

# Teaching and learning in the early years

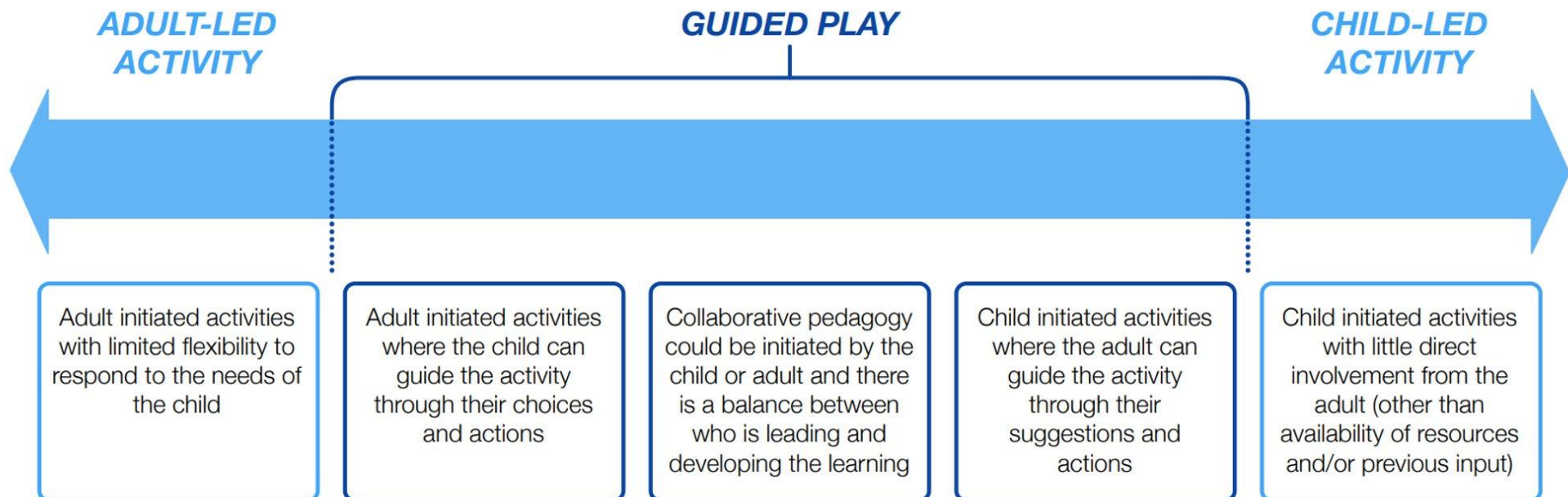
## Pedagogy

... **Teaching** (the approaches which enable learning to take place)

In early years, teaching and learning takes place through an interactive process between:

- An educator and a child/children
- A more experienced child and their less experienced peer(s)
- A child and their environment

**Adult role:** to apply effective approaches (pedagogy) to positively influence as many of these different interactions as possible.



## EYFS Continuous Provision: Construction Area

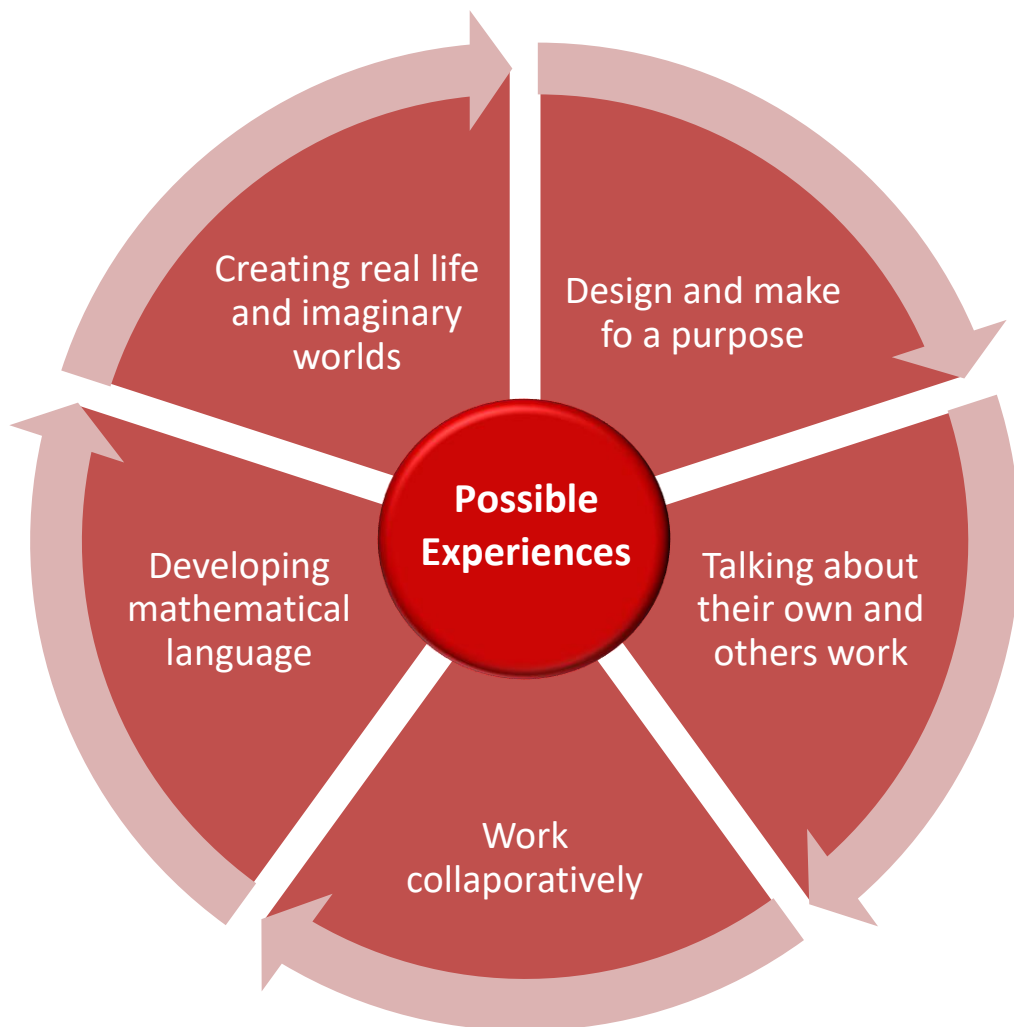


### Vocabulary (Nursery):

Join, combine, materials, off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D shapes, longest, shortest

### Vocabulary (Reception):

Length, long(er/est), short(er/est), pattern, repeating, flat, sides, straight, curved, solid, face, edges, vertices



### Enabling Environments:

- Provide space for large block play and model building constructions.
- Offer additional resources reflecting interests e.g. play maps and small world equipment.
- Review the environment resources after each session.
- Provide clipboards for 'plans' and mark making.
- Resources labelled with pictures and words.

### Positive Relationships (Role of adult):

- Role model use and care of materials.
- Give children time to explore and try out ideas.
- Support children to co-operate and take turns.
- Encourage children to respect other children's constructions.
- Support children in thinking about what they want to make.

### Resources:

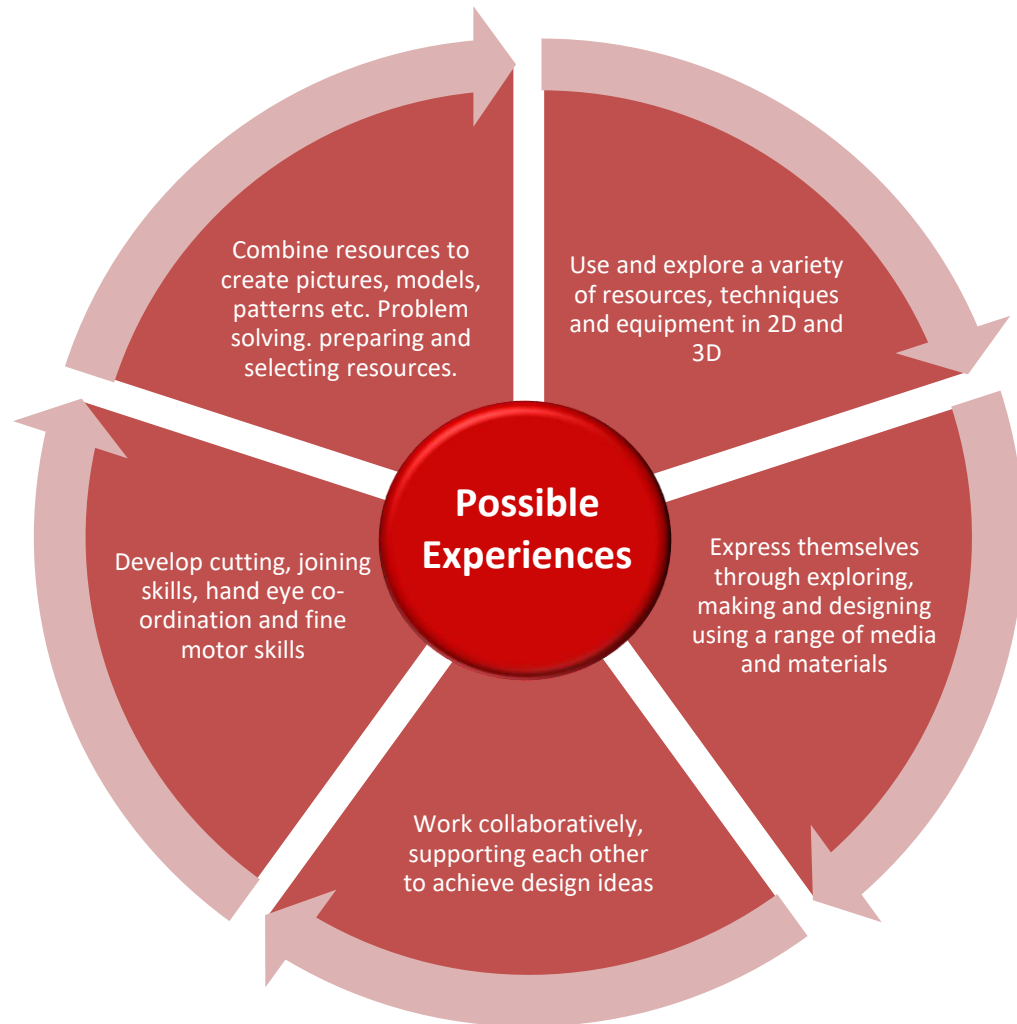
- Clearly labelled storage boxes/shelving.
- Pictures of buildings.
- Local themed reference photographs.
- Appropriate books.
- Drawing and writing materials
- Large wooden blocks.
- Small selection of play people, vehicles and animals.

# EYFS Continuous Provision: Creative Area



**Vocabulary (Nursery):**  
join, materials, shape, lines, detail, feelings, colour mixing, colour, light, dark

**Vocabulary (Reception):**  
Combine, warm, cool, mix, blend, shade, texture, background, outline



**Enabling Environments:**

- Provide accessible aprons
- Effectively organized and accessible resources
- Provide a creative area that is near to sink and washable floor.
- Provide adequate space for children to explore materials, media and techniques.
- Displays for children’s artwork.

**Positive Relationships (Role of adult):**

- Value how each child expresses themselves and the process.
- Support children to ‘have a go’.
- Accommodate specific religious/cultural beliefs relating to forms or art and representations of festivals.
- Encourage, listen and respond to children’s ideas.
- Encourage children to keep area tidy and value resources.

**Resources:**

- Open access storage.
- Aprons/protective clothing
- Selection of collage materials (recycled, natural and bought)
- Variety of different paper types and sizes
- Joining equipment – scissors, sellotape, glue, hole punch, string.

## EYFS Continuous Provision: Malleable Area

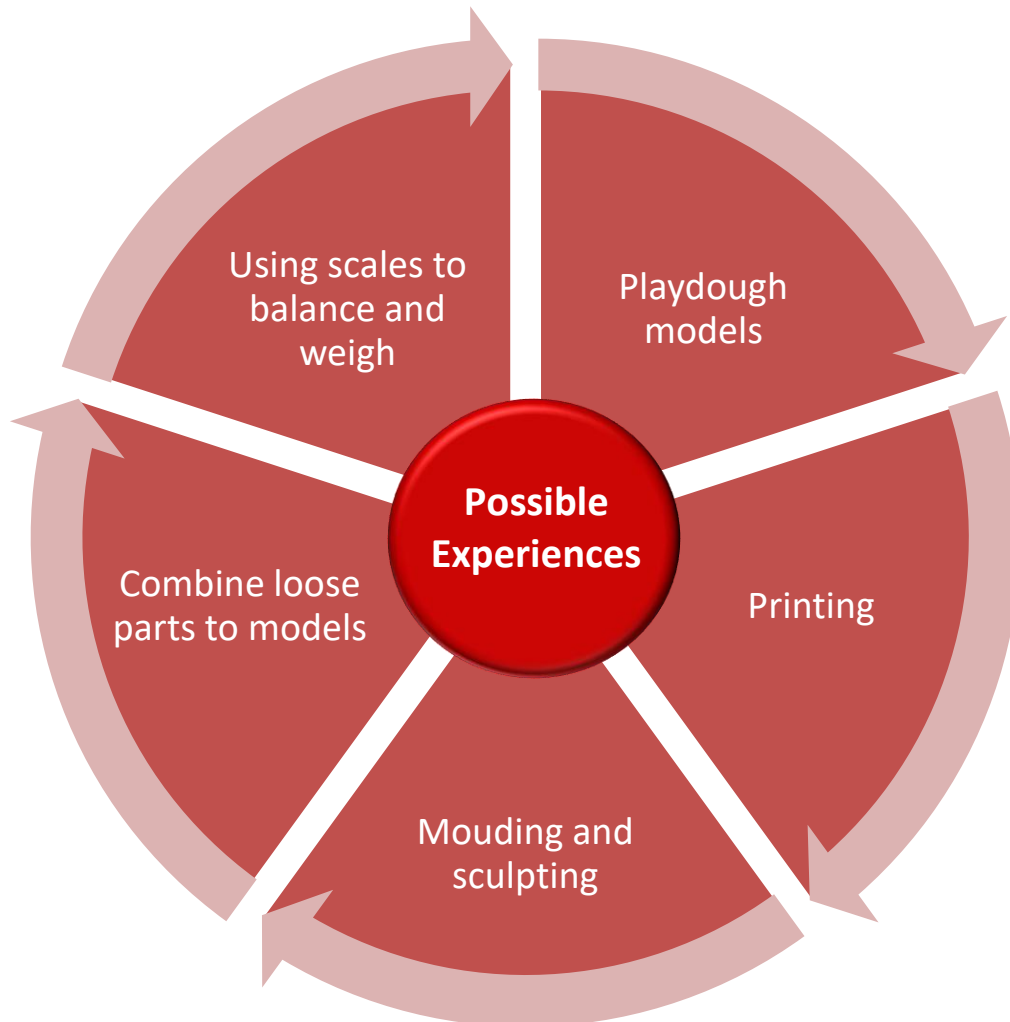


### Vocabulary (Nursery):

join, materials, shape, lines, detail, feelings, colour mixing, colour, light, dark

### Vocabulary (Reception):

Combine, warm, cool, mix, blend, shade, texture, background, outline



### Enabling Environments:

- Vary activities so that children are introduced to different materials and tools.
- Materials easily accessible at children's height, to ensure all can make choices.
- Provide activities that give children the opportunity and motivation to practice skills.
- Safe use of tools and materials.

### Positive Relationships (Role of adult):

- Model use of materials in area.
- Use talk to identify thought process when working with materials.
- Use open ended questions to promote sustained shared thinking.
- Observe children's learning to identify achievement and to inform planning for extended learning.

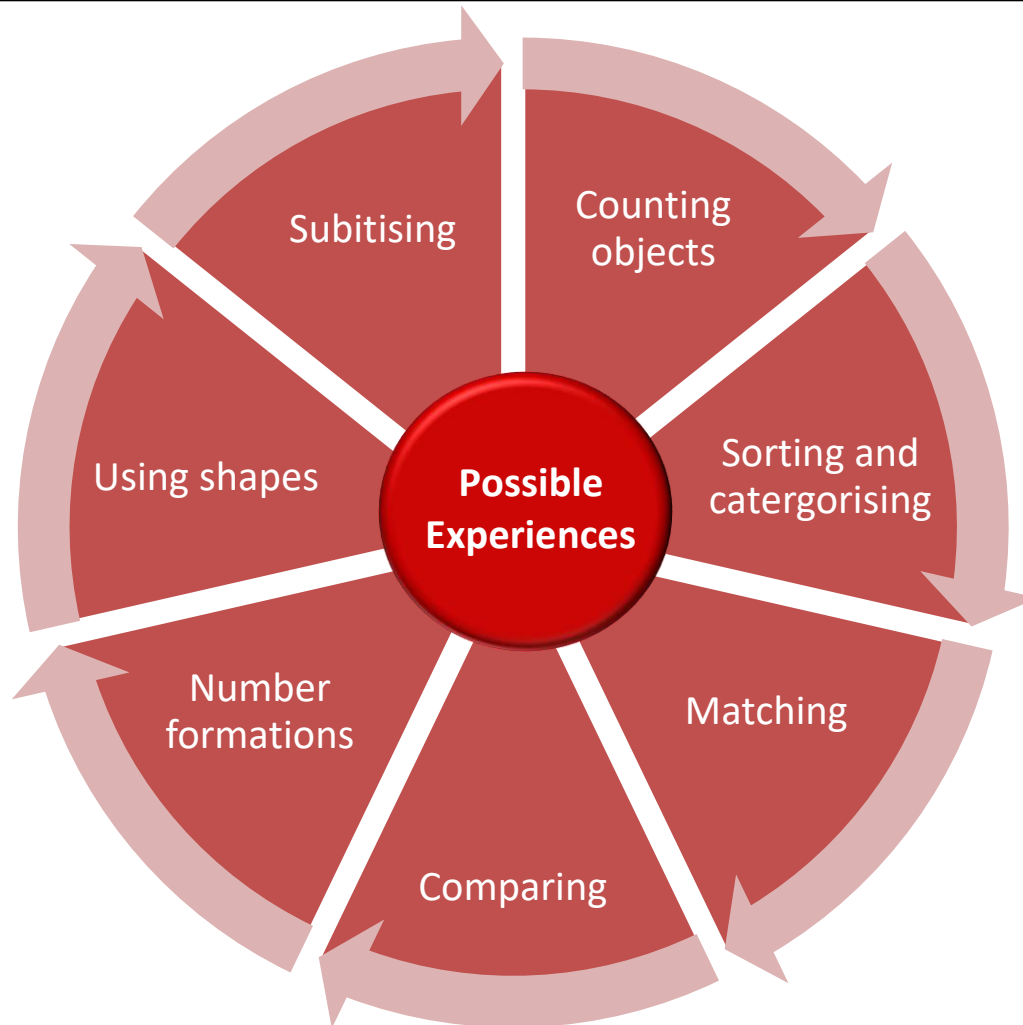
### Resources:

- Playdough, clay
- Rolling pin
- Cutters
- Knives
- Flour
- Twigs, sticks

# EYFS Continuous Provision: Maths Area



**Vocabulary (Nursery/Reception):** Numbers, numeral, count, count on, count back, compare, amount, more less, fewer, same, higher, lower, full, empty, big/bigger/biggest, small/smaller/smallest, long/longer/longest, tall/taller/tallest, short/shorter/shortest, heavy/heavier/heaviest, light/lighter/lightest, wide/wider, fatter/thinner, 2D shape names, round, flat, straight, curved, pointy, pointed, £D shapes names, days of the week, months of the year, clock, time, pattern, repeat, first, next, before, after, continue, copy, sequence, order.



## Enabling Environments:

- Provide a range of equipment covering the EYFS areas bring maths into the provision.
- Teach children maths skills and give them opportunities to use mathematical language across the provision.
- Provide a place to encourage maths (counting)

## Positive Relationships (Role of adult):

- Model use of maths equipment.
- Model maths strategies in group times and encourage children to apply them (count the snacks)
- Support and extend children's learning.
- Ask mathematical problem-solving questions (Can you work out which is the tallest?)

## Resources:

- Numbers
- Loose parts
- Dice
- Shapes
- Paper and pencils
- Cards
- Five and tens frames

# EYFS Continuous Provision: Writing Area



## Vocabulary (Nursery):

Straight lines, diagonal lines, circles, spiral, clockwise

## Vocabulary (Reception):

Letter families, lower-case, upper-case, capital letters, formation, finger spaces, full stops, letter, word, phrase, sentence, tripod grip, curved, zig-zag, straight, dash, dot, outline, posture, sequence.

## Enabling Environments:

- Provide a text rich environment with real items to encourage real reason for writing.
- Provide writing activities that are inclusive and reflect interests.
- Provide portable writing resources for use in provision areas (role play, construction etc.)

## Positive Relationships (Role of adult):

- Regularly model writing for a variety of purposes
- Encourage children to explore and experiment with mark making and writing
- Ensure all mark making is valued
- Ensure opportunities to teach writing and letter formation are maximised.
- Support children to tidy area.

## Resources:

- Pens, pencils, highlighters
- Sharpeners
- Assortment of paper and card
- Phonics resources
- Name cards
- Letter formation



# EYFS Continuous Provision: Reading Area

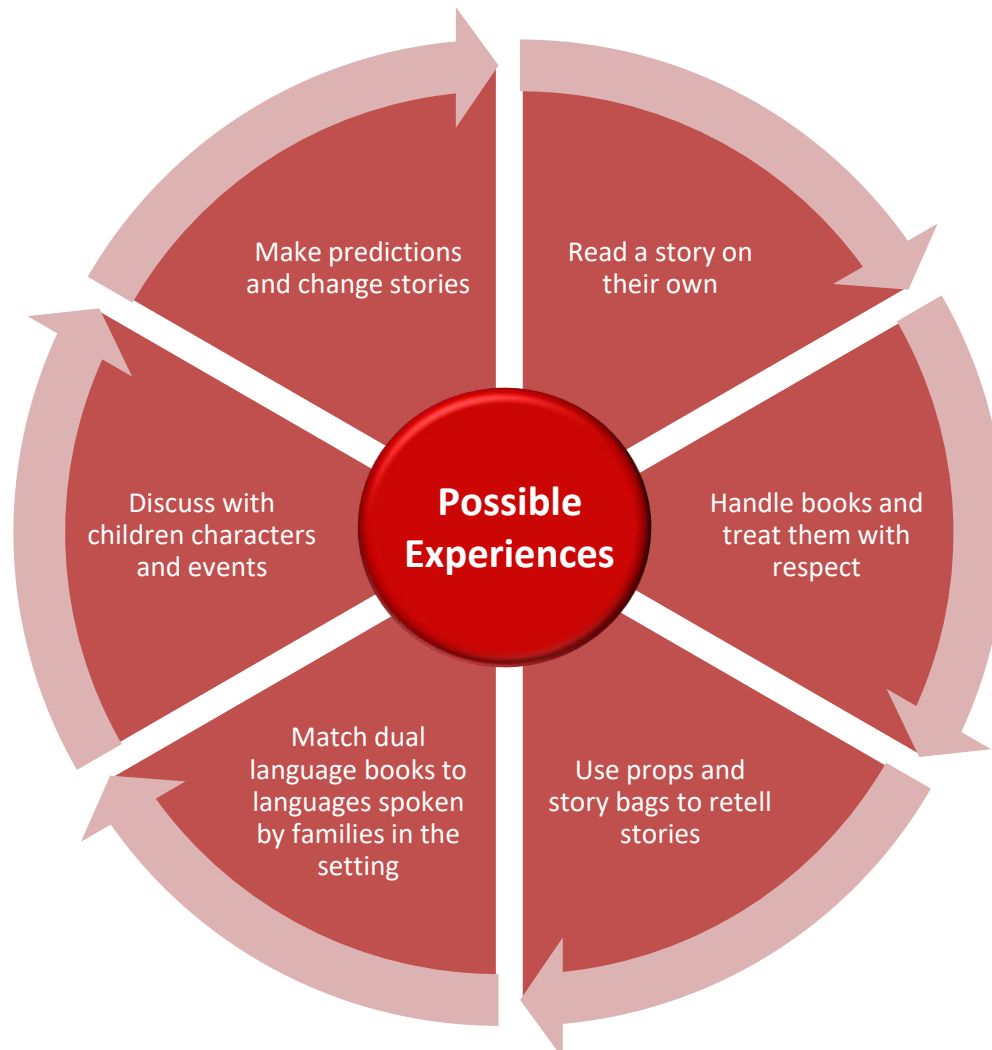


## Vocabulary (Nursery):

Book, page, print, letters, meaning, text, front cover, back cover, title, beginning, middle, end

## Vocabulary (Reception):

Prediction, opinion, blurb, vocabulary, language



## Enabling Environments:

- Inviting quiet/cosy area with rug and soft cushions for solitary reading and sharing stories
- Presentation of books and story props that are visible and accessible.
- Range of books, including child-made books and reading activities that are inclusive and reflect a wide range of diversity.

## Positive Relationships (Role of adult):

- Model the correct use of books.
- Read to children and question for comprehension. Model expression and pace.
- Nurture a love of books, stories and rhymes.
- Develop pupil vocabulary and language skills]encourage pupils to handle books well and care for them.

## Resources:

- Pens, pencils, highlighters
- Sharpeners
- Assortment of paper and card
- Phonics resources
- Name cards
- Letter formation

# EYFS Continuous Provision: Role Play



## Vocabulary (Nursery):

Language relating to resources: cooker, cup, saucer, machine, tablecloth, fridge, wok, kettle. Language relating to emotions: happy, sad, frightened, worried, cross. Language relating to social convention: please/thank you, Good morning/afternoon. How can I help you? Language relating to negotiation. Story language: first, next, suddenly



## Enabling Environments:

- Well resourced home corner to re-enact familiar situations and promote conversation.
- Provision of equipment to extend children's experiences and imagination.

## Positive Relationships (Role of adult):

- Observe and respond to children's play idea, needs and interests.
- Use open ended questions to promote conversation and thinking
- Provide additional items to enhance (festivals, birthdays, seasons)

## Resources:

- Child height furniture
- Utensils – pans, crockery, cutlery
- Dressing up and accessories
- Writing materials
- Telephone
- Kitchen appliances



# EYFS Continuous Provision: Sand

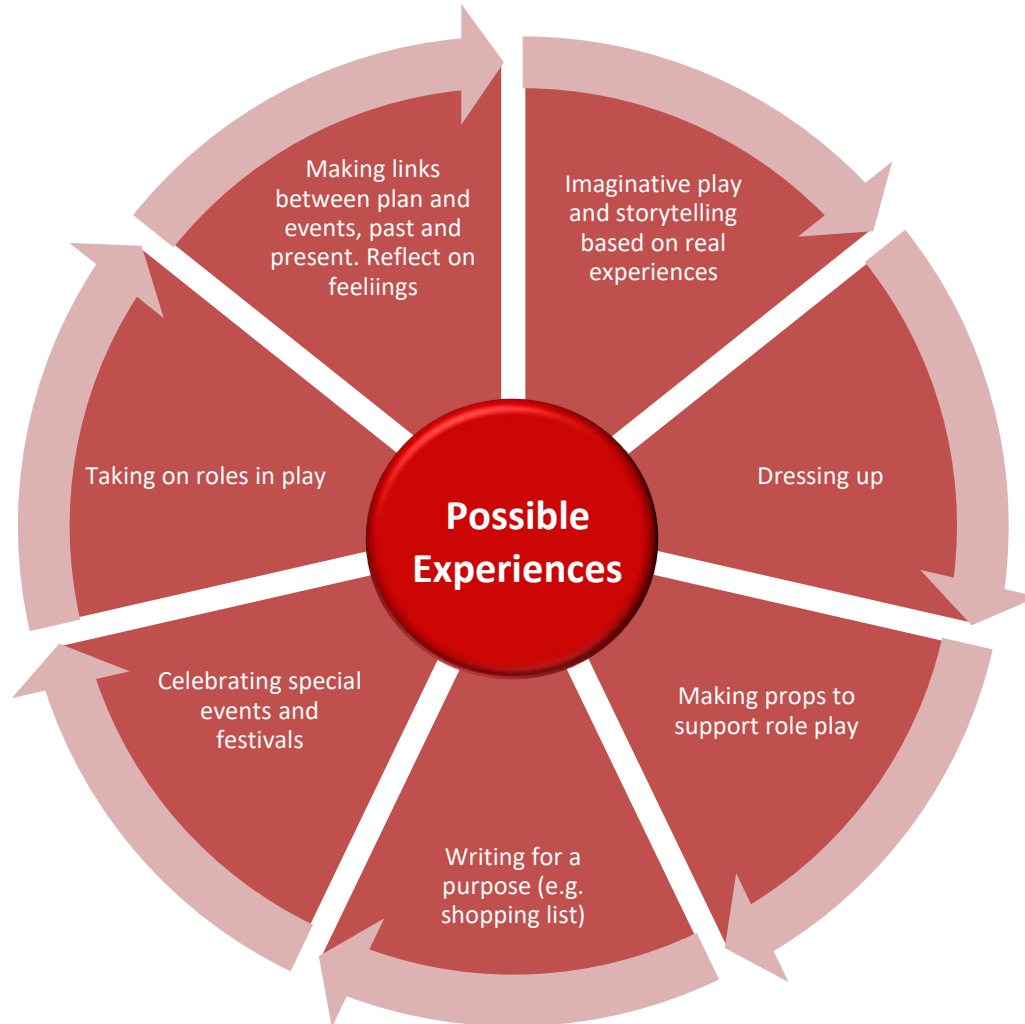


## Vocabulary (Nursery):

Fill, dig, shape, pour, slide, bury, hide, build, push, pat, mix, lift, stamp, break, wet, dry, soggy, warm, cold, soft, hard.

## Vocabulary (Reception):

Sculpt, pattern, mould, squeeze, drag, scrape, flatten, level off, pile up, sink, scoop, crumble, grain, disappear, soaked, squelchy, rough, sharp, spiky, smooth, grainy, gritty



## Enabling Environments:

- Keep sand covered when not in use.
- Check sand daily to ensure safe use.
- Keep fresh and while equipped.

## Positive Relationships (Role of adult):

- Use open questioning to promote sustained shared thinking.
- Extend learning based on children's narratives and interests.
- Support children to explore mathematical language based investigations.

## Resources:

- Buckets and spdes
- Rakes
- Funnels and jugs
- Water
- Moulds
- Stones, pebbles and sticks

# EYFS Continuous Provision: Water Area



### Vocabulary (Nursery):

Fill, pour, tip, pouring, hold, drop, drip, splash, spray, bubble, bubbly, ice cream, foam, squirt, slip, stir, mix, deep, full, empty, more, less, gone, wet, dry, water, warm, ice, cold.

### Vocabulary (Reception):

Capacity, liquid, trickle, gush, flow, sprinkle, damp, soaked, drench, moist, drizzle, seep, whisk, leak, frothy, melt, melting, empty, full, almost, nearly, level, brim, shallow, deep, overflow.



### Enabling Environments:

- Provide protective waterproof clothing
- Ensure area is safe through daily checks
- Empty water when not in use.

### Positive Relationships (Role of adult):

- Encourage children to help each other to put on aprons and roll up sleeves
- Use appropriate questioning and language to support investigation and 'finding out'
- Extend learning as appropriate.

### Resources:

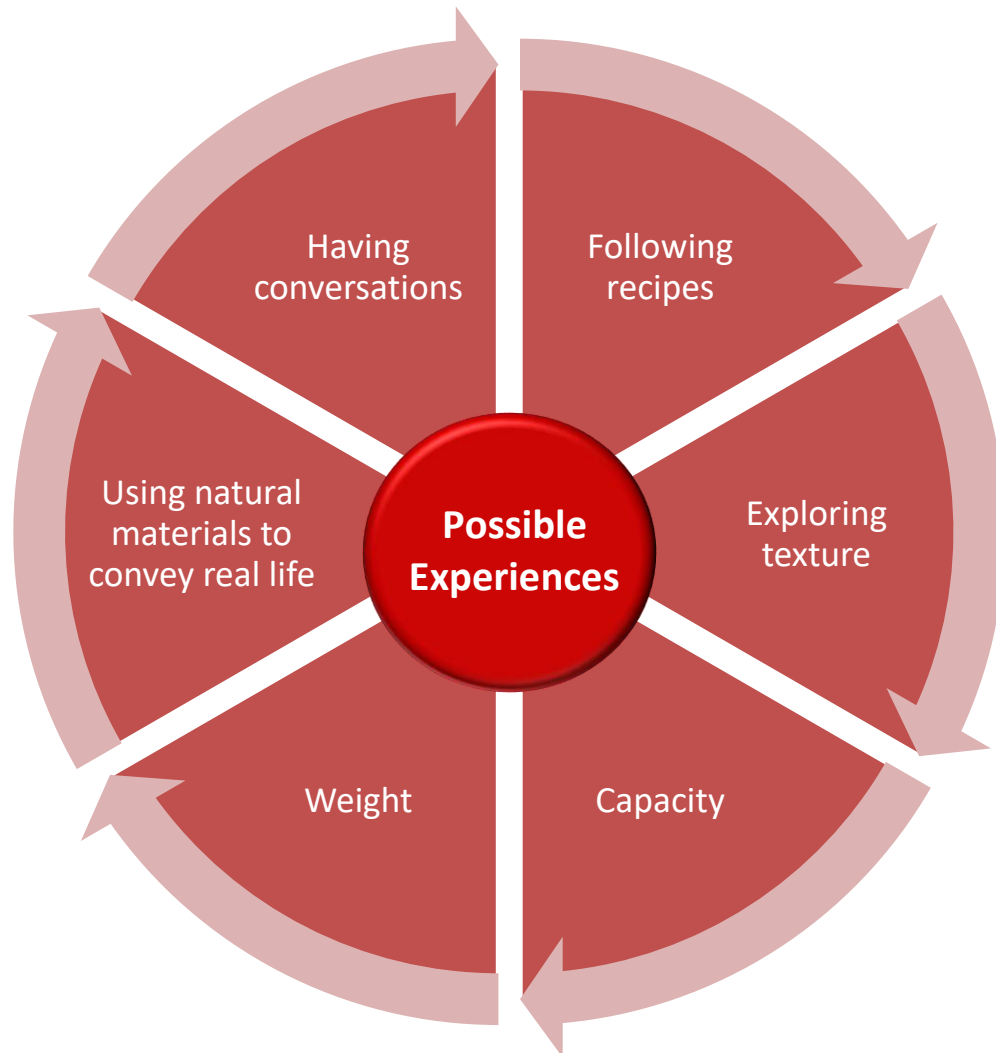
- Funnels and jugs
- Water
- Stones and pebbles
- Sticks
- Spray bottles
- Wheels
- rollers

# EYFS Continuous Provision: Mud Kitchen



## Vocabulary (Nursery/Reception):

Names of malleable and tactile materials, names of tools and equipment. Language related to touch – cold, warm, hard, soft, squashy, smooth. Language related to actions: pinch, twist, stretch, roll, squeeze, pat. Language related to size: big (er), small (er), long (er), tall (er), short (er).



## Enabling Environments:

- Materials easily accessible at child's height.
- Provide activities that challenge thinking.
- Teach children how to use tools for different purposes.
- Language rich.

## Positive Relationships (Role of adult):

- Use talk to identify thought process when working with materials.
- Encourage appropriate use of the area.
- Use appropriate language and questioning. What materials are you using? How did you?
- Use open ended questions.

## Resources:

- Kitchen utensils
- Mud, soil, plants, scales, protective clothing, writing materials

