

ITMP @ NFDN/NGDN

WORKING CLOSELY WITH THE CHILDREN TO OBSERVE AN INTEREST AND
EXTEND IT IN THAT MOMENT.

1. Spark

THE SPARK

Children show an initial interest in something, an air of fascination, concentration on something..... we say this is the spark and we work from this interest.....

2. Teachable moment

TEACHABLE MOMENT

Staff member notices, works on a way to extend knowledge on what the child already knows, asks some open ended questions, thinks of alternative ways to explore this and further engage the child.....

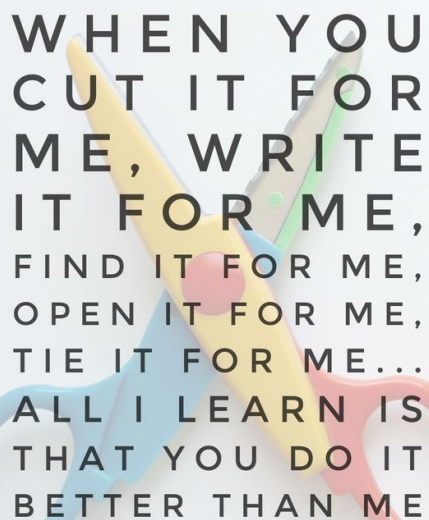
NOTE IT DOWN

We document what we have seen and done, this helps staff to map each child's interests and build a picture of their current knowledge, development milestone and plan the environment to enhance learning further

3. Documentation

FOCUS WEEK

Each term your child has an allocated week at Nursery as a **FOCUS week**, this week we note down all of the above, all of the team have input so it is seen from a range of staff members, we use this to inform our room planning, what sparks would work well, how we can use children's interests to extend their knowledge. We look at activities which ignite a spark, an interest, a curiosity, also one we know we can easily extend but most of all, something that the children will enjoy.



WHEN YOU
CUT IT FOR
ME, WRITE
IT FOR ME,
FIND IT FOR ME,
OPEN IT FOR ME,
TIE IT FOR ME...
ALL I LEARN IS
THAT YOU DO IT
BETTER THAN ME

IS THERE A RIGHT OR WRONG WAY TO LEARN?...

There isn't a right or wrong way to learn, what is important is that we learn to understand how each child learns, just like us as adults, we all learn differently, at different paces but given the right opportunities, chances is the best start we can offer them.

Main principles are that children learn a lot more when they are engaged in something, when they show an interest, when something is presented in a way that they can grow curiosity towards it and delve further into it.

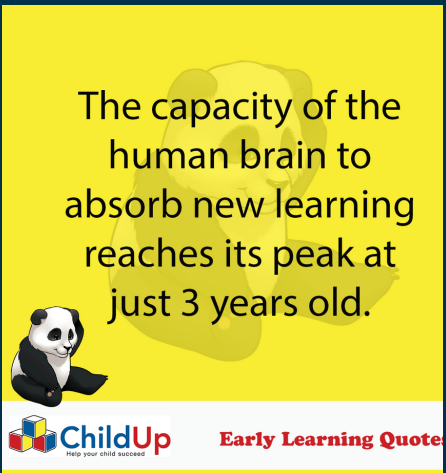
Our environment is adapted regularly to encourage opportunities for engagement in learning, keeping versatility at the forefront of activities we set up, there is normally always more than one learning opportunity in our well thought out activities

WHAT TYPE OF LEARNER ARE YOU/IS YOUR CHILD?....

Auditory - listen and be told how to do something - then go off and do it

Kinaesthetic - like to do it yourself, get stuck it, manipulate an object etc

Visual - like someone to show you and you can see how it works



The capacity of the human brain to absorb new learning reaches its peak at just 3 years old.



ChildUp
Help your child succeed

Early Learning Quote



„Play is the engine of real learning”

HOW DOES ITMP LINK TO EYFS?

Everything we do can be linked to the 7 areas of EYFS, we still track children's development across the areas (and this is shown in their Family Journey).

In the EYFS we look at how children learn, phrases linked to 'characteristics of effective learning' are ultimately detailing what type of learner a child is, so children get the opportunity to learn, progress and succeed with us regardless of the type of learner they are because we encompass all of these processes.

Our commitment to you is that we will continually review what we do and how we do it, in order to offer you the best opportunities we can to give them the best start in life, we ask you, as parents, in return, to work with us, keep up good communications and we'll have match made in heaven!

Play is not frivolous. It is not a luxury. It is not something to fit in after completing all the important stuff. **Play is the important stuff.** Play is a drive, a need, a brain-building must-do.

Jeff A Johnson & Denita Dinger

(Let them play : an early learning (un)curriculum)

...Play is a child's work.....
don't underestimate the
power of play.