

EYFS Principles into Practice		By RG	
<b>1. A Unique Child</b>	<b>2. Positive Relationships</b>	<b>3. Enabling Environments</b>	<b>4. Learning &amp; Development</b>
<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

<b>Personal, Social &amp; Emotional Development</b>	<b>Communication &amp; Language</b>	<b>Mathematics</b>	<b>Knowledge of the World</b>	<b>Personal Development</b>	<b>Expressive Arts &amp; Design</b>
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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 people have different needs, views, feelings, cultures and beliefs and everyone deserves to be treated with respect.</p> <p>Understand what is right and wrong and why.</p> <p>Consider the consequences of their words and actions.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p>	<p>Interact with others, negotiating plans, activities &amp; taking turns in conversation.</p> <p>Use talk to organise &amp; clarify thinking &amp; explore vocabulary.</p> <p>Enjoy songs, rhymes and stories.</p> <p>Sustain attentive listening and respond with relevant comments, questions or actions.</p> <p>Speak clearly with confidence and control, showing awareness of the listener.</p> <p>Links sounds to letters and blends and segments sounds in words.</p> <p>Use phonic knowledge &amp; memory to write words.</p> <p>Read a range of familiar and common words/simple sentences.</p> <p>Retell narratives in the correct sequence, drawing on the language pattern of stories.</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events and openings.</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 &amp; subtraction.</p> <p>Find 1 more or 1 less than.</p> <p>Relate addition to combining and subtraction to taking away.</p> <p>Sort, match &amp; describe sets.</p> <p>Recognise, make, recreate, continue &amp; talk about pattern.</p> <p>Use everyday words to describe position.</p> <p>Use language to describe size, quantity &amp; shape.</p>	<p>Ask questions about why things happen, how things work, similarities, differences pattern and change.</p> <p>Investigate places, objects, materials &amp; living things and talk about features, likes and dislikes.</p> <p>Build &amp; construct with a wide range of objects.</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 own and others culture and beliefs.</p> <p>Use ICT and programmable toys to support learning.</p>	<p>Develop fine motor control and co-ordination.</p> <p>Handle equipment, tools, objects, construction &amp; malleable materials safely &amp; with control.</p> <p>Recognise the importance of keeping safe and healthy and those things that contribute to this.</p>	<p>Explore colour, shape, texture, form &amp; space in 2 or 3 dimensions.</p> <p>Explore changing sounds and sound patterns.</p> <p>Recognise repeated sounds and sound patterns.</p> <p>Sing simple songs from memory. E.g. 'Humpty Dumpty sat on the wall'.</p> <p>Express &amp; communicate ideas, thoughts and feelings in a range of contexts.</p>
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<p><b>Children Learning By...</b></p> <ul style="list-style-type: none"> <li>❖ making independent choices</li> <li>❖ taking turns and sharing equipment</li> <li>❖ playing safely and fairly</li> <li>❖ using a wide range of puzzles and jigsaw puzzles</li> <li>❖ using song and story play sets</li> <li>❖ using pattern &amp; picture making magnet/peg boards</li> <li>❖ using a wide range of sorting, matching and sequencing activities</li> <li>❖ using a wide range of phonics, literacy maths, and KUW supporting games &amp; activities</li> <li>❖ using dice, spinners, counters, labelled parts/cards, pictures etc</li> <li>❖ using RWI resources to play games</li> <li>❖ counting on and counting back</li> <li>❖ listening to and watching others</li> <li>❖ developing visual, auditory and kinaesthetic memory</li> <li>❖ using activities to develop FMC (e.g. threading, pegging, tweezers games)</li> <li>❖ looking after resources and storing tidily</li> <li>❖ helping others to play games, complete puzzles, use activities</li> </ul>	<p><b>Organisation...</b></p> <p>Table top play is available throughout the setting, indoors and out. Baskets and shelves containing a range of games, puzzles and activities like story sets, threading, lacing, peg-boards, cog fixing, magnet shapes, sorting and matching are always available for independent play. Children may use them at table top spaces, on the floor or other areas. Adults will support children in these activities as appropriate to teach them the rules of the game etc. Children are supported in using the resources safely and maintaining them tidily by returning the toys to labelled baskets, boxes and shelves. Lots of games available on the IWB match the objectives and learning in this section. It is always accepted that children may request specific equipment from our storage boxes or shelves to be provided as and when appropriate, and move and combine equipment across the reception base for flexible use.</p>	<p><b>Key vocabulary...</b></p> <ul style="list-style-type: none"> <li>❖ Turn/next/fair</li> <li>❖ Dice/die/counter</li> <li>❖ Edges/corners</li> <li>❖ Match/sort</li> <li>❖ Join/fix</li> <li>❖ Lace/thread</li> <li>❖ Tweezers/hammer</li> <li>❖ Magnetic/attract</li> <li>❖ Pattern/repeat</li> <li>❖ Pegs/holes</li> <li>❖ Story language</li> <li>❖ Maths language</li> <li>❖ Complete</li> <li>❖ 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup></li> </ul>
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