



**Early Excellence**  
Inspirational Learning

# The Vital Importance of the EYFS

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Early Excellence  
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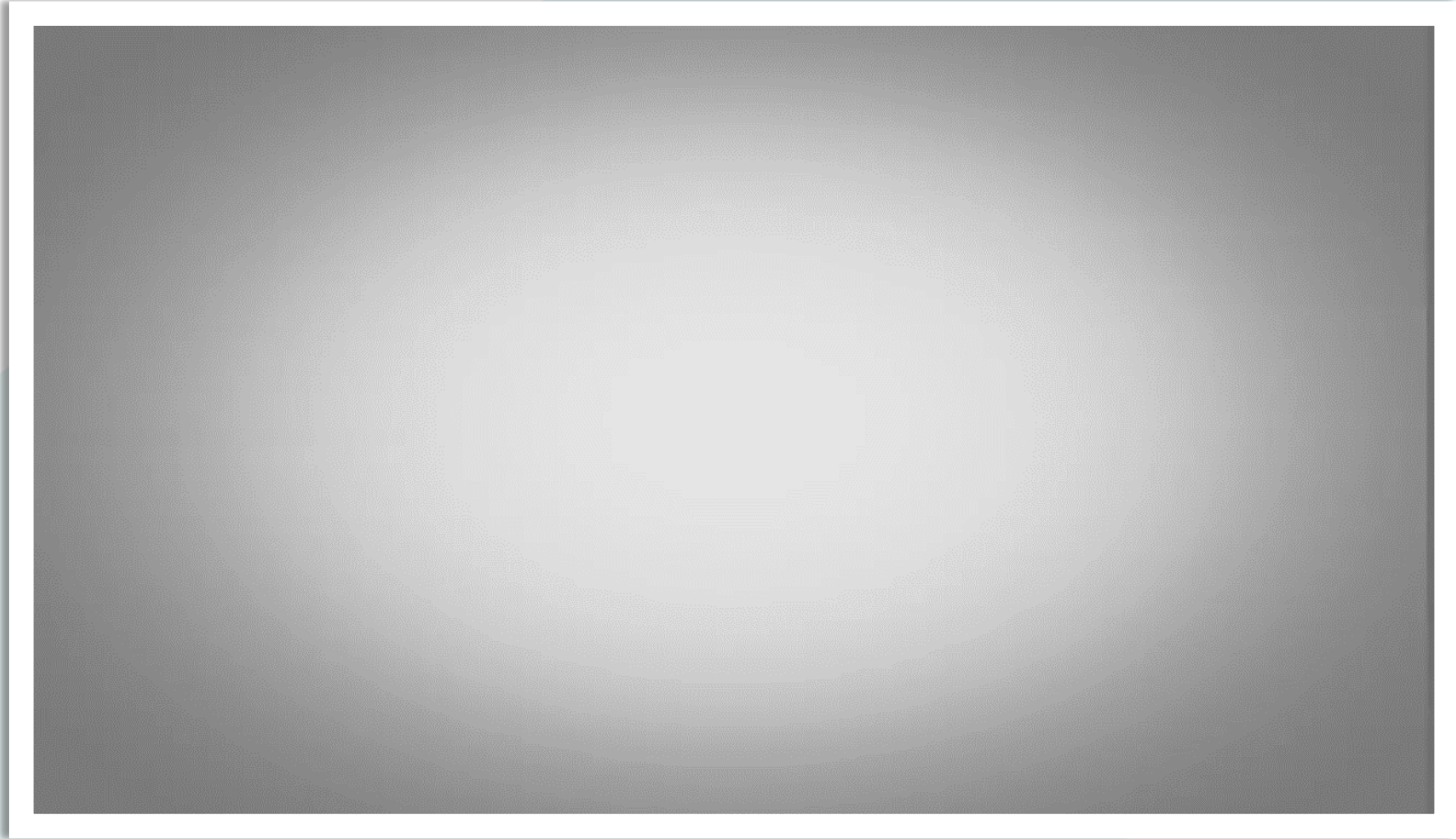
‘**Early childhood** is... A period of **momentous** significance for people growing up in our culture. By the time this period is over, children will have **formed conceptions of themselves** as social beings, **as thinkers**, as **language users**, and they will have reached certain important decisions about their **own abilities** and their **own worth**.

Margaret Donaldson



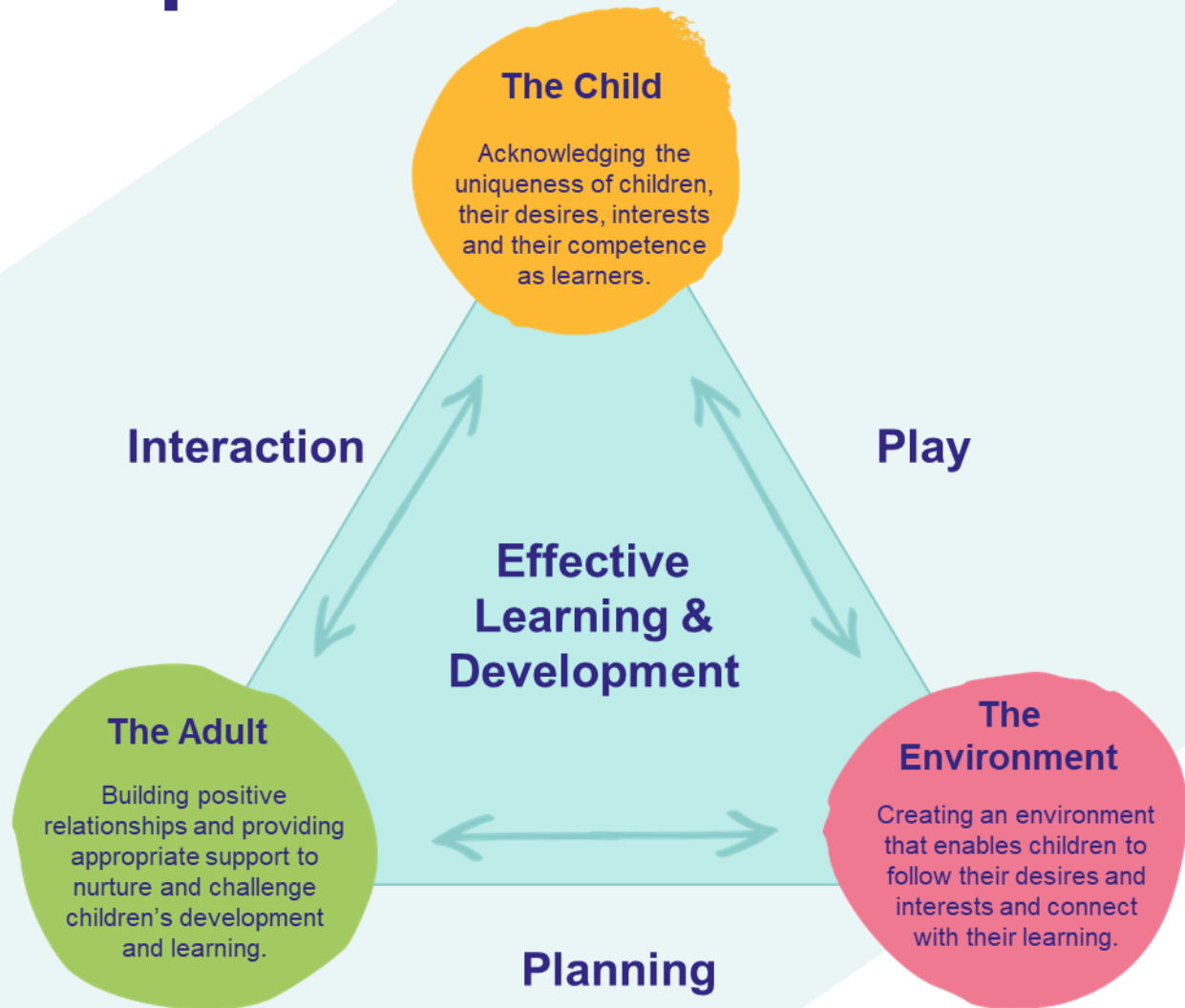


# Play Video- Inspiring Communicators



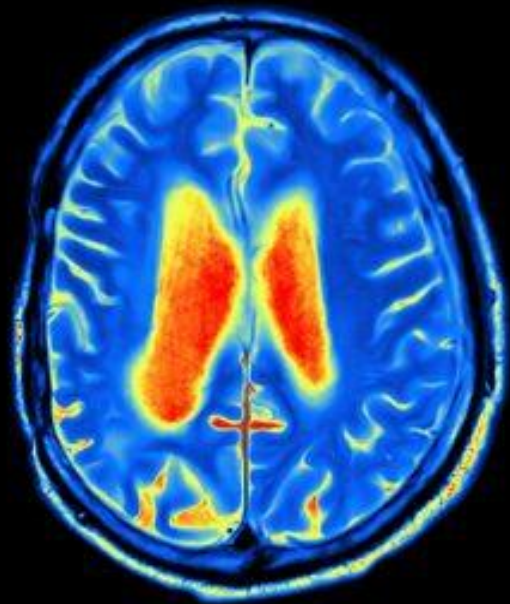
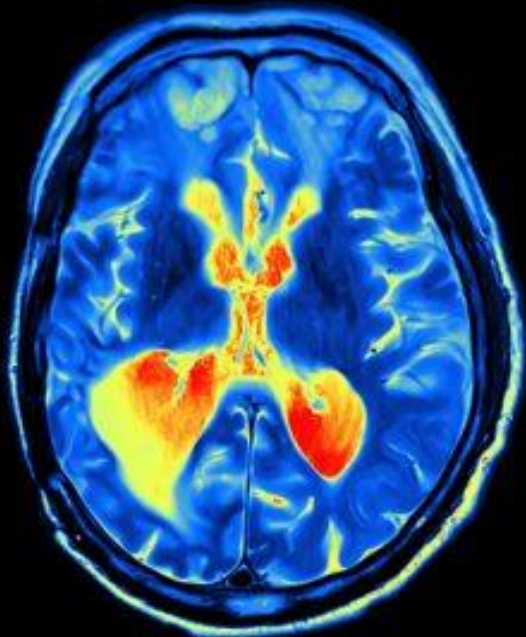
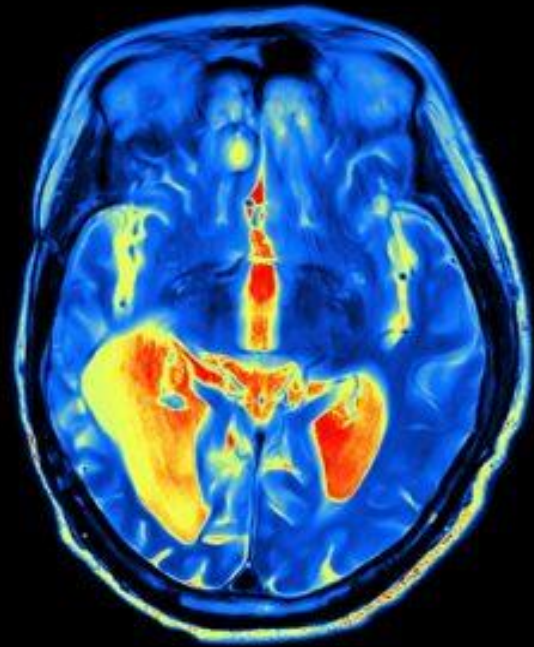
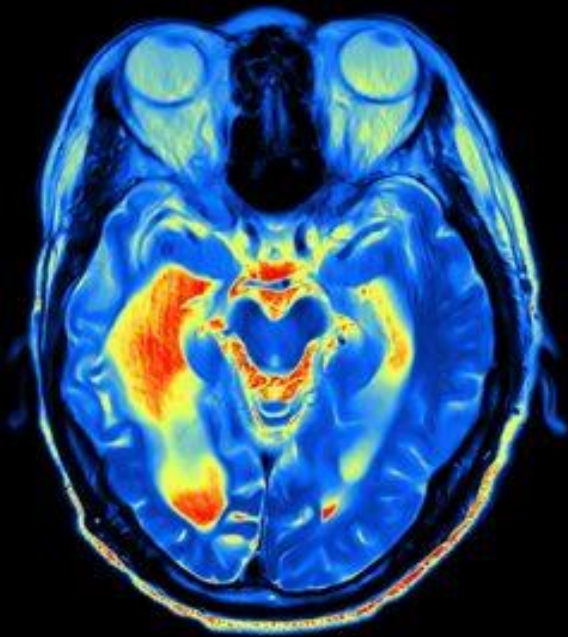
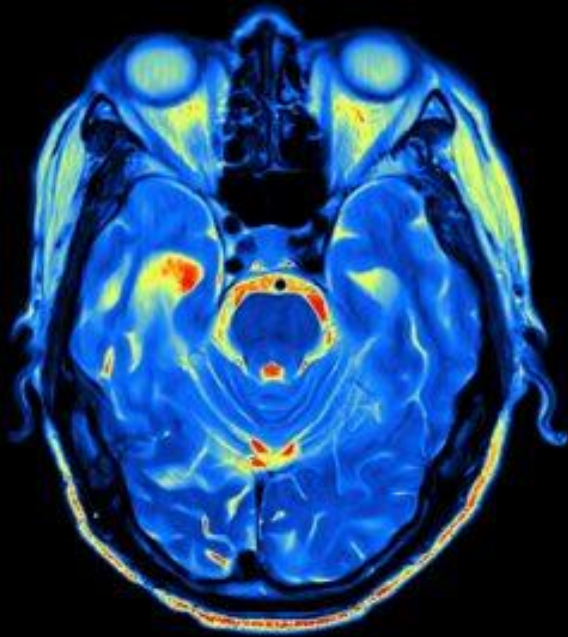


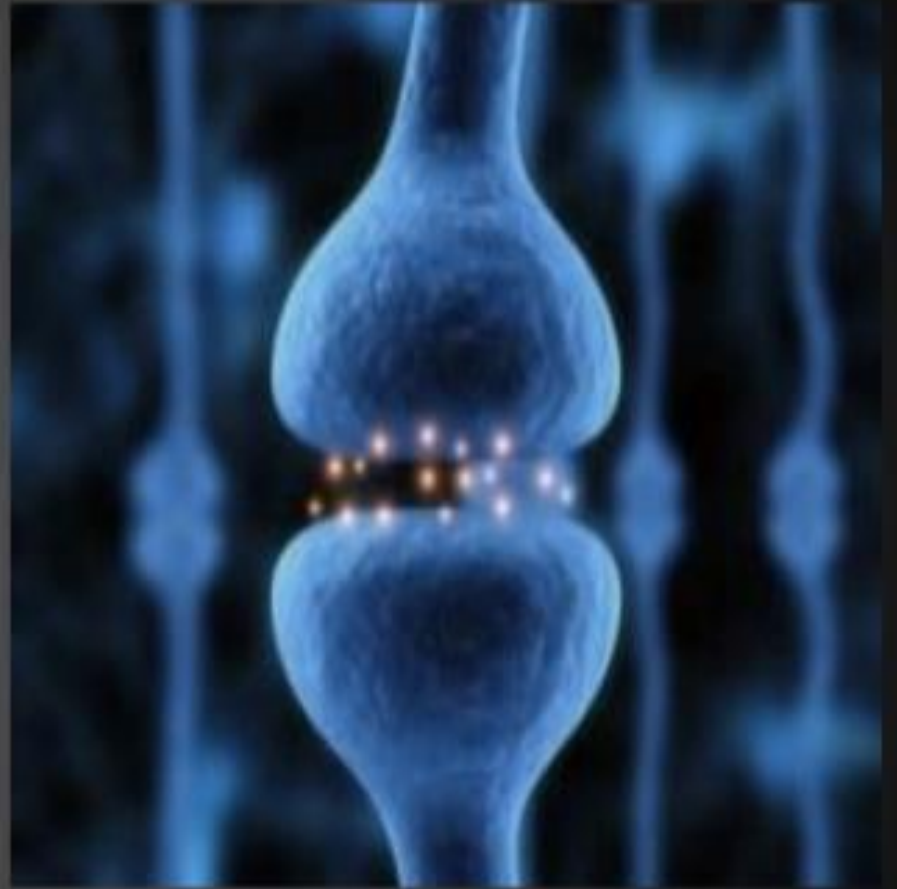
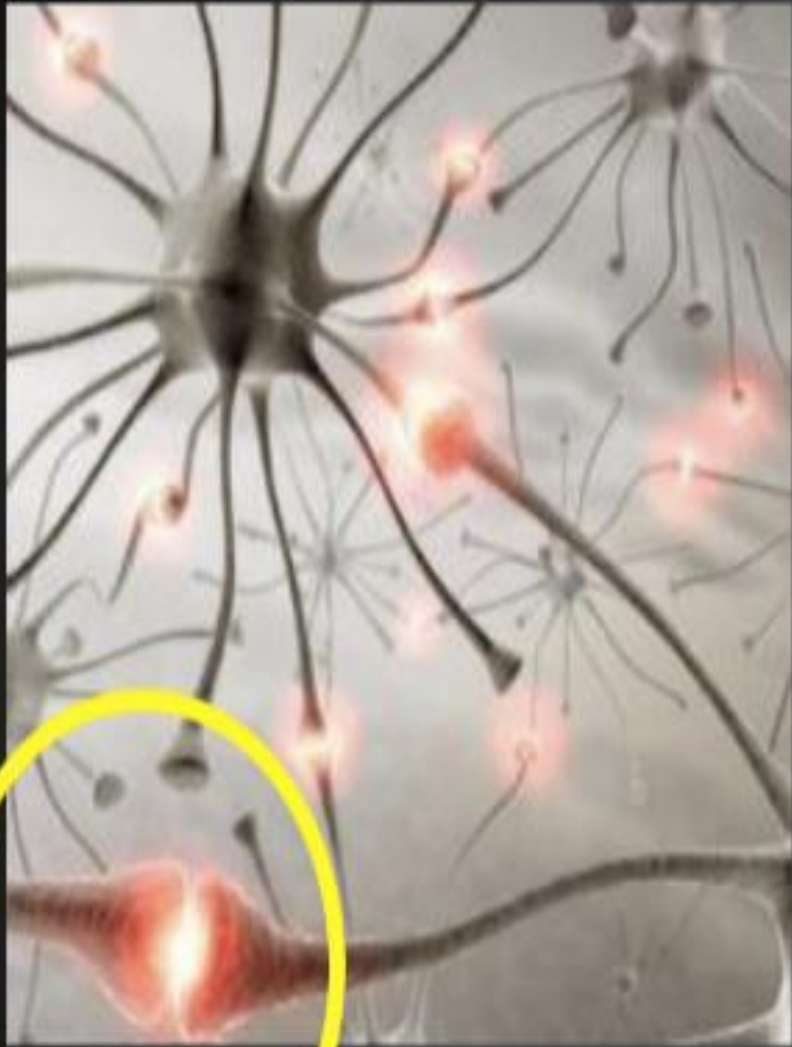
# Effective learning & development





# Neurological pathways in the human brain



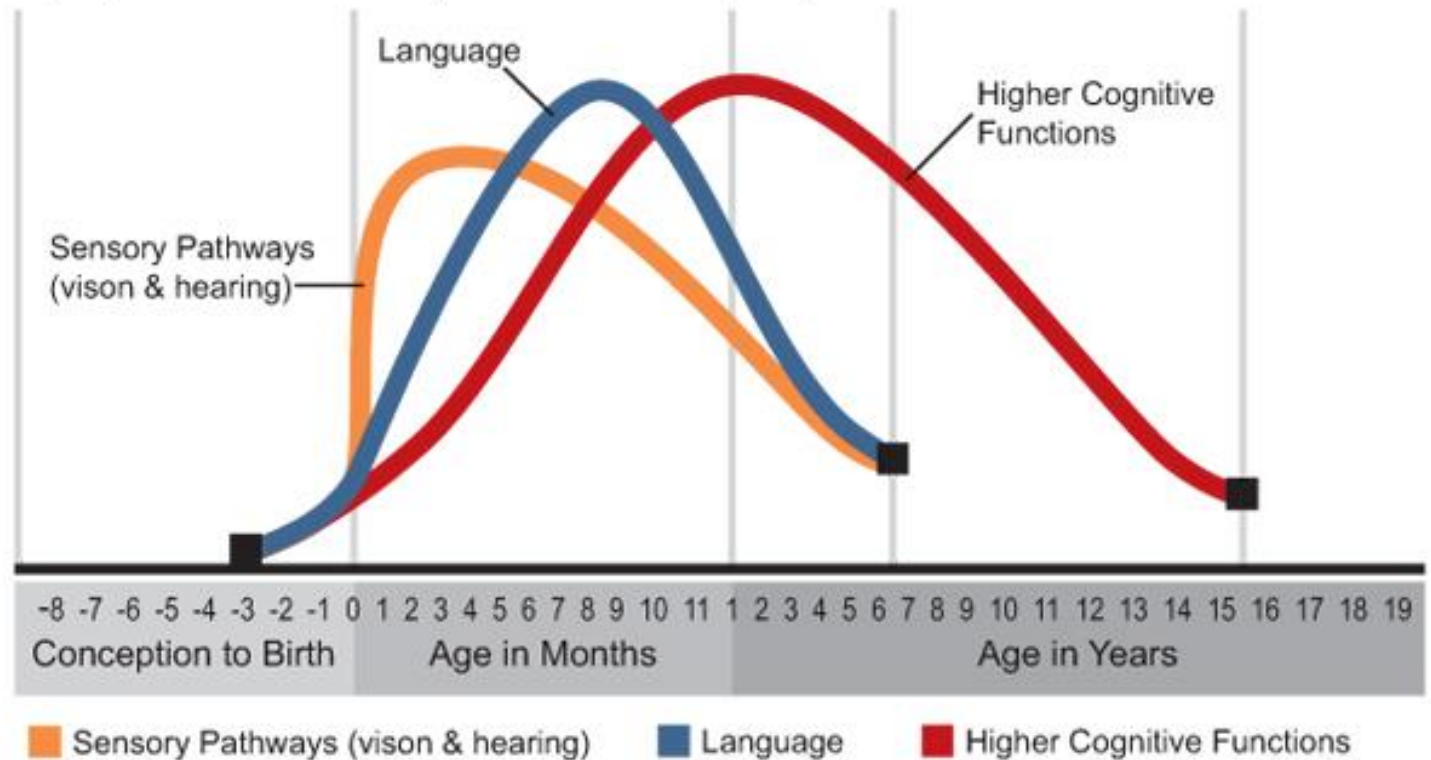






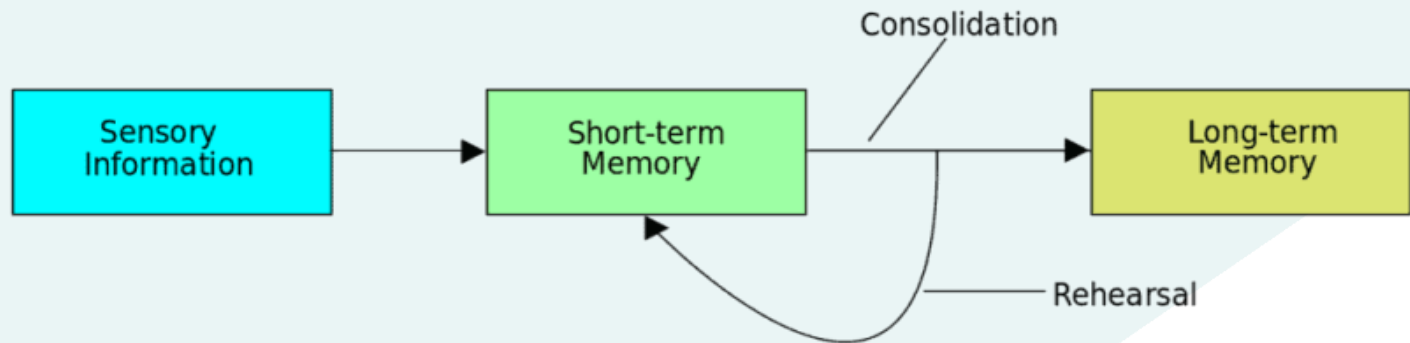
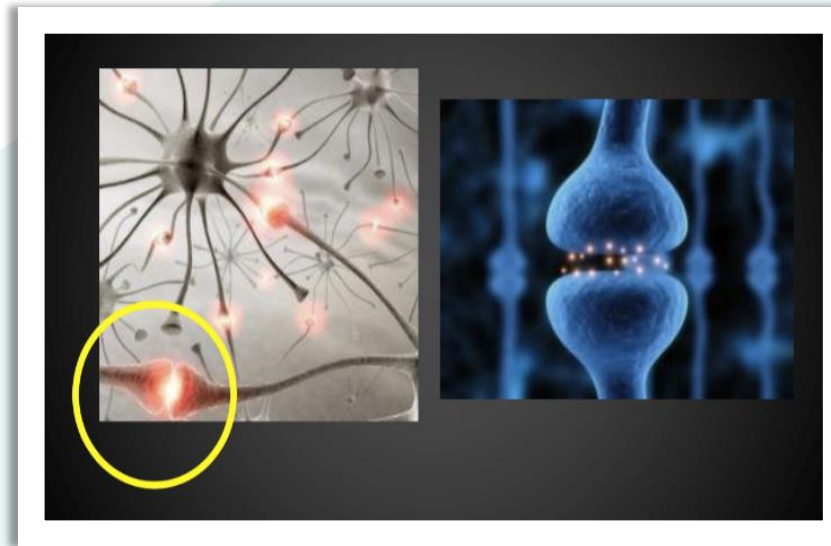
## Human Brain Development

Synapse formation dependent on early experiences





# Practice and rehearsal





# Learning Through Repeated Patterns



“Children have a very strong drive to repeat actions, moving things from one place to another, covering things up, putting things into containers, moving in circles and throwing things – these actions can be observed running through their play.”

Louis et al, 2013













# Mastery orientation through...

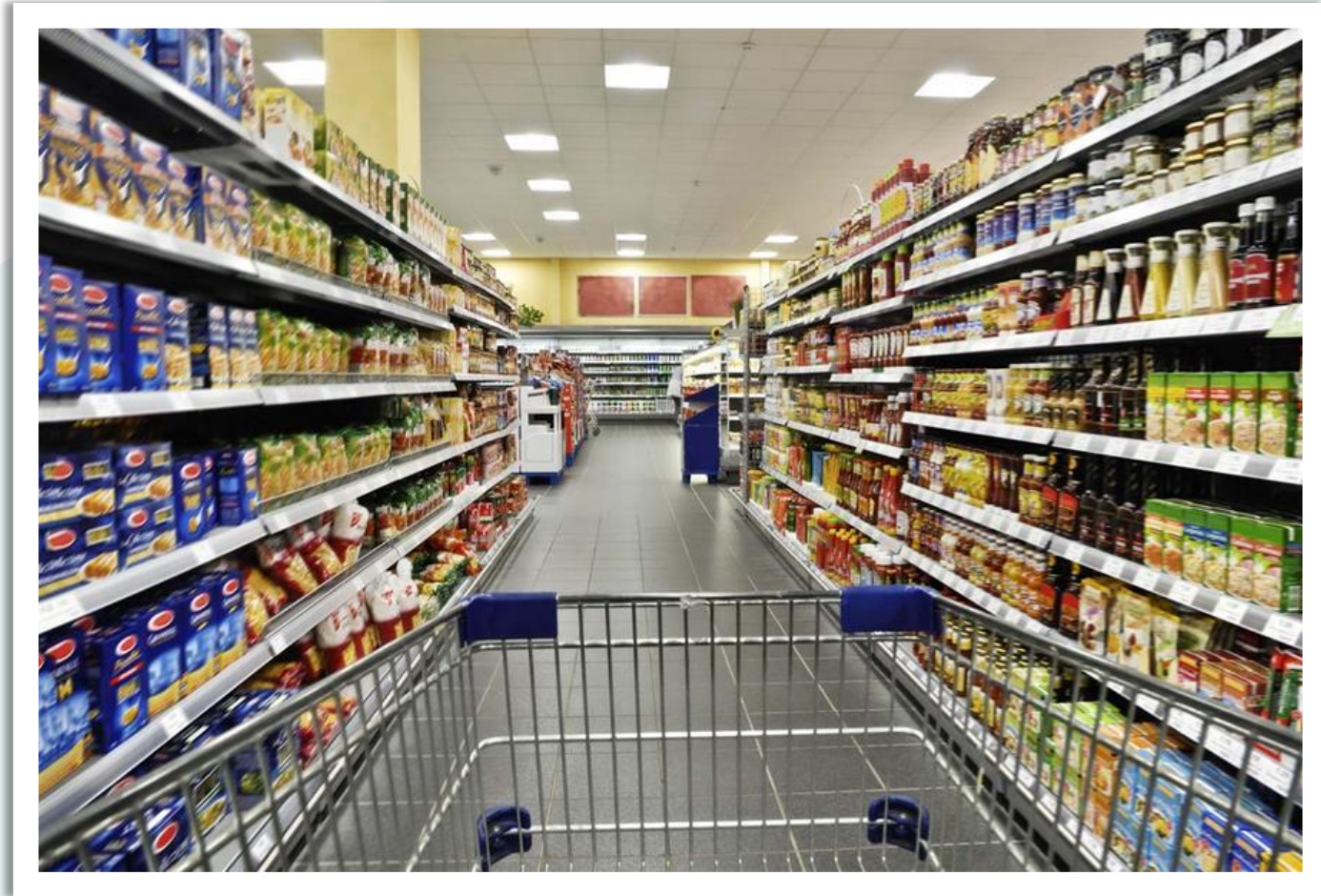
Sustained play - willing to explore ideas and interests in depth.







# The supermarket analogy: continuous provision





# Characteristics of Effective Learning

## **Playing & Exploring – Engagement**

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

## **Active Learning – Motivation**

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

## **Creating and Thinking Critically – Thinking**

Having their own ideas  
Making links  
Choosing ways to do things



# What are these children learning?





# What are these children learning?





# What are these children learning?





Consistency

Texture

Co-ordination

Control

Materials

Forces

Cause & Effect

Movement

Estimation

Capacity

Dexterity

Language

Representation





# How are these children learning?





# Processes of learning: Children learning by...

Problem solving

Predicting outcomes

Decision making

Having and developing creative ideas

Using imagination

Asking and answering questions

Expressing emotions

Sharing ideas

Reasoning

Planning



# The Context for Learning



By initiating activities that enable them to learn from each other



Through  
Movement



Through  
using all  
their  
senses





Through  
having time to  
explore ideas  
and interests  
in depth



By feeling secure, which helps them to be confident learners





# Positive, Powerful & Authentic Relationships







# Nurturing and Inspiring































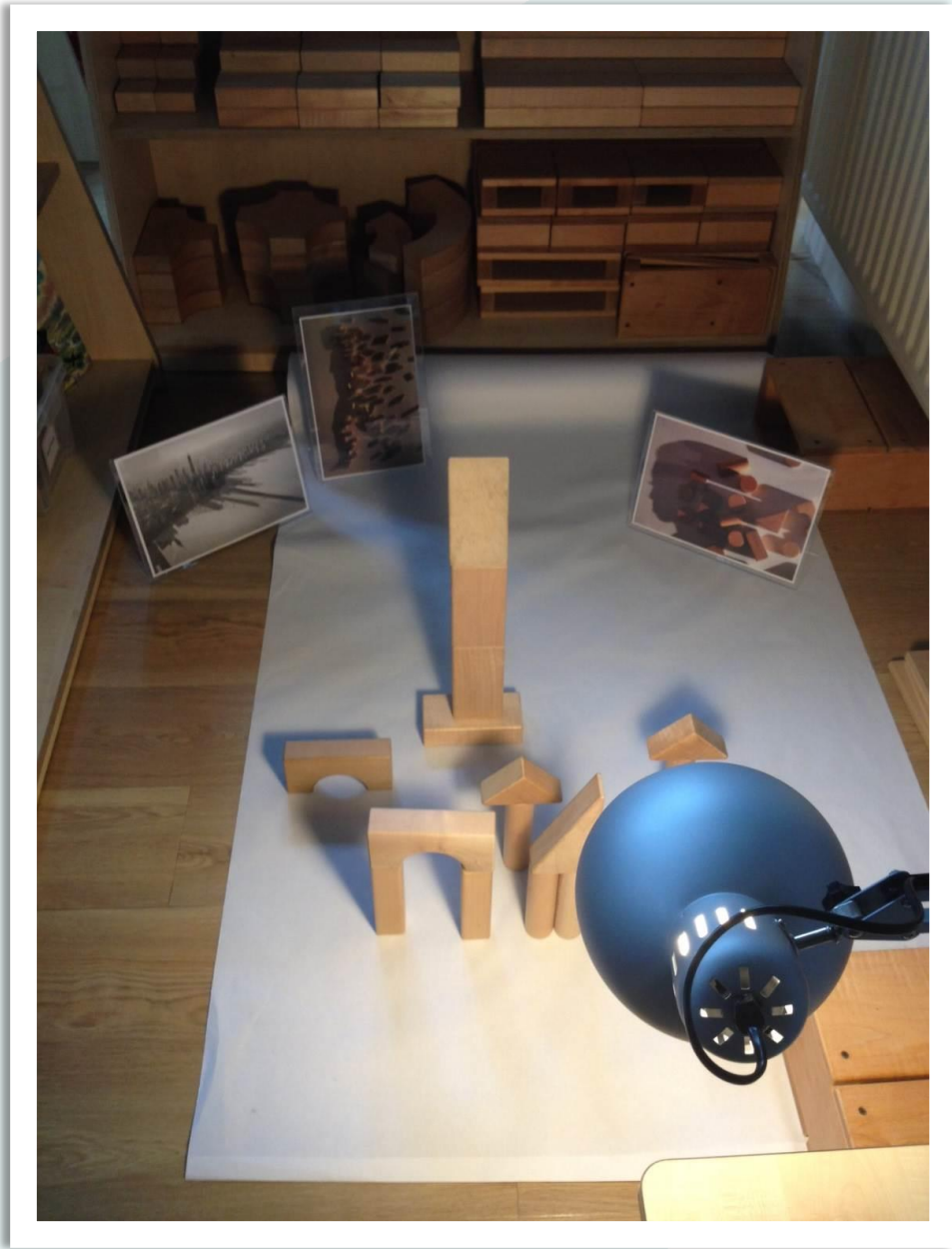












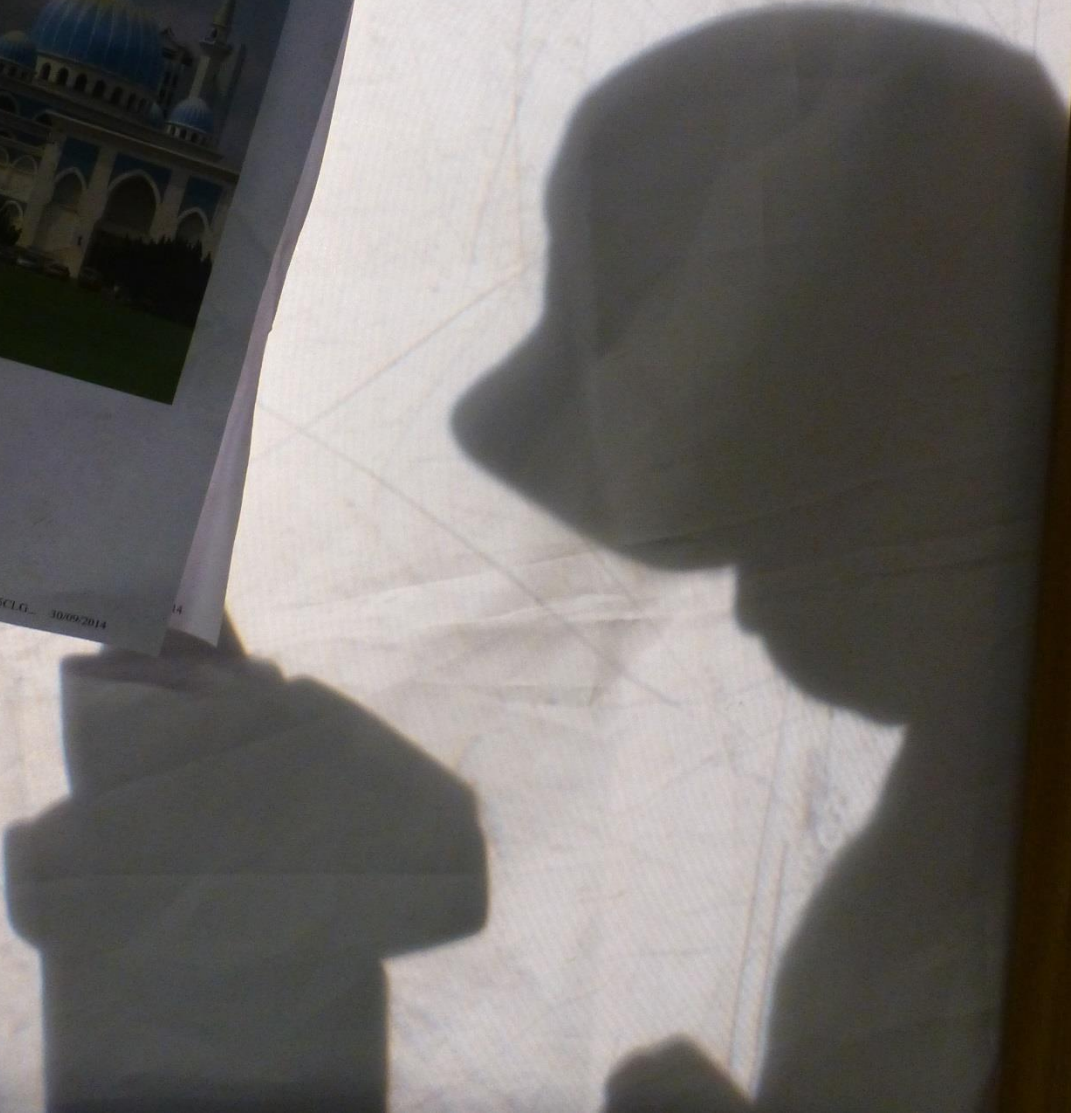


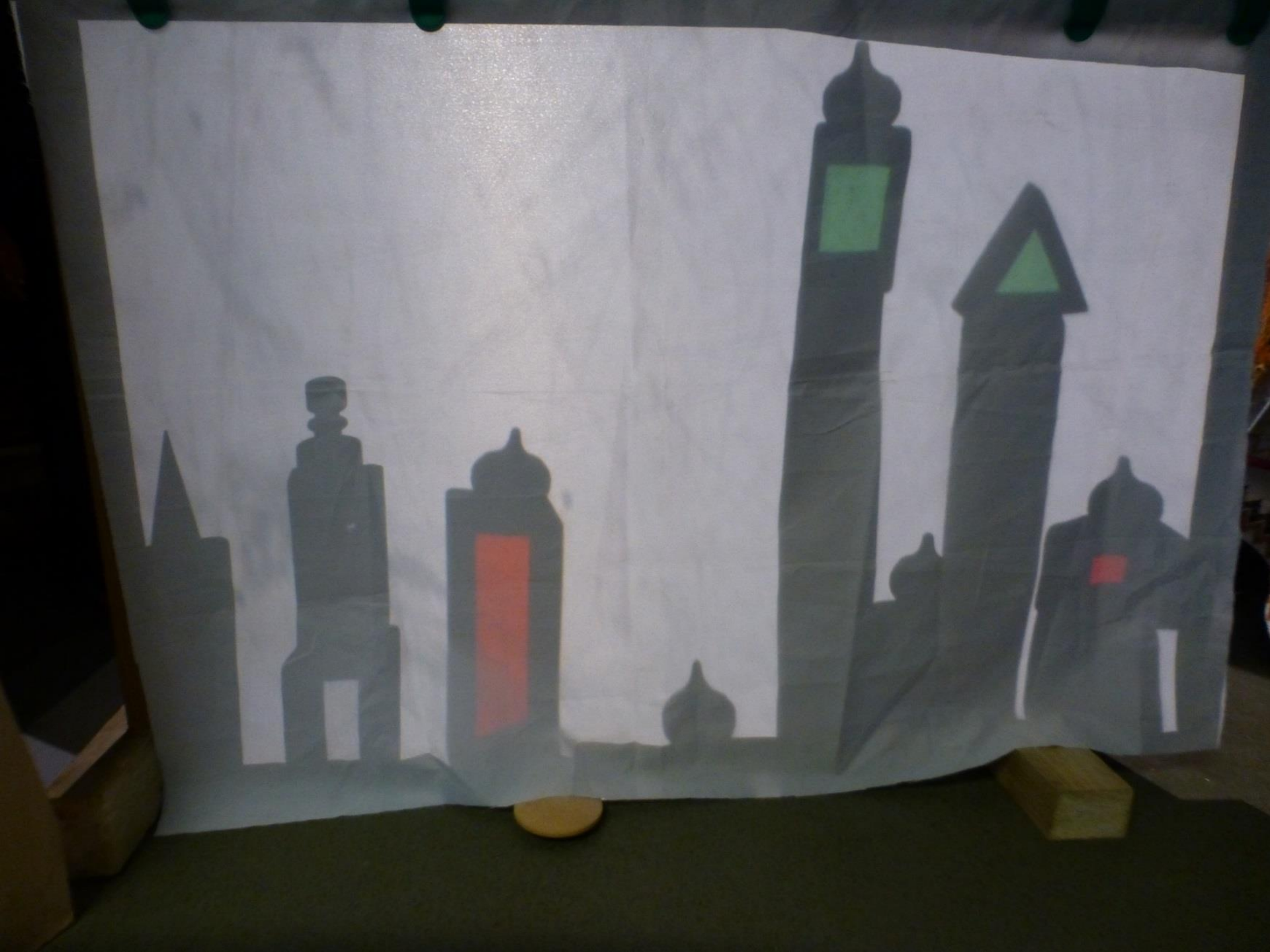


tree  
bridge  
steps  
gate

OAKWOOD  
PRIMARY SCHOOL









“Early Years education is important because it can build children’s learning power.”

Nancy Stewart 2011



# Time to Reflect



## Mark Making to Writing.

Emma Scott and  
Laura Leddy



## The importance of physical development.



On the left is a typical preschool child's hand and on the right is a typical 7 year olds hand.

The reason we need to provide lots of practice is because our children's hands are still developing!

How their hands develop from the left to the right is through several years of physical play.

Psychologists have found a close connection between children's fine motor skills and their speech. Their work suggests the development of fine motor skills creates preconditions for many psychological processes, in particular speech and language development.





## Ideas for Gross motor skill development

- Gross motor (physical) skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing, walking, running, and sitting upright. It also includes eye-hand coordination skills such as ball skills (throwing, catching, kicking).
- **Hop Scotch** for hopping, or other games that encourage direct task/skill practice.
- **Simon Says** for body awareness and movement planning (praxis).
- **Wheelbarrow walking** races for upper body strength and postural or trunk control.
- **Unstable surfaces:** Walking/climbing over unstable surfaces (e.g. large pillows) as it requires a lot of effort and increases overall body strength.
- **Catching and balancing:** Standing with one foot on a ball while catching another ball (encourages balance while practicing catching and throwing).
- **Large balls:** Begin catching with a large ball/balloon and only after the skill is mastered, move to a smaller sized ball.
- **Obstacle courses:** to combine lots of gross motor skills together into one practice.
- **Playground** climbing and swinging.
- **Swimming**
- **Mark making to music.**



#### **Palmar Grip**

The pencil is held in the whole fist. Usually develops between the ages of one and two.



The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder.

#### **Digital Pronate Grip**

All fingers are holding the pencil and the palm is facing downwards. Usually develops between the ages of two and four.



The elbow and the wrist stay in a fixed position. Movement comes from the shoulder.

#### **Splayed Four-Finger Grip**

Looks similar to how adults would hold a dart, with four fingers opposite the thumb. Usually develops between the ages of two and four.



The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain in a fixed position.

#### **Static Tripod and Quadropod Grip**

Pencil is held with the first three or four fingers. Usually develops between the ages of three and five.



Movement comes from the wrist. Fingertips, elbow and shoulder remain in a fixed position.

#### **Dynamic Tripod Grip**

The pencil is held lightly between the thumb and index finger and middle finger. The ring and little finger curl gently into the palm of the hand. Usually develops before the age of seven.



The hand rests on the table. Movement comes from the fingertips. The wrist, elbow and shoulder remain in a fixed position.



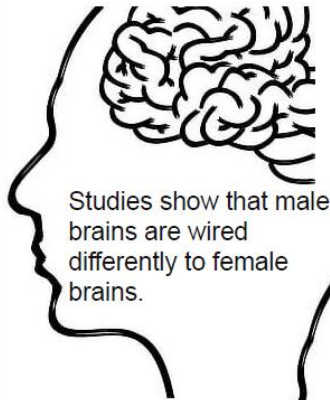
# Boys Development in the EYFS

Emma George and Julie Clarke

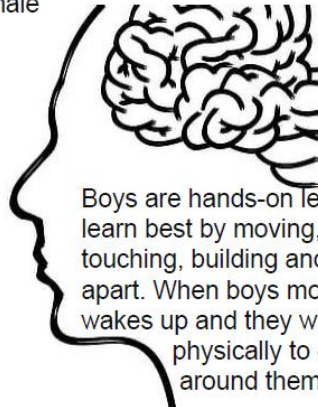




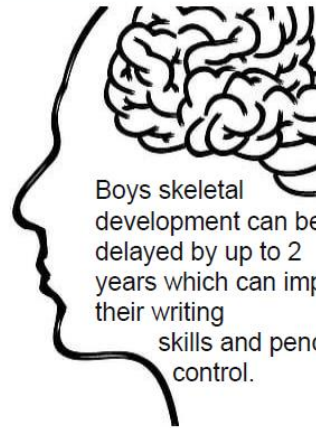
# Boys brains



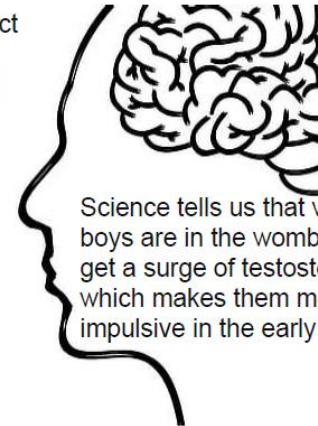
Studies show that male brains are wired differently to female brains.



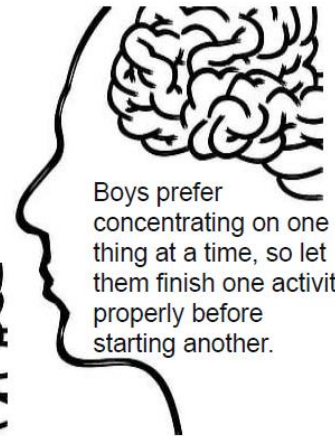
Boys are hands-on learners. They learn best by moving, climbing, touching, building and taking things apart. When boys move, their brain wakes up and they will react physically to everything around them.



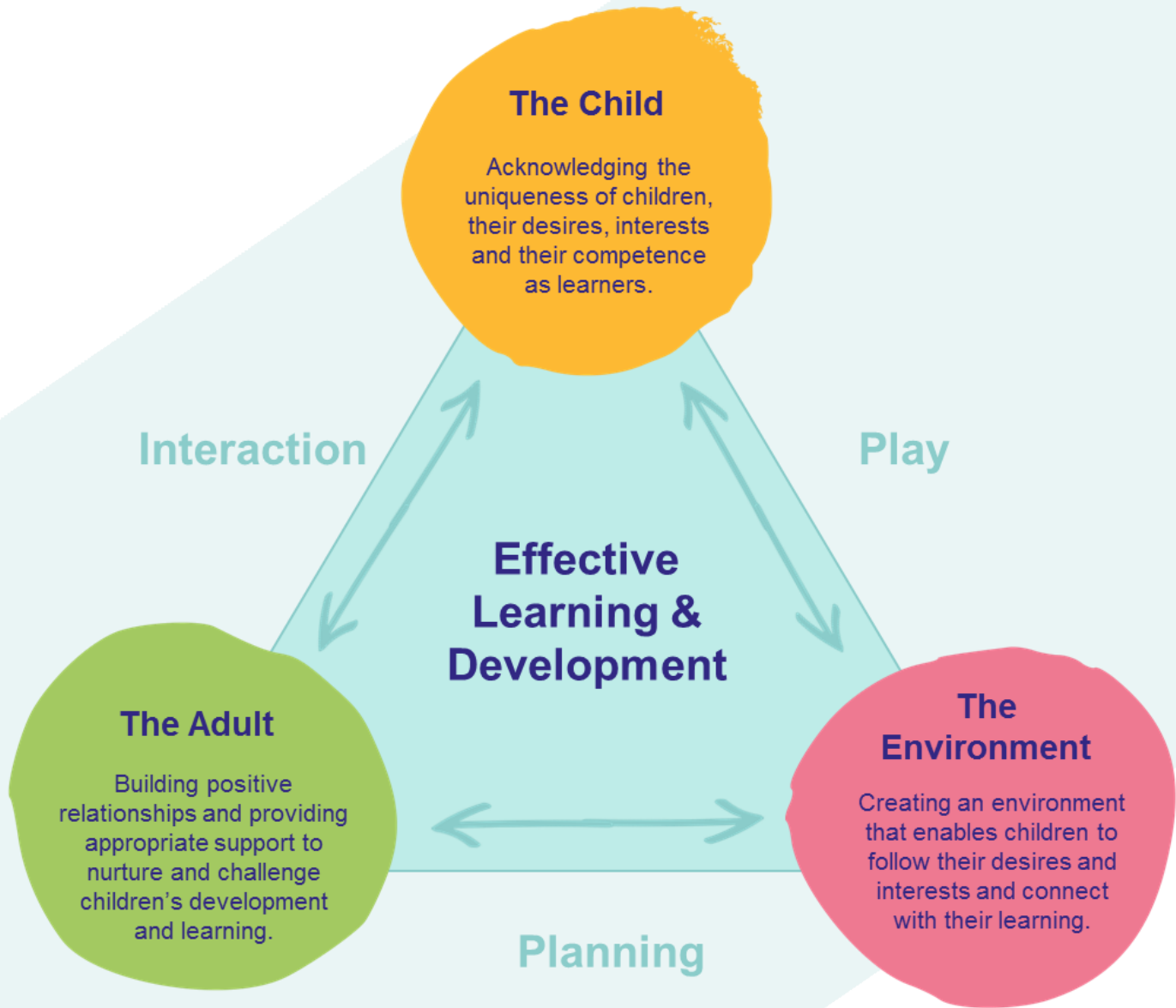
Boys skeletal development can be delayed by up to 2 years which can impact their writing skills and pencil control.



Science tells us that when boys are in the womb they get a surge of testosterone which makes them more impulsive in the early years.



Boys prefer concentrating on one thing at a time, so let them finish one activity properly before starting another.



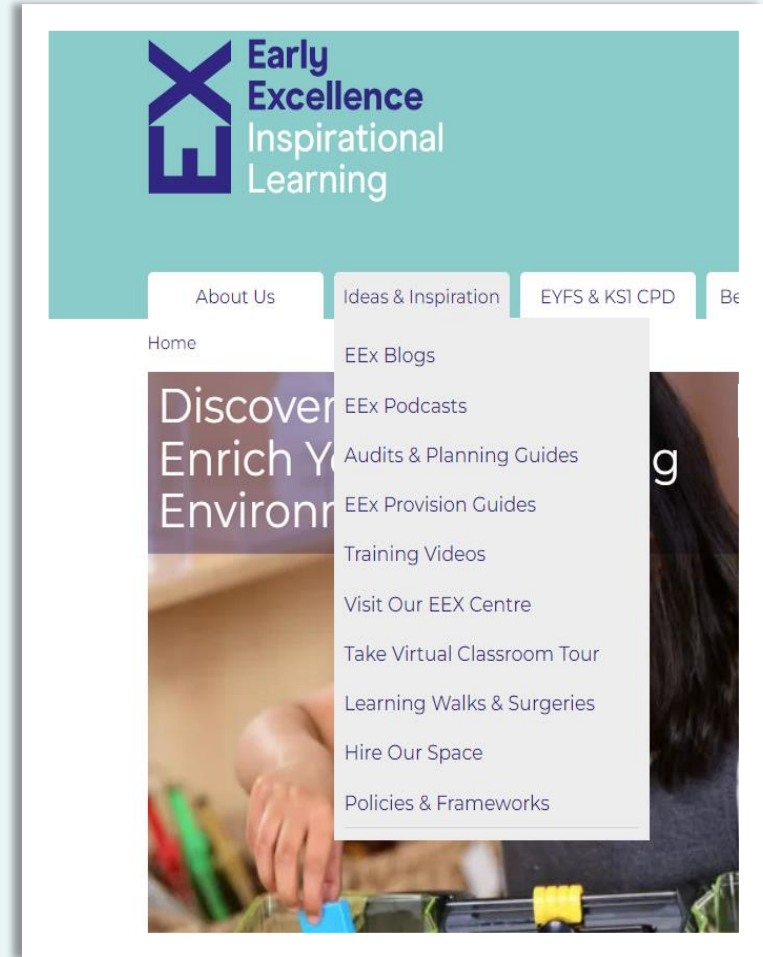


|                 | Current strengths | How do you know? | Next steps further develop practice and provision |
|-----------------|-------------------|------------------|---|
| The Child       |                   |                  |   |
| The Environment |                   |                  |   |
| The Adult       |                   |                  |   |



# Free tools to support you

- Blogs
- Weekly podcast
- Audits
- Planning guides
- Training videos
- Virtual tour of our EEx classrooms
- Facebook Group





# Contact and social media



Email  
[andy@earlyexcellence.com](mailto:andy@earlyexcellence.com)



Twitter  
[@AndyBurtEEX](https://twitter.com/AndyBurtEEX)



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