

This leaflet has been produced by Babcock LDP in conjunction with your local Children's Centre. and is based on advice from the Early Years Foundation Stage framework.

Your Children's Centre can provide further help and advice on supporting your child and provides activities and groups for parents and children under 5.

Your local Children's Centre is:

Whipton Children's Centre

Hill Lane

Whipton

EX1 3JP

Tel: 01392 464754

Email: exeterchildrenscentres@actionforchildren.org.uk

Website: www.surestartexeter.org.uk

Useful websites

www.foundationyears.org

www.talkingpoint.co.uk



Your Preschool child



This leaflet is to support learning at home

Your Child's Personal, Social and Emotional Development

From the age of two, your child may become more interested in other children, and enjoy spending time alongside other children. It is a good time to widen your child's social circle through visiting different groups, and maybe starting childcare. At home, give your child opportunities to meet other children and families. Your child will gradually become more confident at talking to other children and adults and may want to play with other children and make friends. At first they will prefer to play alongside each other before learning to play together and share.

Your child will now have their own preferences and interests and it is important to give children opportunities to express them. They are also becoming more independent and it is helpful to enable them to do things for themselves eg putting on their own coat and shoes, knowing that you are there if they need you.

Top tips

- Show that you value your child's choices and interests by talking about them
- Give children specific praise for what they have done, and how they have approached a task or situation eg 'I like the way you have kept going until you finished your picture' rather than saying 'Good girl/boy' as this makes it more meaningful for your child.
- Give your child small tasks to carry out with you eg helping to carry some shopping, dusting
- Make coats and shoes available at child height so that your child can access them independently.
- Expand your child's experiences by trying new activities and visiting new places.

- Foster a 'can-do' attitude by encouraging safe risk-taking eg climbing a low tree.
- You can start to extend the words you use to name feelings eg sad, happy, cross, lonely, scared, worried so that your child can recognise and talk about how they feel more confidently.
- Your child will view you as a role model so show your child how to be kind and fair.
- Talk conflicts through with your child and model negotiation. Listen to what your child tells you and encourage them to find solutions.
- Help children to make things better when they have upset someone, rather than insisting on saying 'Sorry'.
- Model how to label and manage your own feelings eg 'I am feeling a bit angry and I need to calm down so I am going to'
- Keep to consistent routines and boundaries as this helps your child feel secure.



Communication and language

Your child will now be developing a wider vocabulary and be able to use more words to express themselves. Your child is still learning language at a tremendous rate and will probably love stories, songs and rhymes. They may be able to concentrate for longer periods but will still find it difficult to attend to more than one thing when they are engrossed. They will still need time to process what you say.

Top Tips

- Keep background noise to a minimum, and have at least one period of 20 minutes without radio or TV per day when you can concentrate on playing and talking with your child.
- Find a good book of songs and rhymes from the library or bookshop to give your child experience of a range of songs.
- Enjoy rhyming activities together by repeating favourite rhymes and making up silly words.
- Make stories, songs and rhymes even more fun by using silly voices, toys and puppets to bring them to life. Encourage your child to join in with you- it will be fun for both of you.
- Talk about stories and TV programmes at your child's level, and encourage your child to talk about what they see and hear.
- Keep instructions clear and simple and give your child time to understand what you say.
- Get your child's attention by moving closer, looking at them and saying their name before asking them to do something.
- Use all experiences as opportunities to talk together and expand your child's vocabulary eg trips to the shops, walks outdoors, cooking etc.

- Describe what your child is doing eg 'I can see you are giving teddy a cup of tea' rather than asking lots of questions as it will encourage your child to talk more.
- Use the 'Rule of thumb' – no more than one question to four statements and use open questions such as 'What are you doing there?', 'How do you think that works?' so your child has an opportunity to use their own words.
- Repeat back what your child says and, as your child builds up their language, add new words and start to make your sentences more complex.
- Encourage your child to enjoy imaginative play by providing simple dressing up clothes eg hats, scarves, bags and pretending to be characters from stories and TV.



Physical Development

Your child will be becoming more confident in their movements and will enjoy lots of opportunities to move freely both indoors and outdoors every day. You can support your child by helping them to tackle new challenges, and take risks in a safe environment.

All children develop at different rates and will gain skills at different rates. Some children may be very confident at gross motor skills such as running and climbing whereas other children may show a preference for fine motor skills such as using a crayon or child scissors.

Top Tips

- Make sure your child has periods of activity throughout the day to use their energy and develop their muscles. Balance these with quiet periods when your child can rest and relax.
- Develop an active lifestyle by walking, when possible, or teaching your child to ride a bike or scooter.
- Give your child experiences of different surfaces and levels eg grass, gravel, sand, smooth floors. Children love running up and down gentle slopes and rolling down banks and sand-dunes.
- Play games such as 'Hide and Seek' and 'Follow my Leader' in the garden or park.
- Talk about your child's movements and ask questions to set challenges such as 'Can you step on all the stepping stones?'
- Use stories and imaginative play to encourage moving in different ways eg wriggling like a snake or hopping like a frog
- Explain the need for safety rules eg 'We keep the scissors in the drawer as they are sharp'.
- Have fun with music and dancing. Use a variety of styles of music from different cultures and add scarves and instruments to make it even more fun.

- Give your child lots of opportunities to repeat actions over and over again when learning a new skill
- Use equipment appropriate for the stage of the child eg when learning to catch a ball start standing close with a large, soft ball and gradually progress to moving further apart with smaller balls.
- If your child is keen on throwing, make a target area such as a box or circle on a wall to aim at.
- Develop your child's manipulative skills by providing fun activities such as playing with dough or clay, cooking, painting,, construction toys, small world toys, collage, threading and posting toys and dressing dolls
- Let your child use a range of equipment such as crayons, paintbrushes, rollers, triangular pencils to make marks.
- Be aware that children often use both left and right hands to hold spoons and tools until they establish a dominant hand. Give them time to show you which hand they prefer, and if needed, provide left handed tools such as scissors.
- Develop your child's independence by encouraging them to do up their own zips and buttons when dressing and gradually taking on more responsibility for their own dressing as they become more confident.
- Encourage your child to wash and dry their own hands on their own by having soap and water available, and a small step so they can reach the sink.
- Make toilet times more independent, too, by using special child seats and stools so they can use the toilet on their own, with adult support if needed.

