

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	Understanding of the World	Physical Development	Expressive Arts and Design
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 people have different needs, views, feelings, cultures and beliefs and everyone deserves respect.</p> <p>Understand what is right and wrong and why and consider the consequences of their words and actions.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group, taking into account the ideas of others and forming good relationships.</p>	<p>Use language to imagine and recreate roles and experiences.</p> <p>Interact with others, negotiating plans, activities & taking turns in conversation.</p> <p>Use talk to organise and clarify thinking and explore vocabulary.</p> <p>Enjoy songs, rhymes and stories and respond appropriately.</p> <p>Show an understanding of the elements of stories & retell stories.</p> <p>Speak clearly, with confidence, showing awareness of the listener.</p> <p>Read/write environmental text using a range of reading/writing strategies.</p> <p>Write for a variety of purposes using features of different forms.</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>Ask questions about why things happen, how things work, similarities, differences, pattern and change.</p> <p>Investigate objects and materials & talk about features, likes and dislikes.</p> <p>Select appropriate resources, tools & techniques for activities.</p> <p>Find out about past and present events in their own lives and in those of their families and other people they know and in the natural world.</p> <p>Know about their own and others cultures and beliefs.</p> <p>Use ICT to support learning.</p>	<p>Develop fine motor control and co-ordination.</p> <p>Show awareness of space, of self and others around them.</p> <p>Handle equipment, tools, objects, construction & malleable materials safely & with control.</p> <p>Know how to keep safe & healthy.</p> <p>Use a range of small and large equipment.</p>	<p>Explore colour, shape, texture, form & space in 2 or 3 dimensions.</p> <p>Use imagination in imaginative & role playing, stories and designing & making.</p> <p>Express & communicate ideas, thoughts and feelings in a range of contexts.</p> <p>Sing simple songs from memory, E.g. 'Five Currant Buns in the baker's shop'.</p> <p>Respond in a variety of ways to what is seen, heard and felt.</p>
Children Learning By...		Organisation...		Key vocabulary...	
<ul style="list-style-type: none"> ❖ working together to create a role play, using a range of characters and 'voices' ❖ creating environments for role play using a range of creative skills and resources retelling/imagining stories, saying rhymes and singing songs ❖ using their imagination and experiences to interact within a range of role play settings including; the Giant's, Cinderella's or Sleeping Beauty's castle, garage, building site, space, pirate ship, submarine, ferry, campsite, railway station, bus, hospital, doctors surgery, dentist, opticians, vets, animal hospital, garden centre, DIY shop, toy shop, seaside shop, supermarket, cafe, greengrocers, bakers shop, sock shop, shoe shop, travel agents, estate agents, bank, post office, church, museum, school, nursery etc. using their imagination and experiences to interact within a range of 'home' ❖ making safe, independent choices, taking turns and sharing equipment ❖ looking after resources, tidying up and sorting/matching to store resources carefully. ❖ using play mats and other provision to contain or develop play ❖ developing, using and practising challenging new vocabulary e.g. stethoscope, sari etc ❖ responding to challenges set by adults in role (e.g. Mummy Bear) or props (e.g. letter from a pirate) etc ❖ using battery powered and other ICT supporting toys (e.g. toy till and microwave etc) <p>Close links to small world play, puppets etc</p>		<p>Role play is encouraged throughout the setting, indoors and out. There is always a home corner kitchen outside and inside, but wheeled toy play is also supported by garage equipment and block play by building site equipment. Children are supported in using the resources safely and maintaining them tidily by returning the toys to labelled boxes, drawers and shelves. Different resources/environments are provided to extend children's thinking and learning through their play. For example, adults and children may plan to set up a cafe and decide to use kitchen items, tables, chairs, telephone, till, menus, order pads, booking forms, etc. This stimulus will usually remain for several weeks in order to allow children to repeat the activities, with their own or adult nudged extension, perhaps through 'figures in a landscape' drama. It is always accepted that children may collect or request specific equipment from our storage boxes or shelves to be provided as and when appropriate, and move and combine equipment across the reception provision for flexible use. Dressing-up clothes and dolls (with equipment) are always available for independent enhancement of play. Similarly, a wide range of materials are always available.</p>		<ul style="list-style-type: none"> ❖ Everyday language ❖ Foreign language ❖ Story language ❖ Different voices (talking like a pirate, robot, alien) ❖ Characters ❖ Medical words ❖ Animal words ❖ Home resources ❖ Historical words ❖ Cultural words ❖ Office words ❖ Descriptive words ❖ Scientific words ❖ Food words ❖ Shop words 	