

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.</p> <p>Consider the consequences of their words and actions.</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 and narratives.</p> <p>Form letters correctly and experiment with mark-making to make letter shapes, known words and phonic attempts at words.</p> <p>Link sounds to letters.</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>Recognise, make, recreate, continue & talk about pattern.</p> <p>Use everyday words to describe position.</p> <p>Use language to describe size, quantity & 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 & talk about features, likes and dislikes.</p> <p>Build & construct with a wide range of objects.</p> <p>Select appropriate resources, tools & techniques for activities.</p> <p>Revise, adapt & evaluate work.</p>	<p>Develop fine motor control and co-ordination.</p> <p>Handle equipment, tools, objects, construction & malleable materials safely & with control.</p> <p>Know 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.</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. Eg 'Pat-a-cake', '10 fat sausages'.</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and feel (as appropriate).</p>
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Children Learning By...

- ❖ making marks and patterns in the malleable material with tools or fingers
- ❖ making number shapes with cutters and stamps and linked numeracy play
- ❖ making letter shapes with cutters and stamps and linked literacy play
- ❖ creating props and figures for retelling/imagining stories & role play areas
- ❖ making birthday cakes with candles or '5 current buns' etc
- ❖ creating artefacts relating to faith and culture eg 'divas', pancakes, decorations
- ❖ measuring size and comparing
- ❖ modelling with a range of tools
- ❖ creating sculptures
- ❖ exploring different quality malleable materials and describing, using senses as appropriate
- ❖ exploring changing malleable material by adding water, flour etc, air drying and cooking
- ❖ constructing bridges, tunnels, buildings and other items
- ❖ making independent choices
- ❖ taking turns in area (signposted 2) and sharing equipment
- ❖ looking after resources and keeping the area tidy
- ❖ playing safely
- ❖ exploring the varied ways to move malleable material eg gloop
- ❖ exploring the malleable materials using all senses as appropriate
- ❖ exploring floating and sinking (a ball of plasticine sinks, but it may be modelled into a floating shape)
- ❖ Following recipes and writing instructions
- ❖ mixing different textured 'mud pies', adding glitter to dough etc

Organisation...

The main malleable table is in an accessible area of the setting. The area is big enough to be accessed by 2 children comfortably and is sign posted as such. There is sometimes malleable material available in the outside area (tray on stand, small trays, buckets, bowls, builders' tray or table top). Children are supported in using the area safely and maintaining the area tidily and cloths, dustpans and brushes 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 rollers, shape cutters cake cases & a baking tray. 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 dough is always available.

Key vocabulary...

- ❖ Dough
- ❖ Clay
- ❖ Gloop
- ❖ Plasticene
- ❖ Ingredients
- ❖ Wet/dry/damp/soggy
- ❖ Hard/soft/pliable etc
- ❖ Mix
- ❖ Build/construct
- ❖ Press/squeeze/pinch
- ❖ Trickle/sprinkle
- ❖ Mould/shape
- ❖ Smooth/rough/texture
- ❖ Senses (see, hear, touch, smell & taste as appropriate)
- ❖ Pattern
- ❖ Long/short/big/small
- ❖ Thick, thin, runny
- ❖ Liquid/solid