

## Transition Guidance for the EYFS

Key principles for smooth and effective transitions

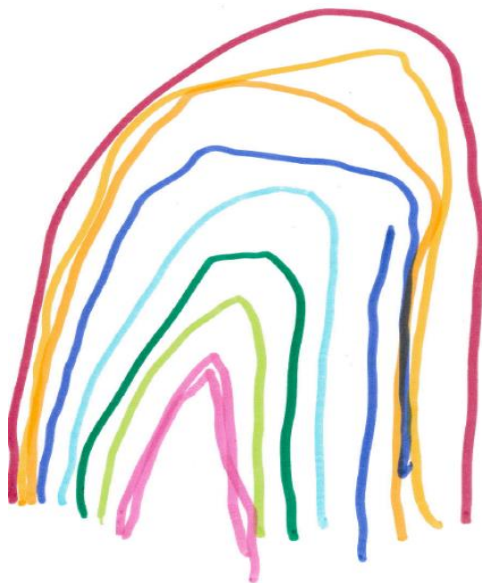


**“Anyone working with or for children should  
do what is best for each child.”**

(Article 3 of the United Nations Convention on the Rights of the Child)

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We know that happy, well settled children learn better and have higher well-being. Children need support to adjust and move from place to place and person to person. If we hold children in the highest regard and place the highest priority on their needs, then a transition plan that caters for their needs is essential.

*'I will be fine starting school because I have my friend, Elsie.'*

*Emma, 4 years 1 month*

Throughout this document the term “teacher” will be used to refer collectively to all practitioners and teachers working in the early years sector.

## Transition

The process of a smooth and effective transition in the EYFS is essential and our commitment to a robust transition remains a priority.

Our main focus is to build trusting and nurturing relationships with children and their families, and the well-being of children is paramount. The EYFS Principles - the unique child, positive relationships and enabling environments - will continue to frame our work and underpin this guidance for transition. The well-being of all children will be our starting point, as always.

It is important that we come together as a sector, including all professionals working with children in the early years, to support this process and each other. We need to ensure well-being is strong within ourselves and our teams and that we have effective mechanisms in place to recognise when colleagues need our support.



The main aim of this document is to support all early years teachers with advice on effective transitional practice that will support children and families during this time. The guidance is relevant for all transitions - for children moving from home, registered settings, and nursery classes into schools, for children moving into reception classes and also children at the end of the Foundation Stage moving into Key Stage 1.

### **What is transition?**

For the purpose of this document, transition refers to any changes in a setting/provider that a child may experience, in particular the transfer for a child into school. Transitions are an inevitable part in every child's journey and are to be treated as a process rather than a single event. Transitions are ongoing and will require more time for some children and families, as well as a range of approaches.

### **Why is transition so important?**

A smooth and effective transition will pave the way for a successful start in a new setting. A child that is supported to feel happy and confident during transition will be able to engage with other adults, make new friends, play happily, and thrive. A child with high levels of well-being will be motivated, curious, open to new ideas and ready to learn. This is what we want for everyone.

*“High quality transitions recognise the importance of feeling ‘known’”  
Birth to 5 Matters, pg 16-17*

## A Positive Transition

For a calm and meaningful transition positive experiences are essential. Discuss how this will work best with your team, children, and families. The aim is for all staff to have quality time with the children to promote positive relationships. This time will also allow for children and families to familiarise themselves with the environment and everyday practice and routines.

For Nursery, ensure that all children are in full time by mid-September.

For Reception, ensure that all children are in full time within the first 7 school days of term.

In some instances, you may need a personalised plan for the child and family, this should be co-produced to meet the child and family's individual needs.

*'I am looking forward to new toys and doing cooking with my teacher. I might be scared of new hallways.'* Pippa, 3 years 9 months.

Transition for children is not a one-off event, it takes time and should be robust, supportive, and sensitive whilst acknowledging the unique child, their situation or needs.

Ideally, the process should include (as applicable):

- home visits or settings visits,
- stay and plays this is an exciting time for new parents to meet their child's teacher and other staff members, as well as seeing their child's new setting. It is also important that children visit their new setting with their parent/carer in order to play and to feel welcome, happy, and build relationships.
- handover of information from previous settings and outside agencies, including any safeguarding information where applicable
- a gradual increase in hours for those children requiring more time to settle
- opportunities for children to explore their new environment, build positive relationships with key adults and make friends
- a parent induction information session to share key messages and supportive documentation.

A child who has had a successful transition will feel settled, happy, secure, and confident in their new environment.

## Inclusion in the transition process

To ensure all children and families are included in the transition process the guiding principles of The Unique Child and Positive Relationships must underpin practice and approaches.

### **Children with Special Educational Needs or Disabilities (SEND)**

A child's transition from a setting or home to school can be an anxious time, particularly if there are additional needs regarding their development of speech and language and communication, health and physical needs, or general development. Periods of change can be made less daunting if parents/carers views are respected and they feel that they have made a valued contribution to what will happen when their child moves to a new setting.

For these children and families, ensure that the following takes place:

- Opportunities for discussion with the school and other professionals including the school/ setting SENCo.
- Outside agency reports and records are passed on to the school or new setting.
- Medical care plans and any relevant adjustments are discussed.
- Additional visits are arranged at the school as well as any additional support such as a new visual schedule or tailored induction plan to ensure a smooth transition.
- Home visits for all children.

### **Children who are Multilingual Learners.**

It is important that the transition and induction processes recognises and values linguistic diversity.

The communication skills of children for whom English is not their home language will vary. Children who are Multilingual Learners will have different levels of fluency within their home language and the level of this must be identified as part of the transition process. Please note that children who are learning English as an additional language may have additional needs, but being a multilingual learner is **not** a special educational need.

Children will be at different stages of learning English and one or more other languages. Teachers should ensure they find out as much as they can about a child's home language, their prior language experience, and any previous education. Parents must be consulted as a priority; they are a key source of information.

Teachers should communicate to parents that fostering a child's development in their home language significantly supports the acquisition of English language skills, and that the child's home language should be used and valued in school.

Teachers should have confidence in what the child knows and understands, both in their home language and in English.

The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on spoken language for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language or preferred method of communication. For children to grow in confidence, and hence demonstrate their embedded learning:

- Their environment must reflect their cultural and linguistic heritage.
- Their learning be supported by a wide range of stimuli, resources and experiences.

## Transition Meetings

### **Nursery to Reception**

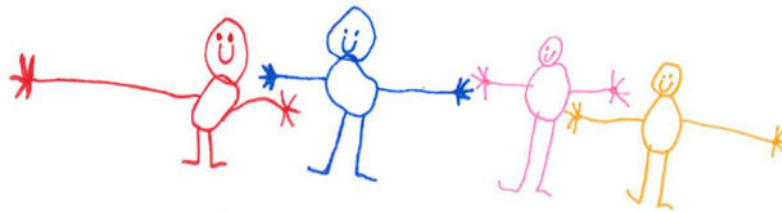
Transition event to be hosted at D'Auvergne School on Wednesday 10th June 2026, 3.30pm – 5pm. Please ensure Reception teachers are seated at their allocated desk for a prompt 3.30pm start. Nursery Transition Summary Forms from registered Early Years Settings must be completed to hand over at this event.

### **Childminder/ Nursery to Nursery**

All Nursery teachers/childminders must contact the new setting/school. Conversations to support a smooth and effective transition must take place. Visits to settings to meet children and staff are key to this process. The Nursery Summary Form must be completed by all registered Early Years Settings to hand over to the new setting.

## Transition meeting with the Early Years Inclusion Team (EYIT)

For children supported by EYIT, additional meetings will take place. Should you require further information, please contact Cat Farnon ([c.farnon@gov.ie](mailto:c.farnon@gov.ie)).



### Points to consider for the transition discussions.

To ensure the well-being, attachment, play and learning needs of every child are met, transition conversations and plans that are well thought out and given time will be essential in your practice.

Aspects to include:

- the well-being of the child
- the child's developmental and learning needs
- the family and home situation
- any SEND or individual needs such as prematurity
- attachment needs and any early trauma - especially in connection with change and transition
- support and partnership of parents and carers
- support and partnership of other agencies involved
- paperwork and sharing of information - including handover of information and papers (see guidance at the end of this document)
- progression and expectations of child during transition

## Nursery Transition Summary and Prime Area Developmental Milestones forms

Key workers in registered nurseries need to complete the Nursery Transition form for all children moving on from a registered setting, this gives a detailed profile of the child. Please also consider the child's Well-being and Involvement ensuring that teachers have the relevant information to plan for the child's successful start in their Reception or nursery class. Once completed the form is to be given to the Nursery or Reception teacher in the new setting.

The Prime Area Developmental Milestones form includes statements that support child development, it is based on the areas of learning and aligns with Birth to 5 Matters, supporting you to document children's progress. This form does not have to be handed over to the new teacher however can be useful to support your own understanding and transition discussions.

The Nursery Transition Summary Form and the Prime Area Developmental Milestones forms are both included within this guidance.

## Supporting parents with transition

Communication between settings and parents and carers is essential to effectively involving parents and carers in the transition process. Parents and carers are their child's primary adult and listening to what they can tell us about their children and recognising their wealth of knowledge, will help best support children and families. Positive transition develops a shared understanding and an equal partnership between settings and families.

Respecting and understanding a child's ethnicity, language, and community, and offering them familiar sights, sounds and experiences will help them to settle. Joining a new setting can be a daunting experience for parents and carers. Parental engagement is supported by building positive trusting relationships that allow parents to feel welcomed into a new setting so that they, in turn, can reinforce positive messages to their children.

Parents and carers want their child to be happy and successful at school. They want to know that settings will:

- ensure their child is safe and nurtured,
- value the learning from home,
- respond to, and value, children's cultural background,
- respond to the individual needs of their child,
- get to know their child and embrace their uniqueness.



*'It's always an apprehensive time leaving your child in a new environment, but she seems more than ready.'* Jessica, Mother of a 3-year-old

## Home visits

The benefit of home visits as part of a successful transition are not to be underestimated and every effort should be made to ensure these are carried out.

A home visit allows for:

- teachers to get to know the child through interacting and spending time together,
- parents/carers to meet with teachers in the safety and comfort of their own home, for some parents/carers this is preferable,
- children to see their new teacher in their own home which reassures them that this person is trusted and welcome,
- teachers to understand the family and their home situation, therefore understanding better how to support the child once they start in their new setting,
- teachers to have a better understanding of a child's interests and everyday experiences,
- any paperwork to be completed together.

## 3 Year Integrated Review

If you are teaching in a pre-school or Nursery class, please encourage all families to take up the offer of the 3 Year Integrated Review. Through this contact at age three, any unidentified or newly emerging need can be discussed, and referrals (if necessary) can be made to other services and agencies. Through the review this can be done alongside parents and nurseries and with consent, whilst the child is still of non-statutory school age.

Together everyone can contribute to children meeting their growth and developmental milestones to ensure they are ready for next steps. The reviews are also an opportunity to celebrate the unique child highlighting successes from their earliest years together with parents and Early Years settings. The information from these reviews supports early intervention, induction and transition for children and families.

## Nursery hours

### School Nursery Classes

Please note the information below applying to school Nurseries:

- children starting in school Nursery classes will receive a home visit, followed by a positive transition
- the full 30 hours are there for all children to access in a timely and appropriate manner,
- children who are ready to access full time hours (30 hours) should be able to do so promptly. There is no set date sent from CYPES,
- children with known SEND should have a plan in place to support their transition, in partnership with parents and EYIT,
- schools should be flexible to accommodate the needs of families in respect to their take up of the 30 hours, within the school day. For example, family work commitments or regular family activities. However, there should be a consistent routine to support the child and maximise learning time.

*Children in all GoJ school nurseries will experience a staggered start at the beginning of the academic year building up to 30 hours per week. Most children will be ready to access full time hours (30 hours) by mid-September. The school can agree a flexible attendance arrangement in exceptional circumstances and if it is in the child's best interest. The school will be expected to consult with CYPES in these circumstances.*

Admissions to Government of Jersey School Nursery Classes policy 2026

### Registered settings

For further details and information on the Nursery Education Fund (NEF) Agreement, visit [www.gov.je](http://www.gov.je).

## Additional information for Reception to Year 1 transitions

Best practice will involve:

- documented hand over meetings between the Reception and Year 1 teachers, these must take place before the summer holidays,
- discussions of the children's Wellbeing and Involvement and demonstration of Characteristics of Effective Learning,
- discussions of the child's progress towards, and meeting of, the Early Learning Goals,
- discussions of how Y1 will support children who are yet to meet the Early Learning Goals,
- discussions around creating opportunities for enabling environments and outdoor learning,
- identifying and discussing all groups of children.

The Guiding Principles of EYFS Practice that support smooth and effective transition.

### The Unique Child

Recognise that all children can be vulnerable at times of change, particularly those with additional needs. Planning for all children requires an inclusive and flexible approach.



It is important that all children experience a positive transition, with appropriate preparation and understanding children are more likely to feel secure and settle more easily into their new environment.

The focus on children's well-being remains a priority. Use of materials such as the Leuven Well-being and Involvement scales (pg13), as well as in-depth knowledge of the Characteristics of Effective Learning, and the Prime Areas, will support teachers in getting to know their children.

## Positive Relationships

During transitions, communication plays a pivotal role, with a focus on parental engagement. Effective transitions require proactive planning, parent/carer participation, and collaboration between registered settings and schools. Sharing of information between parents/ carers, and settings/ schools ensures a smooth transition process and positive outcomes.

- *'Each child must be assigned a key person.'* (Statutory Requirement 1.4.7).

## Enabling Environments

Familiar environments, routines, and expectations help children manage better with transitions, and the process of change takes place gradually over time.

The emotions that come with change can be successfully handled by children when their new environment is warm and welcoming, and adults are nurturing and responsive to their needs.

## Sharing information

Robust transition processes that support children as they move from settings to schools are essential to promote successful school induction, well-being and to ensure children's welfare needs are met.

Transition conversations should include the sharing of all relevant information held within the child's record, which may also include sensitive safeguarding information. It is important that this is shared respectfully and confidentially with the receiving school Headteacher and/or the Designated Safeguarding Lead (DSL) for that school or setting.

Everyone working with children has a responsibility and is accountable for the effective safeguarding of children and young people. Sharing relevant information ensures that all agencies and teachers are able to better support and meet the child's and family's needs. This includes any safeguarding or child protection records you may hold, any historical information held within the child's file, which must be passed onto the receiving Headteacher and/or DSL or setting manager/DSL.

The sharing of information must be in accordance with the data protection principles under the DPJL 2018:

- lawful basis, fairness and transparency: data must be processed lawfully, fairly and in a transparent manner
- purpose limitation: data must be processed for a specific, explicit and legitimate purpose
- data minimisation: data must be adequate, relevant, and limited to what is necessary in relation to the purposes for which they are processed

- accuracy: data must be accurate and - where necessary, kept up to date
- storage limitation: data must not be kept longer than is needed
- data security, integrity and confidentiality: data must be held securely

**information shared without consent must be necessary to achieve a legitimate aim, such as the protection of health and must be limited to the information which is necessary to meet that aim.**

<https://www.gov.je/caring/children/childrenwelfare/pages/childrenandyoungpeoplejerseylaw2022statutoryguidance.aspx>

Reference from Statutory Requirements for Early Years Provision

5: Working Together: Partnerships with families, parents and carers, other agencies

- 5.1.5 There is an effective induction process in place to support parents/carers and children with transition and settling in.

Reference from Early Years Matters – A Quality Framework for Early Years Provision

5.4.2 Work in partnership with home and setting to ensure smooth transfers and sharing of information and records.

Staff liaise with parents, families, other settings, and other professionals involved with the child using robust systems that are in place to support the transition for each child. This includes the sharing of records and formal/informal discussion with parents and other professionals.

Advice from the Head of Governance for CYPES is that:

- All files/records during transfer should be in a sealed envelope and any electronic files/records should be encrypted/password protected.
- Signatures/records of handover should be kept by the early years settings as evidence that the files/records have been handed over.
- Settings and schools must seek parental consent to share information.



## Nursery Transition Summary Form

<b>Child's name</b>		<b>DoB</b>	D	D	M	M	Y	Y	Y	Y	<b>Date completed</b>	
<b>Setting currently at</b>		<b>Setting/School moving to</b>										
<b>Child's voice</b> (What do you like doing at Nursery? What are your favourite things?)												
<b>Playing and Exploring – engagement</b> Finding out & exploring Playing with what they know Being willing to 'have a go'			<b>Active learning - motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do				<b>Creative Thinking and Thinking Critically – thinking</b> Having their own ideas Making links Choosing ways to do things					
<b>Child's interests</b>			<b>SEND/MLL/S&amp;L</b>				<b>Home and Family</b>					
			Include: Wellcomm level/access to Time to Talk Groups/Child's Home language, and level of fluency.									
<b>Parent/carers comments</b> (please include if possible)												
<b>Key workers name and signature</b>												

## EXAMPLE - Nursery Transition Summary Form

<b>Child's name</b>		<b>DoB</b>	D	D	M	M	Y	Y	Y	<b>Date completed</b>	
<b>Setting currently at</b>		<b>Setting/School moving to</b>									
<b>Child's voice</b> (What do you like doing at Nursery? What are your favourite things?)											
<i>I love playing with my friends on the bikes and building dens. I don't like sitting down too long. I'm good at finding bugs and making stuff. I think I feel ok about going to big school, but I am a bit scared I won't know where the toilet is! I hope that they have bikes and junk modelling. I like going to the park, and I sometimes go to the beach.</i>											
<b>Playing and Exploring – engagement</b> Finding out & exploring Playing with what they know Being willing to 'have a go'			<b>Active learning - motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do				<b>Creative Thinking and Thinking Critically – thinking</b> Having their own ideas Making links Choosing ways to do things				
<i>David is very curious; he loves to play outside and particularly enjoys opportunities that involve gross motor for example ball games, wheeled toys and large construction. He is also interested in the natural world around him and searching for living creatures and their homes. Recently he made a bug hotel for all the snails he found under a log. David asked for us to take a photo of bug hotel and he is proud that it is displayed on our table in pre-school. His resilience is developing, and he encourages his friends to join in with his ideas and play.</i>			<i>David is very proud when he has achieved something new, just like wanting a photo of his bug hotel. David occasionally gets upset if he can't do something at first and will need adult support to help him solve the problem. Once shown he can then continue, and his persistence and motivation has flourished during his time in nursery. He demonstrates high levels of involvement when outside and engaging in the opportunities that interest him.</i>				<i>David enjoys drawing and making things especially using the recycled resources. He likes to talk to his key worker first about his design idea and can then often make it independently, he may need help if it involves cutting. He has worked hard this term at using the tape dispenser and being able to rip the tape by himself. David recently made a rocket with his key worker. He is demonstrating more independence at solving problems and particularly enjoys the challenges of large construction and loose parts using these resources to support large water play and den building.</i>				
<b>Child's interests</b>			<b>SEND/MLL/S&amp;L</b>				<b>Home and Family</b>				
<i>David enjoys exploring the natural world and has an interest in insects and animals. He enjoys looking at non-fiction books with his key worker. David prefers learning and playing outside especially with large construction.</i>			<i>Mum is Portuguese and speaks to David in her home language. Dad speaks English to David. David understands both languages, is he confident speaking English at Nursery. He does reply to Mum in Portuguese.</i>				<i>David lives with his Mum and Dad and younger sister. Mum is currently expecting another baby due in September so there will be 3 children in the house all below the age of 5. This is the same time that David will be starting school.</i>				
<b>Parent/carers comments</b> (please include if possible)											
<i>David has loved being at preschool and it has been great to see his confidence increase. We are sad to say goodbye but are also looking forward to David starting school as you have given him a great start on which to build – thank you.</i>											
<b>Key workers name and signature</b>											

## Well-being and Involvement Scales (please consider to support transition discussion)

Child's name						DoB	D	D	M	M	Y	Y	Y	Y	Date/time completed
		1 - Extremely Low	2	3	4						5 - Extremely High				
<b>Well-being Scale</b>		<p>The child clearly shows signals of discomfort:</p> <ul style="list-style-type: none"> <li>• whines, sobs, cries, screams</li> <li>• looks dejected, sad, frightened or is in panic</li> <li>• is angry or furious, kicks feet, wriggles, throws objects, hurts others</li> <li>• sucks his/her thumb, rubs his/her eyes</li> <li>• doesn't respond to the environment, avoids contact, withdraws</li> <li>• hurts him/herself, bangs his/her head, throws him/herself on the floor</li> </ul>	<p>The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.</p>	<p>The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.</p>	<p>The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.</p>						<p>During the observation, the child enjoys him/herself, they feel great!</p> <ul style="list-style-type: none"> <li>• he/she looks happy and cheerful, smiles, beams, cries out excitedly</li> <li>• is spontaneous, expressive and feels him/herself</li> <li>• talks to him/herself, plays with sounds, hums, sings</li> <li>• is relaxed, does not show any signs of stress or tension</li> <li>• is open and accessible to the environment</li> <li>• is lively and full of energy, they radiate enjoyment</li> <li>• expresses self-confidence and self-assurance</li> </ul>				
<b>Involvement Scale</b>		<p>The child hardly shows any activity:</p> <ul style="list-style-type: none"> <li>• no concentration, staring, daydreaming an absent, passive attitude</li> <li>• no goal-oriented activity, aimless actions, not producing anything</li> <li>• no signs of exploration and interest</li> <li>• not taking anything in, no mental activity</li> </ul>	<p>The child shows some degree of activity, but which is often interrupted:</p> <ul style="list-style-type: none"> <li>• limited concentration, looks away during the activity, fiddles, dreams</li> <li>• is easily distracted</li> <li>• action only leads to limited results</li> </ul>	<p>The child is busy the whole time, but without real concentration:</p> <ul style="list-style-type: none"> <li>• routine actions, attention is superficial</li> <li>• is not absorbed in the activity, activities are short lived</li> <li>• limited motivation, no real dedication, does not feel challenged</li> <li>• the child does not gain deep-level experiences</li> <li>• does not use his/her capabilities to full extent</li> <li>• the activity does not address the child's imagination</li> </ul>	<p>There are clear signals of involvement, but these are not always present to their full extent. In general the child is absorbed by the activity:</p> <ul style="list-style-type: none"> <li>• most of the time there is real concentration, but the attention is sometimes distracted</li> <li>• the child is challenged, there is a certain degree of enthusiasm</li> <li>• the child uses their capabilities, imagination and mental capacity</li> </ul>						<p>There are clear signs of involvement, but these are not always present to their full extent:</p> <ul style="list-style-type: none"> <li>• the child is engaged in the activity without interruption</li> <li>• most of the time there is real concentration, but during</li> <li>• some brief moments the attention is more superficial</li> <li>• the child feels challenged, there is a certain degree of motivation</li> <li>• the child's capabilities and his/her imagination, to a certain extent, are addressed in the activity</li> </ul>				

**Prime Area Developmental Milestones /Autumn (on entry) – Spring – Summer (highlight statements as appropriate. Use a different colour for each assessment period)**

Approx. Range	Range 1	Range 2	Range 3	Range 4
Aspect of Learning	(0 to 6 months)	(6 to 18 months)	(19 to 24 months)	(25 to 36 months)
<b>Personal, Social &amp; Emotional Development</b>				
<b>Building Relationships</b>	Seeks contact with others from birth, changes facial expression in response to others and distinguishes between people. Begins to display attachment behaviours and will be soothed by their primary caregiver. Holds up arms to be picked up. Becomes wary of unfamiliar people.	Draws others into social interaction through babbling, smiling, and movement. Shares interest and attention with adults by looking and gesturing, and watches others' body language to understand their intentions. Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.	Explores the environment, interacts with others, and plays confidently with key person close by. Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy. Enjoys playing alone and alongside others and will often imitate other children in play asserting their own ideas. May be overwhelmed by extended periods of social engagement.	Builds relationships with special people but may be anxious in the presence of strangers. Is beginning to separate from their close carers and explore new situations with support and encouragement. Shows some understanding that other people have needs and ideas that are different to theirs and may show empathy and concern for special people. Seeks out others with similar interests to share experiences with.
<b>Managing Self</b>	Explores physical self using hands and feet, sounds, and expressions, touching own and other's faces, eyes, and mouth during interactions. Shows awareness of being a separate individual through initiating contact with others and expresses need for comfort, food, or company. Responds to being rocked as a means of soothing. Places hand on bottle when feeding. Opens mouth for spoon/ bottle. Responds and turns to sounds. Communicates discomfort or distress with a wet/ soiled nappy.	Responds to their own name and enjoys finding their own nose, eyes, or tummy as part of interactive games, showing interest in their reflection. May have separation anxiety as they understand themselves as separate beings. Shows emerging autonomy through asserting choices and preferences, and rejects unwanted things e.g., by pushing them away. Starts to communicate the need for nappy change.	Is aware of and interested in physical characteristics, sometimes naming to body parts they point to. May use <i>me, you, I</i> in talk and show some awareness of social identity, gender etc. Shows likes and dislikes, decisions, and ideas saying <i>no</i> . Experimenting with what their bodies can do and setting themselves challenges, e.g., pulling a large truck upstairs. Enjoys hugs & cuddles and seeks comfort from attachment figure. Expresses interests in likes and dislikes and is willing to try new textures and tastes. Helps with care routines and un/ dressing, enjoys handwashing and other routines.	Knows own name, preferences, and abilities, and is interested in gender, ethnicity, abilities in others. Experiments with these views in play and self-description. Shows a sense of autonomy through asserting their ideas and preferences and making decisions. Is gradually learning that actions have consequences. Attempts to communicate toilet needs. Is becoming independent in self-care and manages this with support. Begins to recognise danger and seeks the support or comfort of adults. Can increasingly express their thoughts and emotions through words as well as facial expressions.
<b>Self-Regulation</b>	Communicates a range of emotions through sounds, facial expressions, and body movements. Seeks physical comfort by snuggling, calms from being upset when held, rocked, spoken, or sung to with soothing voice, may become passive if needs are not met. Mirrors others' emotions.	Becoming more aware of their emotions and feelings using a range of gestures and vocalisations to express needs, using their familiar adult for "emotional refuelling". Can increasingly adapt their behaviour and increase participation as they begin to anticipate frequent routines, but still explores acceptable boundaries and expected behaviours.	Expresses positive and negative feelings through actions, behaviours and a few words, some feelings may be felt overwhelmingly and result in losing control. Is aware of others' feelings and is beginning to show empathy by offering comfort or share excitement with another child. Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries.	Expresses emotions of pride and embarrassment as well as a wide range of other feelings but can feel overwhelmed by intense emotions. Seeks comfort from familiar adults when needed and can be distracted with a comfort object when upset. Responds to the feelings of others, showing concern and offering comfort and recognise that some actions can hurt or harm others thereby developing some impulse control. Increasing cooperation as their experience of routines and understanding of some boundaries grows.
<b>Communication &amp; Language</b>				
<b>Listening, Attention, and Understanding</b>	Turns toward familiar sounds, accurately locating their range. They distinguish and respond to voice intonations, react by smiling and moving, and quieten or alert to speech sounds. While they look intently at speakers, their attention is fleeting and easily diverted by new stimuli. Additionally, they recognise their own name and begin to understand contextual clues.	Develops the ability to follow body language and gestures, responding to simple questions in familiar context (e.g., "where's Mummy?" or "Where's your nose?"). Their understanding of single words grows (e.g., "cup," "milk," "Daddy"), and they actively use sounds, single words, and imitate speech. They enjoy babbling, experiment with sounds, and communicate for various purposes. Pointing with eye gaze and creating personal words are emerging skills.	Enjoys rhythmic patterns in rhymes and stories, attempting to join in with actions and vocalisations. They demonstrate listening by participating in actions. Additionally, they pay attention to their preferred activities, which may change rapidly. The child also understands different situations, follows routine events using nonverbal cues, selects familiar objects by name, and comprehends simple sentences (e.g., "Throw the ball")	Listens to adults reading stories, recognises, and responds to familiar sounds such as a knock at the door. Can speak in full sentences, answer questions, and engage in conversations. Their cognitive abilities include counting, identifying colour, shapes, numbers, and letters. They enjoy imaginative play, recall stories, and create their own narratives. Additionally, they are becoming more attentive and can follow multi-step instructions.
<b>Speaking</b>	Expresses needs and feelings through various sounds like crying, gurgling, and babbling. When spoken to by familiar adults they respond with their own sounds. They anticipate being picked up by lifting their arms. As they develop, they gradually use speech sounds (such as "baba," "nono," and "gogo") to communicate with adults. Additionally, they point and use eye contact to make requests and share interests.	Playfully makes sounds like "brrrrm" for cars and may start to use single words for purpose such as "bye" or "teddy" as well as frequently imitating other words. May enjoy experimenting with different sounds and creates personal sounds and words as their language develops, but still relies on pointing with eye gaze or fingers to make requests and share interests.	Children may imitate common phrases, employ diverse everyday vocabulary, start combining two words, initiate simple inquiries, discuss absent subjects, and use gestures alongside limited speech, like reaching for objects while expressing desires.	As language proficiency advances children express emotions, share experiences, and convey thoughts effectively. They engage in fluid conversations, switching between topics. Rapid vocabulary acquisition enables them to incorporate new words into communication effectively. Varied questioning techniques, longer sentence structures, and the adoption of word endings (" <i>going</i> ," " <i>cats</i> ") enhance their expressive capabilities.
<b>Physical Development</b>				
<b>Fine Motor</b>	Gradually reaches milestones such as holding own head, rolling side to side, lifting head then chest off the floor when lying on stomach, developing skills in rolling front to back.	Grasps and investigate objects using fist or pincer grip and progresses to manipulating objects with two hands. Uses index finger to point making marks in sand, mud, food, paint. Can drink from a cup with help and can feed themselves with finger food. Is interested in making and exploring sounds with objects. Removes their own shoes, coat, or hat.	Hands begin to operate independently during an activity which needs both. Makes connection between their movement and the marks they make. Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling.	May show a preference for one hand/ foot. Shows increasing control in using a range of objects such as books, scissors and holds mark making tools with thumb and fingers. Feeds self competently.
<b>Gross Motor</b>	Visually tracking objects and sounds, reaches for objects with hands and feet, mouthing and exploring them, progressing to transferring hand to hand. Making attempts to belly crawl.	Becoming adept at cross-lateral movement (crawling), changing position from crawling to sitting unsupported, pulls to standing from crawling using support. Progresses to walking well with feet apart, starts and stops safely. May carry, push, or pull objects with intent and enjoys climbing over, under, through.	Begins to run short distances and is becoming more adept when using stairs one step at a time. Squats with steadiness and rises to feet with balance. Intentionally makes sounds with objects, actively responds to music with whole body dancing and singing.	Runs safely on whole foot and can travel on different surfaces, can jump with both feet leaving the floor, and uses different ways of moving. Moves in response to music or rhythm. Uses wheeled toys with increasing skill such as pedalling, balancing, and sitting astride. Kicks a stationary ball with either foot and can catch a ball using both arms and chest.

Autumn (on entry) – Spring – Summer (highlight statements as appropriate. Use a different colour for each assessment period)			
Approx. Range	Range 5	Range 6	ELG
Aspect of Learning	(37 to 48 months)	(49 to 60 months)	
<b>Personal, Social &amp; Emotional Development</b>			
<b>Building Relationships</b>	Seeks out companionship with adults and children showing consideration of other people's needs and gradually more impulse control. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.	Represents and recreates what they have learned about social interactions from their relationships with adults, friends, and in their play and may develop special friendships which may challenge their own points of view and thinking. Increasingly cooperative in understanding others' wants and needs, including conflict resolution sometimes with support. Is proactive in seeking adult support and able to articulate their wants and needs.	Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
<b>Managing Self</b>	Is becoming more aware of the social similarities and differences between themselves and peers. Is sensitive to others' messages of appreciation or criticism and may develop ideas about themselves according to these messages. Demonstrates confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations and being able to express their needs and ask adult for help. Can name and identify different parts of the body. Attempts to dress self. Is aware of their safety and manages risk with support. Has increasing independence in managing own toileting needs.	Recognises and communicates that they belong to different communities and social groups and communicates freely about own community being sensitive to prejudice and discrimination. Shows confidence to voice their own needs, wants, interests and opinions in familiar group, describing themselves in positive but realistic terms. Is purposeful in their play and shows confidence in choosing resources and perseverance in carrying out a chosen activity. Describes physical changes to the body that can occur when feeling unwell. Is dry and clean during the day. Is aware of their own and others' safety and how to manage risk when facing new challenges.	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet, and understanding the importance of healthy food choices.
<b>Self-Regulation</b>	Expresses a wide range of theirs and others' feelings in their interactions and play, including excitement and anxiety, guilt, and self-doubt, recognising the impact of their choices and behaviours/actions on others. May exhibit increased fearfulness of things like the dark or monsters etc, and possibly have nightmares. Has a better understanding of expectations depending on different situations and routines, more able to adapt their behaviour.	Understands and talks about their own and other people's feelings, offers empathy and comfort. Understands consequences and attempts to repair a relationship or situation where they have caused upset, sensitive to ideas of justice and fairness. Is more able to manage situations in which their wishes cannot be met. Seeks support and help in new or challenging situations. Attempts to manage conflict.	Show an understanding of their own feelings and begin to regulate their behaviour accordingly. Settle and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<b>Communication &amp; Language</b>			
<b>Listening, Attention, and Understanding</b>	May listen actively in one-on-one or small group conversations when interested. They pay attention to familiar stories, join in with repeated refrains, and anticipated key events and phrases in rhymes and stories. May use prepositions such as <i>under</i> , <i>behind</i> in their play and responds to instructions with increasing number of elements. While their focus can shift, they are still able to follow directions.	Listening behaviour can vary. They may move around or fiddle while still listening or sit quietly without being fully absorbed in an activity. They might exhibit two-channelled attention, focusing on something interesting for short or long periods, and can engage in other tasks for brief intervals. They understand & use a range of complex sentence structures including negatives, plurals while recognising humour and nonsense. Engages in conversations using questions such as who, why, when, where, and how.	Listen attentively and respond to what they hear with relevant questions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<b>Speaking</b>	Uses complex sentence structures incorporating conjunctions like <i>"and"</i> and <i>"because."</i> Can recall past experiences accurately, narrate events in sequence, explain ongoing situations, and anticipate future events. They enquire about causality and can use a variety of tenses. While errors persist, they absorb language from their community, using intonation and phrasing effectively to convey meaning. They engage extensively on topics of personal significance, enriching their vocabulary and engaging in imaginative play.	Language development advances through vocabulary expansion and categorisation & labelling, alongside exploring new word meanings and sounds. Children employ language to engage in imaginative play, creating and enacting various roles and scenarios. They connect statement cohesively, maintaining a central theme, and use speech to organise thoughts, emotions, and events, often introducing narratives into their play.	Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<b>Physical Development</b>			
<b>Fine Motor</b>	Can use resources that require twisting, turning, and rotating. Manipulates a range of tools and equipment such as toothbrushes, pens, ribbons, scissors.	Shows a preference for a dominant hand and holds a pencil effectively to begin to form recognisable letters independently, some of which are correctly formed. Handles tools and malleable materials with increasing control and attention.	Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes, and cutlery. Begin to show accuracy and care when drawing.
<b>Gross Motor</b>	Walks and climbs stairs and slopes using alternating feet, one foot to each step and carrying an object. Moves with confidence in a range of ways, negotiating space. Can grasp and release with 2 hands to catch and throw a large ball.	Travels with confidence and skill around, under, over, and through. Can confidently move in a range of ways including slithering, rolling, shuffling, crawling, walking, running, jumping, skipping, sliding, and hopping, while testing new ideas and movements to reduce risk. Jumps and lands safely using arms and legs to stabilise. Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

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## Additional information to share with parents

### What is transition?

Transition refers to any changes in a setting or provider that a child may experience, for example the move for a child starting school. Transitions are an inevitable part in every child's journey and are to be treated as a process rather than a single event. Transitions are ongoing and will require more time for some children and families, as well as a range of approaches. The outcome for all must be that children are 'happy' to start in their new setting, and from then on, happy to go every day!

### Why is transition so important?

A smooth and effective transition will pave the way for a successful start in a new setting. A child that is supported to feel happy and confident during transition will be able to engage with other adults, make new friends, play happily, and thrive. A child with high levels of well-being will be motivated, curious, open to new ideas and ready to learn.

During the summer term teachers in all settings and schools will be contacting parents and carers. Conversations will be taking place and opportunities for building positive relationships and visiting your child's new setting will be provided.

### Things to discuss when talking with your child's new teacher:

- has your child attended other nursery settings or been looked after by a childcare provider
- any special or individual needs, including allergies or premature birth,
- any other agencies or professionals involved in supporting your child's development,
- the language spoken at home, or other languages spoken by the child, and their confidence in speaking them,
- your child's interests, things that they like doing, places they like to visit, books that they like to read
- any new skills your child recently gained,
- your family situation, siblings, grand-parents, pets, cultural background, and identity

### How you can help:

- talk positively to your child about the new setting and the exciting things that will be on offer to them, for example, meeting new friends, playing games, and learning together,
- encourage and practice independent skills at home for example, getting dressed, putting on shoes and socks, going to the toilet, opening lunch boxes, using a water bottle,
- encourage your child's characteristics of effective learning – see 'How does your child learn' guidance enclosed below,
- read lots of stories and share books together,
- imaginary role-play with your child for example, set up little shops, doctors surgeries or vets, practices and pretend play that, you are a doctor, a shopkeeper or a poorly pet,
- include your child in your everyday activities, e.g. baking together, gardening, writing shopping lists.
- talking to your child and make observations e.g. when out and about, talk about what you see, hear, smell, or feel,
- have fun! Go to the beach and play, collect shells for a fairy garden, paddle, and splash in the pools.

*'Play is the work of childhood' – Jean Piaget*

# How Does Your Child Learn?

A guide to the characteristics of effective early learning

Young children are learning all the time from the world around them and the people in it. The following characteristics are the foundations of HOW children learn.

It helps if we:

- encourage them to get engaged with what's going on around them by showing them and talking about things,
- support them to be motivated and excited about learning by playing and making it fun,
- asking them what they think and talking about their ideas,
- talk about how they are feeling and encouraging them to ask for help if they need it.



## PLAYING AND EXPLORING I AM ENGAGED...

I am curious and can explore the world and people around me.  
I like to find out things.  
I pretend and play to make sense of what I know.  
I am willing to have a go and take a risk with new learning.



## ACTIVE LEARNING I AM MOTIVATED...

I am involved and can concentrate.  
I am interested and energetic.  
I keep on trying when things are tricky.  
I feel proud of myself when I have achieved something.  
I enjoy the challenge of something new.

## CREATING AND THINKING CRITICALLY I AM THINKING...

I have my own ideas and find ways of solving problems.  
I make links and notice similarities in my experiences.  
I can choose ways to do things, make predictions and test my ideas.



## EMOTIONAL WELL-BEING I FEEL CONNECTED...

I can understand my feelings and know how to cope with feeling different ways.  
I know I belong and have good relationships with adults and my friends.  
I am confident and positive about my abilities.  
I know it's ok to ask for help.

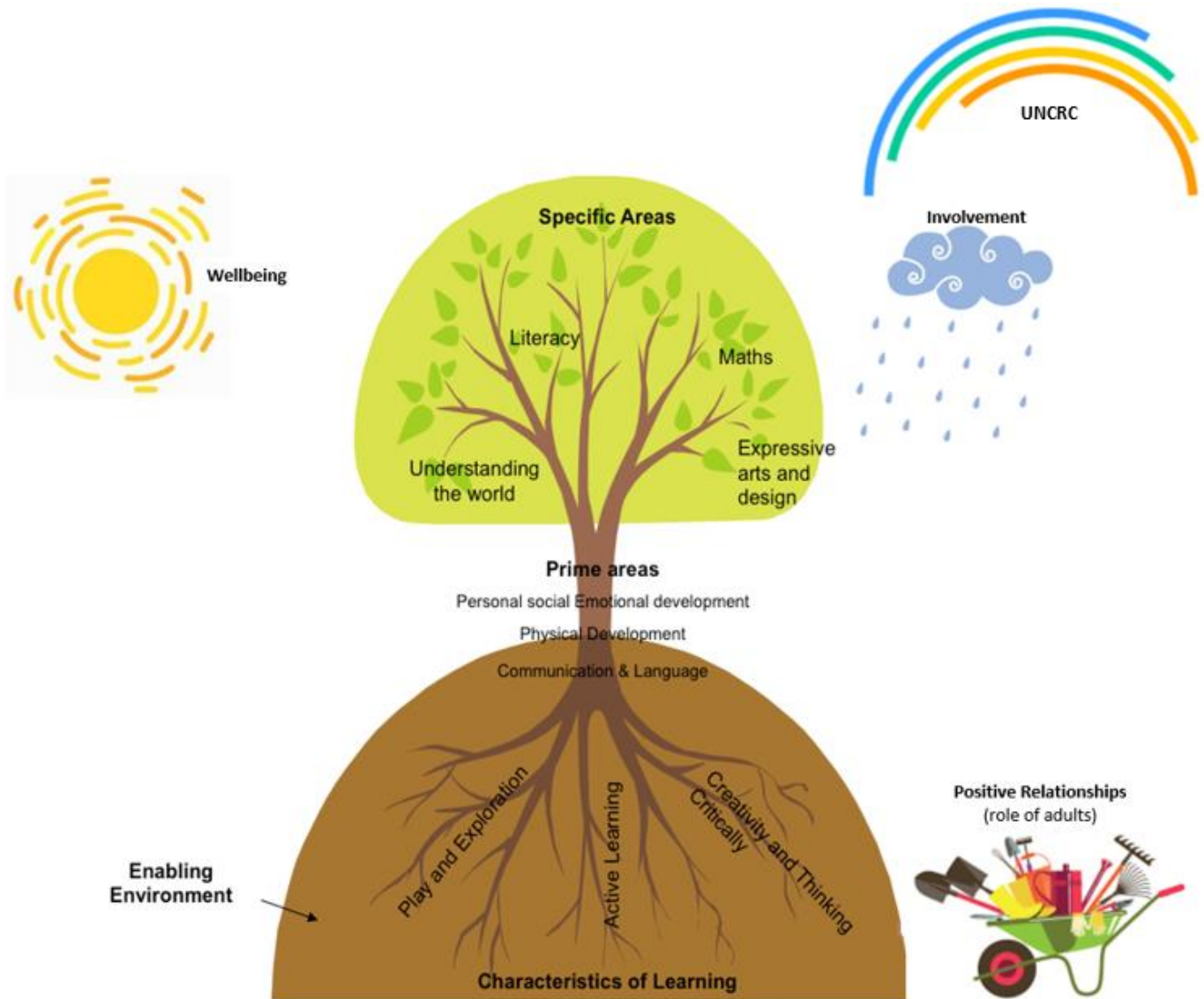


What do you notice about how your child is learning at home?

# Early Years Tree Diagram

Creating safe and secure foundations for children will enable them to thrive. Making positive relationships in a rich learning environment will support their well-being, independence, and early development.

These key elements show how to secure effective, high-quality practice in the Early Years Foundation Stage (EYFS) for children to develop at their own rates, and in their own ways.



## **Useful links**

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

[Birthto5Matters-download.pdf](#)

[Early Childhood Participation Toolkit - Best Start Jersey](#)

[ID Early Years Statutory Requirements 20191204.pdf \(gov.je\)](#)

[Securing quality and standards as one \(gov.je\)](#)

[Best Start Jersey - Working Together for Early Years](#)