



3-6 Environments

Early Years Professional Development Centre

Summer Term 2025

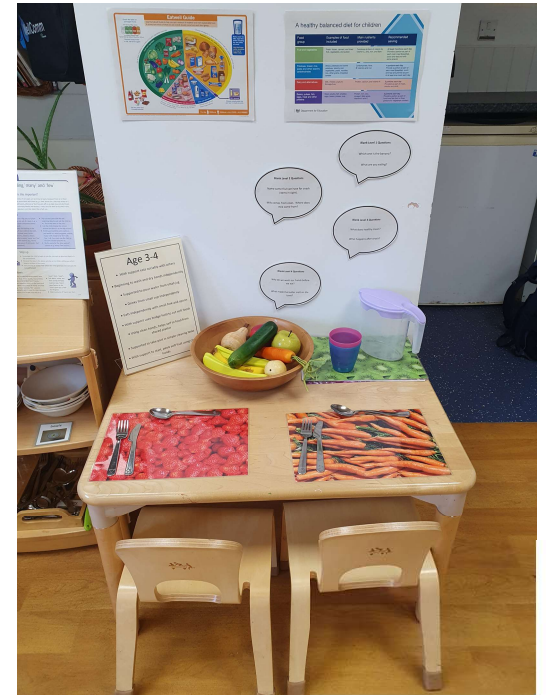
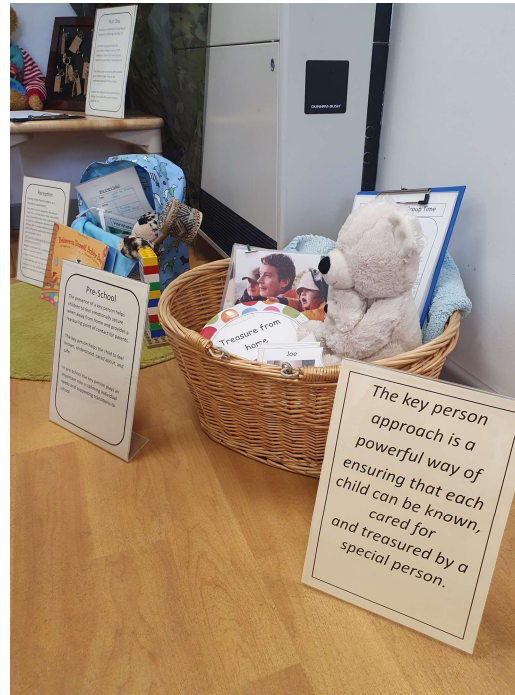


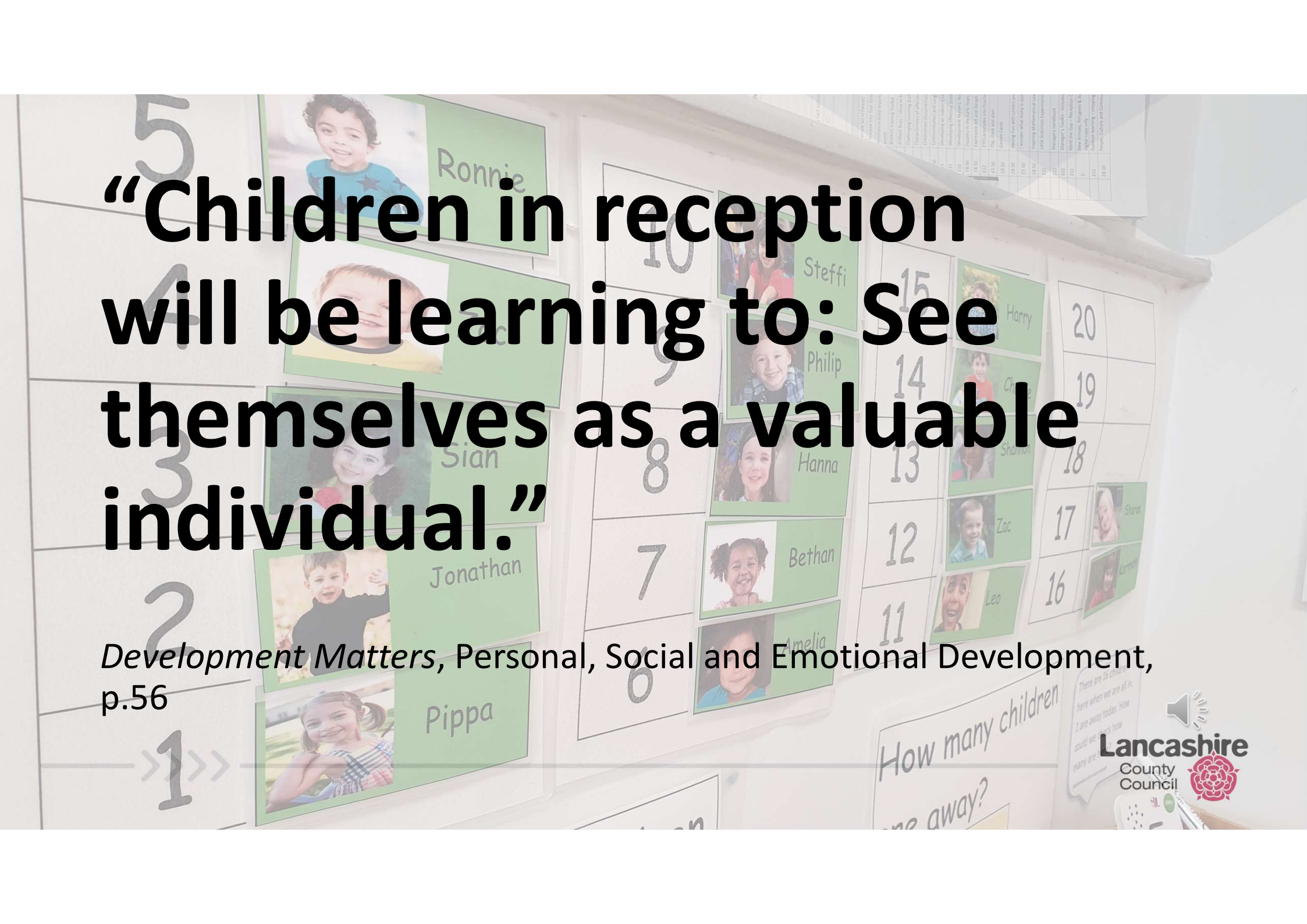
“Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through **warm, positive interactions** coupled with **secure routines** for play and learning.”

EYFS Statutory Framework, 1.16



Routines






**“Children in reception
will be learning to: See
themselves as a valuable
individual.”**

Development Matters, Personal, Social and Emotional Development,
p.56

Registration

- Progression of skills: Pre-school to Year 1
- Interactive, engaging
- Development Matters, Birth to 5 Matters, KS1 National Curriculum
- Areas of Learning: PSED, Mathematics, Literacy / KS1 Science and PE





“3 and 4-year-olds will be learning to: develop their sense of responsibility and membership of a community.”

Development Matters, Personal, Social and Emotional Development,
p.51

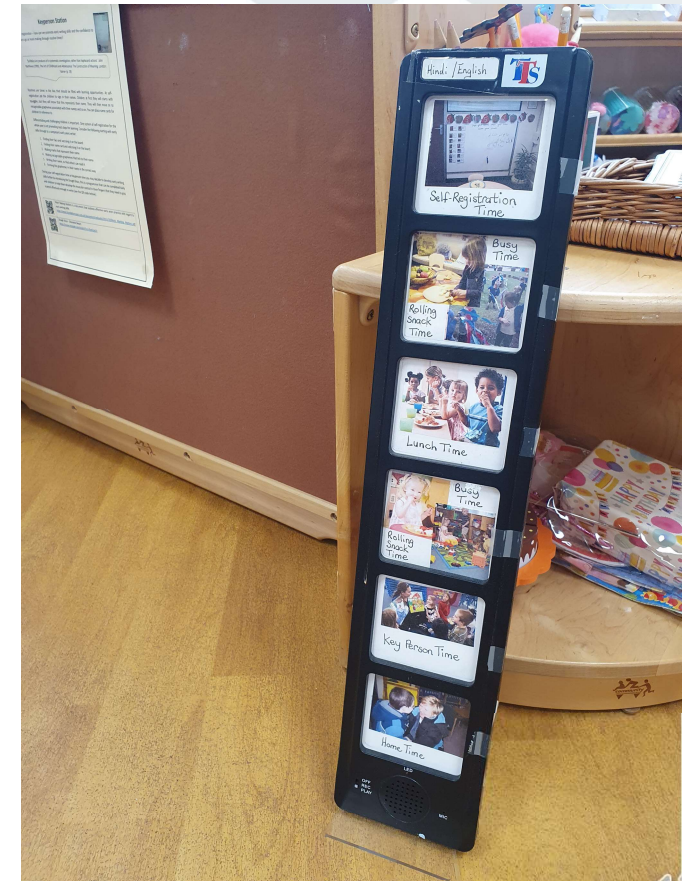


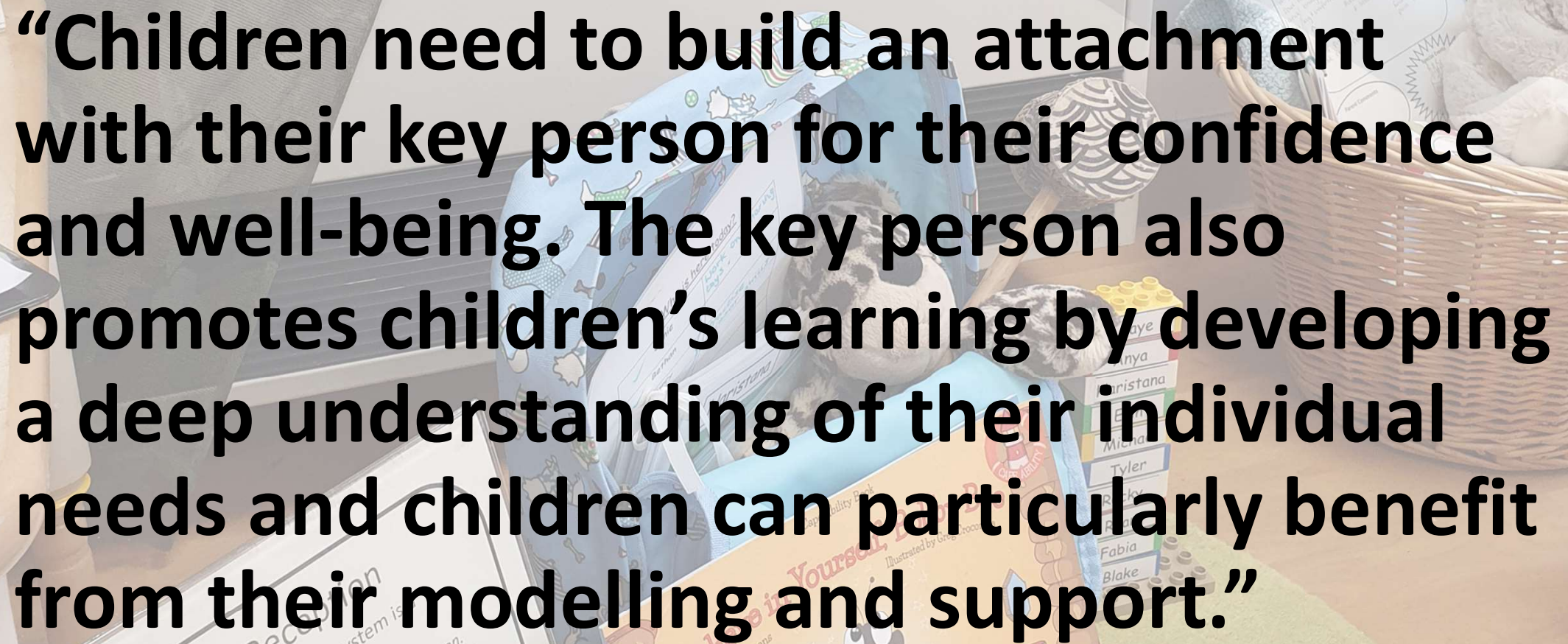
Meal and snack times

- Progression of skills and knowledge: Pre-school to Year 1 age ranges
- Includes food safety and hygiene, utensil skills and healthy eating learning
- Areas of Learning: PSED, PD

“Visual aids can help children keep track of what they need to do next, for example [...] referring to a series of pictures on the wall to remind them of what they must do before lunch.”

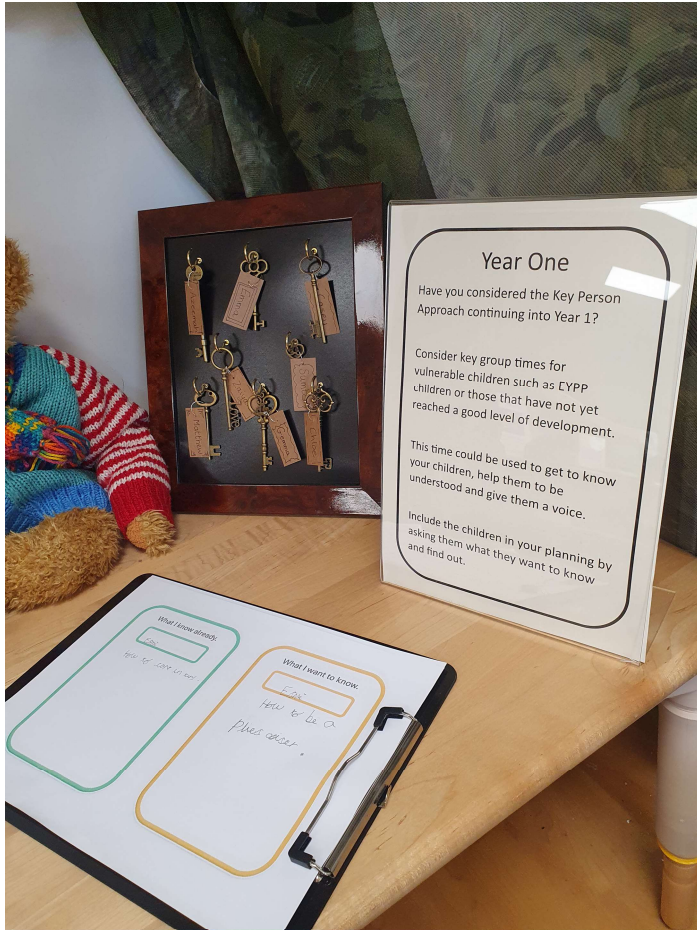
Development Matters, Characteristics of Effective Teaching and Learning, p.15



The background image shows a child's play area. In the foreground, there's a book titled 'Belong to Yourself' by Angela Lyons, featuring a cartoon bee character. To the right, a wicker basket contains various toys, including a blue stuffed animal and a small wooden toy. A name tag with the name 'Tyler' is visible. In the background, there's a bookshelf with more books and a small table with a blue cloth. The overall scene is bright and colorful, suggesting a warm and supportive environment for children.

“Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children’s learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support.”

EYFS Statutory Framework, 1.19



The role of the key person

- Key-group time environment design
- Key group activity and resource ideas
- Pre-school, Reception, Year 1



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Contact us

EarlyYearsCentre@lancashire.gov.uk

01772 539058



