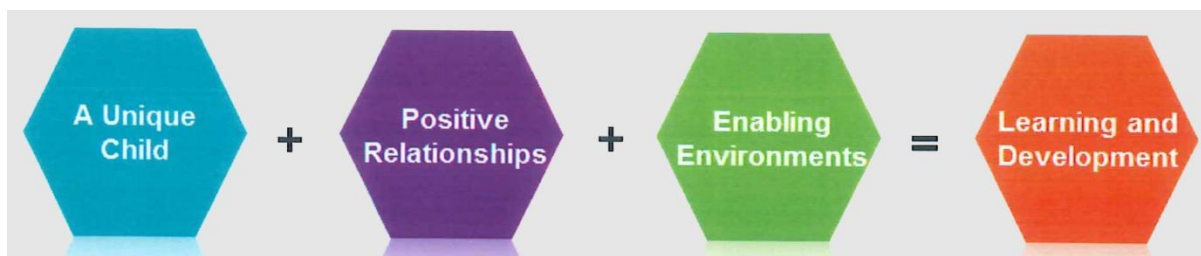




Characteristics of Effective Learning

The following document outlines EYFS skills that build incrementally. We are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.



Playing and Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.

Active Learning

Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult

Creating and thinking critically

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child roleplaying the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.





Characteristics of Effective Learning

"Our EYFS Curriculum meets all the requirements of the Statutory Framework for EYFS.

It is also supported by the Development Matters document.

Staff have made conscious decisions about how it is adapted for our children and how it is shaped for our context"

Characteristics of Effective Learning

Playing and Exploring
Engagement
Finding Out and Exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engage in open-ended activity
- Showing particular interests

Playing and Exploring
Engagement
Playing With What They Know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Playing and Exploring
Engagement
Being Willing to Have a Go

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences and learning by trial and error

Characteristics of Effective Learning

Creating and Thinking
Critically
Thinking
Moving Their Own Ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding ways to do things

Creating and Thinking
Critically
Thinking
Making Links

- Making links and noticing patterns in their experiences
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Creating and Thinking
Critically
Thinking
Choosing Ways to Do Things

- Planning, making decisions and how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked