

Previously we have instigated children's learning by providing stimulus to engage children. For example, if the topic was the Three Little Pigs, staff would enhance the area with straw, sticks and bricks. The children may have interacted with them, some staff may have felt compelled to suggest children build the houses or enact the story, and some may have. At HGPS our aim is to build the children's independence, creativity and critical thinking? We aim to do this in a way that involves all areas of learning and in turn, develops a love of learning. Through school we encourage the children to take some responsibility for their own learning and to think for themselves. That process begins in EYFS, with In the Moment Planning approach.

This approach was developed by a leading Early Years expert Anna Ephgrave. The idea is quite simple, instead of dictating a topic to the children, we follow the children's interests. Planning is in the moment and retrospectively. (Phonics, maths, reading and writing are still planned in advance). During continuous provision the children lead their own learning. Staff support the children and teach according to what their fascinations are.

One recent example: Children were pretending to look for treasure. Staff observed (OWL approach observe, wait, listen) when the child said "look I've found some treasure" staff interactions took place. A range of open ended questions were used to gain an understanding of exactly what the fascination was. It turned out one of the children kept referring to diamonds, we talked about what they were, where they came from and researched the internet.

The children then turned their play into them being miners, mining for diamonds. Then they began to wash them (the rocks found outside) when asked why, they said because we need to sell them. We talked about how much they may be and why they were all different prices. This led on to lots of discussion and learning about money and weight as the heaviest cost more money. They also talked about size and how to measure was modelled using mathematical terminology; cm's, mm's The children made price tags, then other children began to join in and buy the diamonds. One child said "it's like the seven dwarfs". So later we watched a clip of the Hi Ho song. The children began singing the songs, making music. This one interaction from the children's interests' sparked creativity, critical thinking and hit all the areas of the curriculum.

To help children recognise and celebrate their own and others success, each child has their own area for display. This gives them a voice and allows their learning to be shared with others, families included. If displays of children's work is not immediate and meaningful for the 4/5 year old in class their voice is lost.

The best way to explain how we approach learning in in EYFS is to come in and see for yourselves. Talk to the staff and children about the learning that is happening and see and feel the excitement.

