

## 4.02

*'Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world.'*

The EYFS Practice Guidelines, DCFS 2008

### The Unique Child

- Observe each child across all aspects of KUW using different media (sound recorders, digital cameras, notes)
- Use interactive displays to celebrate and share individual and group learning
- Have opportunities for non-verbal and same-language communication to convey understanding

### Positive Relationships

- Invite family/community members to visit and share experiences and knowledge
- Encourage all adults to share information about children's achievements during different times of the child's day/week
- Model correct vocabulary and provide accurate information for children

### Enabling Environments

- Create a flexible routine to allow time and options for exploration
- Ensure children's creations can be kept for up to a week so they can revisit and reflect on it the next day or at a later date
- Provide independent access to a variety of ICT
- Use real objects and tools where possible
- Plan adequate space for exploration indoors and outdoors

### Learning and Development

- Use open-ended questions to encourage investigation
- Provide stimuli including examples of buildings, parks and cars, and photos of children's previous work as examples
- Ensure everyday technology is accessible and draw attention to their purposes
- Use photos from events and items (setting/school/home) to reflect on and create short (activity) and long (week-month) term timelines
- Include regular visits to local shops, parks and places of interest familiar to them to extend vocabulary and detailed attention
- Encourage families to bring in photos and objects from home or from family overseas to share



# Leadership and management

- Develop a whole staff policy on promoting partnerships and involvement with parents, families and community members in your school/setting
- Ensure adequate digital cameras (with download and printing facilities) are accessible for all practitioners and children (with appropriate model release documentation)
- Encourage provision for recycling and gardening facilities

## A few tips...

- Visual timetables, timers and clocks (inside and outside) allow children opportunities to use appropriate time-language
- Think before throwing out - unscrewing an old phone, suspending an old bicycle wheel or using old wires in sculptures could provide cost effective and valuable learning experiences
- Create a recycling system onsite and involve children in the process of sorting for a purpose
- A quality compost bin can create a variety of learning opportunities about the environment
- Create shelves under your messy tray to include small quantities of different substances for children to independently select and explore

## Further Information

We have provided shortcuts to these documents on the EYFS page of our Publications section at [www.childrenscentres.org.uk](http://www.childrenscentres.org.uk)

Early Years Foundation Stage, DCSF 2007

<http://www.standards.dcsf.gov.uk/eyfs>

Cybertots Acton Nursery, Cluster Flyer Autumn 05 Outdoor Play, Ealing Early Years Childcare and Play 2005

[www.childrenscentres.org.uk/ey\\_cluster\\_meetings.asp](http://www.childrenscentres.org.uk/ey_cluster_meetings.asp)

Recycling in Ealing, Ealing Council, 2008

[www.ealing.gov.uk/services/environment/recycling/index.html](http://www.ealing.gov.uk/services/environment/recycling/index.html)

For further information visit [www.childrenscentres.org.uk](http://www.childrenscentres.org.uk)  
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