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Trafford's Ordinarily Available Inclusive Provision for Early Years Providers (Version 1.2 April 2024)

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AUTHORITY

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Background

This guidance is a locally adapted version of Greater Manchester’s (GM) Ordinarily Available Inclusive Provision (OAIP) for Early Years (EY) Providers which was co-produced by the Greater Manchester Combined Authority (GMCA) SEND Community of Practice (COP) group with EY professionals, practitioners, health colleagues, parents and Information Advice and Support Officers from across Greater Manchester.

Trafford’s locally adapted version has been developed in collaboration with:

- Trafford Early Years Service
- Trafford Special Educational Needs Advisory Service (SENAS)
- Trafford Speech and Language Therapy (SLT)
- Trafford Educational Psychology Service (EPS)
- Trafford Parent/Carer Forum (TPF)
- Trafford Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)

Version 1 (November 2023) was introduced to EY providers at an Early Years SEND Conference on 17th November 2023. Providers trialled the guidance in practice and provided feedback using a survey. The finalised version (Version 1.2) was launched in April 2024 and will be updated as and when needed.

Updates

| Date | Changes made | By whom |
|------|--------------|---------|
| | | |
| | | |

Introduction

What is Ordinarily Available Inclusive Provision?

Ordinarily Available Inclusive Provision (OAIP) is **the range of activities, opportunities and strategies that are offered as basic good practice to meet a range of additional needs without the need for a formal diagnosis or specialist support** (i.e., OAIP is needs led but should not prevent referral to diagnostic pathways if this is appropriate to the child's needs and family's wishes).

It is expected that **most children will have their needs met by universal and mainstream services** through an ethos of best practice and reasonable adjustments in line with the SEND Code of Practice (DfE Jan 2015: para 6:15)

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.'

'Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice'. (EYFS Statutory Framework 2021: para 3:65)

This Ordinarily Available Inclusive Provision document describes what is available as part of basic good practice in the setting. **The overarching approach is one of inclusion: a good Early Years practitioner teaches a child from wherever they are on their developmental journey, and this includes those who may have additional needs.** Aspects of many approaches to support children with SEND are part of good EY practice for all children. Assessment through observation, planning next steps and working in partnership with parents is all part of inclusive practice.

It has been developed in collaboration with Early Years professionals, practitioners, health colleagues, parents and Information Advice and Support Officers from across Greater Manchester.



Graduated Approach

Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review (APDR).

Assess

EY practitioners, alongside the setting SENCO and the child's parents, will have carried out observations of the child's needs and put in place strategies and interventions that should be reviewed regularly to ensure that support is matched to need.

Plan

When deciding to provide SEN support, families should be consulted and take an active part in agreeing outcomes, interventions, and support to be put in place for their child. Families should be informed of the expected impact and clear dates when this will be reviewed. Plans should take into account the views of the child. Practitioners should ensure that effective interventions are in place to ensure the child's outcomes are achievable. It is important to share effective strategies with parents so they can implement them at home. SEN support identified should be provided by practitioners with relevant skills and knowledge. Any related staff training needs should be identified.

Do

The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. They should support and oversee the interventions agreed as part of SEN support. The SENCO should support the practitioner in assessing the impact of the interventions and provide further support and advice on how to put them in place.

Review

The child's progress should be reviewed in line with the agreed date. The impact of the support should be evaluated by the practitioner, SENCO and parents, ensuring the views of the child are taken into account. Any changes to the outcomes should be agreed together. Parents should be involved in planning the next steps. The Assess, Plan, Do, Review cycle of support should be repeated frequently with parents to ensure the best way of ensuring good progress is made for the child.

Where there is little or no progress seen, more specialist assessment may be called for from external services, such as Trafford Early Development Service (TEDS)/SEN Advisory Service (SENAS), health services, social services, or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Trafford's Early Years Graduated Approach Guidance

All children are entitled to the support they need to achieve the best possible outcomes. What happens in the early years is crucial and this stage of learning and development has the most significant impact on a child's future life chances.

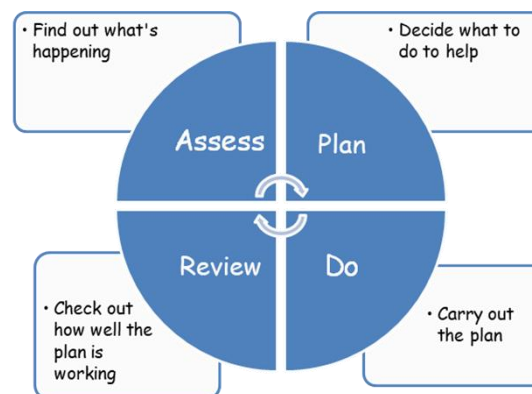
With the right support, all children will make a successful transition into school and become confident individuals with a growing ability to communicate their own views and live fulfilling lives.

[Trafford's Graduated Approach to Early Years](#) is for children up to the end of their reception year in school and it should be read alongside the main Trafford Graduated Approach aimed at school aged children.

Based around the Special Educational Needs and Disability (SEND) Code of Practice, the Early Years Foundation Stage (EYFS) framework and supporting documents, it aims to provide guidance on a clear approach to identifying and responding to children with SEND.

The graduated approach is designed to help practitioners decide on the levels of support and type of action to be put in place for children in their school or setting. For each area of need within the Code of Practice, the guidance describes universal provision, SEN support and high level SEN support.

Trafford's Ordinarily Available Inclusive Provision guidance sits within the **universal section** of Trafford's Early Years Graduated Approach.



The Local Offer

What is the Local Offer?

Local Authorities have a legal responsibility to publish a Local Offer describing information about the provision they expect to be available across Education, Health and Social Care for children and young people in their area who have SEN or are Disabled, including those who do not have Education, Health and Care (EHC) plans.

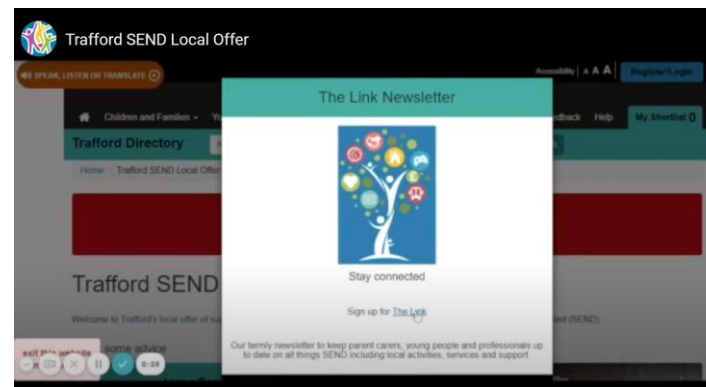
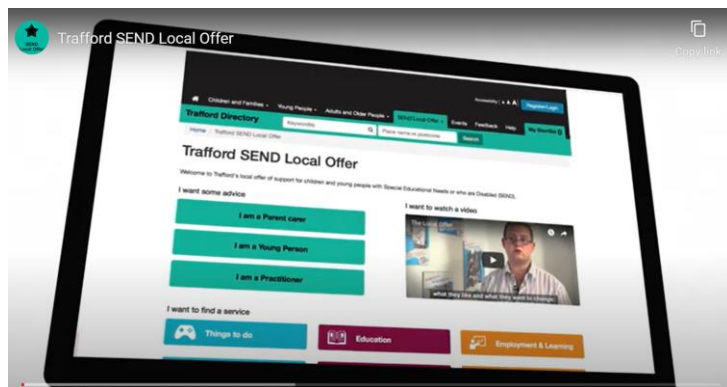
The Local Offer has two key purposes:

- To provide clear, up-to-date information about available provision and how to access it.
- To make sure the provisions are responsive to local needs and aspirations by directly involving children and young people, their families and service providers in development and review of the offer.

[Trafford's Local Offer](#)

You can access the local offer online via the Trafford Directory or by phone or post by contacting the [Family Information Service](#) .

We also have an outreach team who meet families and professionals in the community and you can request they come along to community groups and networking events if you think this would be useful.



Inclusive Provision

This section gives more detailed information for supporting young children in each of the categories of need, **Communication and Interaction**, **Cognition & Learning**, **Social Emotional and Mental Health** and **Physical / Sensory** as described in the SEND Code of Practice 2015. This is not an exhaustive list, but it will offer prompts to what should already be happening in the setting as well as signposting to further advice and support.

Check points used in the framework are taken from the Early Years Development Journal, EYFS Development Matters, Birth to 5 Matters and the Early Years Support tool. **Early Years providers have a choice of which EYFS guidance to use to support with curriculum planning and although Development Matters and Birth to 5 Matters are referenced, others are available, including a setting producing their own.**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS Statutory Framework 2021: page 5)

The EYFS Statutory Framework 2021 states: In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Communication and Interaction

The majority of young children are eager communicators and seek active interaction with those around them. However, some may need support to make themselves understood or to understand others. A communication friendly environment will offer ongoing support as well as offering many opportunities for a child to practise alongside an adult with other children. Start where a child is and extend their development from the point at which they are confident. Giving a child the opportunity to communicate in ways other than with language is enormously helpful to their self-esteem and wellbeing.

Adults are the greatest resource to develop children's communication skills. They are best placed to give a child the opportunity to initiate ('serve') and respond ('return') to all communication attempts, verbal or non-verbal, to enable attuned interactions. What we are aiming for is for practitioners to be **engaging in conversational turns with a child at the level they are at**, as this is the strongest predictor of future language competence. When interacting with children, practitioners need to be an **effective communication partner**, with the goal of achieving **two-way 'conversation'** between themselves and child (whether non-verbal, pre-verbal, spoken signed/with symbols) around the specific purpose of a child's communication. This interaction will sometimes be to meet a young child's immediate needs. At other times it may simply be to enjoy the pleasure of sharing a moment or extended time together.

Greater Manchester is a culturally diverse place to live, with between 150-200 different languages spoken in the area, so many children in EY settings will have a home language other than English. The top 5 non-English main languages in Trafford in 2021 (using census data) were Urdu (0.9%), Polish (0.6%), Arabic (0.6%), Panjabi (0.4%) and Cantonese Chinese (0.4%)

Practitioners should value linguistic diversity and provide opportunities for children to develop and use their home language(s) in their play and learning. Some children are bilingual from birth because their families have talked to them in more than one language. Some children will be acquiring English as an additional language (EAL). As with their first language, this needs to be learnt in a context, through practical meaningful experiences and interaction with others. These children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged.

Having a home language(s) that is not English is an advantage and does not cause speech, language and communication difficulties. Families should be encouraged to continue using their home language(s) with their child, even if there are additional needs.



Communication and Interaction

| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
|---|--|--|---|---|
| <p>EYFS Development Matters: page 22</p> | <p>By three months I will show a response to sound and light by stilling or turning.</p> <p>I like to hear familiar voices and may smile, calm or look to you.</p> <p>I will show that I enjoy interaction with others by smiling, moving, and vocalising sounds such as ‘ooh’ ‘ahh’.</p> <p>I can imitate some actions such as sticking out my tongue.</p> | <p>Spend time face to face with babies when they are alert. Copy their facial expressions and offer actions for the baby to copy such as sticking out tongue, blinking eyes, opening mouth wide.</p> <p>Copy sounds the baby makes repeating them back. Pause and wait for a response.</p> <p>Use lots of vowel sounds made with lips. Make sounds which go with games e.g., bubbles = “Pop”. Click tongue, puff out cheeks, stick tongue out, blow raspberries.</p> <p>Sing songs and rhymes and play interaction games such as ‘peek a boo’.</p> <p>Look at and talk about picture books – change the tone/intonation of your voice.</p> | <p>Play mats, wide range of interactive toys that produce sounds, visual effects, or movement.</p> <p>Ensure there are a range of sensory experiences for the child.</p> <p>Consider a range of textures.</p> | <p>0 - 3 months</p> <p>Step 1 (Early Years Support Tool)</p> <p>Range 1 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
|---|---|--|--|--|
| <p>EYFS Development Matters: page 23</p> | <p>By around six months I will respond to familiar voices and turn to my own name.</p> <p>I recognise and feel calmed by familiar people.</p> <p>I can make eye contact when you speak to me and ‘take turns’ in babbling conversations.</p> <p>My sounds are tuneful, and I use sing song vowel sounds. I scream with annoyance!</p> <p>I will move my whole body to sounds such as music rhyme or a regular beat.</p> <p>I am beginning to put my arms up to be lifted.</p> <p>I am beginning to show excitement at familiar routines, for example, if I see a spoon I may get excited for food.</p> <p>I am beginning to recognise familiar environmental sounds for example a dog barking.</p> | <p>In addition to the above:</p> <p>Comment on baby’s play, labelling actions and objects. Offer a label for the attempted communication e.g., “you want more”; “oh dear”; “all gone”; “are you sad?”.</p> <p>Use pointing, looking, and touching as you name objects.</p> <p>Talk about daily routines using a sing song intonation and simple language.</p> <p>Repeat stories and songs, pause at words to see if baby responds.</p> <p>Offer hand-over-hand guidance to support involvement in actions to songs.</p> <p>Encourage babies to look towards you during activities. E.g. holding a toy near your face.</p> | <p>In addition to the above:</p> <p>Have access to a range of containers and cloths to allow for a range of exploratory games including ‘peepo’, hide and seek, opportunities to post and reach into.</p> <p>Offer a range of age-appropriate play items. Ensure there are choices that can be made and that you respond to each child’s individual interests.</p> <p>Treasure baskets to support naming textures, sounds etc</p> <p>Toys and games that require an adult to help/engage e.g., bubbles.</p> | <p>6 months</p> <p>Steps 2&3 (Early Years Support Tool)</p> <p>Range 1 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters: page 23 & 24</p> | <p>By around nine months I begin to follow body language such as pointing.</p> <p>I can respond to simple questions in a familiar context with a special person (e.g., “Where’s mummy?” “Where’s your nose?”).</p> <p>I use my voice to get an adult’s attention and my babble sounds repeat a series of the same sound such as “mama”, “baba”, “aga”.</p> <p>I am beginning to experiment with and enjoy my vocalisations, changing my pitch and volume (rise and fall of sound).</p> <p>I use voice or gesture to attract attention, ask for things or refuse.</p> | <p>In addition to the above:</p> <p>Ensure there is a clear routine during the day to encourage anticipation. Use the same phrases e.g. “tidy up time”, “snack time”.</p> <p>Encourage baby to point by holding items slightly out of reach when playing together.</p> <p>Offer opportunities for choices to be made using real objects e.g., milk bottle/water jug, apple/banana.</p> <p>Model pretend play e.g., brushing dolly’s hair, feeding teddy.</p> <p>Name objects as you play to see if baby looks. Copy babies when they are babbling and extend the sound they make to name an object e.g. “Teh”.... “Teddy”.</p> <p>Use actions with words. Wave as you say “bye-bye” or pick up baby’s cup as you say “drink”.</p> <p>Repeat an action, stop, and ask “more?”, wait for a gesture/sound or eye contact before continuing.</p> | <p>In addition to the above:</p> <p>Ensure a wide range of exploratory play equipment is available for the child to access.</p> <p>Ensure items are within reach if the baby accessing them independently.</p> <p>Provide a range of board picture books (hard back books) and multi-sensory books.</p> <p>Consider having a range of objects that match routine activities, such as a nappy for nappy change time, a bowl for snack time etc. These are known as ‘objects of reference’ and support early communication.</p> <p>Make real objects available for them to explore and use such as cups, plates, cloths, bowls, cutlery, blankets etc.</p> | <p>9 months</p> <p>Step 4&5 (Early Years Support Tool)</p> <p>Range 1 & 2 (Birth to 5 Matters)</p> |

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| | | Use action words, such as “shake, shake”, “bang, bang” and describe what is happening. E.g., “ <i>the ball is rolling</i> ”, “ <i>the bricks are falling</i> ”, “ <i>ringing the bell</i> ”. | | |
| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters: Page 24 & 25 | <p>By around twelve months I can select a familiar named object when you give me a choice of two.</p> <p>I understand simple sentences alongside gestures especially within my familiar routines (e.g. “wave bye bye”, “where is daddy?”)</p> <p>I may anticipate what comes next in routine and repetitive games.</p> <p>To get your attention I will make a sound, point, and look at you.</p> <p>Sometimes I use some sounds that are becoming words (e.g. “mumum”, “tehdee”)</p> <p>I love action rhymes and will join in with some movement, action, and vocalisation.</p> <p>I will respond to my own name.</p> | <p>In addition to the above:</p> <p>Ensure a rich array of items are available for babies to choose from and play with.</p> <p>Allow baby to return to the same favourite playthings offering repetition of key language and phrases linked to the play. E.g., ‘ready, steady, go’, with balls and ‘all fall down’ with brick towers.</p> <p>Use gesture such as arms out to be picked up, waving bye bye, and respond to the baby when they point, gesture or make noises.</p> <p>Interpret what they are saying and let them know in words, E.g. “You want a spoon?”</p> <p>Respond to the use of single words and expand the single words used</p> | <p>In addition to the above:</p> <p>Nursery rhyme storybooks.</p> <p>Groups of objects (different small world animals, or soft toys, or tea and picnic sets).</p> <p>Props to use alongside books, to bring them to life.</p> | <p>12 months</p> <p>Step 6 (Early Years Support Tool)</p> <p>Range 2 (Birth to 5 Matters)</p> |

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| | <p>I will usually stop what I am doing in response to being told “no”.</p> <p>I will hand over an object if asked to “Give me....”.</p> <p>I will copy signs, for example bye bye, all gone.</p> | <p>into simple phrases e.g. dog – the dog is eating. Cup – baby is drinking.</p> <p>Sing action songs like ‘This little piggy went to market...’ and play games like ‘peek-a-boo’ to encourage communication and concentration.</p> <p>Pause during nursery rhymes and see if the child can anticipate the next action or word. Give time to process information.</p> <p>Make sure you name things whilst playing and talk about what you are doing (provide a running commentary at an appropriate level).</p> | | |
| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters: Page 24 & 25 | <p>By 18 months I listen and respond to a whole range of different single words and some 2-word phrases such as “shoes on”.</p> <p>I can recognise and point to familiar objects when you ask me.</p> <p>I am exploring my world and starting to enjoy simple pretend play, like pretending to talk on the phone.</p> | <p>In addition to the above:</p> <p>Continue to give plenty of time to process information (at least 10 seconds).</p> <p>Continue to use a multi-sensory approach for group activities using real objects, photos, and images to support children’s understanding.</p> <p>Use games like ‘peek-a-boo’ and ‘pat-a-cake’ and toys that make a noise –</p> | <p>In addition to the above:</p> <p>Collect resources that children can listen to. Record sounds such as a doorbell, animal noises etc.</p> <p>Provide resources such as a doll, bottle/cup and a bed to encourage young children to engage in symbolic play.</p> | <p>18 months</p> <p>Step 7&8 (Early Years Support Tool)</p> |

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| | <p>I love to babble conversationally (sometimes called jargon) and use a range of adult-like speech sounds.</p> <p>I can say around 20 words. I may say them in my own way, but the words are usually consistent in how they sound.</p> <p>Sometimes I use a sound as a word such as an animal sound. This is still a word for me!</p> <p>I can ask for my favourite games like peek-a-boo e.g., by saying “boo”.</p> <p>I can understand many more words than I can say, including the names of everyday objects like furniture, clothing and body parts.</p> <p>I can pick up a toy when asked.</p> | <p>children still like the comfort of a familiar adult nearby.</p> <p>Sing a variety of nursery rhymes.</p> | <p>Enhance outdoor provision following children’s interests and provide as much access to outdoors as possible.</p> <p>Cause & effect toys e.g., pop up toys. Ensure they are used effectively as once the child has mastered the use, there is little else they can do with them.</p> | <p>Range 2&3 (Birth to 5 Matters)</p> |
| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters: page 26 | <p>By around 2 years old, I may be showing an interest in what other children are playing and sometimes join in.</p> <p>I may be beginning to make myself more understood and can become frustrated if I cannot.</p> | <p>In addition to the above:</p> <p>Encourage repetition, rhythm & rhyme by using tone and intonation as you tell stories. Keep background noise to a minimum e.g., music or radio.</p> | <p>In addition to the above:</p> <p>Include props at story time such as story spoons, visuals and puppets.</p> <p>Provide a safe space such as a cosy corner, teepee or sensory tent.</p> | <p>24 months</p> <p>Step 9 (Early Years Support Tool)</p> |

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| | <p>I can recognise and join in with songs and actions – for example, “The wheels on the bus.”</p> <p>I can demonstrate myself as an individual and want to do things independently. I can say “no” to an adult.</p> <p>I show interest in playing with sounds, songs and rhymes.</p> <p>I listen with interest to noises adults make when they read stories.</p> <p>I can concentrate on my own activities for longer, such as playing with my favourite toy.</p> <p>I understand at least 200 words.</p> <p>I understand more simple questions and instructions e.g., ‘where is your shoe?’ and ‘show me your nose’.</p> <p>I understand simple action words e.g. ‘kiss teddy’, ‘dolly sleep’.</p> <p>I can say 50 or more single words, even though many of these are not very clear yet.</p> | <p>You can help toddlers who are having a tantrum by being calm and reassuring.</p> <p>Adapt your communication for children with English as an additional language e.g., not overloading them with language, consider using real objects alongside spoken language to support children’s understanding.</p> <p>Before expecting a child to shift their attention onto a new task, consider using a gentle touch on their shoulder to gain their attention first.</p> <p>Listen to children and take account of what they say. Model and encourage language for thinking such as, “I wonder if…” or “I have an idea”.</p> | <p>Use timers to indicate the end of an activity.</p> <p>Now and next boards support children to understand what is happening now and what is coming next – these need to be relevant to the age/stage of the child.</p> | <p>Range 3 (Birth to 5 Matters)</p> |
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| | <p>I can start to put short sentences together with 2-3 words e.g., 'more juice', 'bye daddy'.</p> <p>I can ask questions such as 'what's that?' or 'where going?'.</p> <p>I enjoy pretend play with familiar toys.</p> | | | |
| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters: page 30 | <p>By around 3 years old, I may be able to shift my attention from one task to another, if you gain my attention first.</p> <p>I listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>I can identify familiar objects and properties for practitioners when they are described. For example: "Katie's coat", "blue car", "shiny apple".</p> <p>I understand and act on longer sentences like "make teddy jump" or "find your coat"</p> | <p>In addition to the above:</p> <p>Share picture books every day with children. Comment on the pictures – for example: "It looks like the boy is a bit worried..." and wait for their response. You might also ask them about the pictures: "I wonder what the caterpillar is doing now?"</p> <p>Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.</p> <p>When talking with young children, give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply.</p> | <p>In addition to the above:</p> <p>Books with just pictures and no words can encourage conversations e.g. You Choose book series.</p> <p>Activities planned around core books such as "We're going on a Bear Hunt" will help the children to practise the vocabulary and language from the books. It will also support their creativity and play. Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p> <p>Set up a listening area where children can access rhymes and</p> | <p>36 months</p> <p>Step 11&12 (Early Years Support Tool)</p> <p>Range 5 (Birth to 5 Matters)</p> |

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| | <p>I am beginning to show independence in selecting and carrying out activities.</p> <p>I understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>I can understand lots of words, around 300.</p> <p>I use a range of tenses and action words. For example, 'play', 'playing', 'will play' and 'played'.</p> <p>I listen eagerly to stories and request favourites over and over.</p> <p>I identify action words by following simple instructions.</p> <p>I can put 4 or 5 words together to make a short sentence e.g. 'I want to go out'.</p> <p>I ask lots of questions to find out the names of things and learn new words.</p> <p>I can say the sounds p, b, t, d, m, n, w, k and g in words when I am talking.</p> | <p>When appropriate, you can check children's understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?".</p> <p>Encourage talk in all spaces, both indoors and outdoors.</p> <p>Adults should validate children's emotions, also start to introduce and label emotions.</p> | <p>stories either independently or with an adult.</p> <p>Add visual sequence strips to support understanding.</p> <p>Choice boards in the environment will support children to make choices, for example a rhyme choice board.</p> <p>Consider introducing Zones of Regulation.</p> | |
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| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters: page 33</p> | <p>Around the age of 4, I may be using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>I may use sentences joined up with words like ‘because’, ‘or’, ‘and’. For example: “I like ice cream because it makes my tongue shiver”.</p> <p>I may use future and past tense for example, “I am going to the park” and “I went to the shop”.</p> <p>I am beginning to use language to connect ideas, explain what is happening and anticipate what might happen next in a familiar situation.</p> <p>I am beginning to answer simple ‘why’ questions.</p> <p>I am curious about others and can adapt behaviour to fit in with different events and social situations. For example, removing shoes and socks before going on the slide after seeing others doing this.</p> | <p>In addition to the above:</p> <p>Model language that promotes thinking and challenges children: “I can see that’s empty – I wonder what happened to the snail that used to be in that shell?”</p> <p>Ask open-ended questions like “I wonder what would happen if....?”</p> <p>Encourage more thinking and longer responses.</p> <p><u>Sustained shared thinking</u> is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.</p> <p>Help children to elaborate on how they are feeling: “You look sad. Are you upset because Jasmin doesn’t want to do the same thing as you?”</p> <p>Engage in role play and imaginary play scenarios and model listening behaviours.</p> | <p>In addition to the above:</p> <p>Provide children with a rich language environment by sharing books and activities with them.</p> <p>Encourage children to talk about what is happening and give their own ideas.</p> <p>High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?” (Tiger That Came to Tea).</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p> <p>Offer children lots of interesting things to investigate e.g., different living things. This will encourage them to ask questions.</p> <p>Provide opportunities to listen in a range of environments such as</p> | <p>48 months</p> <p>Step 13 (Early Years Support Tool)</p> <p>Range 5&6 (Birth to 5 Matters)</p> |

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| | <p>I may be beginning to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>I may start a conversation with an adult or a friend and continue it for many turns, use talk to organise myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>I will understand the use of objects, (e.g., what do we use to cut things?).</p> <p>I will show an understanding of prepositions such as over, under, on top, behind, by carrying out an action or selecting the correct picture.</p> <p>I can understand and use words for colour (‘red’), number (‘two’) and time (‘today’).</p> <p>I enjoy make-believe play and start to play cooperatively with others.</p> <p>I can say the sounds p, b, t, d, m, n, w, k, g, s, f, l and y in words when I am talking.</p> | <p>Encourage children to listen to their friends and take turns in play & activities.</p> <p>Make mistakes when telling stories and singing songs so children correct you.</p> <p>Invite parents and the wider community into story telling opportunities.</p> | <p>indoors, outdoors, dens, halls, the library.</p> <p>Provide instruments for musical play and as props for stories.</p> <p>Consider introducing take home bags for children to further explore books and props with their family.</p> <p>Provide children with a pre-warning before transition.</p> | |
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| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters: page 34-41</p> | <p>Around the age of 5, I may show two channelled attention, e.g., I can listen and do something at the same time for a short period.</p> <p>I can work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including children who work together harmoniously.</p> <p>I can pick out the first sound in a word.</p> <p>I can retell the story, once I have developed a deep familiarity with the text, with some exact repetition and some in my own words.</p> <p>I understand how to listen carefully and why listening is important.</p> <p>I listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I understand a range of complex sentence structures, including</p> | <p>In addition to the above:</p> <p>Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”</p> <p>Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.”</p> <p>Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”</p> <p>Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’.</p> <p>Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”.</p> | <p>In addition to the above:</p> <p>Plan activities listening carefully to different speech sounds.</p> <p>When singing and saying rhymes, talk in a group about the similarities and differences.</p> <p>Set up displays that are interactive so children can touch, pick up etc and talk about and reflect on their experiences e.g., curiosity cubes.</p> <p>Provide opportunities for meaningful speaking and listening activities for example show and tell where children can bring in a model/toy/trophy from home and talk about it.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Talking tubs and floor books.</p> | <p>Up to 60 months</p> <p>Step 14 (Early Years Support Tool)</p> <p>Range 6 (Birth to 5 Matters)</p> |

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| | <p>negatives, plurals, and tense markers.</p> <p>I may be beginning to understand humour.</p> <p>I can say most words clearly when I am talking – people who don't know me can understand me the majority the time.</p> | <p>Have fun saying words in an exaggerated manner.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"</p> <p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."</p> <p>In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children</p> | | |
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| | | to join in with the correct number of 'claps'. | | |
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Plan regular, short periods when children can listen to others, such as singing a short song or listening to another child's experience.

Links to EYFS Statutory Assessment – End of Reception

Statutory ELG: Listening, Attention & Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Statutory ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Statutory ELG: Literacy, Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Statutory ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Statutory ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Resources

NATIONAL

[Talking Point Ages and Stages](#)

[Universally Speaking \(0-5\)](#)

[Vocabulary Learning in the Early Years](#)

[BBC's Tiny Happy People](#)

[Hungry Little Minds](#)

[DfE Early Years Child Development training – Module 4](#)

[Elkan](#)

[Support for multilingual families at home: Time Together booklet](#)

[Understanding multilingualism in the Early Years](#)

[Lucid Evidence Briefings](#)

GREATER MANCHESTER/ TRAFFORD

[GM 10 Tips for Talking](#)

[Trafford Speech and Language Therapy Facebook Page](#)

[Trafford Speech and Language Therapy Resources and Signposting Padlet](#)

[Trafford Speech and Language Therapy Advice Leaflets Padlet](#)

[Trafford Assessment of Speech Sounds \(TASS\)](#)

[Trafford Pathways to Talking Accreditation](#)

[Rhyme time and Storytime @ Trafford Libraries](#)

[Ages and Stages Questionnaire 3 \(ASQ3\) – Learning activity handouts](#)

[Wellcomm Big Book of Ideas](#)

Cognition and Learning

Cognition and Learning development in young children involves the progressive building of attention - thinking, working things out, remembering and making connections; all things that children learn as they make sense of the world around them. In very young children this could be learning what happens when you repeat an action, push a button, or make a sound in a particular way. Later on, often cognition and learning difficulties apply to reading, writing and number work, but also short-term memory and problem solving. A specific difficulty may only affect one or two of these areas, so it is important to be aware of a child's strengths while pinpointing the site of a specific difficulty.

Children in the early years learn through play and exploration of their environment, mediated by adults who they know well. As children reach different developmental stages they will start to display recognised styles of play such as sensory play, solitary play, onlooker play, parallel play, associative play and cooperative play. When children play, they engage their imagination, problem-solving skills, and creativity.

Patterns of play in the early years are most commonly referred to as schemas. Schemas can be thought of as behaviours that children display when exploring the world and trying to find out how things work. As children develop, their play schemas will increase in number and complexity. Using schemas allows young children to equip themselves with the knowledge and skills needed in later life. Schemas are most often referenced as being: vertical (going up and down), enclosure (putting things inside other things), circular (going round and round), going over and under, going through and connecting (assembling/joining/dismantling).



Cognition and Learning

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
|---|---|--|---|---|
| <p>EYFS Development Matters: page 22</p> | <p>By three months, when lying on my back or propped up, I move my eyes to follow a face or a toy that is moving slowly from side to side, (they need to be close to my face).</p> <p>I will look longer at objects held close to me at around 30cm.</p> <p>I will react to visual experiences by moving my eyes, head or by, startling or wriggling.</p> <p>I will look at pictures and moving objects for more than 5 seconds.</p> <p>I focus on objects that move, this includes faces.</p> <p>I turn my eyes or my head towards new sounds and I'm startled by sudden noise.</p> <p>I will react to sound differences by making a physical movement such as a startle, turning my head or eyes, or by wriggling.</p> | <p>Adults are available and responsive to the child.</p> <p>Observe children's behaviours and ensuring practitioners responses are timely and appropriate.</p> <p>The ideal distance for viewing objects is around 30cm, offer play opportunities within this range.</p> <p>Awareness of the importance of a child's facial expression and body language.</p> <p>Use a range of facial expressions, sounds and gestures as part of their engagement with a child.</p> <p>Offer a range of play items that produce sound or movement and are within reach of the child so that any movement by the child brings a response.</p> <p>Spend time with children holding up items for them to see and touch.</p> | <p>Play resources are age appropriate and stimulating.</p> <p>Leuven scales for well-being and involvement.</p> <p>Black and white toys and objects/displays.</p> <p>Treasure baskets are available with a range of textures shapes, colours etc.</p> <p>Sound makers and light emitting toys are available.</p> <p>Toys are visually stimulating and there are a range of multi-sensory experiences. For example, different textures, natural materials.</p> <p>Positioning equipment, for example foam blocks to support sitting.</p> | <p>0-3 months</p> <p>Step 1&2 (Early Years Support Tool)</p> <p>Range 1 (Birth to 5 Matters)</p> |

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| | <p>I'll show that I anticipate feeding time by rooting or sucking at the sight of a nipple or a bottle.</p> <p>I show an interest in new experiences, e.g. I show renewed interest if you show me a different toy.</p> <p>I repeat actions that have an effect for example by kicking or patting a toy to cause a movement.</p> <p>I like to listen to music and sound making toys.</p> <p>I will look from one object to another and then back again.</p> <p>I bring objects to my mouth to explore them.</p> <p>I will reach out for objects but not accurately.</p> | <p>Allow children to explore their faces hair, hands, arms etc.</p> <p>Time for children to respond by pausing, waiting, and watching.</p> <p>Encourage independence by providing a reactive environment where children can explore and reach play items.</p> <p>Use a range of facial expressions sounds, songs etc.</p> <p>Offer a sensitive commentary as the child engages in activities or responds to an activity.</p> <p>Offer play and learning opportunities that are consistent and repeated.</p> <p>Provide familiar routine and structure to the day.</p> <p>Sing songs and rhymes regularly to enable the child to become familiar with them.</p> | | |
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| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters; page 23</p> | <p>Around 6 months, I persistently and deliberately reach out for objects that interest me.</p> <p>I play with objects by banging, shaking, turning them around in my hands.</p> <p>I react to familiar sounds or sights by changes in behaviour e.g., I will extend my arms and legs, smiles, search with eyes when hears the vacuum cleaner, running bath. I will look toward the source of the sound.</p> <p>I can copy/ mirror facial expressions e.g., sticking out my tongue or opening and closing mouth.</p> <p>I show that I recognise familiar faces – I may cry when I see an unfamiliar face.</p> <p>I respond to the facial expressions of other people – I may cry and become upset if my parent looks upset. I show emotional responses to others' emotional responses.</p> | <p>In addition to the above:</p> <p>Time for children to explore independently within a safe environment offering them time, but also intervening sensitively to extend their play.</p> <p>Give full attention to children, observing and responding to all their communications and following their cue.</p> <p>Support a baby's confidence by being close by as they explore.</p> <p>Place mirrors where babies can see their own reflection, talk with them about what they see.</p> <p>Provide highly motivating resources to catch the children's attention.</p> <p>Practitioners to support children using hand-over-hand guidance when offering resources.</p> <p>Ensuring practitioners are appropriately positioned when interacting with children. For example,</p> | <p>In addition to the above:</p> <p>Objects are available that are easy to hold and handle in a palmar grasp.</p> <p>Objects are varied in characteristics.</p> <p>Children can access mirrors to initiate face to face interactions.</p> <p>A range of safe and age appropriate exploratory and sensory play opportunities.</p> | <p>6 months</p> <p>Step 3 (Early Years Support Tool)</p> <p>Range 1&2 (Birth to 5 Matters)</p> |

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| | <p>I look around the room with interest.</p> <p>I show interest in small objects or details on a toy e.g., gazing at beads on a rattle.</p> <p>I smile at my reflection in a mirror even though I don't yet know it's me!</p> <p>I play with and explore objects by touching them, putting them in my mouth and by listening to the sounds they make.</p> | <p>they get down to the child's level and sit face to face.</p> <p>Provide natural resources that have been risk assessed.</p> | | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development matters; page 24 | <p>Around 9 months, I show excitement during turn-taking games such as peek-a-boo e.g., I may clap my hands as my turn gets closer.</p> <p>I look towards the floor when an object is dropped by others or myself. I watch toys being hidden and I will try to find it. (Object Permanence)</p> <p>I explore new objects in an orderly way to investigate cause</p> | <p>In addition to the above:</p> <p>Help children when needed to achieve what they are trying to do, without taking over or directing.</p> <p>Talk to children about what they are doing and what is happening, so that they will link words with actions, e.g. cutting up snack.</p> <p>Plan shared story and book time as a key source of nurture and attachment which will continue throughout the EYFS and beyond.</p> | <p>In addition to the above:</p> <p>Cosy spaces where children can play and learn.</p> <p>Easily accessible play items that children can explore and discover independently.</p> <p>Consistent routine that is clear and is linked with familiar phrases, songs,</p> | <p>9 months</p> <p>Step 4&5 (Early Years Support Tool)</p> <p>Range 2 (Birth to 5 Matters)</p> |

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| | <p>and effect e.g., I will pull on a string to get the connected toy.</p> <p>I play with objects turning them over and will try to put one object into another.</p> <p>I will release a toy from my grasp if my attention is disturbed.</p> <p>I understand the meaning of some sounds e.g., when I hear a phone ring, I will look at it.</p> <p>I anticipate what will happen next e.g., I expect to be fed if I am placed in my highchair. I may become distressed if the expected routine doesn't happen.</p> <p>I can stay absorbed in activities and ignore distractions for at least 30 seconds.</p> <p>I will imitate and improvise actions I have observed e.g., clapping or waving.</p> <p>If I struggle to get objects that are out of reach, I will pull a mat towards me to make a toy or object come close.</p> | <p>Provide enjoyable shared play experiences that are emotionally secure and supportive.</p> <p>Offer floor-based activities that are accessible and stimulating for children.</p> <p>Provide a range of containers and different sized objects to support play and the development of key concepts.eg size and colour and texture as well as positional language.</p> | <p>objects, images and gestures.</p> <p>A diverse range of picture and story books including those that offer sensory input such as touchy-feely books.</p> <p>High level of repetition of activities to allow children to embed and consolidate new skills.</p> | |
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| | <p>I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>I enjoy looking at picture books.</p> | | | |
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| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| <p>EYFS Development Matters; Page 24</p> | <p>Around 12 months, I co-operate with daily routines such as dressing, undressing, and tidying up.</p> <p>I identify objects that are similar.</p> <p>I will imitate actions, gestures and language modelled to me by an adult.</p> <p>I learn through exploration, and I will experiment.</p> <p>I will try something, reflect on it and then try somethings else, such as trying to place a puzzle piece in a hole.</p> <p>I am very curious about my surroundings.</p> <p>I recognise favourite toys games and activities.</p> | <p>In addition to the above:</p> <p>Ensure children have the opportunity to develop their self-help skills.</p> <p>Enable children to achieve small steps in a simple sequence such as pulling off a sock once the adult has pulled it to the child's toes.</p> <p>Tasks to be broken down into small achievable steps.</p> <p>Tune into the different messages a child is attempting to convey and respond.</p> <p>Use actions, including hands and finger play to support their spoken words, e.g., waving when they say "bye, bye"</p> <p>Recognise and respond to the strategies babies use to attract their attention, such as seeking eye contact,</p> | <p>In addition to the above:</p> <p>Resources to support exploratory, simple pretend and imaginative play.</p> <p>Use of backward and forward chaining, identifying how an activity can be broken down into achievable steps.</p> <p>Activities and baskets that are available and easily accessible for children, e.g., at the child's level to enable children to make independent choices.</p> <p>Toys and activities are multi-sensory and reflect the interests of the child.</p> <p>Resources are age and stage appropriate. They</p> | <p>12 months</p> <p>Step 5&6 (Early Years Support Tool)</p> <p>Range 2 (Birth to 5 Matters)</p> |

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| | <p>I will recognise the images in a book of a favourite character and find the matching toy.</p> <p>I listen to the same story repeatedly.</p> <p>I am becoming a problem solver, for example I will use one object such as a stick to obtain another object or I'll put items in my pockets if I can't carry them all.</p> <p>I will persist in looking for an item that is hidden.</p> <p>I enjoy picture books and simple stories.</p> <p>My play demonstrates that I understand the use of objects and I'm beginning to engage in simple pretend play such as pretending to sleep by covering myself up and closing my eyes.</p> <p>I am beginning to link simple actions such as placing a doll in a pram and then pushing it along.</p> <p>I will engage in turn taking games with an adult often involving other toys and objects.</p> | <p>gestures such as pointing, facial expressions and intentional physical movement.</p> <p>Model play activities for the child.</p> <p>Adults are available to support and extend play and children have the opportunity to engage in adult prepared and led activities.</p> | <p>are well maintained and offer the opportunity to extend and develop the child's skills.</p> <p>Cause and effect resources. For example, "ready, steady, go".</p> | |
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| | <p>I can tell the difference between me and you.</p> <p>I understand and respond to familiar words linked to familiar names, people, places and activities.</p> <p>I am beginning to point to objects and people using my index finger.</p> | | | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development matters; Page 25, 78, 86 | <p>Around 18 months, I know there are different ways to play with different toys – for example, I know that a ball is for rolling or throwing and a car is for pushing.</p> <p>I realise one object can act as a container for another – for example, I put smaller objects inside bigger ones and remove them again.</p> <p>I recognise my favourite toys, games, and activities – for example, I notice characters in a favourite book and bring the same toy for you to play with.</p> | <p>In addition to the above:</p> <p>Offer challenges for children, encouraging them to think and interact e.g., giving the child a yoghurt pot but not a spoon, give a paint pot but not a brush.</p> <p>Allow children thinking time. Observe, wait and listen (OWL) rather than taking the lead in the child’s play.</p> <p>Sing songs and rhymes during everyday routines, encouraging the child to join in.</p> <p>Carefully consider children’s level of attention and listening skills when planning activities and providing learning opportunities.</p> | <p>In addition to the above:</p> <p>Stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.</p> <p>Resources relevant to children’s interests and abilities.</p> <p>Flexible indoor and outdoor spaces arranged with accessible resources where children can explore, transform, build, move and role play.</p> | <p>18 months</p> <p>Step 7&8 (Early Years Support Tool)</p> <p>Range 2&3 (Birth to 5 Matters)</p> |

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| | <p>I experiment – for example, if two things don't fit together one way then I try another way.</p> <p>I engage in simple pretend play with soft toys – for example, I will give hugs and kisses to a teddy, or I pretend to be asleep by covering myself with a blanket and closing my eyes.</p> <p>I will complete familiar rhymes and songs and will join in with the actions.</p> <p>I will use another person to help me to achieve a goal. E.g., to get an object that is out of reach or to activate a toy.</p> <p>I am interested in things that go together such as a cup and saucer.</p> <p>I remember where objects belong and will go and find the things I want.</p> <p>I will actively explore objects using a range of actions such as throwing, banging, opening, closing, mouthing.</p> | <p>Leave pauses after words and sounds to encourage children to begin to repeat them if they choose to.</p> <p>Encourage and support children's responses to the picture books and stories read with them.</p> <p>Demonstrate putting items inside others of a similar shape.</p> <p>Sing songs and rhymes with predictable movements or actions (including from children's families).</p> <p>Offer opportunities to play hiding and finding games inside and outdoors.</p> | <p>The environment is arranged to support children's concentration.</p> <p>Provide interestingly shaped objects to explore.</p> <p>Provide lift-the-flap books to show something hidden from view.</p> <p>Play hide-and-seek outside.</p> <p>Store resources in a predictable fashion and ensure they are accessible, maximising children's independence.</p> <p>Shape sorters, form boards and inset puzzles.</p> | |
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| | <p>I will refer to; request or search for objects that are not currently in sight.</p> <p>I enjoy playing with objects of different sizes that go together such as stacking cups.</p> <p>I will match a piece to a shape sorter or an inset board.</p> | | | |
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| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| <p>EYFS Development matters; Page 87</p> | <p>Around 2 years old, during self-chosen play you will notice I try to solve problems. For example, when playing with a shape sorter I will rotate or use both hands to help it fit.</p> <p>I am more willing to use trial and error to solve problems and my attention span is longer during high interest activities.</p> <p>I will notice when objects match, and you will see me group or hold two objects the same colour or shape.</p> <p>When lining up objects during play, you will notice I can sort by gradient (big, smaller, smallest).</p> | <p>In addition to the above:</p> <p>Introduce toys and objects to favoured activities to ensure there are opportunities to extend previously embedded learning.</p> <p>Use scaffolding, backward chaining, and forward chaining to support children’s differing levels of development.</p> <p>Observe children’s current interests and provide opportunities to repeat, embed and extend favourite activities.</p> <p>Provide opportunities at story times for children to fill in the gaps. For example “Humpty, Dumpty sat on the ……”</p> | <p>In addition to the above:</p> <p>When making resources available, think about stages of development and skills of the children you support:</p> <ul style="list-style-type: none"> • Shape sorters • 3-piece inlayed puzzles (chunky handles) • 4/5-piece inlayed puzzles – smaller handles • 3-piece simple interlocking – linear first puzzles | <p>24 months</p> <p>Step 9 & 10 (Early Years Support Tool)</p> <p>Range 4 (Birth to 5 Matters)</p> |

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| | When completing simple puzzles (inlaid jigsaws) I can place simple shapes by sight and will use trial and error to turn, push, remove and replace to complete successfully. | | Increase the difficulty to match children's development. | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development matters; page 117 & 118 | <p>Around 2 ½ years old, I will want to be more independent and want to try to do things myself, such as open a lid or pour a drink.</p> <p>I will enjoy planning my actions, e.g., putting a cup out ready to pour milk from a jug. My aim might not be perfect!</p> <p>I understand everyday routines and will link activities such as 'nap time' with going to get a blanket or 'dinner time' to sitting at the table.</p> <p>I will enjoy short activities such as flash cards or books where I can name everyday objects.</p> <p>I will use more pretend play, especially with 'small world' toys I am interested in.</p> | <p>In addition to the above:</p> <p>Provide opportunities for children to attempt actions independently and successfully, be mindful not to 'rescue' to avoid error or frustration.</p> <p>Providing fail safe opportunities is a key learning opportunity for this age group.</p> <p>Support schematic play patterns to build on individual children's interests, therefore taking part in powerful learning opportunities through sustained shared learning experiences.</p> <p>Ensure practitioners are available to model play.</p> | <p>In addition to the above:</p> <p>Children enjoy accessing 'real' household objects.</p> <p>Tools, kitchen utensils, shopping bags, adult clothes for dressing up- all provide opportunities for children to make sense of the world around them.</p> | <p>30 months</p> <p>Step 10&11 (Early Years Support Tool)</p> <p>Range 4&5 (Birth to 5 Matters)</p> |

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| | I will include and repeat phrases from TV and familiar adults and incorporate them into my play. This may be a pattern of play I repeat often. | | | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters; Page 30-33 | <p>By 5 years old, I can talk about past and present and will ask questions (show curiosity) about things I observe and do during play and interaction with adults and peers.</p> <p>During activities and play I chose, I will show sustained attention skills – much longer than when I am asked to join activities by adults.</p> <p>I will watch others and copy their actions. I will sometimes watch and learn from others if an activity is new or different to me.</p> <p>I understand and can name familiar objects, (e.g., which one do we cut with).</p> <p>I can recognise symbols as numbers and letters that I see in</p> | <p>In addition to the above:</p> <p>Talk with children to make links between their body language and words, e.g., “your face looks cross. Has something upset you?”</p> <p>Present children with pictures, stories, artefacts, and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance.</p> <p>Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children, talking about experiences that</p> | <p>In addition to the above:</p> <p>Provide collections of items of the same colour or groups of a certain number for children to recognise and explore.</p> <p>Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.</p> <p>Resources to support understanding of the world, such as cameras, digital resources.</p> | <p>Up to 60 months</p> <p>Step 12&13 (Early Years Support Tool)</p> <p>Range 5 (Birth to 5 Matters)</p> |

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| | <p>different places, including those I make myself.</p> <p>I am continuing to explore colour and how colours can be changed.</p> <p>I can compare 2 small groups of up to 5 objects, saying when there are the same number of objects in each group, e.g., 'You've got 2, I've got 2. Same!'</p> <p>I can follow simple routines and instructions e.g., 'Give the big ball to me', 'Collect up all the blocks and put them in the box'.</p> <p>I seek out companionship with adults and children, sharing experiences and play ideas.</p> <p>I enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p>I will take part in simple pretend play e.g., using an object to represent something else even though they are not similar.</p> | <p>are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p> <p>Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p> | | |
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| | | <p>Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</p> <p>Point to small groups of two or three objects: “Look, there are two!” Occasionally ask children how many there are in a small set of two or three.</p> <p>Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.</p> <p>Count things and then repeat the last number. For example: “1, 2, 3 – 3 cars”.</p> <p>Point out the number of things whenever possible; so, rather than just ‘chairs’, ‘apples’ or ‘children’, say ‘two chairs’, ‘three apples’, ‘four children’.</p> <p>Ask children to get you several things and emphasise the total number in your conversation with the child.</p> <p>Use small numbers to manage the learning environment. Suggestions: have a pot labelled ‘5 pencils’ or a</p> | | |
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| | | <p>crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</p> <p>When you need to give children directions, be clear and help them to deal with those involving more than 1 action, e.g., "Time to come and wash your hands and then we'll set the table for lunch".</p> <p>When introducing a new activity use mime and gesture to support language development.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Support young children's efforts to join in with others play and inviting others into their play.</p> <p>Recognise and respect children's particular friendships. Shy children or some with social and emotional difficulties may be anxious when interacting with peers. 1-1 or smaller group encounters in a familiar, cosy space can help a child to build confidence.</p> | | |
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| | | <p>Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts.</p> <p>Notice children who are not taking part in pretend play, and help them to join in.</p> | | |
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Links to EYFS Statutory Assessment – End of Reception

Statutory ELG: Mathematics, number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Statutory ELG: Numerical patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Statutory ELG: Past & Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Statutory ELG: People Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

Statutory ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Statutory ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

Resources

NATIONAL RESOURCES

[Schemas in Early Years](#)

[DfE EY webinars – EY child development training – Modules 1 & 2](#)

[Literacy Trust](#)

[Literacy rich environment toolkit](#)

[Letters and Sounds Phase 1](#)

[Maths friendly spaces](#)

[Treasure baskets](#)

[Tiny Happy People](#)

GREATER MANCHESTER/ TRAFFORD RESOURCES

[GM Tops Tips for Sharing Books](#)

[Metacognition and Self-Regulated Learning](#)

[GM Home Learning Environment \(HLE\) Resources](#)

[Ages and Stages Questionnaire 3 \(ASQ3\) – Learning activity handouts](#)

Social, Emotional & Mental Health

Children & young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or distressing behaviour.

In the Early Years, children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning PSED are the important attachments that shape children's social worlds. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life (EYFS Statutory Framework 2021: page 8).

Best practice literature advises a move away from terminology focused on 'behaviour management' towards language which encourages an understanding of what the child may be communicating through their behaviour and supporting underlying need(s). This reflects a greater understanding of how young children's brains develop within the earliest years of life and links well with relational models of practice.



Social, Emotional and Mental Health (SEMH)

| Check points | What we see | What you provide (Ordinary Available Inclusive Provision) | Resources | Age in months |
|---|---|--|--|---|
| <p>EYFS Development Matters; page 22</p> | <p>By 3 months, I enjoy the company of others and seek contact with others from birth.</p> <p>I can hold eye contact briefly (5 seconds or more).</p> <p>I like to copy facial expressions and mouth shapes. For example, sticking out my tongue, opening my mouth and widening my eyes.</p> <p>I can communicate using a range of emotions through sounds, facial expressions and moving my body.</p> <p>I can recognise and I am most responsive to my main carer; my face brightens, activity increases when familiar carer appears.</p> <p>I can calm from being upset when held, rocked, spoken or sung to with soothing voice.</p> <p>I can hold eye contact during interactions with a familiar person.</p> | <p>The key person to develop a strong and loving relationship with the child.</p> <p>Offer warm, loving and consistent care during interactions with babies and young children, making good eye contact and handling children gently and respectfully.</p> <p>Learn from family about what they do to soothe their child and what to look out for. For example, provide a comfort object.</p> <p>Notice and respect baby's signals when they no longer want to play or engage, pause and be quiet when they turn away.</p> | <p>A welcoming calm, caring environment that is inviting and will make babies feel that they want to interact.</p> <p>Mirror play at baby level.</p> <p>Black & white resources.</p> <p>Cosy area.</p> | <p>3 months</p> <p>Step 1&2 (Early Years Support Tool)</p> <p>Range 1 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>Development Matters; Page 23&24</p> | <p>By 6 months, I like cuddles and being held, For example I will calm, snuggle in, smile, gaze at my carer's face or stroke my carer's skin.</p> <p>I show attachment to special people. For example, I may become distressed when I am separated from my parents- or stay close by and show affection towards them.</p> <p>I draw others into social interactions through calling, crying, babbling and smiling.</p> <p>Around 7 months I show emotional responses to other people's emotions. For example, I smile when smiled at and become distressed if I hear another child crying.</p> <p>I have developed a sense of self by interacting with others, and by exploring my body and objects around me, inside and outdoors.</p> | <p>In addition to the above:</p> <p>Explain to parents that once babies establish 'object permanence' they become more aware of the presence or absence of their parent. Object permanence means knowing that something continues to exist even when out of sight. This can make separations much more distressing and difficult between 6-24 months – secure attachments with familiar adults are key.</p> <p>Support their sense of agency and autonomy, but only put babies into positions they can get into and out of themselves.</p> | <p>In addition to the above:</p> <p>Be emotionally and physically available, providing a secure presence.</p> <p>Place mirrors where babies can see their reflection talk to them about what they can see.</p> <p>Create sufficient space where babies can roll, stretch and explore.</p> <p>Provide play resources that reflect babies' home cultures.</p> <p>Provide resources such as picture books and stories that focus on a range of emotions.</p> | <p>6 months</p> <p>Step 3&4 (Early Years Support Tool)</p> <p>Range 1&2 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development matters; Page 23&24</p> | <p>By 9 months, I follow with gaze when an adult directs attention to an object by looking and pointing. For example, when an adult points to a dog and says, “Look at the dog” I will look.</p> <p>I am wary of strangers.</p> <p>I build relationships with special people. For example, by showing affection or holding your attention by vocalising.</p> <p>I show interest in the activities of others and respond differently to children and adults. For example, I may be more interested in watching children than adults or may pay more attention when children talk to me.</p> | <p>In addition to the above:</p> <p>Provide consistent and predictable routines, with flexibility when needed.</p> <p>Arrange resources indoors and outdoors to encourage independence and growing self-confidence, for example treasure baskets, allowing babies to choose what they want to play with.</p> <p>Ensure comforters are available during rest periods to encourage self-soothing.</p> | <p>In addition to the above:</p> <p>Use exaggerated facial expressions to express your emotions.</p> <p>When helping babies understand what is safe and not safe, use gesture to support understanding.</p> <p>Bubble play.</p> | <p>9 months</p> <p>Step 5 (Early Years Support Tool)</p> <p>Range 1&2 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters; Page 29</p> | <p>By 12 months, I have started to become shy around strangers and show preference for certain people and toys.</p> <p>I use other people to help me achieve a goal. For example, to get an object that's out of reach or to activate a wind-up toy.</p> <p>I use a familiar adult for 'emotional refuelling' when feeling tired, stressed, or frustrated. I will stop playing to have a cuddle or sit quietly snuggled in on your lap for a few minutes.</p> <p>I get distressed and anxious if left somewhere without a familiar adult.</p> <p>I cling to a special person and hide my face when feeling scared or overwhelmed.</p> <p>I use a comfort toy or object to calm myself.</p> | <p>In addition to the above:</p> <p>When the key person is not available, make sure that someone familiar provides comfort and support and carries out intimate care routines.</p> <p>Share in babies' happy and joyful experiences, joining in with their excitement without overwhelming them with your responses.</p> <p>Be consistent in your responses so that babies gradually become aware of reasonable boundaries (those that keep them safe).</p> <p>Support babies in their play with others, modelling caring and respectful behaviours.</p> <p>Be alert to unexplained changes in behaviour or unusual injuries a child has and take action within safeguarding guidelines.</p> <p>Maintain an awareness and understanding that children who have had adverse experiences may require additional support.</p> | <p>In addition to the above:</p> <p>Develop close partnerships with parents to discuss and agree age-appropriate ways of helping babies understand safety boundaries e.g., "feet on floor" if baby is climbing unsafely.</p> <p>Learn from parents about how their baby expresses their emotions and what they do to soothe them. Include this information in a baby's All About Me profile.</p> | <p>12 months</p> <p>Step 6 (Early Years Support Tool)</p> <p>Range 2 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters; Page 30</p> | <p>By 18 months, I am increasingly curious about my world and wanting to explore it.</p> <p>I am aware of other people’s feelings. For example, I will look concerned if I hear crying, or look excited if I hear a familiar happy voice.</p> <p>I explore new toys and environments but will look back to a familiar adult regularly to ‘check in’.</p> <p>I respond to a small number of boundaries, with encouragement and support.</p> <p>I react to an audience. For example, I will repeat an activity or action which is received positively by a smile, or which is laughed at, applauded, or cheered.</p> <p>I use a familiar adult as a secure base from which to explore independently in new environments. For example, I will venture away to play and interact with others but return for a cuddle if I become anxious.</p> | <p>In addition to the above:</p> <p>Show warmth and affection, combined with clear and appropriate boundaries and routines.</p> <p>Develop a spirit of friendly co-operation amongst children and adults.</p> <p>Help children to feel they are valued, and they belong.</p> <p>Be a secure base for toddlers to return to for “emotional refuelling” when encountering new situations or social conflict and challenges.</p> <p>Create regular daily opportunities to be in very small key person groups or 1:1 time with the key person.</p> <p>Reduce frustration and conflict by keeping routines flexible so that young children can pursue their interests.</p> <p>Understand that “emotional storms” are a sign of a child being overwhelmed by strong emotions such as anger, frustration, fear, anxiety and sadness.</p> | <p>In addition to the above:</p> <p>Ensure that observation and planning for children’s emotional needs is a central focus.</p> <p>Provide books, stories and puppets that can be used to model responding to others’ feelings and being helpful and supportive.</p> <p>Provide sufficient materials and duplicates of popular items to reduce conflict. For example, ride on toys, construction toys, and several copies of the same book.</p> <p>Create enough space and resources, organise resources so that toddlers can play</p> | <p>18 months</p> <p>Step 7&8 (Early Years Support Tool)</p> <p>Range 2&3 (Birth to 5 Matters)</p> |

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| | <p>I express emotions and seek a reaction. For example, I may cry at a minor injury to ask for help or comfort.</p> <p>I have started to share and 'give and take'.</p> <p>I show empathy by offering comfort that I find soothing. For example, I will offer my teddy to another child.</p> <p>I enjoy playing alone and alongside others.</p> | <p>Show empathy and stay close by to offer support and reassurance as the child calms (known as "co-regulation").</p> <p>Use real life experiences to help children to understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play.</p> | <p>without becoming frustrated.</p> <p>Create calm spaces inside and out, for retreat and relaxation.</p> <p>Offer play opportunities with open-ended materials.</p> <p>Provide space and equipment for vigorous and risky, physical play.</p> | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters; Page 50 | <p>Around 2 years old, I may begin to understand that some things are shared, and some things belong to other people.</p> <p>I am beginning to draw others into social interaction.</p> <p>I may see adults as people who can help me. For example, I may pass them a toy for them to help me to operate it.</p> <p>I am beginning to watch what other children are doing.</p> | <p>In addition to the above:</p> <p>Ensure that children have opportunities to join in with others within free flow continuous provision and adult structured time.</p> <p>Support children to understand the rules of being with each other.</p> <p>Adults to act as positive role models, showing the children how to effectively communicate with each other.</p> <p>Encourage children to express their feelings through words like 'sad', 'upset' or 'cross'.</p> | <p>In addition to the above:</p> <p>Plan regular friendship activities.</p> <p>Make time for children to spend time with their key person and in their key group.</p> <p>Plan activities that incorporate turn taking e.g., short circle time games.</p> | <p>24 months</p> <p>Step 9&10 (Early Years Support Tool)</p> <p>Range 3&4 (Birth to 5 Matters)</p> |

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| | <p>I am beginning to be affectionate towards other children and younger siblings.</p> <p>I am beginning to initiate interaction, especially with my special people.</p> <p>I want to do things independently and say “no” to an adult.</p> <p>I can respond positively to familiar adults.</p> <p>I am beginning to show some understanding of rules and routines.</p> <p>I begin to engage in simple pretend play.</p> <p>I will play in parallel with my peers.</p> <p>I may begin to show awareness of my own feelings and the feelings of others.</p> <p>I might find it challenging to be in a large group.</p> | <p>Toddlers may have periods of time when their favourite word is ‘no’ and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these times.</p> <p>Model language linked with sharing and turn taking.</p> <p>Validate children’s emotions by giving messages that all feelings are okay e.g., “it’s okay to be cross, we all get cross sometimes”.</p> <p>Adults to help children to label their emotions throughout the day during ‘in the moment’ interactions as well as focused activities.</p> <p>Expectations during group times are appropriate for the child’s developmental stage.</p> <p>Understand the impact of transition times on children.</p> <p>Have a clear understanding of the impact of the environment on a child’s sense of wellbeing and make reasonable adjustments in response to this.</p> | <p>Practitioners have clear expectations and share these with the children, both verbally and visually.</p> <p>Emotions cards and storybooks that relate to emotions are readily available/ accessible.</p> <p>Sand timers to support turn taking.</p> <p>Provide spaces where children can calm and relax and have time away from other children if needed.</p> <p>Bubbles, balloons, calming glitter jars, breathing balls for when children are feeling upset, angry or sad.</p> | |
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| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters; Page 54</p> | <p>By 3 years old, I can seek out others to share experiences.</p> <p>I can share and take turns sometimes, but I can still be selfish at times.</p> <p>I can show independence in selecting and carrying out activities.</p> <p>I can form a special friendship with another child.</p> <p>I enjoy the responsibility of carrying out small tasks.</p> <p>I engage in complex pretend play based on what I have seen and begin to engage in cooperative play.</p> <p>I can take turns in conversations but can find it difficult to stay on topic.</p> | <p>In addition to the above:</p> <p>Support children to find ways into the play and friendship groups of others e.g., encourage them to stand and watch from the side; talk about what they see; suggest ways of joining in.</p> <p>Use a multi-sensory approach with a range of props to engage children in considering a range of emotions e.g., sensing the family’s fear as the bear chases them at the end of ‘We’re Going on a Bear Hunt’; or the relief when the Gruffalo is scared away by the mouse.</p> <p>Recognise, talk about and expand on children’s emotions. E.g., “I think Sara is happy because she’s smiling. She really wanted a turn with the truck”.</p> <p>Provide the props and puppets etc that allow children to re-enact familiar stories/stories that have been shared with them. Support children to create stories together.</p> <p>Offer praise and celebrate children’s shared play, cooperation and their demonstrations of empathy.</p> | <p>In addition to the above:</p> <p>Create areas in which children can sit and chat with friends for example dens and cosy spaces.</p> <p>Provide resources that promote cooperation between 2 children such as a ball to throw to each other.</p> <p>Plan group activities in which children have to work together such as parachute games.</p> <p>Provide access to stories such as the colour monster.</p> | <p>36 months</p> <p>Step 11&12 (Early Years Support Tool)</p> <p>Range 4&5 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
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| <p>EYFS Development Matters: Page 54-56</p> | <p>By 5 years, I can take part in pretend play and take on different roles.</p> <p>I will try to negotiate solutions when there is conflict in my play.</p> <p>I can engage in rule-based games.</p> <p>I can follow more complex story books.</p> <p>I will play cooperatively.</p> <p>I show concern for others who are distressed and will seek to comfort my peers.</p> <p>I am more outgoing towards strangers and more confident in new social situations.</p> <p>I understand that my own actions affect other people.</p> <p>I have an awareness and pride in myself as having my own identity and abilities and I welcome praise.</p> | <p>In addition to the above:</p> <p>Facilitate shared play by using questions, gentle prompts and modelling shared thinking.</p> <p>Offer and model board games, card games and physical skill games and explain the rules to the children.</p> <p>Create opportunities for children to collaborate and problem solve.</p> <p>Use more complex language to describe emotions as appropriate to the child's stage of development.</p> <p>Invite other professionals in to help the children to understand wider communities such as a vet, lollipop person, police officer.</p> <p>Provide opportunities for the children to show care and concern for living things in the environment.</p> <p>Celebrate different customs relevant to the children in your care.</p> <p>Celebrate and value differences e.g., neurodiversity.</p> | <p>In addition to the above:</p> <p>Story books are available within the environment for children to look at independently.</p> <p>Appropriate open-ended resources to support play are readily available and accessible.</p> <p>Images that celebrate different cultures and customs within the setting are displayed.</p> <p>Provide play items and accessible literature to celebrate different cultures within the setting.</p> | <p>Up to 60 months</p> <p>Step 13&14 (Early Years Support Tool)</p> <p>Range 6 (Birth to 5 Matters)</p> |

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| | <p>I can express wishes and needs clearly and I understand when these are not immediately met. I often actively seek sharing and fairness.</p> <p>I show care and concern for others, for living things and the environment.</p> <p>I enjoy joining in with family customs and routines and I am curious about others.</p> | | | |
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Links to EYFS Statutory Assessment – End of Reception

Statutory ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Statutory ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly

Statutory ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Resources

NATIONAL RESOURCES

[Anna Freud Centre – Early Years in Mind Network](#)

[DfE EY Webinars – EY Child Development training – Module 3](#)

[Solihull approach](#)

[NSPCC learning resources](#)

[NSPCC Look Say Sing Play](#)

[BBC's Tiny Happy People](#)

[DfE EY webinars – EY child development training – Modules 1 & 2](#)

GREATER MANCHESTER/ TRAFFORD RESOURCES

[GM Top Tips for Thriving](#)

[Think Equal](#)

[Trafford's Feel Good Early Years Offer](#)

[ASQ-SE Learning Activities](#)

Trafford's Healthy Setting Award

Physical and /or Sensory

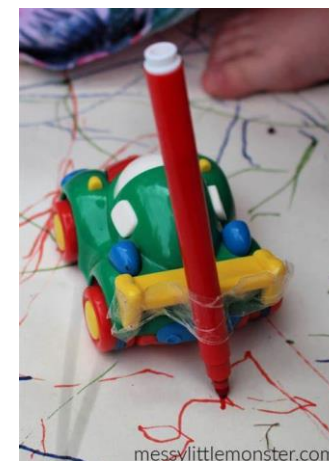
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor skills develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play, both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence (EYFS Statutory Framework 2021).

Children's increasing cognitive and motor skills allow them to gradually develop independence in self-care skills, such as toileting, washing, eating and drinking.



Physical/Sensory

| Check points | What we see | What you provide (Ordinarily Available Provision) | Resources | Age in months |
|---|--|--|---|---|
| <p>EYFS Development Matters: Page 61</p> | <p>By three months I'll try to lift my head when I lay on my front.</p> <p>I support my upper body with my arms when I'm on my tummy.</p> <p>I am starting to look around with my eyes and try to turn my head.</p> <p>I am beginning to roll over onto my side.</p> <p>When I lay on my back, I might try to roll from my back to my front too.</p> <p>When I lay on the floor, I can move my arms and legs. I may be able to wriggle enough to move my whole body.</p> <p>I bring my hands to my mouth.</p> <p>My arms will move in a swiping motion especially if something is dangling.</p> | <p>Floor space, which is clean, comfortable and has interesting things to look at and to try to reach out for.</p> <p>Help babies become aware of their own bodies through movement and touch for example, clapping baby's hands gently together, stroking their leg/foot.</p> <p>Tummy time.</p> <p>Activities to develop body awareness e.g., light touch massage.</p> | <p>Play mat.</p> <p>Cushions for tummy time.</p> <p>Mirrors.</p> <p>Baby Gym.</p> <p>Small selection of black & white resources.</p> <p>Dangling resources at baby level e.g., nappy changing area.</p> | <p>0 – 3 months</p> <p>Step 1 & 2 (Early Years Support Tool)</p> <p>Range 1 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Provision) | Resources | Age in months |
|---|---|---|---|---|
| <p>EYFS Development Matters: page 61</p> | <p>By 6 months, I may be able to sit for a short period without support.</p> <p>I can roll over in both directions. I am most motivated to do this when toys are placed nearby, and I think I can reach them.</p> <p>I will begin to pull myself upright and push downwards with both feet – usually when my feet can feel a hard surface.</p> <p>I will hold on to your finger and pull myself upright, I'll enjoy bouncing when I'm upright too.</p> | <p>In addition to the above:</p> <p>Babies need to have opportunities to sit on your lap and climb over you whilst you hold them/support them.</p> <p>Provide lots of opportunities for safe, floor level independent exploration.</p> <p>Give babies time to move freely during care routines, like nappy changing.</p> <p>Encourage babies to explore space nearby them by placing interesting items beside them such as crinkly paper/foil.</p> <p>Establishing a routine, including songs and simple language.</p> | <p>In addition to the above</p> <p>Heuristic play basket.</p> <p>Foil Blanket.</p> <p>Toys that are easy to grasp and hold.</p> <p>Torches, feathers, scarves and ribbons for tracking of objects – to help children coordinate eye movements.</p> <p>Soft play blocks to support children's positioning.</p> <p>Play with real everyday objects e.g., plastic/wooden cups, bowls, spoons.</p> | <p>6 months</p> <p>Step 3 (Early Years Support Tool)</p> <p>Range 1 (Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Provision) | Resources | Age in months |
|--|---|--|---|---|
| <p>EYFS Development Matters: page 61 & 62</p> | <p>By 9 months, I can move from a lying down to a sitting position by myself.</p> <p>I can sit by myself without support.</p> <p>I will swap an object I'm holding from one hand to the other.</p> <p>I like to shake and take things to my mouth that I hold in my hands.</p> <p>I will use my fingers to 'rake' food towards me</p> <p>When sitting, I can lean forward to pick up a small toy.</p> <p>I join in holding my bottle/cup with adult.</p> | <p>In addition to the above:</p> <p>Provide a wide range of risk assessed floor level activities, toys and objects to explore – remember the textures and smells are also as important as the colours.</p> <p>Being responsive and giving time to baby during feeding/drinking.</p> <p>Showing food/bottle, responding to body language e.g. 'More milk'.</p> <p>Involving baby in holding spoon.</p> <p>Opportunities to make marks with fingers in sensory materials /food e.g. yoghurt on table (sometimes known as 'scrimbling').</p> | <p>In addition to the above</p> <p>Noisy toys to grab attention.</p> <p>Provide resources that move or make a noise when touched.</p> <p>Tuff trays for food exploration (risk assessed).</p> <p>Socks filled with different sensory smells (risk assessed).</p> <p>Cause and effect toys.</p> | <p>9 months</p> <p>Step 4</p> <p>(Early Years Support Tool)</p> <p>Range 1</p> <p>(Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Provision) | Resources | Age in months |
|--|--|--|---|--|
| <p>EYFS Development matters; Page 61&62</p> | <p>Around 12 months, I can stand without holding onto anything.</p> <p>I can actively cooperate with nappy changing.</p> <p>I can usually walk when someone holds my hand and might be able to do this alone.</p> <p>I can sit down on the floor without help.</p> <p>I can bang two objects together.</p> <p>I can turn pages in board books.</p> <p>I can pick up small objects using the tip of my thumb and index finger.</p> <p>I can hold a doidy cup to sip with adult support.</p> <p>I can hold a spoon.</p> | <p>In addition to the above:</p> <p>Provide opportunities for pretend play with familiar objects such as brush, cup, phone etc.</p> <p>Provide toys and activities which provide opportunity to stand/walk e.g., low tables and push along toys.</p> <p>Involve in self- care routines, holding items e.g. nappy.</p> <p>Exploring different cups, bowls, plates and cutlery (age appropriate).</p> | <p>In addition to the above:</p> <p>Low level equipment for babies to pull to stand and cruise around.</p> <p>Messy play in low level trays or tuff trays on the floor (risk assessed).</p> <p>Objects that require children to cross the midline e.g., ribbons on sticks, passing objects from one hand to another, crossing the body when filling and emptying boxes.</p> <p>Finger gym.</p> | <p>12 months</p> <p>Step 5 & 6</p> <p>(Early Years Support Tool)</p> <p>Range 1&2</p> <p>(Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resource | Age in months |
|--|--|---|--|--|
| <p>EYFS</p> <p>Development Matters; page 62 & 63</p> | <p>By 18 months, I will be walking without help from an adult.</p> <p>I can drink from a cup without a lid independently.</p> <p>I will feed myself finger foods and will try to use a spoon.</p> <p>I can climb up and down from chairs/the sofa.</p> <p>I will make marks on paper when I hold chunky markers in the palm of my hand.</p> | <p>In addition to the above:</p> <p>Provide lots of opportunities for indoor and outdoor movement.</p> <p>Include tunnels, dens and bikes and trikes.</p> <p>Provide safe climbing and exploring opportunities.</p> <p>Ensure toddlers are given plentiful opportunities to practise feeding themselves using both hands and a spoon.</p> <p>Ensure toddlers are given plentiful opportunities to practise drinking from an open cup through the day.</p> <p>Have play cutlery available during imaginative play so that toddlers can practise 'feeding' a doll.</p> <p>Ensure that practitioners are aware that large motor movements form the foundation stability required to hold mark-making tools.</p> <p>Opportunities to taste and explore different foods through senses and express preferences.</p> | <p>In addition to the above</p> <p>Tunnels, slopes and low-level steps, soft play resources.</p> <p>Push/pull along toys.</p> <p>Cause & effect toys, for example toys with buttons & flaps.</p> <p>Provide opportunities to crawl on different levels/gradients e.g., slopes, low steps to improve balance and coordination.</p> <p>Large sheets/rolls of paper on the floor for mark making with chunky crayons.</p> <p>Aqua-doodle drawing mats.</p> <p>Bath crayons/ window markers for drawing on windows or mirrors.</p> <p>Easy grip spoons/training cutlery.</p> <p>A variety of cups, including cups without lids e.g., Doidy cup.</p> | <p>18 months</p> <p>Step 7 & 8</p> <p>(Early Years Support Tool)</p> <p>Range 2&3</p> <p>(Birth to 5 Matters)</p> |

| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
|--|--|---|---|---|
| EYFS Development Matters: page 64 | <p>Around 2 years old, I will begin to walk, run and climb on different levels and surfaces.</p> <p>I can run safely on my whole foot.</p> <p>I can get up from lying down and I can squat to play with objects and get to my feet without using my hands.</p> <p>I am beginning to move my body to music.</p> <p>I can jump with both feet together leaving the ground.</p> <p>I can kick a ball with any foot.</p> <p>I can walk into a ball.</p> <p>I can turn pages in a book, sometimes several at once.</p> <p>I can build a tower of 6/7 cubes.</p> <p>I can hold mark-making tools between my thumb and all fingers (palmar grasp).</p> | <p>In addition to the above:</p> <p>Provide more opportunities for both indoor and outdoor movement during play. Include tunnels, dens and trikes.</p> <p>Provide more complex safe climbing and exploring opportunities.</p> <p>Child-friendly yoga activities.</p> <p>Provide clear, open spaces for children to practise running and changing direction without bumping into furniture or one another.</p> <p>Use music to stimulate exploration of rhythm.</p> <p>Start to introduce sitting on a potty/toilet as part of the nappy change routine.</p> <p>Opportunities to play pouring water with a jug, using spoons in sand etc.</p> <p>Opportunities to play dressing up e.g., putting on shoes, hats etc</p> | <p>In addition to the above:</p> <p>Early mark-making materials (chunky crayons, large paint dabbers, chunky chalks).</p> <p>Lycra play.</p> <p>Large balls first, then progress to smaller.</p> <p>Gym balls.</p> <p>Balance beams.</p> <p>Weighted balls.</p> <p>A range of building resources such as cardboard boxes and tubes.</p> <p>Access to different sized and designed trikes.</p> <p>Different types of open cups e.g., with/without handle.</p> | <p>24 months</p> <p>Step 9 & 10 (Early Years Support Tool)</p> <p>Range 3&4 (Birth to 5 Matters)</p> |

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| | <p>I can feed myself with a spoon without spilling.</p> <p>I can drink from a cup without spilling.</p> <p>I will let you know about my toileting needs.</p> <p>I can steer and push with my feet on a 3 wheeled trike.</p> | | | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matter: page 64 & 65 | <p>Around 2 ½ years, I can kick a ball when it's stationary.</p> <p>I can jump from the bottom step with both feet together.</p> <p>I can climb up and down stairs, putting both feet on each step. I will hold the handrail for support.</p> <p>I can turn pages in a book singularly.</p> <p>I can build a tower of 7 plus cubes.</p> <p>I can place a circle, square, triangle shape in a jigsaw or shape sorter by trial and error.</p> | <p>In addition to the above:</p> <p>Encourage children to move safely with controlled effort.</p> <p>Use associated vocabulary such as stretch, high, low, tense, slow, fast.</p> <p>Provide plentiful opportunities for children to throw and catch.</p> <p>Provide physical opportunities for children to bend and stretch.</p> <p>Encourage children to pull down zips within imaginative play e.g., unzipping a doll from a baby sleeping bag/Grobag.</p> | <p>In addition to the above:</p> <p>Provide a range of wheeled toys such as prams/wheelbarrows.</p> <p>Outside walls for mark making using paintbrushes dipped in water or chunky chinks.</p> <p>Slides, outdoor climbing apparatus, trim trails (age appropriate and risk assessed).</p> <p>Crates/palettes (risk assessed).</p> | <p>30 months</p> <p>Step 10&11 (Early Years Support Tool)</p> <p>Range 4 (Birth to 5 Matters)</p> |

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| | <p>I can hold mark making tools using pincer grasp, and I may be beginning to use a dominant hand.</p> <p>I can pull a zip down on my clothing when prompted.</p> <p>I can put on and take off loose clothing and footwear without any help.</p> <p>I can attempt to pull my underwear down and up.</p> <p>I can go to the toilet when I need it unless I am too busy playing.</p> <p>I can climb nursery apparatus.</p> | <p>Ensure that practitioners give children lots of opportunities for unzipping their coat independently.</p> <p>Encourage children's independence when removing items of clothing and footwear e.g., children taking their own wellies off when coming indoors.</p> <p>Involve children in the toileting routine i.e., sitting, pulling up clothes. If the child is steady, and it's appropriate, move from changing lay down to standing.</p> | <p>Tyres.</p> <p>A range of different jigsaws.</p> <p>Dressing up clothes and role play opportunities.</p> <p>A variety of materials for block play e.g., wooden blocks, Duplo.</p> <p>Smaller/thinner mark-making tools (e.g., pencils/felt tip pens) as well as chunky crayons/chalks.</p> | |
| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
| EYFS Development Matters: page 64 & 65 | <p>By 3 years, I can wash and dry my hands.</p> <p>I can place a circle, square, triangle shape in a jigsaw or shape sorter.</p> <p>I can use mark making tools using a tripod grip in my dominant hand.</p> | <p>In addition to the above</p> <p>Talk about why children should take care when moving freely.</p> <p>Teach and model how to hold and use scissors correctly and safely – guide using hand-over-hand help.</p> | <p>In addition to the above</p> <p>Provide large portable equipment children can experiment with and move about to create their own obstacles courses and structures such as tyres, drainpipes, crates, cardboard tubes, hula hoops.</p> | <p>36 months</p> <p>Step 12 (Early Years Support Tool)</p> |

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| | <p>I can build a 3-block bridge when shown.</p> <p>I can eat using a fork.</p> <p>I can use the toilet and ask when I need to go.</p> <p>I will stop my playing and attend the toilet when I need it.</p> <p>I can independently put on my coat but still need a little help with fastenings.</p> <p>I can pedal a simple trike.</p> <p>I climb large apparatus with ease.</p> <p>I am beginning to use one-handed tools and equipment such as scissors.</p> | <p>Use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies.</p> <p>Ensure children are given plentiful opportunities to practise feeding themselves using a fork and spoon.</p> <p>Provide plentiful opportunities for safely practising scissor skills e.g., cutting and sticking activities.</p> | <p>Range of clothing in the home corner with different types of fastenings.</p> <p>Jars with lids in areas of provision so children can twist, open and close.</p> <p>Weaving on fences and self-made frames.</p> <p>Large buckets and jugs for children to carry own sand and water.</p> <p>Large brushes and mops for sweeping.</p> <p>Range of malleable resources such as clay, dough, plasticine and slime, all require different strength to manipulate.</p> <p>Range of equipment in the home corner, sand and water trays that require different movements to open for example a teapot with a flip lid.</p> <p>Different types of scissors e.g., loop scissors, easy grip, left handed scissors.</p> | <p>Range 4&5 (Birth to 5 Matters)</p> |
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| Check points | What we see | What you provide (Ordinarily Available Inclusive Provision) | Resources | Age in months |
|--|--|--|---|---|
| <p>Development matters; Page 67</p> | <p>By 5 years, I can build different structures and give meaning to them.</p> <p>I will copy a circle.</p> <p>I will draw a person with a big head and add stick arms and legs.</p> <p>I can undress and dress independently.</p> <p>I will wash and dry my hands when needed.</p> <p>I will have full control over my bowel and bladder movements.</p> <p>I can stand and hop on one foot.</p> <p>I am increasingly independent in meeting my self-care needs.</p> | <p>In addition to the above</p> <p>Challenge the children, for example “Can you get across the obstacle course without touching the floor?”</p> <p>Provide managed risk for example, can they climb to pour water and sand into funnels.</p> <p>Encourage children by helping them, but leaving them to do the last steps. Talk the child through the last steps and provide a modelling and coaching approach (backward chaining).</p> | <p>In addition to the above</p> <p>Provide resources such as threading, jigsaw puzzles, posting resources and tweezers, gluing with collage material to promote fine manipulative skills.</p> <p>Provide regular access to appropriate outdoor space.</p> <p>Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</p> <p>Provide a variety of mark making tools of different sizes, such as smaller pieces of chalk, coloured pencils, felt tips as well as paint brushes.</p> <p>Dough Disco.</p> | <p>Up to 60 months</p> <p>Step 13 (Early Years Support Tool)</p> <p>Range 5&6 (Birth to 5 Matters)</p> |

Links to EYFS Statutory Assessment – End of Reception

Statutory ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Statutory ELG: Managing Self

Children at the expected level of development will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Resources

NATIONAL RESOURCES

[BBC's Tiny Happy People](#)

[DfE EY webinars – EY child development training – Module 5](#)

[Activities for development physical development](#)

[Physical activity guidelines – under 5s section](#)

GREATER MANCHESTER/ TRAFFORD RESOURCES

[GM Top tips for physical development](#)

Trafford's Healthy Setting Award

[Trafford Children's Therapy Facebook Page](#)

[Trafford Children's Therapy Advice Sheets](#)

[Ages and Stages Questionnaire 3 \(ASQ3\) – Learning activity handouts](#)

