same as or different to my friends like celebrating Eid or celebrating Diwali. The world - I can talk about how things such as buildings, plants, insects, animals and people look the same and how they look different. - I can talk about how different places like the beach, the park and the shops look. - I can talk about what things like plants and babies need to grow and how they change as they grow. Technology - I can use different types of technology like remote control toys, a recordable book, a CD player, a camera, a tablet or a computer.	Exploring and using media and materials - I can sing songs, dance and use instruments to make music. I can use my own ideas to change the words, dance moves or rhythm. - I can use different things like brushes, rollers, scissors or hole punches to make pictures and build things. Being imaginative - I can use different things like paint, paper and material to make my own picture. - I can show you my ideas by drawing or painting pictures, making models using boxes, singing songs, dancing to music, dressing up and pretending to be other people and telling you stories.



Notes

40 - 60 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

Personal, Social and Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.



Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

Mathematics

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

Literacy

Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you jump?" or "Can you hop?" and I have to put the sounds of the word together and show you the action.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Understanding the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.



Expressive Arts and Design

Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

Where to go to learn more

If you feel unsure about your child's development or have any concerns you might want to speak to someone from your local children's centre, your child's key person, a childminder or health professional.

For information about NHS services and support for parents visit: www.nhs.uk/conditions/pregnancy-and-baby/Pages/services-support-for-parents.aspx

To find a Sure Start Children's Centre in your area visit: www.gov.uk/find-sure-start-childrens-centre

Source	Link	Resource	Support offered
Book Trust	www.booktrust.org.uk/resources	Book Trust transforms lives by getting children and families reading.	Resources to support reading of all ages to develop the skills that will improve their opportunities in life.
Children's Food Trust	www.childrensfoodtrust.org.uk/parents	Leaflets and guides	Range of advice and information ensure a balanced diet in their early years and Check spacing as maybe an extra space before ensure?
Communication Trust	www.thecommunicationtrust.org.uk	Small Talk	For parents of children aged 0-5 to show where children are likely to be with their communication at a certain age.
		Top Tips Leaflet	10 Top Tips to help parents or professionals develop children and young people's communication skills
		Through the eyes of a child	Four films full of useful advice on how parents can encourage their child to talk and interact with them.
		Misunderstood	Information for those who want to find out more about supporting children and young people with speech, language and communication needs
		Listen up	Resources to encourage listening, understanding, interaction and play.
		Summer Talk	Pack with games and activities that support families to encourage children's communication skills when they are out and about this Summer.
Families in the Foundation Years	www.foundationyears.org.uk/parents	Outline of information available to parents to help in making choices and plans. Links are also provided to other websites to offer you more information if you need it.	This site is designed to help you work your way through the information and support on offer to help your child get off to a great start in life.
Family Information Centre	finder.familyandchildcaretrust.org	Information on services available to parents	Your local Family Information Service (FIS) provides a range of information for parents from details of local childcare and early years provision to family activities in your area.
katecairns.com	www.fivetothrive.org.uk/resources	Five to thrive.	Printed guides, posters, pop-up banners and a range of age-specific supplements are all available to support the implementation of five to thrive
Literacy Trust	www.literacytrust.org.uk/early_years	Early Words Together	Early Words Together is a targeted, literacy peer education programme for families with children aged two to five that empowers parents to support their child's early learning, through small groups run within an early years setting.

Source	Link	Resource	Support offered
National Numeracy	www.nationalnumeracy.org.uk	How does what parents say about maths affect their children?	Falkirk Council Education Services have created a lovely video with some great suggestions for everyday maths activities.
Parents in Touch	www.parentsin touch.co.uk	Help Your Child With Numeracy: Age Range 3-7	Clear descriptions of the ways in which maths is taught in schools today, as well as examples of the kinds of calculations children will learn at different ages.
Play England	www.playengland.org.uk/resources.aspx	How I can help my under 5 year old Reports and guides	Resources to help with maths, phonics, handwriting and English Written by experts, the resources ensure that parents access to a wide-range of research, good practice and guidance to support them to increase children's freedom to play.
Start4Life	www.nhs.uk/start4life	Support throughout pregnancy and as baby grows.	All the help and advice you need during pregnancy, birth and parenthood for mums, dads, family and friends.

Tell us what you think

We are keen to find out how you have used this booklet and how it can be improved. All feedback can be sent via email to foundations@4Children.org.uk.