



## Sandringham EYFS Principles

EYFS Principles of learning	Purpose of this principle	What might this look like?	Examples (strategies, resources etc to enable this to happen)
<p><b>Settling - Children are likely to settle when they feel safe, secure and have a strong relationship with their key person.</b></p> <p><i>“Children and infants cannot become competent learners until they feel secure, loved and cared for”</i>            Marion Dowling</p>	<p>Settling in can be one of the most difficult aspects of school for young children. Even for children who have attended settings previously a new environment and new adults can be daunting and unsettling.</p>	<p>Environments will be made desirable, appropriate to the ages of the children. Children and families will be warmly welcomed into the setting and children will have their own space for their belongings. Key people will work during this time to get to know the children and their families.</p>	<p>Before the settling begins, adults will take time to find out more about the child. Home visits, parent consultations and visits to existing settings will help children to get to know their key person and other familiar adults and help build a picture of the child as an individual. The settling period will give time to help develop relationships between the children, the parents and the key person an allow staff to begin planning a curriculum to suit the child’s needs.</p>
<p><b>Parent Partnerships - Children will build a strong relationship with their key person if there is a close partnership with the parents/carers.</b></p>	<p>Settling in also affects parents/carers. This can be a difficult period. By helping parents to support their child’s development at home, this will benefit and support the child’s learning and development throughout their time at school.</p>	<p>From the initial meeting the key worker will build a strong relationship with the parents/carers. This will demonstrate that the key person knows their child and they will encourage parents to share information about their child. The school will value this information and use it to plan the learning and development of the child.</p>	<p>The home visit or consultation will provide an opportunity for the parents / carers to get to know the key person. The key person will be available to communicate daily with the parent / carer before and after the session. Other longer meetings will be offered throughout the year. Parents / Carers will be encouraged to share what their child has been doing at home which will form part of the child’s special book. Parents stay and play sessions will be scheduled to welcome the parents into school and learn about what their children are doing.</p>

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<p><b>Learning through play / curriculum - Children engage in their learning when they are given opportunities to play and explore.</b></p> <p><i>'Play is the work of the child'</i> Maria Montessori</p>	<p>Play and exploration gives children opportunities to develop a range of skills. Play also supports children's emotional well-being, as well as being a useful tool for learning. The potential of play can only be fulfilled when the right environment and resources are in place.</p> <p>Play and exploration will provide a range of experiences for the child which will encourage their interests, develop their language and celebrate their cultural backgrounds.</p>	<p>The opportunities for play and exploration must be satisfying and successful for children to stay engaged in an activity. The resources will provide endless opportunities for play and exploration. Staff will manage the resources to support the children in making their own choices. This will enable the children to be involved in purposeful play and build on their interests.</p>	<p>The environment will be planned to reflect the age and stage of development of the children. The environment will give the children the space to explore both indoor and outdoor learning opportunities.</p> <p>By carefully observing children at play, the environment can be planned and resources will be used to create play opportunities that will further develop their skills and understanding. A range of adult focus and child initiated activities will always be on offer to the children to allow them to explore all areas of learning.</p>
<p><b>Behaviour - Children will be happy and emotionally secure when they are supported in managing their feelings and behaviours.</b></p>	<p>The role of the key person is fundamental in supporting the management of the child's feelings and behaviour. Children who have a strong relationship with their key person are more likely to be emotionally stable.</p>	<p>It is possible that children will display age related behaviours and therefore the key person will need to support the child in managing these feelings and behaviours. These feelings and behaviours include impulsivity, the need for movement, and struggles in regulating emotions.</p> <p>An environment that remains stimulating and reflects the way children play will help to reduce possible conflicts.</p>	<p>Clear expectations of behaviour are shared with the whole class and established routines help children to know what is expected of them.</p> <p>The key person will continuously observe the child's levels of well-being and involvement to notice patterns in behaviour and carefully cater for their needs. The key person will know the child and this will help them to identify the needs of the child and determine if the behaviours displayed are a result of tiredness, hunger, communication &amp; language, emotional security or the adult response.</p>

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<p><b>Social language and communication- Children are more likely to succeed if they are able to listen, understand, and share their thoughts and feelings in social situations.</b></p> <p><i>'Social environments where cooperation and collaboration can take place will scaffold learning for children. They can learn with and from their peers and adults around them' Vygotsky</i></p>	<p>The ability of children to use and understand language is vital in making a difference in terms of how they relate to other children, manage emotions and their impulsiveness.</p>	<p>Children's communication and language skills will develop rapidly during this year. The environment will be developed to support this. Children's communication and language develops through having quality adult interactions, therefore a strong relationship is essential as the child will want to spend time playing alongside the adult. Quality interactions will include demonstrating, enjoying, explaining, instructing, managing, modelling, monitoring, prompting, providing feedback and supporting.</p>	<p>Time needs to be given for quality interactions. The key person will:  Listen to and acknowledge children's speech. Give children sufficient time to respond and process.  Expand on what children are trying to say. Indirectly model correct grammar or pronunciation.  Adults will model high quality, well-mannered linguistic and social interactions between themselves for the children to observe and replicate.  Children will be encouraged to use talk as a means of communication wherever possible.</p>
<p><b>Physicality - Children will have more opportunities to learn when their movement and coordination is allowed to flourish.</b></p>	<p>Being able to run, climb and balance is important to children's overall development including their health and well-being. Being effortlessly mobile and strong enable children to control their gross and fine motor movements. Strong physicality promotes children's general confidence, their ability to manage risks and their likeliness to have a go at new things.</p>	<p>The environment will support children's gross and fine motor skills. Movement is built into the daily routine. Most children will be happy to move around on a large scale outdoors but adults will support children in making judgement on appropriate levels of risk. Developing fine motor movement will enable a child to be more successful in tasks such as feeding, dressing, writing and self-care skills.</p>	<p>The environment provides opportunities for balancing, climbing, throwing and catching, kicking, walking and running, pushing, pulling, steering and pedalling. It will also enable children to develop pincer grasp, strengthening of hands, finger isolation, hand arches, strengthening hand preference and hand-eye coordination. Plans for developing writing will be closely linked to the acquisition of fine motor, language, reading and phonics skills.</p>

<p><b>Understanding learning- Children are likely to gain an understanding of learning when they develop a growth mindset.</b></p> <p><i>'The best thing we can do for children is praise the process of their learning rather than the outcome' Carole Dweck</i></p>	<p>Children come to school to learn. Developing an understanding of what learning is; treating the brain as a muscle that can get stronger and seeing mistakes as valuable opportunities for learning help children to see themselves as learners. Being able to think about thinking and not give up when something is tricky contributes towards building metacognitive skills and a growth mindset..</p>	<p>There is a focus on the resilience and independence attributes in the EYFS. This shared language is celebrated with the children directly and linked to evidence in their books by referencing characteristics of effective learning. Children are offered challenges to deepen understanding and work towards mastering skills.</p>	<p>In all activities, whether self-chosen or adult directed, what the children do is referred, and linked back to learning. The adults praise the process of learning rather than the outcome. When children misunderstand or make a mistake, they are guided by an adult to reflect on how they can learn from it. Times are taken throughout the day to stop and share any good learning that has been observed by adults and other children.</p>
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