

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>
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					
<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>

<b>Children Learning To...</b>					
Select and use activities and resources independently. Take turns and share fairly. Be interested, motivated and excited to learn. Maintain attention and concentrate. Understand that all people have different needs, views, feelings, cultures and beliefs to be treated with respect and learned about. Be confident to try new activities, initiate ideas and speak in a familiar group. Consider the consequences of their words and actions.	Use language to imagine & recreate roles & experiences. Interact with others, negotiating plans, activities & taking turns in conversation. Use talk to organise & clarify thinking & explore vocabulary. Retell stories and narratives. Experiment with mark-making to use a pencil and other tools effectively, make letter shapes, and phonic attempts at words.	Recognise, count, order, write & use numbers (to 20+) Use developing maths ideas and methods to solve problems. Use the vocabulary of addition & subtraction. Sort, match & describe sets. Recognise, make, recreate, continue & talk about pattern. Use everyday words to describe position. Use language to describe size, quantity & shape.	Ask questions about why things happen, how things work & observe similarities, differences pattern and change. Investigate places, objects, materials and living things by using all the senses as appropriate and talk about features, likes and dislikes. Record, build & construct with a wide range of objects, selecting appropriate resources, tools & techniques for activities. Revise, adapt & evaluate work. Know about own & others culture/beliefs and those of others. Use ICT media and technology.	Develop fine motor control and co-ordination. Handle equipment, tools, objects, construction & malleable materials safely & with control. Know how to keep safe & healthy.	Capture & represent experiences in a variety of media/materials. Explore colour, shape, texture, form & space in 2 or 3 dimensions. Use imagination in art and design. Express & communicate ideas, thoughts and feelings using a range of materials, tools, designing and making. Respond in a variety of ways to what they see, hear, smell, touch and feel (as appropriate).

<b>Children Learning By...</b>		<b>Organisation...</b>	<b>Key vocabulary...</b>
<ul style="list-style-type: none"> <li>❖ making marks and patterns with tools or fingers</li> <li>❖ using a range of tools, media, materials and techniques</li> <li>❖ making independent choices and enjoying being creative</li> <li>❖ taking turns in area (signposted 2) and sharing equipment safely</li> <li>❖ looking after resources and keeping area tidy, (including washing up)</li> <li>❖ protecting their clothes (e.g. wearing an apron) and washing their hands</li> <li>❖ developing their skills, knowledge and process techniques</li> <li>❖ evaluating, improving and problem solving to achieve a finished product</li> <li>❖ creating pictures and designs in pencils, crayons, pens, chalks, pastels, paint, collage, natural materials and electronic media or a mixture of mediums.</li> <li>❖ creating props, backdrops and figures for retelling/imagining stories &amp; role play areas</li> <li>❖ creating artefacts relating to faith and culture e.g. 'divas', decorations etc</li> <li>❖ creating sculptures and constructing vehicles, buildings &amp; other models</li> <li>❖ measuring size and talking about shape, size, pattern, position, quantity and number</li> <li>❖ mixing paint to change tone, colour, viscosity, texture and quantity</li> <li>❖ making print, splatter, wax resist, bubble, blowing, marble &amp; other pictures</li> <li>❖ making presents for others</li> <li>❖ investigating and experimenting with a range of processes &amp; materials</li> </ul>		<p>The main creative table is in an accessible area of the setting, with labelled drawer units containing a wide range of materials for creative activity. There is a box for junk modelling resources and a range of paper in different sizes, colours and shapes. Paint is available as watercolour blocks and ready-mix pots. A range of pots, pallets, brushes and other tools, like scissors are available, as is an easel. There is a range of fixings, tape and glue. There is a range of pencils, pens, crayons, chalks and pastels. There is a 'washing line' for drying paintings. The area is big enough to be accessed by 2 children comfortably and is sign posted as such. There is usually a smaller range of creative resources available in the outside area. There is also a 'Transient art' area where a range of frames are provided along with a changing range of resources such as, shells twigs, beads etc for creating art. Children are encouraged to photograph this work for using the iPad. Children are supported in using the area safely, and maintaining the area tidily, and aprons, cloths, dustpans and brushes are always available. It is always accepted that children may request specific resources, which we do our best to locate. There is always the opportunity to be creative in other areas of continuous provision as the graphics area, music and sound area, role play areas, construction etc is always available. Using computer drawing &amp; picture making software and other technology, like iPads, to respond artistically is encouraged. Of course the creative area is sometimes the focus for adult-led activities and we aim to teach a range of skills and techniques to build children's repertoire for their free, creative responses.</p>	<ul style="list-style-type: none"> <li>❖ Clay/paper/card/junk</li> <li>❖ Mix/ thick, thin, runny</li> <li>❖ Colours/ tone/ shade</li> <li>❖ Powder/ block</li> <li>❖ Glue/ paste/ fix/ tape</li> <li>❖ Pastels/ chalks/ crayons</li> <li>❖ Build/ construct</li> <li>❖ Portrait/ landscape</li> <li>❖ Draw/ sketch/ trace</li> <li>❖ Cut/ fold/ stick</li> <li>❖ Decorate/ collage</li> <li>❖ Media/ materials</li> <li>❖ Fabric/ weave/ sew</li> <li>❖ Smooth/ rough/ texture</li> <li>❖ Senses (see, hear, smell, touch, &amp; taste as appropriate)</li> <li>❖ Pattern/ print</li> <li>❖ Design/ make/ express</li> <li>❖ Imagination/ response</li> <li>❖ Create/ communicate</li> <li>❖ Evaluate/ improve/ like</li> </ul>