



FS1-FS2 Expectations

Date: _____

- In UAE, a child may join FS1 if he/she is 3years by 31st August.
- Pre-KG is equivalent to FS1 in a school that runs the English National Curriculum.
- Therefore, expectations for entry are in line with FS1 expectations in UK.

- In UAE, a child may join FS2 if he/she is 4years by 31st August.
- KG1 is equivalent to FS2 in a school that runs the English National Curriculum.
- Therefore, expectations for entry are in line with FS2 expectations in UK.

Observation Check points- Age-related expectations

Areas of development	Around 2 years	Around 3 years	Around 4 years
Communication and language	<ul style="list-style-type: none"> • By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in? • Towards their second birthday, can the child use up to 50 words? • Is the child beginning to put two or three words together: “more milk”? • Is the child frequently asking questions, such as the names of people and objects? • Around the age of 2, can the child understand many more words than they can say – between 200-500 words? • Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?” 	<ul style="list-style-type: none"> • By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up” • Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). • Is the child linking up to 5 words together? • Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. • Can the child follow instructions with three key words like: “Can you wash dolly’s face?” • Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?” 	<ul style="list-style-type: none"> • Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” • Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. • Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? • Can the child answer simple ‘why’ questions? •

		<ul style="list-style-type: none"> • Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed. • Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? 	
Personal, social and emotional development	<ul style="list-style-type: none"> • Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? • Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? • Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties. 	<ul style="list-style-type: none"> • Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? • Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? • Can the child settle to some activities for a while? 	<ul style="list-style-type: none"> • Around the age of 4, does the child play alongside others or do they always want to play alone? • Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) • Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? • Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.
Physical development	<ul style="list-style-type: none"> • Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? 	<ul style="list-style-type: none"> • Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? • Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. 	<ul style="list-style-type: none"> • Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.