



The Early Years Foundation Stage (EYFS) sets standards for the development, learning and care of children from birth to five. (by the end of their first year in school). Our planning and routines at Paint Pots provide your child with the opportunity to take part in a balanced programme of activities designed to help him/her progress. It offers consistency and continuity for the children and is regulated by Ofsted. The Framework explains how and what your child will be learning to support their healthy development. There are seven areas of learning and development that we must teach the children. There are 3 Prime Areas: Communication and Language, Physical Development and Personal, Social and Emotional Development and 4 Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design. All these areas of learning and development are important and inter-connected. We have listed some ideas you may find helpful in supporting your child at home.

Physical Development

- Try to give your child space and time to move freely and to develop games to the full.
- If possible, provide access to large equipment on which children can climb, swing, scramble and balance. Lots of our children are used to being driven places, by car or bus and walking together is one of the best and cheapest forms of exercise available .
- Encourage children to practise their new skills, such as hopping, walking on tiptoe or going backwards. Praise them for what they have achieved.
- Help them to be conscious of their own bodies as they move, by giving names to their activities and encouraging them to be aware of their position in relation to other things: “You’re under the blanket,” “Can you wiggle your legs down into your tracksuit?” “You’re on top of the wall.”
- Talk to them about how they feel when they have been energetic. Are they hot or cold? Are they dry or sticky? Are their hearts beating quickly or slowly?
- Talk to them about the choices you make that will help them to keep healthy, like decisions about eating and sleeping.
- Make sure that both girls and boys have opportunities to develop control of arm and hand muscles. Manipulating small cars, building blocks, craft activities, puzzle pieces or dolls clothes will all build up skill and co-ordination.
- Teach your children the skills and techniques they need to keep themselves safe. Even small children can begin to develop the habit of checking where they are going to land before they jump, and of not crossing the path of moving swings.

Personal, Social and Emotional Development

- Using information from the notice board, newsletter and feedback, talk to your child about what has happened at Paint Pots today and listen to what he or she has to say. Help prepare your child in advance, by discussing planned events and activities.
- Help your child to build up skills such as hand washing, dressing and putting things away after use by giving him/her time to have a go and resist the understandable temptation to do it all for him/her, because it’s easier and quicker.
- If your child does not always behave the way you would like him/her to, try to help her understand what is wrong and why. Take the opportunity to discuss Paint Pots Golden Rules.
- Listen to what your child says when talking about what has happened at Paint Pots, the people and activities there. Help him/her to talk positively and respectfully about all the different kinds of people in the group.
- Choosing is a skill to be learnt. Encourage your child to make small choices, for example, about what to wear today or what book to have read to him/her.
- Give your child some help, if necessary, in getting along with other children. Keep him/her company while he/she plays at first so that you can help him/her find ways to share and take turns.
- Encourage your child when tackling a difficult activity, like doing a new puzzle or looking at a book. Having you nearby, not doing it for him/her but showing interest, will help him/her keep going to the end, building up confidence and perseverance.

Communication and Language

- Communication is a vital element in children’s development. Your role as your child’s primary carer is the most important one in providing him/her with a model for spoken language and with vocabulary.
- Talk to you child - about what you are doing and plan to do and also about your child’s own activities and interests. It is never too early to start - even new babies respond to friendly conversations from adults.
- Look at books and pictures together, pointing to objects and features and giving them names.
- Read or tell a story at least once every day. If you child demands the same story many times, go along with it, but have something different ready for when he/she wants it. The BBC’s Tiny Happy People and the Words for Life websites have lots of ideas.
- Above all, remember that your child wants to be grown up like you. Children are more likely to develop communication skills if they see the adults around them reading, writing and talking to one another.
- Dressing-up play can be provided quite easily with a few discarded adult items. Shorten them if necessary, to avoid any tripping and remove any trailing laces or ribbons. Many children are happy to create a new character with the help of just a bag and a hat.
- Play lots of different kinds of music and encourage your children to join in clapping and dancing. Join in yourself!
- Sing and encourage different nursery rhymes. Repetitive words with encourage communication.
- Use your own language to encourage the use of your mother tongue. Your child will learn English but will quickly loose their home language if it is not used.



Mathematics

For children to grasp mathematical ideas and concepts at this age, they need very practical experiences in everyday life. Through maths, we are asked to answer questions about how many, how big, how much, how far and how long. These questions are part of our everyday lives. We need them when buying things, following a recipe, telling the time or checking sell-by dates. As adults, we are so familiar with questions like these we can often take them for granted, but children need to be deliberately introduced to them.

- Share number rhymes in books with your child.
- Point out numbers in the world around, to your child— on houses, buses, birthday cards and clocks. By doing this, you are helping your child to become familiar with the shapes of numbers and the sounds of their names, and also the way numbers are used in many different ways.
- Help your child to set the table for a certain number of people and fasten buttons when getting dressed. These are basic examples of everyday activities that form the basis of counting.
- Counting the number of items that have been sorted for washing, for example, how many shirts, how many towels — this will give children practice in counting groups of objects.
- Providing and sharing food amongst the family gives lots of opportunities for your children to count, add and subtract numbers. Help your child to count, for example, how many apples you need so there is enough for everybody in the family to have one, how many biscuits are left now two have been eaten, or how many plates are needed for everyone if two friends are coming to tea.
- Help your child to realise that the world around is full of patterns, such as the way the points on the leaves of a particular tree are arranged, or the way stones are laid on the pavement.
- Give your child the names of two and three dimensional shapes he sees around him, like the square tiles on the kitchen floor, the round tennis ball and the oblong sides of a cereal box.
- Let children weigh themselves, on bathroom scales at home, or weighing scales in the chemist. By doing this they become familiar with the terms that we use to measure weight.
- Use fun at bath time to let your child become familiar with the idea of volume: how much water will the soap dish hold? How many tumblers will fill the plastic basin with out it over-flowing?
- Introduce children to the language and measurement of time, by talking to them about things that happen at a particular time of day. Some children can recognise the time at which they go to bed, or the time at which they are allowed to watch a particular television programme.

Literacy

- Visit the library together. Children of any age can take out a book, they don't need to be able to read.
- Look together at the writing in the world around them: on street signs, food packaging, TV programmes, buses, menus, forms and prescriptions. Help your child to recognise familiar letters and symbols, including the letters that make up his or her own name.
- Provide pencils and scrap paper as soon as your child begins to want to make marks, so that he/she can do drawings and 'pretend' writing.
- When your child can control a pencil and recognises her or his own name in writing, encourage them to write the name. They might try at first to copy or write over what an adult has written. Don't worry if he/she doesn't get it right first time. Just congratulate them on their progress and let them try again when they are ready.

Understanding the World

- Take an interest in the things he/she has discovered. Try to answer any questions your child asks. If you don't know the answer, show how you could find one, by asking other people, using books, the internet or the library.
- Share your own interests and knowledge with your child – about sports and hobbies, work or tasks such as cooking, repairs or gardening.
- Ask questions to encourage your child to talk about why certain things happen. For example, what happens to the raindrops on a window? After it rains, why is there always a puddle on that bit of the pavement?
- Let your child become familiar with and use, when safe, ordinary pieces of equipment around the house. He/she can learn what tools are used for what jobs and how to use them safely and effectively.
- Children can learn to use technology such as computers and tablets, from a young age. Sitting with your child, he/she can begin to learn how to use equipment under your guidance, to explore software and apps, such as drawing programs, interactive story telling etc.
- Support your child in playing with blocks or construction toys. Don't tell him/her what to make but ask questions to expand on what he/she is doing.
- Talk to your child about the past, how things were when you were young and how they have changed. Use photos or memories to help him/her think about his/her own life span. Talk about family traditions, festivals such as birthdays and anniversaries and any foods special to the family.
- When you are out, help your child to recognise familiar features in the area such as trees and rivers, schools, libraries and the doctors surgery. You might also look at features that are less desirable, such as litter and what we should do with it.



Expressive Art and Design

Self Expression is an important aspect of life. Being creative means being able to take existing knowledge, ideas and materials and use them in a different way to make something new. It is needed therefore as much by scientists as artists. Creativity cannot be taught or forced, but it can be stimulated, supported, resourced and welcomed.

- Show that you value what your child does, especially if he has put effort into doing it. Try not to say “What is it?” (It might never have been meant to “be” anything. Many modern works of art are not meant to represent objects or people.) Encourage the child to talk about the work by saying something like “That looks interesting, tell me something about it.”
- If possible, provide opportunities for mark-making activities at home. It does not have to be messy or expensive. Paper can be the back of old rolls of wallpaper or computer print outs. Three primary paint colours (red, yellow and blue) plus black and white, will enable children to mix a wide range of colours, or you might prefer to provide felt pens or pencils. Provide thicker pens or pencils for young children, as they find these easier to grip. Keeping your child company, you may be surprised to see how long he concentrates on this activity. Some children talk when drawing, colouring and “writing”. You can learn a lot about what your child is thinking and how he feels about the World, during such times.
- If you have space, allow your child to collect things she likes the look or feel of, such as leaves, scraps of fabric, lids and stoppers or packaging material. These can be glued into arrangements of the child’s choice, using a piece of card from a cereal packet and some PVA glue.

We hope that the ideas in this booklet will provide starting points for you to join, support and enjoy your child’s journey of learning together.

You know your child best. It is important to match activities to his ability level, concentration span and interests. These are meant to be fun!

Spending time with your child, giving her your full attention and encouraging and praising her efforts, are the most important things we can do as parents to build self esteem.

By recognising these different areas of learning, we can help our children to develop across all of them.

You know your child best. It is important to match activities to his/her ability level, concentration span and interests.

These tips are meant to be fun! Enjoy the time with your child.



Love

We are safe, loved, valued and happy



Laughter

We have fun together



Learning

We learn something new everyday

