

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	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, learning from others.</p> <p>Consider the consequences of their words and actions.</p>	<p>Use language to imagine &amp; recreate roles &amp; experiences.</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>Retell stories and narratives.</p> <p>Begin to write captions and simple sentences (using known words and linking sounds and letters) to write labels.</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>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 and observe similarities, differences pattern and change.</p> <p>Investigate objects and materials &amp; talk about features, likes and dislikes.</p> <p>Build &amp; construct with a wide range of objects.</p> <p>Select appropriate resources, tools &amp; techniques for activities.</p> <p>Revise, adapt &amp; evaluate work.</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>Know how to keep safe &amp; healthy.</p>	<p>Capture &amp; represent experiences in a variety of media/materials.</p> <p>Explore colour, shape, texture, form &amp; space in 2 or 3 dimensions.</p> <p>Use imagination in imaginative &amp; role play and design &amp; making.</p> <p>Express &amp; communicate ideas &amp; thoughts in a range of contexts.</p> <p>Sing simple songs from memory. E.g. 'How many people live in your house?'</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and feel (as appropriate).</p>
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<p><b>Children Learning By...</b></p> <ul style="list-style-type: none"> <li>❖ designing and making to solve a problem or challenge</li> <li>❖ using a range of construction kits to make a range of models</li> <li>❖ following pictorial instructions to make a model</li> <li>❖ using their imagination and creative thinking skills to design and make</li> <li>❖ choosing appropriately from a wide range of materials, skills and construction techniques</li> <li>❖ measuring to fit, cutting and sticking/fixing in different ways</li> <li>❖ representing from experience, stories and imagination and making links in their learning</li> <li>❖ developing finishing and aesthetic skills</li> <li>❖ making signs and notices about their constructions (including to peers and adults to leave)</li> <li>❖ using a range of tools appropriately and with awareness of health and safety</li> <li>❖ working as part of a group in co-operation</li> <li>❖ talking, negotiating and explaining to others</li> <li>❖ making plans, preparation and evaluations of their work (recording includes photos/video)</li> <li>❖ developing sensitivity and critical skills in evaluating others work</li> <li>❖ establishing success criteria and reporting back/demonstrating /explaining activity</li> <li>❖ having a sense of purpose and pride</li> <li>❖ making judgements and modifying their work as appropriate</li> <li>❖ looking after resources, tidying up and storing independently according to labels etc</li> <li>❖ sharing resources, taking turns (numbers as signposted) and making independent choices</li> <li>❖ engaging in role play and using powered toys and dressing up clothes to enhance play</li> </ul>	<p><b>Organisation...</b></p> <p>There is a dedicated block play construction area, a set of wooden blocks (in marked storage baskets), hard hats and writing materials. The area is big enough to be accessed by 2 children comfortably and is sign posted as such. Children are supported in using the area safely and maintaining the area tidily. There is always a construction activity available in the outside area and other construction resources inside. Each week different resources are provided to extend children's thinking and learning through their play. For example adults may suggest building a bridge/trap for the 3 Billy Goats Gruff and provide story telling resources. 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 and some small construction sets are always available in class baskets.</p>	<p><b>Key vocabulary...</b></p> <ul style="list-style-type: none"> <li>❖ Join/fix</li> <li>❖ Design/plan</li> <li>❖ Build/ make/construct</li> <li>❖ Balance/ connect</li> <li>❖ Float/sink</li> <li>❖ Fixings/screws/nails</li> <li>❖ Glue/elastic/tape</li> <li>❖ Sew/ weave/tie</li> <li>❖ Nuts &amp; bolts</li> <li>❖ Strong/Support</li> <li>❖ Overlap/Struts/Span</li> <li>❖ Wheels/axles</li> <li>❖ Explore/investigate</li> <li>❖ Test/check/modify</li> <li>❖ Purpose</li> <li>❖ Extend/evaluate</li> <li>❖ Successful</li> <li>❖ Improvements</li> <li>❖ On/under/over/behind /next to/in</li> <li>❖ Longer/shorter/lighter</li> </ul>
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