

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

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>Maintain attention and concentrate.</p> <p>Understand that all people have different needs, views, feelings, cultures and beliefs to be treated with respect and learned about.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>Consider the consequences of their words and actions.</p> <p>Understand right & wrong and rules.</p>	<p>Use language to imagine & recreate roles & experiences.</p> <p>Interact with others, negotiating, plans, activities & taking turns in conversation.</p> <p>Use talk to organise & clarify thinking & explore vocabulary.</p> <p>Retell stories and narratives.</p> <p>Form letters correctly and experiment with mark-making to make letter shapes, known words and phonic attempts at words.</p> <p>Link sounds to letters.</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, 1 more or less.</p> <p>Sort, match & describe sets.</p> <p>Recognise, make, recreate, continue & talk about pattern.</p> <p>Use everyday words to describe position, size, quantity & shape.</p>	<p>Ask questions about why things happen, how things work and observe similarities, differences pattern and change.</p> <p>Investigate places, objects, materials & living things & talk about features, likes and dislikes.</p> <p>Build & construct with a wide range of objects.</p> <p>Select appropriate resources, tools & techniques for activities.</p> <p>Revise, adapt & evaluate activities.</p>	<p>Move with confidence, imagination and in safety.</p> <p>Travel around, under, over and through balancing and climbing equipment.</p> <p>Develop fine motor control and co-ordination.</p> <p>Use small & large equipment.</p> <p>Develop a range of physical skills.</p> <p>Handle equipment, tools, objects, construction & malleable materials safely & with control.</p> <p>Recognise how to be healthy & the importance of this.</p> <p>Recognise the changes that happen to the body through activity.</p>	<p>Explore changing sounds and make music.</p> <p>Use imagination in imaginative & role play and designing & making.</p> <p>Express & communicate ideas & thoughts in a range of contexts.</p> <p>Sing simple songs from memory. E.g. 'Heads & shoulders', 'Who's got the ball?', 'How many trains?' etc</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and feel (as appropriate).</p>
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Children Learning By...

- ❖ using malleable materials to develop fine motor control & digital strength (see detailed continuous provision planning for malleable material play)
- ❖ making independent choices
- ❖ making models and constructions (including large scale)
- ❖ taking turns and sharing equipment (often with lists/timers)
- ❖ looking after resources and keeping the area tidy
- ❖ playing safely developing awareness of space and others nearby
- ❖ using positional and measurement language
- ❖ singing skipping and counting songs
- ❖ keeping score in games
- ❖ using signs and road safety equipment
- ❖ using timers and lists
- ❖ sending and retrieving balls and beanbags in different ways
- ❖ using and developing hand/eye and foot/eye co-ordination
- ❖ being active and travelling in different directions at different speeds
- ❖ jumping with different take-offs and landings
- ❖ developing rules for fairness and safety
- ❖ moving with control and co-ordination
- ❖ playing a range of traditional playground games
- ❖ using musical instruments like drums and boom whackers

Organisation...

Physical play is mainly encouraged outside but can take place in different areas of the school setting and in the local environment, on Welly Walk and at the play-park. There is a climbing wall in the garden as well as a range of equipment outside in a shed containing a range of physical play resources. We supplement this with equipment we may use in PE to allow further practise, as well as tunnels etc. Our vehicles include trikes, 2&3 wheeled scooters, self-driven 'twister' and a 2 person taxi. We have large construction (tyres and planks) that also supports physical development. As well as various prams/trolleys.

Children are supported in using the provision safely and maintain the area tidily. Each week different resources are provided to extend children's thinking and learning through their play. For example adults may provide a range of large cardboard boxes, fabric drapes and string to support den (or other) designing & making. This stimulus will usually remain for 1 week in order to allow children to repeat the activities, with their own or adult nudged extension. Also children know they will get opportunities to access the provision throughout the week and don't need to 'jostle for position' to access it. It is always accepted that children may request specific equipment from our storage areas to be provided as requested but when appropriate. Malleable material, like dough, is always available.

Key vocabulary...

- ❖ On, under, over, through, along
- ❖ Balance
- ❖ Jump/hop/skip
- ❖ Hoola-hooping
- ❖ Catching/retrieving
- ❖ Throwing/ sending
- ❖ Batting/hitting
- ❖ High/low
- ❖ Bounce/bowl
- ❖ Aim/target
- ❖ Kick/dribble
- ❖ Lift/carry
- ❖ Pedalling
- ❖ Pushing/pulling
- ❖ Fast/slow
- ❖ Build/construct
- ❖ Press/squeeze/pinch
- ❖ Grip/tweezer
- ❖ Twist/turn
- ❖ Loud/quiet