

EYFS Principles into Practice		By RG	
1. A Unique Child	2. Positive Relationships	3. Enabling Environments	4. Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Key Learning Objectives Linked To Early Learning Goals

Personal, Social & Emotional Development	Communication & Language	Mathematics	Knowledge of the World	Personal Development	Expressive Arts & Design
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Children Learning To...

<p>Select and use activities and resources independently.</p> <p>Take turns and share fairly.</p> <p>Be interested, motivated and excited to learn.</p> <p>Be confident.</p> <p>Maintain involvement, attention and concentration.</p> <p>Build relationships.</p> <p>Consider the consequences of words and actions for self and others.</p> <p>Understand that people have different needs, views, feelings, cultures and beliefs and know that everyone deserves respect.</p>	<p>Write own name and other words from memory.</p> <p>Attempt writing using phonic and key word knowledge.</p> <p>Know that, in English, print is read & written from left to right & top to bottom.</p> <p>Form letters correctly &/or use a keyboard.</p> <p>Recognise the features of different forms of writing and attempt writing for a variety of purposes, using the features of different forms, for different purposes and audiences.</p> <p>Write sentences with punctuation.</p> <p>Communicate through writing.</p> <p>Use phonic knowledge and other strategies to read and write.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Develop an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how?</p>	<p>Recognise, count, order, write and use numbers (to 20+).</p> <p>Use developing mathematical ideas and methods to solve problems.</p> <p>Use the vocabulary of addition & subtraction.</p> <p>Sort, match & describe sets.</p> <p>Recognise, make, recreate, continue & talk about pattern.</p> <p>Use everyday words to describe position.</p> <p>Use language to describe size, quantity & shape.</p>	<p>Select appropriate resources, tools, materials and techniques for activities.</p> <p>Adapt work as necessary.</p> <p>Find out about and identify the uses of everyday technology and uses ICT and programmable toys to support learning.</p> <p>Find out about the past and present.</p> <p>Investigate places, objects, materials and living things.</p> <p>Ask questions about how things work, differences, patterns and change.</p>	<p>Develop fine motor control and co-ordination.</p> <p>Handle tools, objects and other materials with safety and basic control.</p>	<p>Use colour, shape, texture, form and space in 2 or 3 dimensions.</p> <p>Respond in a variety of ways to sensory stimulus, feelings and experiences.</p> <p>Communicate responses, thoughts, ideas & feelings.</p>
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<p>Children Learning By...</p> <ul style="list-style-type: none"> ❖ accessing a range of programs to link and support learning across the curriculum ❖ drawing and writing with pens/fingers on the IWB ❖ interacting with a range of programs & games to support learning (particularly literacy & numeracy) ❖ operating on, off, volume and selection switches, number buttons & keyboards ❖ locating icons, files and folders to open, save and close ❖ developing FMC and co-ordination to control a cursor (including via a mouse) ❖ using clicks to effect a change ❖ exploring their own and more distant environment using Google Earth/Maps ❖ developing knowledge, skills and confidence with ICT ❖ talking activities through with peers, explaining and demonstrating activities ❖ practising skills as demonstrated by adults and peers ❖ being creative in a different media ❖ recording, saving and printing activities ❖ searching for programs, files and folders ❖ reviewing, evaluating and changing work ❖ joining in with songs, rhymes, poems and captions ❖ planning, negotiating, turn taking and sharing resources ❖ programming and instructing a toy to follow a route or map ❖ using a range of acquired skills to solve problems and meet challenges 	<p>Organisation...</p> <p>In the reception base there is an interactive whiteboard available for children to use freely, unless an adult is using one for adult led activities. There is also an iPad for taking photographs of work, walkie-talkies and programmable toys (Beebot). In addition children have access to the class set of iPads for taught and supported ICT activities. Children are trained in using the equipment appropriately and safely and quickly become independent in turn taking (using timers if appropriate). The interactive whiteboards are used for class teaching activities (often in smart board mode) and children often choose to replay the teaching, but as well as using the basic smart board a range of programs are available to choose from. We also use a range of games and activities to support learning from the internet and Google Earth. We have a sensitive, schools filter system and an ICT protocol and policy.</p>	<p>Key vocabulary...</p> <ul style="list-style-type: none"> ❖ On/off/shut down ❖ Computer/monitor/screen ❖ Keyboard/remote control ❖ Interactive white board ❖ Icon/cursor ❖ Click/drag ❖ Battery/mains power ❖ Electricity/power ❖ Program/folder/file ❖ iPad ❖ Digital/zoom ❖ Print/save/open ❖ Internet/web site/search ❖ Load/record ❖ Text/image ❖ Programmable toy (beebot) ❖ Clear memory ❖ Forwards/turn/backwards ❖ Stop/go/pause
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