**Clearwell** CofE Primary School

| 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...** | | | | | |
| Select and use activities and resources independently, take turns and share fairly. Be interested, motivated and excited to learn. Be confident. Maintain involvement, attention and concentration. Build relationships. Consider the consequences of words and actions for self and others. | Write own name and other words from memory. Attempt writing using phonic and key word knowledge. Know that, in English, print is read & written from L to R & T to B. Hold a pencil and use it effectively. Form letters correctly. Recognise the features of different forms of writing and attempt writing for a variety of purposes, using the features of different forms, for different purposes and audiences. Write sentences with punctuation. Communicate through writing. | Recognise, use, order and write numbers. Use developing mathematical ideas and methods to solve problems. Talk about, recognise and recreate simple patterns. Use language to describe size, shape, quantity and position. | Select appropriate resources, tools, materials and techniques for activities. Adapt work as necessary. Use ICT as a support to further learning. | Develop fine motor control and co-ordination. Handle tools, objects and other materials with safety and basic control. | Use colour, shape, texture, form and space in 2 or 3 dimensions. Respond in a variety of ways to sensory stimulus, feelings and experiences. Communicate ideas, thoughts and feelings graphically. |

**Children Learning By...**
- accessing a range of mark-making resources, including different shapes, sizes, types of paper and a range of pens, pencils, crayons, chalks, pastels, stamps, stencils, letters etc
- returning resources to the appropriate labelled storage
- interacting with other children and adults or being alone
- developing independence, making choices and overcoming problems
- sharing and talking about writing and drawing
- making picture, writing and greetings card gifts for others (including writing who to and from, making envelopes etc)
- naming and appropriately storing own pieces
- selecting, cutting and sticking illustrations or templates
- exploring and responding to a range of made/printed stimulus materials (including colouring, shopping lists, appointment books, order sheets, bills, record grids etc)
- using tools appropriately and as modelled by adults
- using phonic, key word knowledge, vocabulary lists and word books to write text

**Organisation...**

The main graphics area is in a central area of the setting with a table to seat 3 children comfortably. There are always graphics resources available in the outside area, in role play/block areas and as appropriate in other spaces. Specific role play writing frames are developed as appropriate, with particular care to encourage boys writing. Other kinds of mark-making are available in the Creative and Malleable areas. Portable graphics resources including clipboards are available in the graphics area for transporting elsewhere and individual whiteboards, dusters and pens are always available. Children are supported in maintaining the equipment tidily.

**Key vocabulary...**
- Book
- Write/mark-making
- Draw/illustrate
- Caption/sentence
- Label/list
- Sign/notice
- Message
- Map/pictures
- Letters/words
- Sounds/phonemes
- Stories/poster
- Letters/cards
- Address
- Numbers
- Speech bubbles