

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 people have different needs, views, feelings, cultures and beliefs.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>Form good relationships.</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.</p> <p>Form letters correctly and experiment with mark-making to write letter shapes, known words and phonic attempts at words.</p> <p>Blend sounds in words to read simple regular words.</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>Use everyday words to describe position.</p> <p>Use language to describe size, quantity & position.</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>Revise, adapt & evaluate work.</p> <p>Describes key features & properties.</p>	<p>Demonstrate 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>Recognise how to keep safe & healthy.</p>	<p>Capture & represent experiences in a variety of media/materials.</p> <p>Explore colour, shape, texture, form & space in 2 or 3 dimensions.</p> <p>Explore changing sounds and sound patterns.</p> <p>Use imagination in imaginative & role play and design & making.</p> <p>Express & communicate ideas & thoughts in a range of contexts.</p> <p>Sing simple songs from memory. E.g. 'Big Blue Boat'.</p>
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Children Learn By...

- ❖ making marks and patterns with decorating brushes on walls/ground outdoors
- ❖ creating environments for small world play
- ❖ experiencing role play (baby bathing, washing clothes, cooking, potions, washing up...)
- ❖ creating environments for retelling/imagining stories (pirates, Noah, diving adventure...)
- ❖ singing and acting out songs (Incy Wincy, 10 green bottles...)
- ❖ fishing in the water for items to sort, count, add or order
- ❖ fishing in the water with magnets for metal objects/addition fish etc
- ❖ fishing in the water for letters to build words (eg nets and cvc ping pong balls)
- ❖ filling, emptying, measuring capacity and comparing (putting lids on bottles for FMC)
- ❖ pouring, sprinkling and squirting water and mixing colours
- ❖ exploring different qualities of coloured, soapy, warm, cold, frozen and thickened water
- ❖ investigating floating and sinking and materials in water
- ❖ investigating wet & dry/drying and different weathers/wet weather clothes, umbrellas etc
- ❖ investigating natural materials and sea/pond life
- ❖ making independent choices
- ❖ taking turns in area (signposted 2) and sharing equipment
- ❖ looking after resources and keeping the area safe & tidy
- ❖ playing safely and understanding about washing hands, bodies, clothes and drinking fresh water
- ❖ exploring the varied ways to use water for movement (eg. water wheels, cascade pipes etc)
- ❖ exploring water using all senses as appropriate (water in buckets, tray and from weather)
- ❖ developing fine motor control & coordination (screwing tops on filled bottles etc)
- ❖ problem solving challenges

Organisation...

The main water tray is in an accessible area of the setting in the internal covered area. The area is big enough to be accessed by 2 children comfortably. There is a water tray available in the outside area. There are smaller bowls, builder's tray, pipes, tubes & cascades outside. Buckets & brushes are used to mark-make & support letter formation. Children are supported in using the area safely & maintaining the area tidily. Aprons & a mop are always available. Each week different resources are provided to extend children's thinking and learning through their play. For example adults may provide a range of jugs, funnels, bottles with lids, bricks and green water, alongside the words for 10 green bottles. 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 activity 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 boxes to be provided as and when appropriate.

Key vocabulary...

- ❖ Water
- ❖ Ice/melt
- ❖ Wet/dry/damp
- ❖ Mix
- ❖ Sieve/funnel
- ❖ Trickle/sprinkle/squirt
- ❖ Pour
- ❖ Full/fill
- ❖ Empty/half
- ❖ Float/sink/swim
- ❖ Wash/drink
- ❖ Weather vocabulary
- ❖ Boat vocabulary
- ❖ Sea, river and pond vocabulary
- ❖ Senses (see, hear, touch, smell & taste as appropriate)