

Born Ready, School Ready, Bexley Ready!

Would you like ideas and information to help your child in being ready for nursery/school?



Read on to find out about some great ideas to support learning and development at home...

Remember that children develop at different rates and some children will find some skills and learning more difficult. Many of the activities included here can be adapted for children of any age and stage of development, including children with Special Education Needs or Disabilities. Play is about exploration, so anyone can join in! For children with additional needs, more information can be sought from your GP, Health Visitor or staff where your child attends a setting. You can read more about the [Local Offer](#) and find information and support through [Bexley Voice](#). Parents / carer's of children with SEN can access the [Information Advice Support Service](#).



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You can access [vouchers](#) for fresh/ frozen fruit and veg, milk and vitamins.



Born Ready, School Ready, Bexley Ready!



Did you know, being ready for school starts from birth?

The first 1001 days (Conception to 2 years) is critical for your child's brain development. During this time, you (the parent/ carer) are crucial in supporting and developing your baby's brain.

For more information, click: [1001 days](#)

The developing brain is like a seed, with food, water and lots of love and attention, it will grow and flourish.

With little attention or over indulgence, the plant and similarly, the brain, will find it difficult to thrive. Pruning is healthy for plants and the brain. For a child, this means having rules and boundaries as it helps to make a child feel secure and helps them to deal with different situations confidently. Love, care, attention, fairness, sleep, fresh

air and diet supports healthy brain development and life-long skills.



Pregnancy



To help my brain develop well, please talk to me, sing songs, rub your tummy. If you can, get others to help you throughout the day and make sure you feel happy as this helps my brain to grow. Remember to keep your midwife appointments to make sure *you and I* are well, both physically and emotionally.



I'm here!

Hi mummy, it's so good to meet you. Now that I'm here, I still really need that close contact, like when I was in your tummy, so please cuddle me, talk to me, look at my face and smile and make faces and gentle noises, rub my skin and read to me, anything will do - see [baby brain development video](#). This helps me to feel safe and relaxed and is good for my brain development. If it can be you or daddy/ partner that mainly holds and feeds me, that will make me feel safe. If there are too many people, I may feel unsure and may cry.

If you need any information about feeding, sleeping, what's in my nappy, my health and your health, please see your Health Visitor. You can find online [Bexley Health 0-4 years](#) information and information about [Immunisations](#)



0-6 months

Did you know [routines](#) are very important to me as they help me to feel safe? As I get to know what is happening throughout the day and during the night, this helps me later on in life, like when I start school. I will learn that days are lighter, noisier and busier, compared to nights which are darker, calmer and quieter. Once I get used to this pattern, it will help me learn about routine and help me get a good night's sleep. If I sleep well, this will help with my learning in later life. You can read about [sleep](#) and [zzzzzzzzz!](#)

As I grow and spend more time awake, you are so important to me and you are helping me to grow, learn and develop. Just your presence, voice, attention and love will help me feel safe and secure and that feels amazing.



6-12 months

I am now ready to try different family foods at regular times throughout the day. Please see your Health Visitor and how to [eat well](#). Eating different textures helps me to develop muscles in my jaw and tongue which will help with my speech later on. I can also try and grab the food as this helps me develop independence in feeding myself and even supports my pre-writing skills! I learn to control my hands as I practise where to put my food; and my eyes and hands work together to develop coordination.



First tooth, first visit. Tips for brushing teeth, click [tooth care](#) and [baby teeth](#).

For a range of different activities to support my development, click: [play](#) and [play ideas](#) and [more play ideas](#). For community activities click: [Children and Family Centres](#).





Small amounts of time on my tummy helps to make my head, neck and back muscles strong. When lying on my tummy I can look at things around me. As I get a bit older I like to hold and drop things which helps me to learn about my body. I like to be with my parents and enjoy looking and listening to you, helping me learn how to be social. I really like lots of cuddles and this helps me to feel safe. I don't mind short periods away from you, but not too long as I feel

unsure. I also like to listen to stories and when I hear lots of words, this helps me learn language.

Let's
Play

What shall we do today?

Click [activities](#)

Now I am around 6 months, I like lots of floor time to practise rolling and moving and more toys to hold on to, anything will do, spoons, fir cones, soft brush, sponges. I like songs and different sounds.



Now I am over 6 months I can get around. I can also pick up small things and like to put them in my mouth. This is because I am finding out about things and use all of my senses. Please help me to be safe and remove any small items.

Babies will love exploring anything. You can pick up interesting objects in the pound shop or in your cupboards at home!

Babies will love to grab the items, explore them using their mouths, bang things together, roll, throw and experiment with sounds.

The possibilities are endless and it helps babies to learn about how things 'work' using their senses.



0-11 months

Help me with my learning and development...

Personal, Social and Emotional Development:

Making relationships: help me learn how to form relationships with others:	Self-confidence and self-awareness: help me feel good and learn about myself:	Manage my feelings and behaviour: learning and feeling emotions:
Look and give me time to copy the movements you make with your face, like when you poke out your tongue, open and close your mouth or open and shut your eyes	Spend time with me and let's look at different toys or items that I like best and talk with me about it	Tickle my feet, play with my fingers, touch my nose/ ears, this makes me happy and excited
Talk, sing or look at books with me and tell me about the pictures. Let me watch your facial expressions and listen to the sounds of your voice	Let me help, I can hold the packet of wipes or a clean nappy when you're changing me	Let me see your face and hear your voice when I am grumpy, tired or hungry, this helps me to feel reassured and safe
Give me lots of cuddles and keep me close to you/ partner		



Physical Development

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Put me on my tummy or back, on a soft mat or blanket, and let me kick my legs and move my head and arms	Stroke my cheeks or pat my back as you talk to me
Cover my legs with a crinkly blanket or piece of light, soft material so I can kick it off (move the blanket for me if it starts to move towards my head)	When my first tooth appears, introduce tooth brushing morning and night, I can have a go at holding the toothbrush
Put my favourite things by me so that I can reach out and touch it or try to hold it	We can go out together and get some fresh air whatever the weather

Communication and Language

Listening and attention:	Understanding:	Speaking :
Play "peek a boo" games with me. Use your hands or a scarf to hide your face	Tell me what you're doing as you're changing my nappy or getting me dressed	Have a chat with me by copying my sounds and babbling
Sing a song or rhyme as you rock or hug me	Talk about what you are doing so I hear lots of words	Show me my favourite objects and name them

For further ideas to help my brain development click [pregnancy 0-3 months](#) [3-6 months](#) [6-9 months](#)

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

I am one!



Wow, this world is so exciting, there is so much to see, smell, hear, taste and feel and I use all of my senses to find this out. This helps me find out about my body and what I can do. Can you help me, show me things and talk about what you are doing? I don't mind what I play with as long as you are with me to talk and play together. If we play together, I learn about other people, I am interested in other children as well. We can meet other parents and children at different activity groups, see what's on offer at the [Children and Family Centres](#).



Don't forget to book my [one/ two year check](#) with the health visiting team.

Now I am one, I want to practise using my body, crawling around, maybe pulling myself up on the sofa or table, moving from one place to the next, can you look for things that might hurt me and move them out of the way? I love going out to look at cars, animals, people, but don't want to be in the buggy for too long. If I can get out every now and again, this helps to keep me active and strengthens my body. Here is information about [community events](#) and [Bexley Family events](#).

I like to look out of the window and listen to different sounds, the birds, aeroplanes, dustcarts and you can tell me all about them. TV and phones are ok for very short periods, but I don't get a human response and being with people is the best way for me to learn how to talk and make friends. Access more [play ideas](#).





Can you hide things under a bowl so I can find them, can we sing songs and look at books, I might be able to point to things I know. I'm learning how to makes noises now and might say 'mamama', 'dadadada', I love talking with you and really enjoy it when you respond with smiles, wide eyes and talking back. I might start to feed myself, I like to use a spoon, but this takes a long time, so be patient! I might use my hands, as it's quicker!

Don't forget my two year development check with the Health Visitor, click [two year check](#)



I am over 12 months



I like to push big cars, build with big bricks, use large crayons or chinks on the patio or paper. I like dolls/ teddies, and everyday things like a flannel, brush, pans, plastic cups and plates. I like bubbles, filling and emptying bottles with water or pasta. You can fill water bottles with coloured water and glitter, just glue on the lid to avoid spillages.



I like playing with ribbon, large stones, twigs, looking in the mirror, singing songs and looking at books, simple puzzles, cars, animals, balls, everything is so much fun, but I don't always

know what to do with it all. If you can show me and talk to me about what we are doing, that will be even more fun. The stairs at home, or at our friend's home look great fun, can you come with me so I can climb to the top, I love something that looks a bit tricky, but need you to keep me safe.



8 - 20 months



Help me with my learning and development...

Personal, Social and Emotional Development

Making relationships: help me learn how to form relationships with others:	Self-confidence and self-awareness : help me feel good and learn about myself:	Manage my feelings and behaviour: learning and feeling emotions:
Share photos of special grown-ups with me and talk about them	Let me look in a mirror. Point to me and tell me that it's me in the mirror. Point to my nose, arms and legs and tell me what they are	Let me get my comforter or special toy when I'm feeling sad or tired
Let me meet special grown-ups and tell me their names	Give me cuddles and respond to things I do with eye contact and smiles	
Use gestures when greeting others or saying goodbye - waving and smiling		

Physical Development

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Let me splash my hands and kick my feet in the bath	Let me use my fingers to help feed myself
Give me a doll's buggy or large wheeled car to push	Let me try and hold a spoon so I can have a go at scooping food, maybe into my mouth

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Put my favourite toys on the floor so that I can crawl or bottom shuffle to them. Move them further away to give me a small challenge	Wash my hands before eating to help set good habits
Let me lift the flaps in a board book and share my excitement in what is behind the flap! Talk with me about what we can see	Let me help with washing my face, with a flannel, after eating
Give me dough so that I can squeeze or squash it with my hands or poke it with my fingers (this is helping me with pre-writing skills)	
At feeding, changing or bath times share finger play songs with me like "Round and round the garden"	

Communication and Language

Listening and attention:	Understanding:	Speaking :
Share stories with me at bedtime or when we're snuggled up on the sofa. Talk about the pictures or read the words	Hold my hands to help me make the actions as you sing songs, "if you happy and you know it, wave your hands"	Tell me the names of things as I pick them up to explore
Sing songs to me when you're getting me dressed or changing my nappy		

For further ideas to help my brain development click [9-12 months](#) and [12-18 months](#)

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

16 - 26 months

Help me with my learning and development...

Personal, Social and Emotional Development

Making relationships: help me learn how to form relationships with others:	Self-confidence and self-awareness : help me feel good and learn about myself:	Manage my feelings and behaviour: learning and feeling emotions:
Play copying games with me - ask me to copy you doing something fun, like banging a spoon on a drum (this helps me learn how to take turns, like what happens when you have conversations with others)	Share photos or videos of me doing things and talk with me about what I'm doing	Let me help you to share out the sandwiches and fruit onto plates, so that everyone has something to eat
	Use my dolls or teddies to show me how to pretend to look after a baby or use my cars to show me how to pretend to go on a journey. Talk to me about the things you are using and what you are doing with them	Talk to me about how I might be feeling and support me by giving me a cuddle if I am upset



Physical Development

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Give me a little bag to carry something in when we go shopping	Let me wash my hands and face by myself
Give me a bucket to put interesting things in when I'm digging in the mud	Let me try to put my boots on by myself
Give me rolling pins and cutters to see what I can do with them when I'm playing with the dough	Talk with me about why we need to wash our hands/ teeth so I learn the importance of getting rid of germs

Communication and Language

Listening and attention:	Understanding:	Speaking :
Talk to me about the sounds we can hear when we go to the shops or the park	Play games with me where I have to follow instructions like "roll the ball" or "throw the ball"	Show me and give me choices about what I can have to eat, like "yoghurt or banana"
Make the sounds of animals and things when you're sharing a book with me	Let me help you with unpacking the shopping by telling me to find different things like "find the apples" or "find the crackers"	

For further ideas to help my brain development click [18-24 months](#)

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

I am two



“Children learn as they play. Most importantly during play children learn how to learn.” O. Fred Donaldson (Pulitzer nominated author, and renowned play researcher)

Now that I am two, I am learning how to do things by myself, but I still need you to help me to learn, grow and develop by playing together.

Behaviour

Sometimes, I know what I want to do, but cannot explain things, or I do not fully understand what is happening. I can then get cross and cannot tell you why as do not have the right words yet. You can help me by giving me time to sort things out, or use distraction by changing what we are doing as this sometimes helps. There is information to help you with supporting my **behaviour** and for further **tips about behaviour**. Don't forget to give me a cuddle to help me calm down or when I have calmed down, I'm feeling a bit frightened and don't know what to do.



I like feeling good and well, but sometimes I might feel sad and not know why. The things that happen around me and how my grown-ups feel can affect my emotions. Positive

emotional health is important to help me feel safe, calm and happy, it is as important as my physical health. How I feel can also impact on things that happen later on in life, like learning at school, relationships with other people and how I feel when I get older.

Sign-up for [brain-building tips](#) and ideas. Find out more about how to recognise, understand and support your and my emotional health: [child health development](#), [supporting children's behaviour and emotional health](#) and [parents and mental health](#)



If I am at nursery or with a childminder, talk with them as they can give you some tips for supporting me at home. You can also find out more information about how to support me when I have a tantrum. There are workshops at the [Children and Family Centres](#), you can access information here: [Children and Family Centres](#)

You can read [more ideas for play and chat ideas](#) on websites.



[Make your own playdough](#)

You can access [Toilet training ideas](#) and [potty training ideas](#).

Don't forget my two year development check with the Health Visitor, click [two year check](#)



In early years settings (childminders, nurseries and school) there are three prime areas that help support the very youngest children; Personal, Social and Emotional Development (this is about me, my feelings and how I behave and my friendships and relationships with other people). Communication and Language (talking, listening and understanding). Physical Development (walking, running, climbing, balance, confidence, using my eyes and hands together, picking up small things, using a spoon, building with bricks). These areas of learning are all taken from the Early Years Foundation Stage Framework. You can see a [parent's guide to the Foundation Stage Framework](#). This will provide you with ideas and activities we can do at home.

Did you know that sharing and looking at books together every day helps me achieve better in my learning? Information about [looking at books](#) provides useful tips and the benefits. It will help increase my vocabulary and understanding and take me into imaginative new worlds! So let us explore books, go to [libraries](#), look at supermarket magazines, catalogues, cook books and leaflets! We can even listen to most books on line for example, [The Gruffalo](#).



For different visual play ideas for all ages click [you tube child development clips](#) and [more play ideas](#).

To support development, download this [Free App](#).



I am learning lots of language which will help me to talk with other children and people. It will also help me when I start nursery or school and in writing stories. For tips to support communication, you can access [speech and communication](#) and [talking](#).

If something does not feel right about my speech, please speak with our Health Visitor, GP or Early Years practitioner, nursery staff or our childminder. You can also pop along to one of the speech and language drop-in groups held at the [Children and Family Centres](#). Here are some ideas to [help me talk at home](#).

Access information online about [Keeping children safe and home safety](#).

Please take me out to local parks and woods for a walk, the fresh air and exercise is good for me and I can develop many skills such as balance, coordination, strengthen my muscles and develop my confidence.

Access information about [active play ideas](#) for suggestions.



Childcare



Do you know about Play 2 Learn funding? Have you checked to see if I am eligible for an early learning childcare place?

For more information and to apply for the funding, please click [Bexley Early Years Care and Education](#) and the [video link for information about the two-year offer](#).

You can also visit the [Childcare Choices](#) website and the [Pacey](#) website for more information about all funded childcare.

There are different childcare options available so you can choose the one that will suit me best. All childcare providers follow the Early Years Foundation Stage framework and are inspected by Ofsted. Here is the [video link for information about the two-year offer](#).

Childminder

A childminder would care for me in their own home with a small number of other children. The home from home environment will provide me with comfort and security as I explore new surroundings. This environment helps me to feel safe, especially as I am so little. I might also go on local trips to places like the park, the library, stay and play groups and visit other childminders.



Pre-School

A pre-school will generally offer short sessions which might suit me as I begin to leave you for the first time. It will ease me in to a group based childcare setting and learning environment where I can play, learn and interact with children of the same age.



Day Nursery

A Day Nursery will generally be open for longer hours meaning that I can attend for fewer days of the week but for more hours each time. This might help me settle into to a good routine. At Nursery (and pre-school) I will have a Key Person who will be the main person responsible for my needs throughout the day.

2 Year Health Check

At around 27 months, my Health Visitor will invite us along for a [two year check](#). The Health Visitor will check that I am developing and give health and development advice.

2 Year Progress Check

If I am at nursery, pre-school or with a childminder, they will also carry out a two year progress check. This is to make sure I am meeting all my learning and development milestones. It will be used as part of the Health check.

If there are any problems identified at either one of the checks, you will be given support and advice on what we need to do next. This is good because it will mean that it has been identified early and we will have lots of time to get support. You can also talk about anything that you are not sure about, to get some ideas or reassurance.



Heathy Eating

I am a very busy and active toddler who is growing fast. While I am so curious this is a great time to get me interested in lots of different, healthy foods. The following [nutrition website](#) and [children's exercise website](#) provides easy to follow information about how much I should be eating/ active play ideas, how to encourage me to eat if I am fussy, and foods that I might like to try. If you have any concerns about my eating, you can talk to our Health Visitor or we could visit our local [Children and Family Centres](#).

For lots of information about learning, behaviour and wellbeing for all age groups, you can access 'Parent channel TV' click [wellbeing, learning and behaviour](#)



22 - 36 months

Help me with my learning and development...

Personal, Social and Emotional Development

Making relationships: help me learn how to form relationships with others:	Self-confidence and self-awareness: help me feel good and learn about myself:	Manage my feelings and behaviour: learning and feeling emotions:
Make dens from sheets and blankets that I can play in with you or my friends	Make a box with different things in it, like glue and different types of paper, that I can choose from when I'm making a picture or model from boxes.	Talk to me about the order I need to do things in, like brushing my teeth or getting ready for bed
	When I help, remember to thank me and explain why it is helpful	Remember to give me a cuddle if I have had a tantrum, I usually can't remember what it was about and may feel confused and a bit scared.
	Give me praise when I have tried hard or listened to you, it helps me to learn how to be helpful	

Physical Development

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Play ball games with me	Let me help get lunch ready by cutting the cheese or bananas
Give me lots of ribbons that I can wave around me	
Let me try and dress my teddy or doll with different types of clothes, like coats, jumpers and dresses, and different types of fastenings, like buttons, Velcro and zips	

Communication and Language

Listening and attention:	Understanding:	Speaking :
Use sock puppets or toy people or animals when you're sharing one of my favourite stories or songs with me	When we're making a sandwich together tell me what you are doing so I know what to do	When we're playing with things, use new words to describe what I'm doing with them or to tell me what they are called

For further ideas to help my brain development click [2-3 years](#)

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education



Speech, language and communication

Did you know one of the biggest influences on my development is what happens in the home? It is what you do that is really important, particularly with helping me to speak and communicate.

While you may speak with me all the time, reading and looking at books means that I can listen to words and find out about many different things that I might not see and hear every day.

By sharing books with me and talking about what is happening in the pictures, you will help me develop my words and sentences. Many studies show that reading to babies and toddlers gives them a head start and helps to prepare them for school and later life. Here are some top tips for talking.



Look at this Facebook link to see how successful communication can be even before your child is using real words.



Screen time?

Some research suggests that 0-2 year olds should not have access to screens as it can affect their speech and communication. For children aged 2-5 years, limit screen time to short bursts – 15 minutes a few times during the day is much better than one long session. Please check that what I am watching or playing is suitable for my age.



Dummies/soothers

Should I have a dummy?

See page 21.





English not your home language?

It is fantastic to be able to speak more than one language!

DID YOU KNOW?

- ▶ It is fine to speak more than one language with your child
- ▶ Use the language you are most comfortable speaking - you do not have to speak English at home, even if your child is going to a school or nursery where English is spoken. Your child will quickly learn English when they start nursery/school, particularly if they are already fluent in your home language
- ▶ Don't worry if your child responds in another language! Continue to speak in your chosen language/s with your child. If they respond, the message has been understood!
- ▶ Your child will learn English more easily if they have a good knowledge of their home language
- ▶ Some bilingual children will have speech, language and communication needs, just like children who are learning one language



TRY TO

- ▶ Share stories and traditions from your country with your child's preschool/school
- ▶ If you speak more than one language, use both languages but at different times
- ▶ Children need opportunities to practise their languages by listening and responding to other people
- ▶ Have fun with rhymes and songs in your home language
- ▶ Share books, look at the pictures and talk about what is happening in the pictures - it doesn't matter what language the book is written in



If your child is struggling with communicating in their home language, then talk to your Health Visitor, Preschool Staff, GP or contact your Speech & Language Therapy Team on 0203 004 0092.

Bexley Children's Speech & Language Therapy Service

Follow us on Twitter: [@BexleySLT](#) #bexleybrightideas



Television, screen time and children's speech & language development

DID YOU KNOW?

Used in the right way at the right time screen time can be beneficial, but too much can be harmful to children's early communication development, particularly very young children.

Balance is the key – children's communication skills develop more quickly by physically playing with toys and interacting with you and those around them, rather than watching or playing on screens.

How much screen time should my child have?

- ▶ 0-2 years - some research suggests children should not have screen time except for "video chatting"*
- ▶ 2-5 years - balance screen time with other activities that are good for your child's development, like physical and creative play, sharing books and socialising. A few short periods of screen time (15 minutes) during the day is much better than one long period



Reference: *OECD, *Impacts of Technology Use on Children*; F Gottschalk 2019

TRY TO

- ▶ **Check programmes/activities are appropriate for your child's age** (eg. You Tube/ TV/ Films) - we don't want them watching things which may upset or distress them
- ▶ **Turn the TV off when no one is watching and at meal times** - constant background noise can distract you and your children from other family activities
- ▶ **Be with your child when they are watching TV or playing on a screen** - you will help develop their vocabulary (words they are using) by talking about what you are both watching or doing
- ▶ **Avoid screens before bed and don't have them in your child's bedroom** - using screens before bed can affect how easy it is for your child to get to sleep.
- ▶ **Have 'tech free' times as a family** - all screens are put away and you can enjoy shared activities as a family together
- ▶ **And don't forget** – if we are trying to reduce our child's screen time, we also need to check how much time we spend on our phones and iPads!!



Concerns about your child's speech, language or communication skills?

Please talk to your Health Visitor, Preschool Staff, GP or contact your Speech & Language Therapy Team on 0203 004 0092

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Dummies, bottle teats and children's speech & language development

DID YOU KNOW?

Overusing a dummy or bottle teat can affect a child's speech and language development as well as their teeth!

It can:

- ▶ limit tongue movements which may mean your child talks late
- ▶ change the pattern of tongue movements making speech sounds unclear
- ▶ cause a gap between the upper and lower front teeth which may lead to a lisp
- ▶ make it difficult for a child to swallow and make them become more 'dribbly'



TRY TO

- ▶ Use a flat teat rather than a round shape teat as this is likely to cause less damage to the position of the teeth
- ▶ Gradually reduce the amount of time your baby has the dummy
- ▶ Get rid of the dummy at around 12 months or sooner - if needed after this time, make sure it's for sleep time only
- ▶ Never dip the dummy into anything sugary
- ▶ Never use a bottle as a soother
- ▶ Remove the dummy when your child is trying to talk - imagine trying to talk yourself with something in your mouth!
- ▶ Choose the right time for your child to give up their dummy, not when you are under pressure or your child is unwell
- ▶ 'Send' the dummy to Father Christmas or the Easter Bunny - this can work well!
- ▶ Praise your child when they give up the dummy
- ▶ And finally: Once the dummy has gone, don't be tempted to give it back!



Concerns about your child's speech, language or communication skills?

Please talk to your Health Visitor, Preschool Staff, GP or contact your Speech & Language Therapy Team on 020 3004 0092

Bexley Children's Speech & Language. Follow us on

Twitter: @BexleySLT #bexleybrightideas



	6 months	1 Year	18 months	2 Years	3 Years	4 Years	5 Years
Chat	I make noises, cry, gurgle, babble, coo, move tongue.	I make repetitive sounds - mama, dada, baba and use recognisable single words.	I like to explore toys and objects that look interesting. I will use more single recognisable words and may start to put words together.	I am starting to put words together, "bye-bye daddy".	I am putting 3 or more words together.	I am asking lots of questions to help me make sense of the world. When speaking I am including words like; because, and, like, if.	I am speaking using adult like sentences and I can explain things and talk about my experiences. I like to pretend to be other people and make up stories.
Listen	I like looking at your face when you talk, sing, make sounds.	I move my head towards sound and my name, wave when someone says "bye-bye". I look at things you show me.	I will watch you as you hold things out to me, or point to things. I can understand simple phrases, "change nappy".	I can understand simple questions, "where's teddy?" When looking at a book, I will name or make the sound of things. I join in with actions of songs and sing some of the words.	I can remember and join in with songs and phrases in books. I like it when you change voice for characters in books. I can follow simple instructions and find things when you ask "where/ what is.....?".	I can talk about and answer questions about a familiar story. I can follow instructions if I am not busy playing. When you ask me questions, I can answer you.	I can understand more complicated information and follow more complex instructions
Join in	I sometimes smile at you when you smile. I like to look at the pages in a book when shown.	I am starting to take turns in conversation - listening and looking at you when you talk and when you stop, I will babble/ make noises. I can move my body when I hear music.	I can point to objects or find them when you say familiar things. I enjoy playing peek-a-boo and singing rhymes with actions.	I enjoy pretending, using a phone and chatting, making you tea with a cup. I copy phrases you say "oh dear", "all gone".	I enjoy and join in with real conversations. I like to use objects and gestures to help you understand.	I enjoy playing games with others and making up games. I can tell you things that happened yesterday and what might happen tomorrow. I can use lots of words about things that interest me (galaxy, space) and enjoy hearing new words (infinity).	I like you to use lots of new words and talk with me about what I am doing or what I have done.

You can get more talking ideas, talking suggestions, and a you tube rap 'reading' example online.



30 - 50 months (2.5 - 4 years approx)

Help me with my learning and development...

Personal, Social and Emotional Development

Making relationships: help me learn how to form relationships with others:	Self-confidence and self-awareness: help me feel good and learn about myself:	Manage my feelings and behaviour: learning and feeling emotions:
Let me build things with my friends using big cardboard boxes and pieces of fabric	Let me help you match the socks together	Let me try and dress myself or dress up and pretend to be a nurse, doctor, firefighter, mum or dad
		Explain to me why I cannot do things like run around the supermarket

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education



Physical Development

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Let me practice using children's scissors to cut dough, cooked spaghetti or paper	Make sure I brush my teeth twice a day
Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box	

Communication and Language

Listening and attention:	Speaking:	Understanding:
Play listening games with me like "Simon Says..." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car	Talk to me about things we did or places that we went to yesterday	When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need
Make up silly sentences with me where each word begins with the same sound as at the start of my name, Daniel drives a digger with his dog eating doughnuts!	Ask me what where I may like to visit and why	When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."

Literacy

Reading	Writing
Read signs to me when we are out and about, on lorries of shop fronts	Tell me what you're writing as you write a shopping list
Let me read and share my books with you	Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself
Let me choose my own books when we go to the library and collect free magazines from the shops	
Set up a pretend shop where I can read the labels on the packets and boxes	
Read a recipe to me as we're making dough	
Borrow a story sack from nursery/childminder for us to investigate, read, and make up stories	

Mathematics

Numbers	Shape, space and measure
Make a train shed with numbers on so that I can match my trains into the shed with the same number on	Let me build from cardboard boxes or wooden bricks. Use words like "long" or "tall" to describe my model
Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down	Go on a shape walk inside or outside to find things which are the same like "circles" or "spheres"

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

Understanding the World

People and communities	The world	Technology
Take me out to different places where we live, like the fire station or the library	Let me explore mud, rain or snow	Let me press buttons, like on the pelican crossing or the doorbell at our friend's house, to see what happens
Find out about community events and Bexley Family events .	Plant seeds with me in a pot or in the garden	

Expressive Arts and Design

Exploring and using media and materials	Being imaginative
Let me use my paints to mix up my own colours	Help me to use some of my toys to make up a story
Wrap up objects/ boxes using paper, scissors, string or cello tape and have a party	Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I'm pretending to be somebody else or going on an adventure
	Change the ending of stories or create new ideas

For further ideas to help my brain development click [3-4 years](#)

For more ideas and resources to support literacy, click:

www.booktrust.org.uk

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

3-5 years



Applying for a Bexley Nursery place is available online from January. You can also apply for Bexley Schools from September, using the website.

WHAT IS SCHOOL READINESS?

School Readiness is about developing a confident attitude towards learning. Children learn mainly through play and it is the best way to allow children to explore the world around them and prepare them in being 'ready for school'.

I feel very excited about starting nursery/ school, but I also feel nervous and unsure, what will it be like, what if I miss my family, where are the toilets? My family may also feel excited, but nervous, hopefully all of the information you are reading will help us with this next step. Remember, as my mum/ mummy/ dad, daddy, you have helped me to get to this stage with all the things we have done together and you will continue to help me with learning, even when I start nursery/school.

You can access information about [starting school](#) to support me.



Can you encourage me to:

- ▶ Be sociable with other children and adults.
- ▶ Talk about things I like or dislike, my feelings and emotions (using pictures or stories).
- ▶ Ask open questions (what, when, why, how) and wait for answers. Extend my thinking – why do you think that happened? What could have been done differently? What would have happened if?
- ▶ Be active (running, jumping, dancing every day) and healthy (making healthy food and drink choices, understanding that bedtime routines are important so that I am not tired in the mornings).
- ▶ Be independent (dressing and undressing myself, using the toilet – flushing, wiping myself and washing my hands unaided, wiping my nose, using a knife and fork, opening up the boxes of food in my lunchbox etc).
- ▶ Tidy up what I have used and help me to follow instructions and understand the need to follow rules to keep me safe.
- ▶ Be able to take turns and share fairly.
- ▶ Explore the environment around me (looking at nature, seasons, weather etc).
- ▶ Develop interests, fascinations and a curiosity to learn.
- ▶ Develop a love of books, rhymes and songs. Encourage me to join in with repeated phrases, to make predictions about what will happen next, to make up my own stories, to find words that rhyme and sing a variety of different songs.
- ▶ Develop my creativity – exploring messy play (paint, cornflour, playdough), drawing and painting, using colours for particular purposes, cutting (with scissors) and sticking.

I will be one of about 30 children, so all these skills will help me to be successful in the classroom.

The Early Years Foundation Stage Framework (EYFS) sets out the learning and development stages for children as they grow from birth to five years. For more information, visit [the Ofsted website](#)

The framework is divided into seven areas of learning. The three prime areas are the most important areas of learning in the first three years of life:

- ▶ 'Communication and Language' which is subdivided into 'Listening and Attention', 'Understanding' and 'Speaking'
- ▶ 'Physical Development', which is subdivided into 'Moving and Handling' and 'Health and Self-care'
- ▶ 'Personal, Social and Emotional Development', which is subdivided into 'Making relationships', 'Self-confidence and self-awareness' and 'Managing feelings and behaviour'

The four specific areas, through which the three prime areas are strengthened include:

- ▶ 'Literacy', which is subdivided into 'Reading' and 'Writing'
- ▶ 'Mathematics', which is subdivided into 'Number' and 'Space, Shape and Measure'
- ▶ 'Understanding of the World', which is subdivided into 'People and Communities', 'The World' and 'Technology'
- ▶ 'Expressive Art and Design', which is subdivided into 'Exploring and using media and materials' and 'Being Imaginative'

There is further information online about the [different areas of the early years curriculum](#) and [more curriculum information](#) is available.

Here is information about (free) [funded early year's entitlements](#) for 2, 3, 4 year olds.

Visit [Childcare Choices](#) for more details and for Tax Free childcare savings.



40 - 60 months (3.5-5 Years)

How can you help me with my learning?

Personal, Social and Emotional Development

Making relationships: help me learn how to form relationships with others:	Self-confidence and self-awareness: help me feel good and learn about myself:	Manage my feelings and behaviour: learning and feeling emotions:
When we go to the park ask me what we can do there or what things we see growing there	Let me tell you how you can help me when I'm making something	Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing
	Give me lots of praise when I learn and new skill, or when I am helpful	

Physical Development

Moving and handling: (developing muscles and body control)	Health and self-care: being healthy and looking after myself
Play games with me like football, basketball or throwing balls into bowls or boxes	Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables
Get me to thread plastic bottle tops with holes onto string or shoe laces	Dance with me when we hear our favourite songs

Communication and Language

Listening and attention	Understanding	Speaking
Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue"	When we're sharing a story together ask me why I think something has happened or what might happen next	When we're sharing a story ask me how I think the story might end
		Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat"
		Play "I spy" with me
		Use different voices, like loud voices or squeaky voices, when we're telling stories

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

For further ideas to help my brain development click [4-5 years](#)

Click [songs and rhymes for all different ages](#)



Literacy

Reading	Writing
I really enjoy looking at books with you, you can read to me or just talk about the pictures	Make a pretend shop with me and let me write the price lists. We can write a shopping list too.
Let me 'read' to you and ask me interesting questions about the story	Make number plates with me for my cars
Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories	Make a photo book of our family or when we went to the park and let me write my own words in it
Make and play games with me that use letters or words	
Play games where you give me an instruction like "Can you j-um-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action	
I have favourite books – ask me about them. Can we find any words that rhyme and add other rhyming words? "Rebecca drives a double decker"	

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

Mathematics

Numbers	Shape, space and measure
Plan a picnic with me and let me decide how many sandwiches and bananas we will need	Let me sort out the pairs of shoes so that they go from small to big or big to small
Make a number line with me using different numbered birthday cards	Let me make patterns with buttons or lids, like "big, small, big, small", or using colouring pens we can make colour patterns, "red circle, yellow circle, red circle..."
Play number snap or bingo with numbers that we've cut out of a magazine	Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair"
Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages"	Let's look for shapes when we're out, triangular road signs, round wheels, diamond window patterns

For more ideas and resources to supporting early reading and writing

click: www.booktrust.org.uk

www.thecommunicationtrust.org.uk

www.literacytrust.org.uk/early_years

www.readongeton.org.uk

Understanding the World

People and communities	The world	Technology
Let me help you find the things we need in the shop	We could make a simple map to show how we get from our house to nursery or the library. We can draw or take photo of what we see like a bus stop or post box	Let me listen to a story or a song on our radio, CD player, app or website
Let's have a pretend party for my dolls and teddies and picnic on the floor or outside	Draw a road for my cars or a track for my trains with me on a big piece of paper	Let me take photos of my favourite toys, special grown-ups or when we walk to the bus stop
We can write a letter/ card and post it together	Let me help you water the plants	We can change the batteries in toys together
	Make coloured ice cubes with me and let me use them to paint with	

Expressive Arts and Design

Exploring and using media and materials	Being imaginative
Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car	Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor
Sing and dance with me to my favourite songs	
Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle"	

For further ideas to help my brain development click [4-5 years](#)

Click [songs and rhymes](#) for all different ages

Ref: [What to expect, when?](#) Oct 2018, Action for Children and Department for Education

Is my child ready for nursery/ school?



Ideas:

- ▶ Have you left your child for short periods of time with another familiar adult?
- ▶ Have you given your child opportunities to follow different instructions, to develop their independence? For example, can you get your jumper, it's under the bed, and then put it on?
- ▶ Do you play games with your child, sit together at meal times, read stories and play together, to help concentration?
- ▶ Do you give your child opportunities to talk about their feelings, share their thoughts and ideas and have conversations with them?
- ▶ Do you ask your child questions, such as their full name, age, birthday and talk about their family, pets, where they live, and what they like doing?
- ▶ Do you provide occasions when your child can play with other children, so they can join in with games and play cooperatively so they learn how to be kind, helpful, share and take turns?
- ▶ Do you have home/ outdoor rules and do you help your child to understand them? Do you help your child learn consequences, for example, if you take someone's toy, they will be upset? If you climb on the sofa, it may get damaged or you could fall and hurt yourself?
- ▶ How do you help children learn how to be safe, do you talk with them about crossing roads, stroking animals, using playground equipment, such as slides and climbing frames safely?
- ▶ Do you talk to your child about what they are playing with and ask them questions, for example, explaining what they are doing/ have done/ made?
- ▶ Do you ask your child about what is happening around them (weather, traffic, changes in seasons, other people, yesterday) and talk about it, ask questions and notice how other people are feeling?
- ▶ Do you regularly look at books/ magazines/ catalogues/ cards with your child, do you both talk about the pictures, talk about the letters or words, get them to join in with the story or guess what it happening?
- ▶ Do you encourage your child to listen to you and help them to respond as you would like, when you have asked him/ her to stop doing something? Do you give lots of praise, 'well done, good listening, that's fantastic, your so clever, kind, helpful'?
- ▶ Do you encourage your child to tell you if they need the toilet, if they need a drink or if they are hungry, do you ask your child how they are feeling and get them to explain why they feel sad/ happy?
- ▶ Do you give your child time to get dressed, let them go to the toilet and wash their hands, open boxes (like a lunch box, packaging), help with tidying up and know where to put toys when finished?
- ▶ Do you help your child to look after things, help with recycling, sorting the washing, putting away their toys?
- ▶ Do you give your child chances to draw on paper, chalk on the ground, paint with water, practise the letters of their name, draw squiggles, shapes and numbers?
- ▶ Do you look at photo's together and talk about them?
- ▶ Do you have lots of cuddles and kisses and tell your child how wonderful they are?

Even more website play ideas!

Please take the time to complete a short 2 minute survey feedback.

The information offered in this resource is designed to provide helpful ideas to support home learning. References are provided for informational purposes only and websites listed may change.



If you would like the information in this document in a different format, please call 020 8303 7777 and ask for Communications
The reference to quote is: 607685/5.20