



Shaping Futures



**CTTP**

Carmel Teacher Training Partnership

*Changing Lives*

EYFS Training

# Why is the learning environment important?

We know that a rich and varied environment supports children's learning and development.

It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

# Question...

What do settings need to provide to make children feel safe and secure in their learning environment?



# So...

An appropriate physical environment is one in which children feel safe, happy, cared for and relaxed.

It offers children access to indoor and outdoor spaces in which they can explore, create, think, learn and develop with the support and interactions from sensitive, knowledgeable adults.



A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in **secure and safe, yet challenging, indoor and outdoor spaces.**



### The emotional environment

- The emotional environment is created by all the people in the setting, but adults have to ensure that it is warm and accepting of everyone.
- Adults need to empathise with children and support their emotions.
- When children feel confident in the environment they are willing to try things out, knowing that effort is valued.
- When children know that their feelings are accepted they learn to express them, confident that adults will help them with how they are feeling.

### The outdoor environment

- Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

### The indoor environment

- The indoor environment provides a safe, secure yet challenging space for children.
- For some children, the indoor environment is like a second 'home', providing a place for activity, rest, eating and sleeping.
- The indoor environment contains resources which are appropriate, well maintained and accessible for all children.
- Indoor spaces are planned so that they can be used flexibly and an appropriate range of activities is provided.



### Effective practice

- Understand that some children may need extra support to express their feelings and come to terms with them.
- Encourage children to help to plan the layout of the environment and to contribute to keeping it tidy.
- Ensure that children have opportunities to be outside on a daily basis all year round.
- Help children to understand how to behave outdoors and inside by talking about personal safety, risks and the safety of others.
- Create an indoor environment that is reassuring and comforting for all children, while providing interest through novelty from time to time.
- Where possible link the indoor and outdoor environments so that children can move freely between them.

### Challenges and dilemmas

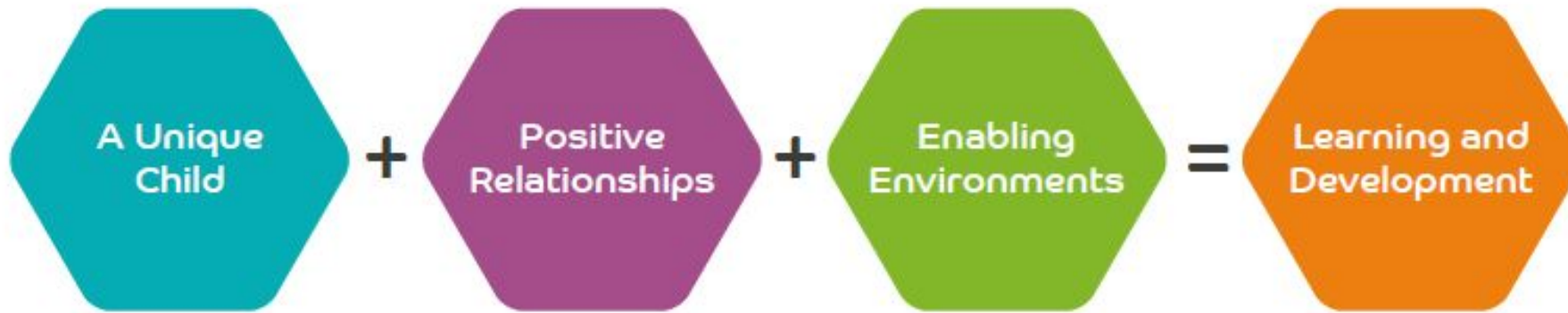
- Finding ways to promote the importance and value of the outdoor environment to all those involved in the setting, for example, the senior management team, other professionals, staff and parents.
- Meeting the needs of children of different ages in a shared outdoor space.
- Overcoming problems in accessing and using the outdoor environment because of the design or organisation of the building.
- Ensuring the indoor environment is 'homely' enough to feel comfortable while providing an environment suitable for learning.



### Reflecting on practice

- What support is available to practitioners who may feel 'drained' emotionally when a child requires extensive support for their feelings of sadness, anger or frustration?
- How well do you reflect examples of outdoor learning in your observations and assessments of children?
- Does indoor provision meet the needs of all the children as both a place to feel 'at home' and a place to learn?
- How do you ensure that the deployment of staff is flexible enough to respond to the flow and movement of children between indoors and outdoors?

What do I do next?



Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

*EYFS Statutory Framework*

Children learn to be strong and independent through **positive relationships**.

*EYFS Statutory Framework*

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

*EYFS Statutory Framework*

(Recognise the) importance of **learning and development**. Children develop and learn at different rates.

*EYFS Statutory Framework*

# Observation of the Early Years



# Indoor environment

- The indoor environment provides a safe, secure yet challenging space for children.
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# The Indoor Environment in Action

<https://www.youtube.com/watch?v=kmnFIH1XgqU>

Think about the different types of areas to include, such as a quiet area, an active area, creative/messy areas, a construction area, an eating area and a book area.

# Montessori said...

*“Adults admire their environment; they can remember it and think about it – but a child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear”*



# Indoor Environment Task

Resources

Effective practice

Challenges and dilemmas



# The Outdoor Environment

Outdoor learning is a crucial element of the EYFS Framework. Being outdoors has a positive impact on children's sense of well-being and development. It offers opportunities for doing things in different ways and on different scales than when indoors.

It gives children firsthand contact with weather, seasons and the natural world. Outdoor environments offer children freedom to explore, use their senses, take risks and be physically active and exuberant.



# Forest School



# Outdoor environment in action

<https://www.youtube.com/watch?v=NFBxzozgLE8>

# What can the outdoor environment offer?

It offers a rich, multi sensory environment that is meaningful, stimulating and motivating for all young children.





# Outdoor Environment Task

Resources

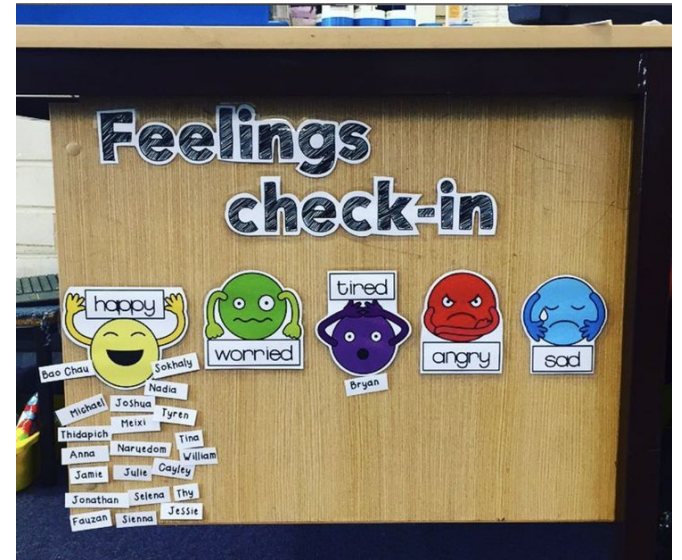
Effective practice

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# The Emotional Environment

The emotional environment is created by all the people in the setting, but adults have to ensure that it is warm and accepting of everyone.



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- When children feel confident in the environment they are willing to try things out, knowing that effort is valued.
- When children know that their feelings are accepted they learn to express them, confident that adults will help them with how they are feeling.

# The Emotional Environment in Action

<https://www.youtube.com/watch?v=B6qla2CanBM>

# Relationships



*'Babies and young children are very perceptive and aware of the feelings and atmosphere around them. Relationships between adults and children, between adults and other adults and between children themselves all have an important role to play in developing the young child's sense of self and their understanding of how to interact with others.'*

Birth to three supporting our youngest children.  
Learning and teaching Scotland 2005.

# Emotional Environment Task

Resources

Effective practice

Challenges and dilemmas

# Planning

We use the Early Years Framework and Development Matters to support our planning in Early Years.

We've developed a good balance between child-initiated and adult-led activities, ensuring our ethos of 'learning through play' is always maintained.

Each activity supports the ELGs which the children are working towards.

# What we plan for

phonics

literacy

PE

Ten Ten

Understanding  
the World

Expressive  
arts and  
design


maths

RE

Secret  
Garden

Carousel  
activity

# Examples of planning

	<b>ENGLISH PLANNING</b> Year Group: Reception    Term: Spring 2    Teachers: CC/MB/RA/AH/SB/JP/LR    Wk Beg: 28.02.2022    Text Focus: The Three Little Pigs
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	Learning Focus	Whole Class Teaching	Activity 1 (MC/CC)	Activity 2 (AH/SB)	Activity 3 (JP/LR)	Continuous Provision
Mo n	They write simple sentences which can be read by themselves and others L:W (ELG) Can segment the sounds in simple words and blend them together L:W (40-60)	Teacher will introduce children to the story 'The Three Little Pigs'  Children will create a story map using different actions for the important parts.	<b>HMA</b>  Children will work independently to write facts about pigs. Children will be encouraged to write the following facts:  Pigs are pink. A pig lives on a farm and likes to play in the mud. A baby pig is called a piglet. A pig is a very clever animal. On the farm a pig lives in a pen.	<b>LMA</b>  Wanted poster  Children will make a wanted poster for the wolf. They will draw a picture of the wolf and will write:  The wolf is wanted. He blew the houses down. The pigs are sad.	<b>LA</b>  Three little pigs word hunt-  Pig Mud pen  Words will be hidden around the garden, children will use their phonic knowledge to decode the words.  Children will then retell the story using the story map.	Label a pig  Label the houses  Phoneme frames  Story maps  Roleplay masks
Tue	They write simple sentences which can be read by themselves and others L:W (ELG) Can segment the sounds in simple words and blend them together L:W (40-60)	Teacher will introduce children to the story 'The Three Little Pigs'  Children will create a story map using different actions for the important parts.	<b>LA</b>  Children will work independently to write facts about pigs. Children will be encouraged to write the following facts:  A pig is pink. A pig is in the mud. A pig lives in a pen.	<b>HA</b>  Wanted poster  Children will make a wanted poster for the wolf. They will draw a picture of the wolf and will write:  The big bad wolf is wanted. He blew the three little pigs houses down. The pigs are very sad. He must be caught! The reward is one hundred pounds.	<b>HMA</b>  Three little pigs word hunt-  Words will be hidden around the garden, children will use their phonic knowledge to decode the words.  Pig Mud Pen Brick Stick Huff puff  Children will then retell the story using the story map.	



<p><b>Thu rs</b></p>	<p>They write simple sentences which can be read by themselves and others L:W (ELG) Can segment the sounds in simple words and blend them together L:W (40-60)</p>	<p>Teacher will introduce children to the story 'The Three Little Pigs'  Children will create a story map using different actions for the important parts.</p>	<p><b>HA</b>  Children will work independently to write facts about pigs. Children will be encouraged to write the following facts:  Pigs are pink. A pig lives on a farm and likes to play in the mud. A baby pig is called a piglet. On the farm a pig lives in a pen.</p>	<p><b>HMA</b>  Wanted poster  Children will make a wanted poster for the wolf. They will draw a picture of the wolf and will write:  The big bad wolf is wanted. The pigs are sad. He must be caught!</p>	<p><b>LMA</b>  Three little pigs word hunt-  <b>P</b>ig Mud Pen brick  Words will be hidden around the garden, children will use their phonic knowledge to decode the words.  Children will then retell the story using the story map.</p>
<p><b>Fri</b></p>	<p>They write simple sentences which can be read by themselves and others L:W (ELG) Can segment the sounds in simple words and blend them together L:W (40-60)</p>	<p>Teacher will introduce children to the story 'The Three Little Pigs'  Children will create a story map using different actions for the important parts.</p>	<p><b>LMA</b>  Children will work independently to write facts about pigs. Children will be encouraged to write the following facts:  A pig is pink. Pigs like mud. Pigs live in a pen.</p>	<p><b>LA</b>  Wanted poster  Children will make a wanted poster for the wolf. They will draw a picture of the wolf and will write:  The wolf is wanted.</p>	<p><b>HA</b>  Three little pigs word hunt-  Words will be hidden around the garden, children will use their phonic knowledge to decode the words.  Pig Mud Pen Brick Stick wolf  Children will then retell the story using the story map.</p>

# Your turn to plan...

A writing activity for 'The Three Little Pigs' differentiated three ways:

- Higher ability
- Middle ability
- Lower ability

# Continuous Provision

Can you plan the continuous provision for the following areas:

- Maths area
- Writing area
- Creative area
- Tufft Spot
- Water tray
- Secret Garden/Outdoor area



# Your turn to plan...

A maths activity for 'Handa's Surprise' differentiated three ways:

- Higher ability
- Middle ability
- Lower ability



	Learning Focus	Whole Class Teaching	Activity 1 Tens frame loose parts Photo and observation	Activity 2 Collection of objects Photo and observation	Activity 3 Rainbow using 7 colours Sticker	Continuous provision
Tue	Count objects, actions and sounds.  Compare numbers.	<p>Introduce children to pairs. What is a pair? Who can tell me what a pair is? Share with the children some examples of pairs.</p> <p>Watch the WRM video: Session 7: Making Pairs  <a href="https://vimeo.com/500528665">https://vimeo.com/500528665</a></p> <p>Finish the session by watching the number bonds episode: Making Pairs  <a href="https://www.youtube.com/watch?v=PU-4pL8zPg4">https://www.youtube.com/watch?v=PU-4pL8zPg4</a></p>	<p><b>LMA:</b> Provide children with a ten frame. Ask the children to make 6, 7 and 8 on the tens frame.</p> <p>Can they find the correct Numicon to match the number they have made?  Can they show you on their fingers?</p>	<p><b>HMA:</b> TA will work in the creative area with the children creating 6, 7 and 8 numberblocks. Children will be given small squares and will need to carefully count each amount. They will then create their <u>numberblock</u> character.</p> <p>Children will create number block 8</p>	<p><b>HA:</b> Show children a picture of a rainbow. Talk to children about the <u>colours</u>.  How many <u>colours</u> can they see?  Can they paint their own rainbow using 7 <u>colours</u>?</p>	<p>Writing table- post it notes</p> <p>Creative table- Numberblocks</p> <p>Number table- making 6/7/8 kites with beads</p> <p>Water tray- dinosaurs</p> <p>Tuff spot- car road</p>
Tue			<p><b>HA:</b> Provide children with a ten frame. Ask the children to make 6, 7 and 8 on the tens frame.</p> <p>How do they know it shows 6/7/8 without counting?  Can they find the correct Numicon to match the number they have made? Can they show you on their fingers?</p>	<p><b>LA:</b> TA will work in the creative area with the children creating 6, 7 and 8 numberblocks. Children will be given small squares and will need to carefully count each amount. They will then create their <u>numberblock</u> character.</p> <p>Children will create number block 6</p>	<p><b>LMA:</b> Show children a picture of a rainbow. Talk to children about the <u>colours</u>.  How many <u>colours</u> can they see?  Can they paint their own rainbow using 7 <u>colours</u>?</p>	
			Children to <u>practise</u> writing 6, 7 and 8.			

# Continuous Provision

Can you plan the continuous provision for the following areas:

- Maths area
- Writing area
- Creative area
- Tufft Spot
- Water tray
- Secret Garden/Outdoor area



# Observation and Assessment

Observations in the early years are an incredibly powerful tool to help you understand a child and their learning journey - but they shouldn't just be a paperwork burden.

In essence, it's all about understanding the children in the setting, including how they're developing, what they've been up to, and **what they're learning through their play**.

This means learning more about the effectiveness of the provision for each child. That's why it's so vital you use these observations for something. They should be helping you **plan**, **understand** child interests, and **train** staff.

# ShREC

## HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*"When done well, high quality interactions often look effortless but they are not easy to do well."*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

### Sh



#### Share attention

Be at the child's level. Pay attention to what they are focused on.

### R



#### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

### E



#### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

### C



#### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.



# ShREC Approach

<https://www.youtube.com/watch?v=HJSfZRtUMXk>

# Formative Assessment

- Reception Baseline assessment
- The Early Years Profile



## Early years foundation stage profile

2022 handbook

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# Summative Assessment

- Daily observations
- Questioning
- Conversations
- Quality interactions
- Adult directed working tasks

