

There are seven areas of what children are learning through their playing. We focus to secure development in the Prime Areas as they are the core on which all other learning is built.

### The Prime Areas

The Statutory Framework describes the prime areas as 'Crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive'

P r i m e  A r e a s	Communication & Language Development	Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
	Physical Development	Providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
	Personal, Social & Emotional Development	Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
S p e c i f i c  A r e a s	Literacy	Encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interests.
	Mathematics	Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
	Understanding the World	Guiding children to make sense of their world and their community through opportunities to explore observe and find out about people, places, technology and the environment.
	Expressive Arts & Design	Enabling children to explore and play with a wide range of media and materials; as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design technology.

### The Specific Areas

The specific areas provide a context for building on early development and learning beyond the prime areas. They are dependant on the prime areas.

The Revised Early Years Foundation Stage details how and what young children should learn. In planning and guiding children's activities we reflect on the different ways of how children learn and use these in our practise.

### Characteristics of effective teaching and learning.

#### The different ways of how children learn.

The following aspects are so important in developing dispositions for lifelong learners: skills and attitudes that children are going to need for the rest of their lives so that they can apply the knowledge that they acquire.

Playing and Exploring - Engagement	Active Learning - Motivation	Creating and thinking critically - Thinking
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>Showing curiosity about objects, events and people</li> <li>Using Senses to explore the world around them</li> <li>Engaging in open-ended activity</li> <li>Showing particular interest</li> </ul>	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy and fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul>	<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>Thinking of ideas</li> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> </ul>
<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking on a role in their play</li> <li>Acting out experiences with other people</li> </ul>	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Showing a belief that more effort or a different approach will pay off</li> <li>Bouncing back after difficulties</li> </ul>	<b>Making links</b> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences, cause and effect</li> </ul>
<b>Being willing to have a go</b> <ul style="list-style-type: none"> <li>Initiating activities</li> <li>Seeking a challenge</li> <li>Showing a can do attitude</li> <li>Taking a risk, engaging in new experiences, and learning from failures</li> </ul>	<b>Enjoying activities what they set out to do</b> <ul style="list-style-type: none"> <li>Showing satisfaction in meeting their own goals</li> <li>Being proud of how they accomplished something - not just the end result</li> <li>Enjoy</li> </ul>	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>Planning, making decisions about how to approach a task, solving a problem and reaching a goal</li> <li>Monitoring how effectively their activities are going</li> <li>Changing strategy as needed, reviewing how well the approach worked</li> </ul>

