

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
--	--------------------------	-------------	------------------------	----------------------	--------------------------

Children Learning To...

<p>Select and use activities and resources independently, take turns and share fairly.</p> <p>Be confident, interested, motivated and excited to learn.</p> <p>Maintain involvement, attention and concentration.</p> <p>Build relationships.</p> <p>Have a developing respect for own culture and beliefs and those of other people.</p> <p>Consider the consequences of words and actions for self and others.</p>	<p>Enjoy songs, rhymes and stories and sustain attentive listening, responding appropriately.</p> <p>Interact with others in a variety of contexts.</p> <p>Show awareness of rhythm, rhyme & alliteration</p> <p>Hear, say, blend and segment sounds in words.</p> <p>Understand the elements of stories.</p> <p>Retell narrative in the correct sequence.</p> <p>Enjoy and use books and other texts.</p> <p>Mark-make for a variety of purposes, using the features of different forms.</p> <p>Know that in English, print is read from left to right and top to bottom.</p>	<p>Recognise, use, order and write numbers.</p> <p>Use developing mathematical ideas and methods to solve problems.</p> <p>Talk about, recognise and recreate simple patterns.</p> <p>Use language to describe size, shape, quantity and position.</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 use ICT as a support to further learning.</p> <p>Investigate; using all the senses as appropriate.</p> <p>Identify and explain likes and dislikes.</p> <p>Know about different cultures.</p>	<p>Develop fine motor control and co-ordination.</p> <p>Handle tools, objects and other materials with safety and basic control.</p> <p>Recognise the changes that happen to an active body.</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, including music.</p> <p>Sing simple songs from memory.</p> <p>Recognise and explore how sounds can be changed.</p> <p>Recognise repeated sounds & sound patterns & matches movements to music.</p> <p>Use imagination in music.</p>
--	--	--	--	--	--

<p>Children Learning By...</p> <ul style="list-style-type: none"> ❖ accessing a range of musical instruments or making their own instruments ❖ accessing a range of CDs to play a wide range of music, songs, rhymes & stories ❖ using instruments and music from own experience and other cultures ❖ using CD player, iPad to enhance learning ❖ singing songs to support learning in other areas of the base (eg '5 currant buns' at the role play area, '5 fat sausages' at the dough table, '10 green bottles' or Boogie Mites 'Little Duckies' at the water tray, etc) ❖ retelling stories with sound effects and music ❖ making a musical procession, a band, or other performance ❖ using computer music programs and activities ❖ playing RWI Set 1 games ❖ following picture symbols to play music patterns ❖ 'follow my leader' music and rhythm games ❖ play singing games by matching a prop or graphic clue to a song ❖ making musical instruments 	<p>Organisation...</p> <p>The main music/sound area is in an area of the internal covered area with a collection of percussion instruments and a set of Boom Whacker. Other resources will vary and change but include music, song and rhyme posters, books, props and activities. A range of musical instruments (including from other cultures) are available and regularly changed. There are often music resources available in the outside area and as appropriate in other spaces. Some of our computer programs or favourite websites focus on music while others use music/sounds to support other learning. Some of these are particularly aimed at supporting children's aural memory skills. A range of ICT equipment uses sound to enhance learning. Children are supported in maintaining the area tidily and using the equipment appropriately and safely. Children may choose to play with resources used in adult led music sessions and may choose to sing songs taught during class sessions or assembly during other child initiated activity. Making musical instruments is a favourite activity in the creative workshop and the outside area stage is a popular performing space.</p>	<p>Key vocabulary...</p> <ul style="list-style-type: none"> ❖ Instrument ❖ Percussion ❖ Environment ❖ Body/voice ❖ Soft/loud ❖ Fast/slow ❖ Dynamics ❖ Steady beat ❖ High/low/pitch ❖ Rhythm ❖ Compose ❖ Alliteration ❖ Blending sounds ❖ Segmenting sounds ❖ Telephone ❖ Hear/listen
--	---	--