

| | | | |
|---|---|--|---|
| 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 |
|---|-------------------------------------|--------------------|-------------------------------|-----------------------------|-------------------------------------|

Children Learning To...

| | | | | | |
|---|--|--|---|---|--|
| <p>Select and use activities and resources independently and share fairly. Be interested, motivated and excited to learn. Maintain attention and concentrate. Understand that people have different needs, views, feelings, cultures and beliefs.</p> | <p>Enjoy stories and other books. Attempt to read using phonic and key word knowledge. Know that, in English, print is read from L to R & T to B. Show an understanding of the elements of stories and how information can be found in non-fiction books. Retell narratives in the correct sequence, drawing on the language pattern of stories. Recognise the features of different forms of writing.</p> | <p>Recognise and use numbers. Use developing mathematical ideas and methods to solve problems.</p> | <p>Ask questions about why things happen, how things work, similarities, differences pattern and change. Find out about the past, cultures, beliefs, communities places, objects, materials and living things. Talk about likes and dislikes.</p> | <p>Handle books safely, appropriately and with control. Demonstrate fine motor control and co-ordination.</p> | <p>Use books and stories to develop stimulate creative and imaginative activities.</p> |
|---|--|--|---|---|--|

Children Learning By...

| | | |
|--|---|--|
| <ul style="list-style-type: none"> ❖ accessing a range of books and related resources ❖ returning books to the appropriate labelled box ❖ interacting with other children and adults or being alone ❖ developing independence ❖ sharing and talking about books ❖ pretending to read and retelling ❖ making choices ❖ exploring books that give information ❖ exploring books that represent a range of cultures, beliefs, races and abilities ❖ exploring books collected together around a theme ❖ using books appropriately and as modelled by adults ❖ using phonic and key word knowledge and context cues to decode text | <p>Organisation... The main book area is in an accessible area of the setting. The area is cosy with a soft carpet and cushions for a small group of children to sit in it comfortably. There is space for book displays alongside some book related toys, and book storage in a browsing box, labelled for non-fiction and fiction. (Children also access the Ripping Reads Book Collection). There is always a book selection available in the outside area. Throughout the provision there are books to compliment displays as well as audio CDs in the Listening Area, plus puppets and story props. Children are supported in maintaining the area tidily. Stories are shared/ read to the children at least once a day. The staff team understand how children learn to read so that they can work in partnership with parents and carers to develop children's reading skills. Curriculum meetings & work-shares will be used to inform parents and carers about aspects of learning to read e.g. using print in the environment, information texts, and use of props, RWI, key words, journals, story-telling etc.</p> | <p>Key vocabulary...</p> <ul style="list-style-type: none"> ❖ Book ❖ Story ❖ Information ❖ Non-fiction/fiction ❖ Contents ❖ Index ❖ Page ❖ Blurb ❖ Title page ❖ Read ❖ Retell ❖ Act out ❖ Like/dislike ❖ Funny/scary etc ❖ Author ❖ Illustrator ❖ Words/pictures ❖ Characters/setting ❖ Beginning/middle/end |
|--|---|--|