



Learning Together About Learning

Putting sound early years principles into practice

A DfE funded project to support the introduction of Early Years Pupil Premium

Newsletter issue 5: Physical Development and feedback from our Dissemination Events

Physical development focus

The British Heart Foundation National Centre on Physical Activity and Health have recently published a [manifesto](#) with figures showing that 91% of 2-4 year olds don't get the necessary 3 hours daily physical activity recommended by the Chief Medical Officer.

A [practice briefing](#) from the BHF National Centre from May 2015 has some interesting points to consider, including how active the children in your setting really are. How much time do they spend sitting down either during child initiated opportunities as well as during routines etc?

Including some physical experiences may be a useful addition to the loan libraries some settings have begun to develop or extend using EYPP funds. Including the theory or skill development as well as ideas for extension is also a good idea as this will develop parents' understanding and they may well go on to embed these experiences and opportunities in everyday family life, especially if they can see that no specialist equipment is needed.

Here are some more ideas:

- Raising Children Network has a webpage on [physical activity for younger children](#) which provides ideas that can be done home and is broken down into different stages of development. It gives suggestions such as using socks instead of balls if space is tight.
- This article from Early Years [on Learning through Physical Play](#) reminds us of the link between physical development and intellectual development as well as why we provide the experiences we do.
- [Every Child a mover: A practical guide to providing young children with the physical opportunities they need](#) by Jan White is a useful addition to your professional library.
- This [youtube](#) link looks at the the connectivity of brain development, physical growth, nutrition and health.

There are further links in Newsletter 2.

FEEDBACK FROM THE DISSEMINATION EVENT IN NEWCASTLE

We were delighted to welcome nearly 100 people to our first dissemination event earlier this month.

The keynotes for all of the dissemination events are on topics which have a profound effect on outcomes for young children and if practitioners have a deeper understanding of these themes, their



practice is more likely to be developed which should impact positively on children and their families. In Newcastle, the keynote from Anne O'Connor was on attachment and resilience. This focus was chosen as an understanding of it can affect the routines and transition strategies a setting has in place. Feedback from the delegates included how much they appreciated extending their understanding of secondary attachment figures, the impact insecure attachment can have and having somebody on your side who is "irrationally crazy" about you. Some people said it had made them think of children in their setting and they were going to look at reviewing the number of

transitions children have as well as further developing strategies they were employing with certain children and families.

The second section of the event allowed the network participants to share what they had learnt about EYPP in their settings. This was done in an informal way. Delegates could ask questions of the participants on an individual basis as well as looking at examples of action plans, home learning packs etc. The network participants said they benefitted from having to articulate why they had made the decisions they had and to talk about any future focus they had. Delegates benefitted by realising everybody is at a similar stage as this is still a new policy and takes time to embed. They also told us they found it interesting to hear other people's experiences and that they were spending their funding in similar ways.



The third section looked at the project as a whole and drew out learning points from across the whole Learning Together About Learning project. In this section the delegates also got a chance to share how they had spent their funding, and this will contribute to a comprehensive list of ways people have been actually spending the funding which will continue to grow as the other dissemination events take place. In

addition delegates also had the opportunity to think about the processes they already had in place in

relation to EYPP and how they might develop these further. A wide range of ideas for how parents were being included in the decision making process were shared as well what future support would be useful.

The remaining dissemination events will follow a similar format but each keynote will focus on a different area of practice such as adult interactions, influencing the home learning environment etc.

Attachment

You can download a copy of Anne's presentation and reading list from our [dissemination events webpage](#).

You might also like to note there has been a [review of recent research in relation to attachment](#). This found that two thirds of the general population are securely attached with 15–19% having disorganised attachment, this increases to 40% in the disadvantaged population and 80% in the maltreated population.

For more on attachment, see newsletter 3.

DISSEMINATION EVENTS: LAST CHANCE TO BOOK

We still have places at three of our dissemination events.

- 29 February 2016 – Plymouth – keynote: Liz Stratton
- 3 March 2016 – Cambridge – keynote: Stella Louis
- 8 March 2016 – Birmingham – keynote: Marion Dowling

We are currently running a waiting list on the London event on 17 March, and would encourage you to book on one of the other three instead if you are based in the south east. Why not use some of your EYPP funding and come along to listen to an inspirational speaker and hear about the journey others have made in relation to EYPP funding and closing the gap in their settings.

[Further information and book a place](#).

FINALLY

Please could you continue sharing your ideas about how you are going to spend your EYPP funding, any formats or systems you develop, ways you engage your parents in their child's learning and any partnerships you establish, so that these examples of Effective early years practice can be celebrated and shared. Thank you. Share by contacting caroline@early-education.org.uk