



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

Thornhill Primary School

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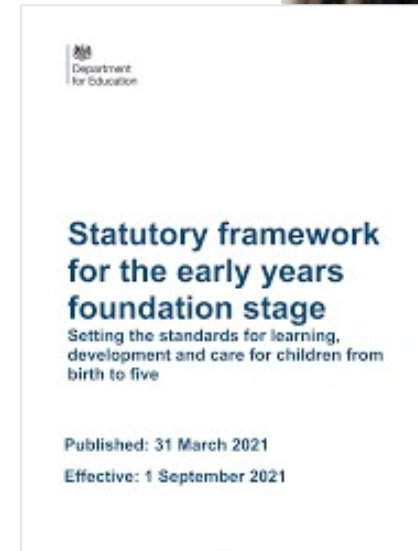
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# What to expect in the Early Years Foundation Stage (EYFS)

- 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**.*



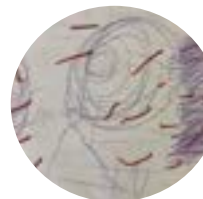
Literacy



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

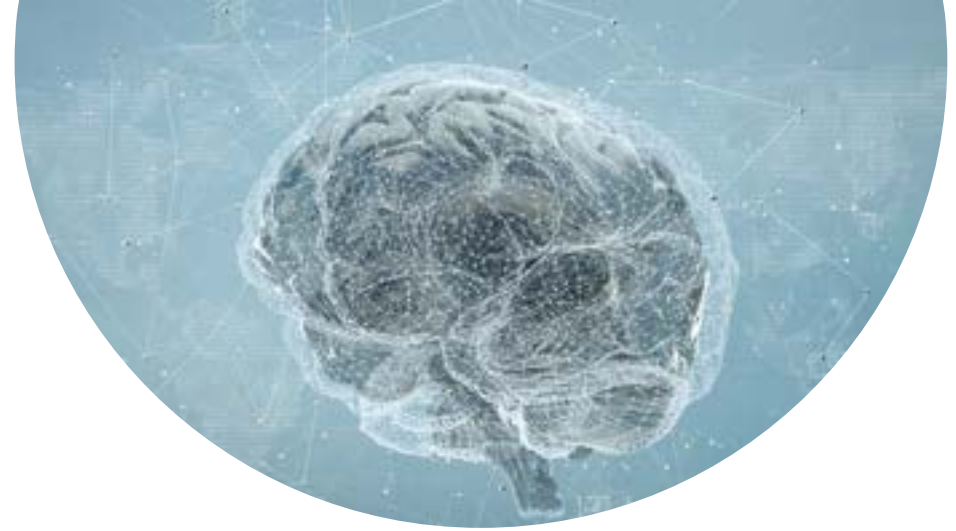
- *Development Matters* includes some **checkpoints**. They can help you and your childminder or early years setting have a conversation, if you're worried about anything. Then you can decide together what to do next.
- The 'checkpoints' are not a 'ticklist' to use for every child.
- Sometimes children 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.

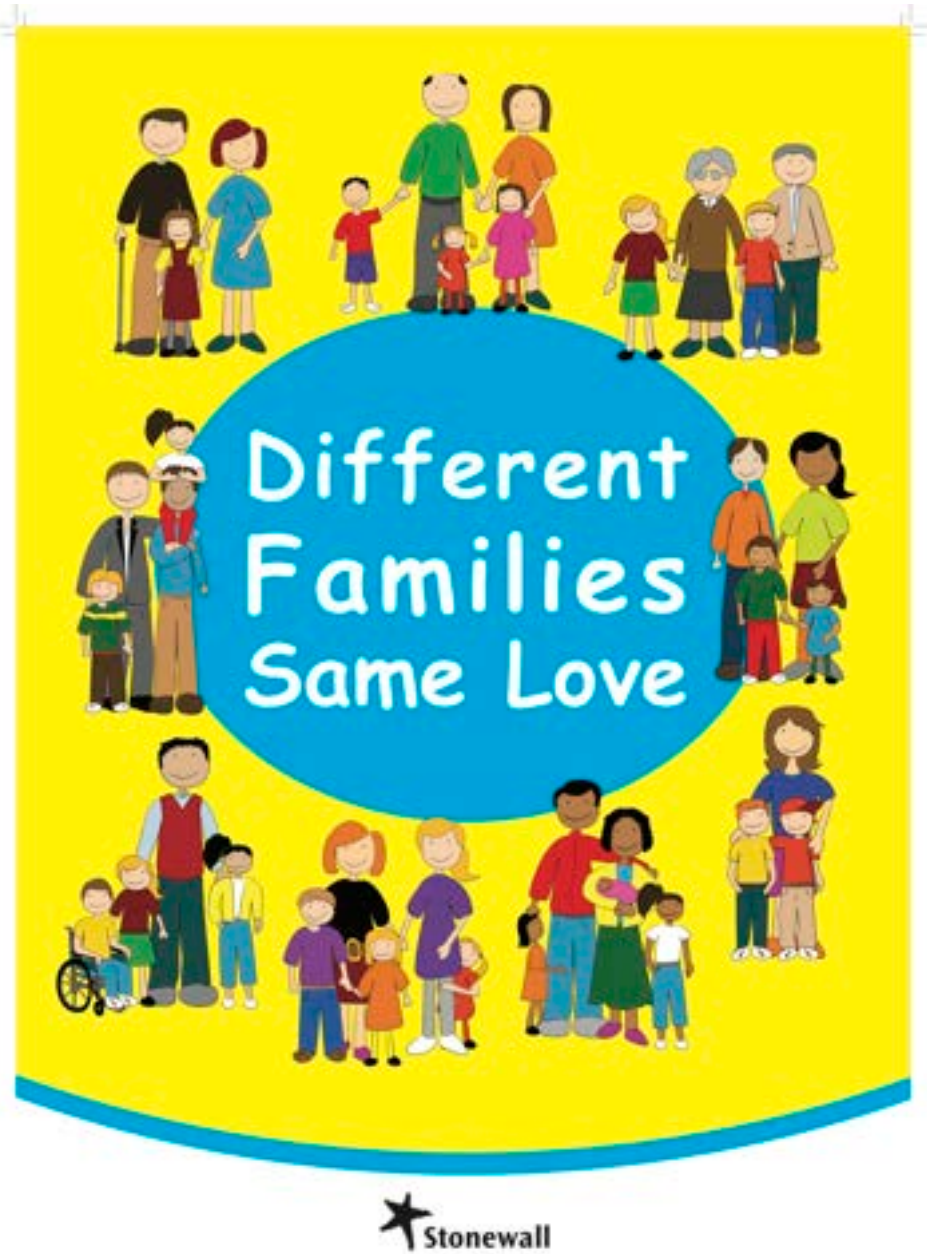
Even a few  
minutes can make  
a difference.

# 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.





## 4 & 5-year-olds: Communication and Language

- I understand how to listen carefully, e.g. I make sure I can see the person who is talking.
- I know why listening is important.
- I am learning lots of new words.
- I am using new words that I have learned. I can ask questions to find out more about something I am interested in.
- I can use clear, well-formed sentences to talk about my ideas.
- I can talk about an idea and make a connection to another idea by using words like: 'and', 'or', 'but', 'because.'

# 4 & 5-year-olds: Communication and Language

- I can talk about things that I have experienced in detail.
- I can talk about how to solve problems and give explanations about how things work and might happen.
- I can use and respond to social phrases such as when somebody says: “Good morning, how are you?”
- I can retell familiar stories, remember and repeat phrases from these. I can talk about stories in my own words.
- I am using new words that I have learned in lots of different ways.



# 4 & 5-year-olds: Communication and Language

- I enjoy listening carefully to rhymes and songs and pay attention to the different sounds.
- I enjoy learning rhymes, poems and songs.
- I am interested in using books that give me information, like a book about caring for pets.
- I listen to information books and can talk about what I have learned.
- I enjoy listening and responding to stories at storytime.
- I enjoy listening to stories. I can talk about my favourite and familiar stories.



# 4 & 5-year-olds: Personal, Social and Emotional Development

- I am proud of myself and I know I am important as an individual person.
- I can play fairly and cooperate with my friends.
- I know how to listen to others and be kind and caring.
- I can express my feelings. I am aware of other peoples' feelings.
- I can keep on going with something even when I find it challenging.
- I can recognise and talk about how I am feeling. I know ways to help myself feel calm.
- I can think about how other people are feeling in different situations.
- I can manage my own personal hygiene.



# 4 & 5-year-olds: Personal, Social and Emotional Development

I know and can talk about the importance of:

- regular physical activity;
- healthy eating;
- toothbrushing;
- sensible amounts of 'screen time;'
- having a good sleep routine;
- being a safe pedestrian.



# 4 & 5-year-olds: Physical Development

I am learning to improve my:

- *rolling*
  - *crawling*
  - *walking*
  - *jumping*
  - *running*
  - *skipping*
  - *hopping*
  - *climbing*
- I can use a range of movements with ease.
  - I can respond quickly to changes of speed and direction.



# 4 & 5-year-olds: Physical Development

- I can move with increasing control and grace.
- I have the body strength, coordination and balance to engage in future PE and physical disciplines like dancing, swimming and gymnastics.
- I can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- I have good posture when sitting at a table or sitting on the floor.
- I am confident using a range of large and small equipment safely indoors and outdoors.
- I am developing confidence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming balls.



# 4 & 5-year-olds: Physical Development

- I am learning how to develop a handwriting style which is fast, accurate and efficient. At this stage, getting the process right (like 'round-up-down' when I write the letter 'd') is more important than how neat it looks.
- I am learning special skills I need to manage my day at school successfully, e.g. lining up and queuing for my school dinner.



# 4 & 5-year-olds: Literacy

- I can read individual letters by saying the sounds for them.
- I can blend sounds into words. This helps me to read short words made up of known letter-sound correspondences. Such as 'h-a-t'.
- I am learning to read some letter groups such as 'th', 'sh', 'ee' and say the sounds for them.
- I can read some common exception words such as 'do' and 'said' (these will be linked to the phonics programme at your child's school).





## 4 & 5-year-olds: Literacy

- I can read simple phrases and sentences that are made up of words with familiar letter-sound correspondences. I can read a few exception words where needed.
- I re-read these books at home and in school. I am building up my confidence in word reading, my fluency. I am understanding and enjoying these books.



## 4 & 5-year-olds: Literacy

- I can form lower-case and capital letters correctly.
- I can spell words by identifying the sounds. I can write the sound with letter/s.
- I can write short sentences with words when I know the sound-letter correspondences. I can use a capital letter and a full stop.
- I re-read what I have written to check that it makes sense.

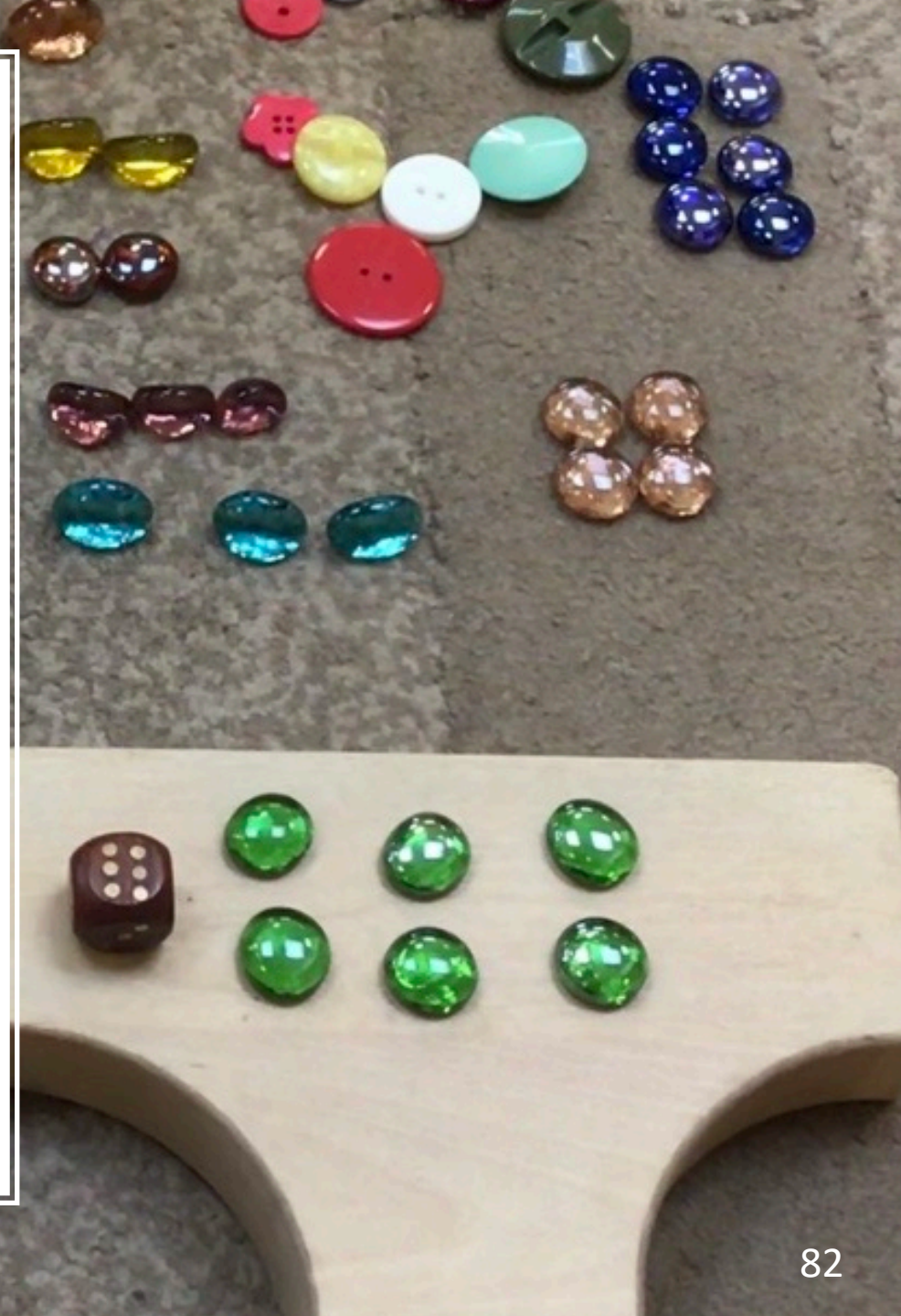
# 4 & 5-year olds: Mathematics

- I can count objects, actions and sounds.
- I can quickly recognise a group of up to five objects without counting. This is called 'subitising'.
- I can match the correct numeral (number symbol) to the right amount, e.g. I can play 'snap' where some cards have numerals, and some have dot arrangements.
- I can count beyond ten.
- I can compare numbers of items.
- I understand the 'one more than/one less than' relationship between consecutive numbers.



# 4 & 5-year olds: Mathematics

- I am learning about how numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. This is called composition of number.
- I know and can say number bonds for numbers 0-5 and some to 10.
- I can select and rotate shapes, this helps me to learn spatial reasoning skills.
- I am learning about how shapes can be combined to make new shapes, e.g. two triangles can be put together to make a square. This helps me to recognise a shape can have other shapes within it, just like numbers can.
- I can continue, copy and create repeating patterns.
- I can compare length, weight and capacity, e.g. "This is heavier than that."



# 4 & 5-year-olds: Understanding the World

- I like to talk about my family and community.
- I can name and describe people that I have come across within my community, such as hairdressers, the police, nurses, doctors and teachers.
- I can talk about images of familiar situations that happened in the past.
- I am learning about the past and present by comparing and contrasting characters from stories.
- I can draw information from a simple map.



# 4 & 5-year-olds: Understanding the World

- I understand that some places are special to members of my community.
- I understand that people have different beliefs and celebrate special times in different ways.
- I understand that there are similarities and differences between life in this country and life in other countries.
- I enjoy exploring the the natural world.
- I can describe what I see, hear, feel when I am outdoors.
- I know that the local area I live in is different to other environments.
- I understand that the seasons change and have an effect on the natural world.



# 4 & 5-year-olds: Expressive Arts and Design

- I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
- I can return to and build on my previous learning, by refining my ideas and developing ways to represent them.
- I can create collaboratively with others. I can share my ideas, resources and skills.
- I can listen attentively to, move to and talk about music, expressing my feelings and responses.



## 4 & 5-year-olds: Expressive Arts and Design

- I can sing in a group or on my own, I am increasingly able to match the pitch and follow the melody.
- I enjoy creating storylines in my pretend play.
- I enjoy exploring and engaging in making music and dance. I can perform by myself or in a group.



# 4 & 5-year-olds: how you can help me with my learning

## Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

## Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



## Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.

# 4 & 5-year-olds: how you can help me with my learning

## Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

## Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

## Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



## Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.

# 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.

*The East London Research School and DfE are not responsible for the content, maintenance and reliability of these sites and resources. We do not necessarily endorse views expressed within them.*

# 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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