



# What to expect in the Early Years Foundation Stage: *a guide for parents*

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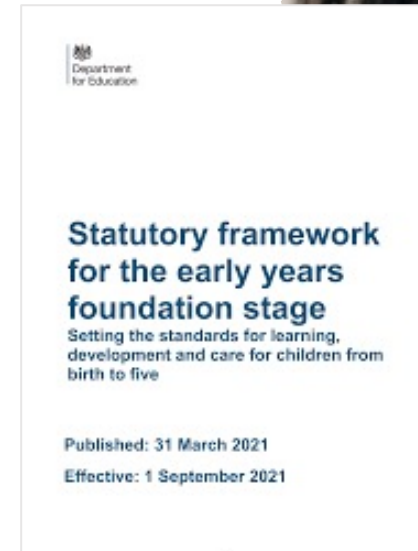
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# What to expect in the Early Years Foundation Stage (EYFS)

- The Early Years Foundation Stage (EYFS) outlines what adults must do to help children learn and develop and to be healthy and safe.
- This guide is for parents\* of children from birth to five years old. It will help you find out more about your child's learning and development in the EYFS.
- The EYFS includes seven areas of learning and development. In this guide the seven areas are split into three age bands\*\*:
  - *Birth to three*
  - *3-4*
  - *4-5 (the reception year in school)*
- In each band, there are suggestions about what your child may be doing, and how you can help them. It's important to remember that children develop in different ways and at different rates.
- After each age band you will find top tips for fun, playful experiences that you and your child can do together at home.

\*'Parent' is used to mean parents, carers and guardians. \*\*The age bands follow [Development Matters](#), which is the Government's non-statutory guide for all early years practitioners, childminders, staff in nurseries, nursery schools, and nursery and reception classes in school.



# Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



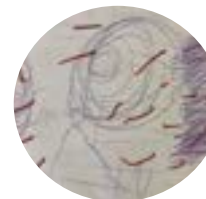
Literacy



Mathematics



Understanding the World



Expressive Arts and Design



# Understanding your child's development

- Children develop and learn at different rates and in different ways. Their development is not neat and orderly!
- That's why the Department for Education's guidance document, *Development Matters*, sets out children's learning in broad ages. It shows how lots of different experiences in the first three years of life will help your child to learn.
- In this guide, '*When I'm a baby*' broadly tells you about your child's development in the first year of life. '*When I am a bit older*' tells you about their development as a toddler and two-year old.



# Understanding your child's development

- *Development Matters* includes some **checkpoints**. They can help you and your childminder or early years setting have a conversation, if you're worried about anything. Then you can decide together what to do next.
- The 'checkpoints' are not a 'ticklist' to use for every child.
- Sometimes children have some early difficulties in their development. With the right help, they can quickly grow out of these difficulties.
- For example, 70% of children with delayed communication in the early years won't have problems later in school. Those 'late talkers' need lots of opportunities to [chat, play and read](#).
- Some children will have long-term difficulties, so it's important to identify what their needs are and make sure they get the support they need.
- Every child can make good progress, with the right support.

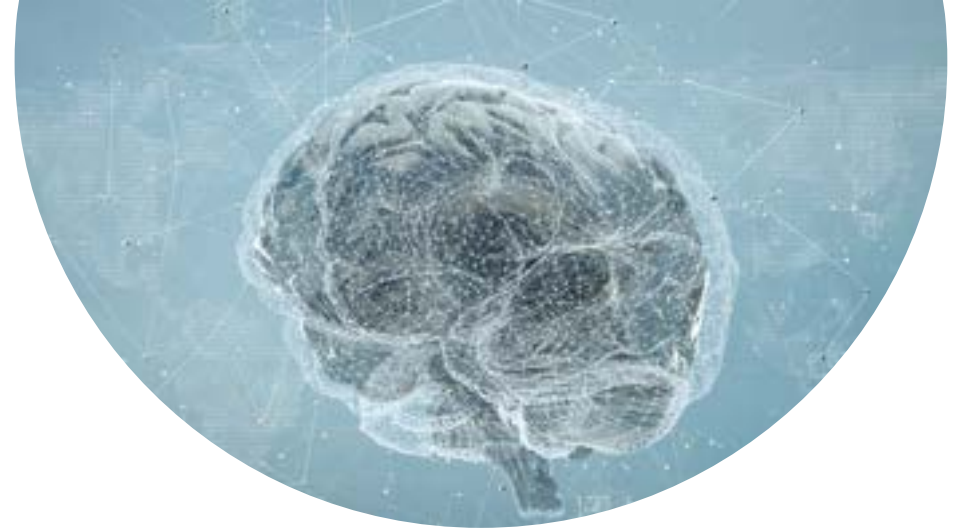




# What happens early, matters for a lifetime

## *Did you know?*

- The first three years are the most sensitive time for brain development. Your baby's early interactions are incredibly important for building a healthy brain.
- Your baby is born ready to learn. When you interact with your baby, their brain forms [more than a million new brain connections every single second!](#)
- These early moments ([known as 'serve and return'](#)). shape your child's brain in ways that help their learning, health, and behaviour both now and in the future.
  - *Over 80% of your baby's brain is formed by age three.*
  - *Up to 75% of each meal goes to building your baby's brain.*
  - *Playing and talking with your baby sparks millions of new brain connections.*



# What happens early, matters for a lifetime

## Loving, responsive care

- [Research](#) shows that the most important thing you can give your child is love and responsive care.
- Noticing what your baby needs and the signals they give helps you to build feelings of trust and safety.
- The comfort and care you offer your baby makes them feel safe to explore the world around them.

When your baby cries and you respond sensitively, your baby learns that they matter and that they can rely on you.





# Physical development – every movement counts

- It is important for your child to be physically active and to eat well. Children learn through their bodies. Every time they move, their brains build connections.
- Young children need lots of physical activity to develop their balance, posture and coordination. These are the foundations that will help your child to be physically ready to sit still and concentrate.
- Physical activity encourages the development of hand eye coordination for reading and writing.
- When your child is active, they are learning about their bodies and what they can do. They are also learning about social rules and managing their feelings.

[Physical activity for the early years](#)

## Physical activity for early years (birth – 5 years)

Active children are healthy, happy,  
school ready and sleep better



BUILDS  
RELATIONSHIPS  
& SOCIAL SKILLS



MAINTAINS  
HEALTH &  
WEIGHT



CONTRIBUTES TO  
BRAIN DEVELOPMENT  
& LEARNING



IMPROVES  
SLEEP



DEVELOPS  
MUSCLES  
& BONES



ENCOURAGES  
MOVEMENT  
& CO-ORDINATION

### Every movement counts



**Move more. Sit less. Play together** 9

# What happens early, matters for a lifetime

***What parents do is more important than who parents are.***

- [Research](#) tells us that what happens at home makes the biggest difference to your child's early learning and development.
- Playing together, singing, enjoying books, visiting the library, painting, drawing and finding out through play about letters, numbers and shapes are important activities to do at home. These activities are learning opportunities.
- These learning activities will make a difference to your child's learning right up to secondary school.





# What happens early, matters for a lifetime

## Chat, Play, Read

*Giving your child the best start in life.*

- Children love to talk about all sorts of things. Make time to have back and forth conversations.
- Don't feel embarrassed talking to your baby – it's never too soon to start communicating with them!
- Go with what your child is interested in. This will help them learn lot of new words.



# Chat

**The benefits to your child learning more than one language are huge.**

- Talk and play with your child in the language that you feel most comfortable and confident using.
- Sing, read and tell stories in your home language – rhyme and repetition help your child to remember words.
- Home languages give your child a connection to their culture and heritage. Encourage your child to use all their languages – they will feel closer to people and part of their community.





# Play

- Play helps children learn about the world and themselves. Children need time and space to play freely. Sometimes it is helpful if you sensitively join in with your child's play, too.
- Children need outdoor play.
- Play is essential for your child's wellbeing and development. It is part of the United Nations Convention on the Rights of the Child (1989).
- There are many everyday moments like bath time and dinner that you can make playful. Help your child to learn in a fun and relaxed way.





# Read

- Sharing books and telling stories is a lovely way to build closeness and encourage conversations.
- Sharing books with your child at a young age will help them to develop a love of reading.
- Read and share stories with your baby.
- Talk to your child about what is happening in the pictures.
- Young children love to hear and read their favourite books and stories again and again.



Have fun together!  
Use silly voices and  
act things out that  
happen in the book.

Even a few  
minutes can make  
a difference.



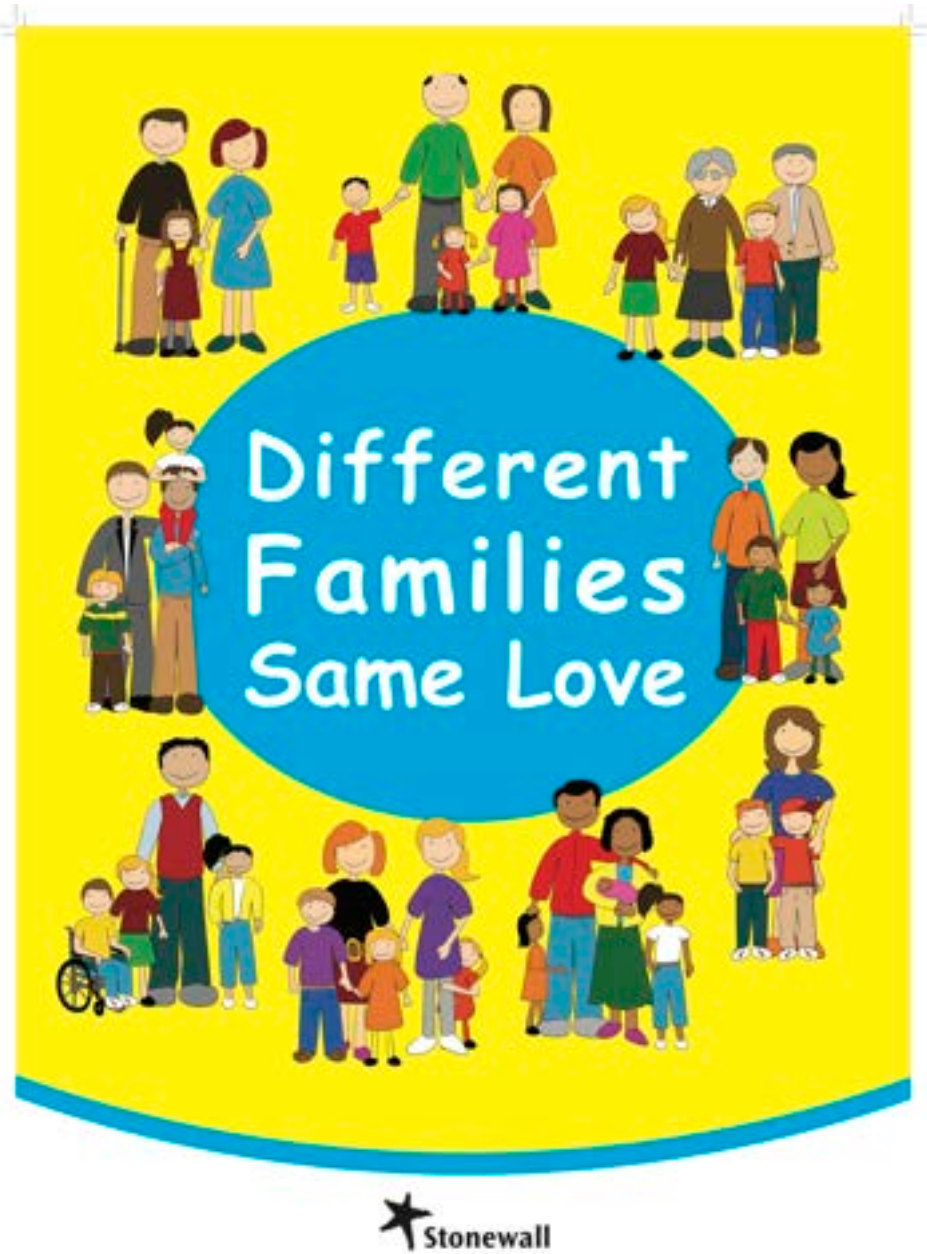
# What happens early, matters for a lifetime

## **Building a brighter, fairer future for all**

- The early years are vital for shaping children's views and attitudes. You can make a difference to how your child sees the world.
- It is important for you to think about your own views and be open to exploring your thinking.
- Boys and girls can do everything! But they are often treated differently, from an early age. Limitations can start early and hold children back.









# What happens early, matters for a lifetime

- Parents of all races, ethnicities and cultures need to work together to understand how harmful racism is to everyone. Talking about race is the first step in challenging racism.
- Helping your child to develop anti-racist attitudes is so important: every child and family should have a sense of belonging irrespective of their race, ethnicity or culture.
- From three months, babies are aware of other races. Children are inquisitive. Your child might notice differences in skin colour or ask questions that make you feel uncomfortable. It is important that your response is calm, positive and well-informed.



# What happens early, matters for a lifetime

## How you can help your child to talk about race:

- Between the ages of birth to three, children are naturally curious about the world around them. Giving your child books and toys that show people from a range of ethnicities positively is so important.
- [From the age of three](#), children start to notice if things aren't shared fairly. They start to show us they don't like this.
- From around the age of five children can talk about unfairness. You can start to have conversations about how unfair things can happen because of the colour of somebody's skin.
- Children of this age love to engage in role play and pretend play. This will help your child to learn about other peoples' ideas, feelings and actions.





# Partnership with parents

The adults who work with your child know a lot about children – but not as much about *your child*. It's important to tell them what they need to know. Then they can understand your child and help them.

- It's important for parents and early years settings to have a strong and respectful partnership.
- A strong, trusting partnership will support two-way communication between you and your child's key person or childminder.
- Throughout the EYFS, settings must share information about your child's progress.



# Sharing information

## Two-year-old progress check

- All children who attend a setting or go to a childminder will have a developmental check between their second and third birthday. It will happen jointly with you and sometimes your health visitor.
- The check helps your key person to focus on your child's progress. It will also help you with ideas to keep chatting, playing and reading with your child at home.
- You will receive a written summary about how your child is learning and developing.

## Early Years Foundation Stage Profile (EYFSP)

- In the final term of the Reception year, teachers complete an assessment known as the EYFS Profile for each child.
- The Profile is a quick check of your child's learning, which will be shared with you.





# What to do if you are concerned

- As a parent, you know your child best.
- Health visitors and early years practitioners have expert knowledge of child development.
- By working together, you can identify any difficulties your child has with their health, learning or development.
- If your child is struggling with learning, their setting can offer extra support to meet their needs.



# The three Characteristics of Effective Teaching and Learning

[When we see a baby in their cot](#), we're looking at 'the greatest mind that has ever existed, the most powerful learning machine in the universe.'

We can help children become even more powerful learners through three **Characteristics of Effective Teaching and Learning**:

- ***playing and exploring*** - I investigate and experience things, and 'have a go'.
- ***active learning*** – I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- ***creating and thinking critically*** – I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.





# Playing and Exploring

- I understand that my actions have an effect on the world, so I want to keep on exploring.
- I am learning to plan and think ahead about how I will explore or play with objects.
- I might talk to myself or use visual aids such as pictures while I am playing to help my thinking. For example, when doing a jigsaw, I might whisper under my breath: “Where does that one go? – I need to find the big horse next.”
- I can make independent choices.
- I bring my own interests and fascinations from home into my setting. This helps me to develop my learning.
- I respond to new experiences that you introduce.



# Active Learning

- I join in with routines without needing to be told, like going to my cot when I want to sleep.
- I am learning to predict what might happen because I understand a familiar routine, e.g. I may get my coat when adults open the door to go outside.
- I show goal-directed behaviour, e.g. as a baby I may pull myself up by using the edges of a low table to reach for a toy on top of the table. As a toddler, I might turn a storage box upside down so I can stand on it and reach up for an object.
- I am learning to correct my mistakes myself, e.g. instead of using increasing force to push a puzzle piece into the slot, I try another piece to see if it will fit.
- I keep on trying when things are difficult.





# Creating and Thinking Critically

- I take part in simple pretend play, e.g. I might use an object like a brush to pretend to brush my hair, or 'drink' from a pretend cup.
- I can sort materials, e.g. at tidy-up time, I know how to put different construction materials in separate baskets.
- I can talk about my learning. I think about my progress as I try to achieve a goal. I check how well I am doing.
- I am learning to solve real problems, e.g. to share nine strawberries between three friends, a strategy I might use is to put one in front of each, then a second, then a third. Finally, I might check at the end that everyone has the same number of strawberries.



# Creating and Thinking Critically

- I like to 'pretend' in my play. By pretending to be someone else I can imagine other points of view, e.g. when I am playing 'The Three Billy Goats Gruff' I might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- As I learn more things, I become more confident to come up with my own ideas and explanations. When I know about different types of dinosaurs, I can say which ones are meat-eaters by seeing if they have big sharp teeth.
- I can concentrate hard to achieve something that's important to me. I can focus my attention and ignore any distractions around me.





# 3 & 4-year-olds: Communication and Language

- I like listening to longer stories and I can remember a lot of what happens.
- If I am really busy in my play, I can find it difficult to switch my attention and listen to what you say to me. It helps me if you use my name and say: “Please stop and listen.”
- I can use lots of different words. I like to learn new words.
- It helps me if you explain what new words mean.
- I can understand questions and instructions that are more complicated and have two parts, like: “Please get your coat and wait at the door.”
- When you ask me questions about why something happened, I understand, e.g. “Why do you think the caterpillar got so big?”



# 3 & 4-year-olds: Communication and Language

- I know lots of songs and enjoy singing them.
- I can tell you a long story and talk about my favourite books. I know lots of nursery rhymes.
- I am still learning how to use word endings. I might still make mistakes such as 'runned' for 'ran'. Instead of correcting me, please reply and use the right ending, e.g. "Yes, I saw how fast you ran!"
- I am still learning to pronounce some words. These are sounds that I might still find tricky, e.g. j, th, ch, and sh.





# 3 & 4-year-olds: Communication and Language

- I can use long sentences of four to six words.
- I can use words and actions to explain my thoughts and ideas. I can give my point of view and disagree.
- I like having long conversations with you and my friends.
- When I am playing I talk to pretend: “Let’s go on a bus... you sit there... I’ll be the driver.”



# 3 & 4-year-olds: Personal, Social and Emotional Development

- I am becoming more and more independent and enjoy being given resources and activities that I can use by myself.
- I like to be given responsibility and to help with jobs like fetching the fruit for everyone or washing up my plate after snack.
- I am becoming more confident interacting with new people.
- I am confident to go out on short walks and trips.
- I like to play with other children and I can build on the ideas in our play.
- When playing with my friends, I can find ways to solve conflicts, e.g. I know that we can't all be Spider-Man in the game, and I can suggest other ideas.





# 3 & 4-year-olds: Personal, Social and Emotional Development

- I am learning about why rules are important and can follow rules most of the time.
- I can remember the rules and I don't need an adult to remind me.
- I am learning about how to assert myself in appropriate ways.
- I talk to my friends to solve problems that might happen when we are playing.
- I can use different words to explain how I am feeling.
- I am developing an understanding of how other people might be feeling.
- I can use my fine motor skills to do up buttons, zips and to pour myself a drink.



# 3 & 4-year-olds: Personal, Social and Emotional Development

- I am keen to be independent. Especially around dressing and feeding myself.
- I am beginning to eat independently, and I am learning to use a knife and fork.
- I am becoming more and more independent in getting dressed and undressed. I can put my coat on and do up my zip.
- I am becoming more and more independent in looking after myself. I can brush my teeth and wash and dry my hands thoroughly.
- I understand about how important it is to brush my teeth. I can make healthy choices about food drink and exercise.





## 3 & 4-year-olds: Physical Development

- I am continuing to develop a range of physical skills - balancing, riding and ball skills.
- I can walk up steps and stairs and climbing equipment using alternate feet.
- I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
- I can wave flags and streamers using large muscle movements and paint and make marks on a big scale.
- I like to join in with group and team activities. Sometimes I like to make these up with my friends.



# 3 & 4-year-olds:

## Physical Development

- I am learning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I can think carefully about which movement I need to make, for example whether to crawl, walk or run across a plank, depending on its length and width.
- I can choose the right tools for what I need to do.
- I can work with my friends to move and carry large objects such as big wooden blocks.
- I can use one handed tools such as scissors.
- When holding pens and pencils I have a comfortable grip and good control.
- I am showing whether I am left or right-handed.





# 3 & 4-year-olds: Literacy

I understand five important things about print:

- *print has meaning;*
- *print can have different purposes;*
- *we read English text from left to right and from top to bottom;*
- *the names of the different parts of a book;*
- *we read pages in story books one at a time.*

I am learning to tune into the different sounds in English.  
I am developing my phonological awareness, so that I can:

- *spot and suggest rhymes;*
- *count or clap syllables in a word;*
- *recognise words with the same initial sound, such as money and mother.*



## 3 & 4-year-olds: Literacy

- I enjoy having long conversations about stories and learning new words.
- In my play, I am learning to use my knowledge of sounds and letters in my early writing.
- I can write some or all of my name.
- I can write some letters accurately.





# 3 & 4-year-olds: Mathematics

- I can quickly recognise groups of up to 3 objects, without having to count them individually (*this is called 'subitising'*).
- I can say numbers in order past five.
- I can say one number for each item in order: 1,2,3,4,5.
- I know that the last number I reach when counting a small set of objects tells me how many there are in total (*this is called the 'cardinal principle'*).
- I can show 'finger numbers' up to 5.
- I can match the correct numeral (number symbol) to the right amount, up to 5, e.g. point to the number 3 when I count 3 snails.

**"Look, 3 snails!"**





# 3 & 4-year-olds: Mathematics

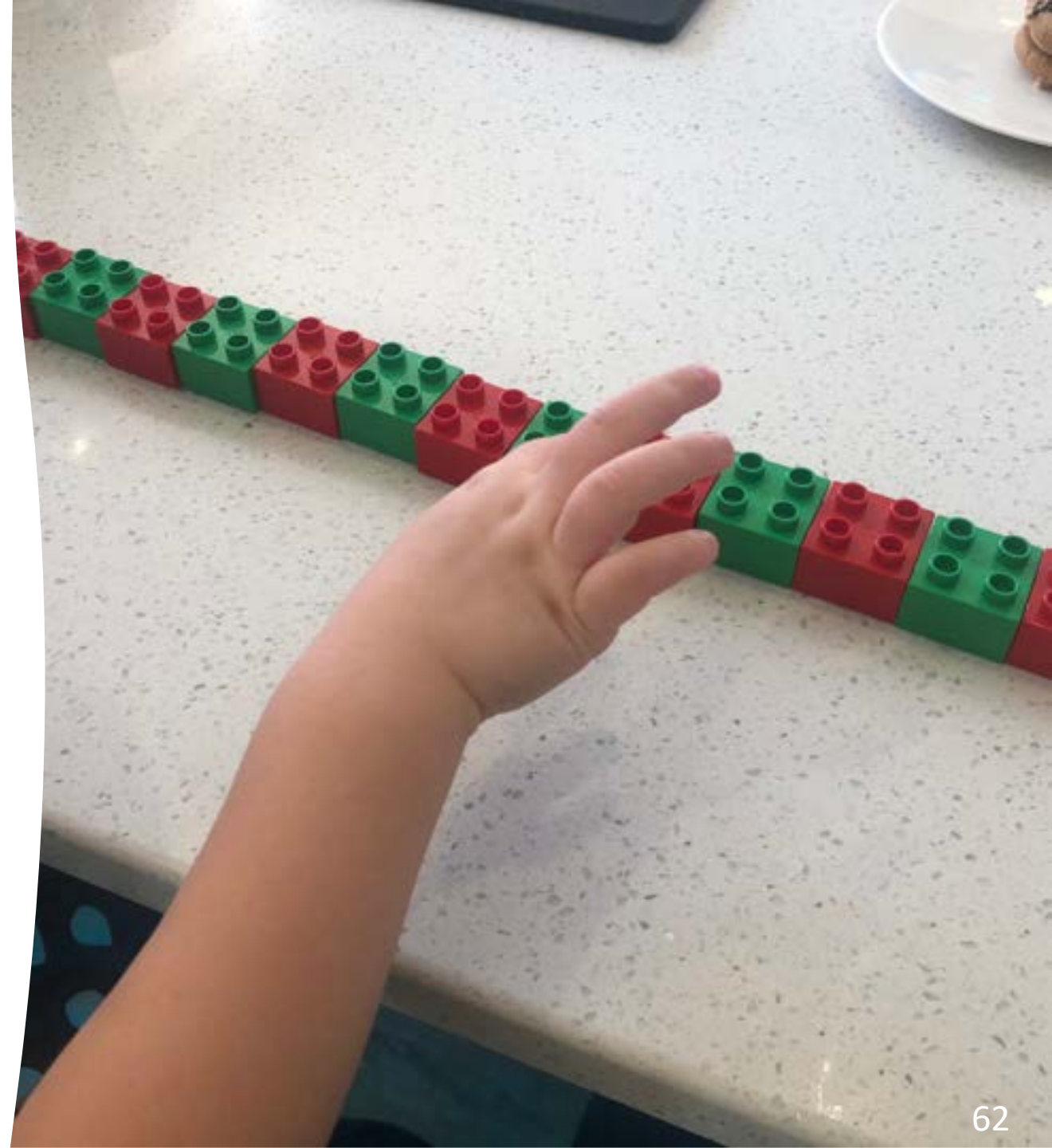
- I like to experiment with making my own marks and symbols as well as numerals.
- I can use mathematical words to compare amounts 'more than', 'fewer than'.
- I like to explore 2D (flat) and 3D (solid) shapes. I can talk about shapes using everyday words like 'pointy'. I can use mathematical words like: 'sides', 'corners', 'straight', 'flat', 'round'.
- I can understand position through words alone, e.g. "The bag is under the table." – with no pointing.
- I can describe a familiar route.
- I can talk about routes and locations, using words like 'in front of' and 'behind'.





# 3 & 4-year-olds: Mathematics

- I can make comparisons between objects relating to size, length, weight and capacity.
- I can choose the right shape when building, e.g. triangular prism for a roof.
- I can combine shapes to make new ones - an arch, a bigger triangle etc.
- I can talk about and identify patterns that I see around me, e.g. stripes on clothes, designs on wallpaper. I use everyday language like 'pointy', 'spotty', 'blobs' etc.
- I can make and extend ABAB patterns – stick, leaf, stick, leaf.
- I can spot an error in a repeating pattern and correct it.
- I am learning to use words such as 'first', 'then' 'after' to describe a pattern of events.



## 3 & 4-year-olds: Understanding the World

- I enjoy exploring natural materials using all of my senses.
- I explore and investigate collections of natural materials with similar and/or different properties.
- I can talk about what I explore and investigate using a wide range of words.
- I am learning about my own life-story and my family's history.
- I am interested in the different jobs people do.
- I am interested in exploring how things work.
- I enjoy planting seeds and caring for growing plants.
- I can understand the important parts of life cycles of both plants and animals, e.g. a bean, a caterpillar or a chick.





## 3 & 4-year-olds: Understanding the World

- I am learning that it is important to respect and care for the natural environment and all living things.
- I am learning about different forces I can feel, e.g. how the water pushes up when I try to push a plastic boat under it.
- I can talk about the differences between materials and changes I notice, e.g. when cooking.
- I am learning to develop positive attitudes about the differences between people.
- I know that there are different countries in the world. I can talk about differences I have experienced or seen in photos.



## 3 & 4-year-olds: Expressive Arts and Design

- I take part in simple pretend play, using an object to represent something else even though they are not similar.
- I am beginning to make up complex 'small worlds' using animal sets, dolls and dolls houses etc.
- I enjoy making detailed, imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- I enjoy exploring different materials freely. I am learning to develop my ideas about how to use them and what to make.
- I can join different materials together. I explore the textures of different materials.





# 3 & 4-year-olds: Expressive Arts and Design

- I can create closed shapes with continuous lines.
- I am learning to use these shapes to represent objects.
- I can draw with increasing complexity and detail, such as representing a face with a circle including details.
- I can use drawings to show ideas like movement or loud noises.
- I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.
- I enjoy exploring colour and colour mixing.



## 3 & 4-year-olds: Expressive Arts and Design

- I can listen to sounds with increased attention.
- I respond to what I hear and express my thoughts and feelings.
- I can remember and sing entire songs.
- I can sing the pitch of a tone sung by another person ('pitch match').
- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- I enjoy creating my own songs. I can make up a song around one that I already know.
- I can play instruments with increasing control to express my feelings and ideas.





# 3 & 4-year-olds: how you can help me with my learning?

## Communication & Language

- Have conversations with me about things that I am interested in. Encourage me to keep talking by nodding, smiling and making comments.
- Introduce new words when we are playing, eating or when we are out and about. Explain what new words mean to me.
- Talk to me about things that have already happened and what might happen soon.
- Play listening games with me such as 'Simon Says'.

## Personal, Social & Emotional Development

- Give me tasks to carry out, e.g. washing my plate after snack.
- Model how you manage your own feelings, e.g. *"I'm feeling a bit angry so I am going to take a deep breath."* Help me to understand why I am feeling sad or frustrated.
- Make a ['calm down jar'](#).



## Physical Development

- Help me with dressing but let me do the last steps, e.g. pulling up my zip after you have started it off.
- Give me lots of opportunities to be active and practise running, jumping, balancing, climbing and swinging.
- Encourage me to walk, scoot or bike to my nursery or childminder.

# 3 & 4-year-olds: how you can help me with my learning?

## Mathematics

- [Point out the number of things rather than just the names](#), e.g. “We have **two** apples!”
- Give me lots of opportunities to count for a real reason and always emphasise the last number – “*There are 3 cookies.*”
- Cut out a large shape from a cereal box (circle, triangle), then cut that shape into 2-4 smaller pieces to make a simple puzzle.
- When we’re at the park, use words like ‘up’, ‘under’, and ‘between’ to talk about what we see.
- [Make playdough with me.](#)

## Understanding the World

- Help me make collections of interesting natural materials, e.g. pebbles, shells.
- Let me explore ice, once it has melted a bit (so I don’t get frostbite)
- Plant seeds and bulbs with me.
- Take me to different places such as the library.

## Literacy

- Talk about stories with me, what is happening in the pictures? Give me time to think and share my ideas.
- Play around with words. Make up fun rhyming sentences with me.
- Let me help you write birthday cards and shopping lists.

## Expressive Arts & Design

- Make [home-made paintbrushes](#) using clothes pegs and items from around the house and outdoors.
- Join in pretend play with me.
- Give me a cardboard box and some fabric to build a den with.





# Communication and Language *checkpoints*

*Around 3 years:*

- Can I link up to 5 words together?
- Do I use pronouns ('me', 'him', 'she'), and plurals?
- Do I use prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.
- Can I follow instructions with three key words like: *"Can you wash dolly's face?"*
- Can I switch my attention from one activity to another if you use my name?



# Personal, Social and Emotional Development *checkpoints*

*Towards my third birthday:*

- Can I sometimes share or take turns with others? (with guidance from you) Do I show an understanding of 'yours' and 'mine'?
- Can I settle to some activities for a while?

*Around the age of 4:*

- Do I play alongside others or do I always want to play by myself?
- Do I take part in pretend play (e.g. being 'mummy' or 'daddy'?)
- Do I take part in other pretend play with different roles? Such as being the Gruffalo, for example?
- Can I generally solve conflicts in my play?





# Personal, Social and Emotional Development *checkpoints*

- Around age 4, am I reliably dry during the day? This is typical for most children but not all. Working in partnership with your child's key person will really help.
- Some children can get very upset by certain sounds, smells or tastes, and cannot be calmed. Some children seem to flit from one thing to the next. Some children seem to stay for over-long amounts of time and become distressed if they are encouraged to do something different.
- If you or your child's key person notices that your child is experiencing some of these challenges, you will need to work together. This may involve including other professionals to find out more about these developmental difficulties.
- If you notice that your child seems worried, sad or angry for much of the time, speak to your child's key person or childminder.



# Physical Development *checkpoints*

- If I find it tricky to sit on a chair comfortably, I might need some help to develop my core tummy muscles.
- You can help me by encouraging me to scoot on sit-down trikes without pedals and jumping on soft play equipment.
- Your child's key person or childminder will be looking out for babies and toddlers who appear underweight, overweight or to have poor dental health. If they are worried, they will need to work closely with you and your health visitor to help your child's health.





# Where to go to learn more

Source	Link	Support offered
Action for Children	<a href="https://www.actionforchildren.org.uk">https://www.actionforchildren.org.uk</a>	Range of resources to support with your child's development.
Book Trust	<a href="https://www.booktrust.org.uk/books-and-reading/bookfinder/">https://www.booktrust.org.uk/books-and-reading/bookfinder/</a> <a href="https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/">https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/</a>	Find children's books for every age. Tips, advice, reading guides.
Bilingualism Matters	<a href="http://www.bilingualism-matters.ppls.ed.ac.uk/parents-questions/">http://www.bilingualism-matters.ppls.ed.ac.uk/parents-questions/</a>	Frequently asked questions from parents about raising bilingual children. (In eight languages).
Boromi	<a href="https://www.boromi.co.uk/dailyplay-2">https://www.boromi.co.uk/dailyplay-2</a>	Daily emails during school holidays share simple, accessible and play-based activities.
Cbeebies Grown-ups	<a href="https://www.bbc.co.uk/cbeebies/grownups">https://www.bbc.co.uk/cbeebies/grownups</a>	Tips and ideas for parents.

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# Where to go to learn more

Source	Link	Support offered
DREME Family Maths	<a href="https://familymath.stanford.edu/wp-content/uploads/2020/12/Math-Snacks.pdf">https://familymath.stanford.edu/wp-content/uploads/2020/12/Math-Snacks.pdf</a>	Finding the maths in everyday activities.
Early Movers	<a href="https://www.earlymovers.org.uk/activities">https://www.earlymovers.org.uk/activities</a>	Information and activities for children 0-5.
Easy Peasy	<a href="https://www.easypeasyapp.com">https://www.easypeasyapp.com</a>	App: ideas, advice and inspiration.
Family Lives	<a href="https://www.familylives.org.uk/advice/early-years-development/">https://www.familylives.org.uk/advice/early-years-development/</a>	Advice and information on early years development.
Foundation Years	<a href="https://foundationyears.org.uk/2019/09/resources-for-parents/">https://foundationyears.org.uk/2019/09/resources-for-parents/</a>	Resources for parents about the EYFS.
Formy Books	<a href="https://www.formybooks.com">https://www.formybooks.com</a>	Diverse range of inclusive children's books.

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# Where to go to learn more

Source	Link	Support offered
Harvard Centre	<a href="https://developingchild.harvard.edu/resources/how-to-5-steps-for-brain-building-serve-and-return/">https://developingchild.harvard.edu/resources/how-to-5-steps-for-brain-building-serve-and-return/</a>	Video explaining how interactions build babies brains.
Hungry Little Minds	<a href="https://hungrylittleminds.campaign.gov.uk">https://hungrylittleminds.campaign.gov.uk</a>	Simple, fun activities for kids, from newborn to five.
ICAN: Talking Point	<a href="https://ican.org.uk/i-cans-talking-point/parents/">https://ican.org.uk/i-cans-talking-point/parents/</a>	For parents who are concerned about their child's development.
Literacy Trust	<a href="https://wordsforlife.org.uk/activities/">https://wordsforlife.org.uk/activities/</a>	Activities and videos.
Love My Books	<a href="http://www.lovemybooks.co.uk">http://www.lovemybooks.co.uk</a>	Newsletter, activities and videos.
Mantralingua	<a href="https://uk.mantralingua.com">https://uk.mantralingua.com</a>	Bilingual books in 65 languages.

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# Where to go to learn more

Source	Link	Support offered
Mattel (Laura Henry-Allain MBE & Emma Worrollo)	<a href="https://www.mattel.com/sites/mattel_mattelcom/files/2020-07/Supporting_you_to_raise_antiracist_children2.pdf">https://www.mattel.com/sites/mattel_mattelcom/files/2020-07/Supporting_you_to_raise_antiracist_children2.pdf</a>	Parents' guide: supporting you to raise anti-racist children.
National Childbirth Trust	<a href="https://www.nct.org.uk">https://www.nct.org.uk</a>	Parenting support.
NHS – Children's Teeth	<a href="https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/">https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/</a>	Dental health advice.
NHS Change 4 Life	<a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a>	Easy ways to eat well and move more.
Tiny Happy People	<a href="https://www.bbc.co.uk/tiny-happy-people">https://www.bbc.co.uk/tiny-happy-people</a>	Child development advice, activities and videos.
Unicef Parenting	<a href="https://www.unicef.org/parenting/">https://www.unicef.org/parenting/</a>	Child development advice, activities and videos
50 Things to do before you're five	<a href="https://www.50thingstodo.org/about/the-app">https://www.50thingstodo.org/about/the-app</a>	App: low/no-cost experiences.

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