

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
• Begins to build a repertoire of songs and dances. (EAD 40-60+) • Explores the different sounds of instruments. (EAD 40-60+) • Explores what happens when they mix colours. (EAD 40-60+) • Experiments to create different textures. (EAD 40-60+) • Understands that different media can be combined to create new effects. (EAD 40-60+) • Manipulates materials to achieve a planned effect. (EAD 40-60+) • Constructs with a purpose in mind, using a variety of resources. (EAD 40-60+) • Uses simple tools and techniques competently and appropriately. (EAD 40-60+) • Selects appropriate resources and adapts work where necessary. (EAD 40-60+) • Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+) • Gives meaning to marks they make as they draw, write and paint. (L 40-60+) • Writes own name and other things such as labels, captions. (L 40-60+) • Draws lines and circles using gross motor movements. (PD 30-50) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50) • Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50) • Uses simple tools to effect changes to materials. (PD 40-60+) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Shows a preference for a dominant hand. (PD 40-60+) • Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+) • Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) • Two-channelled attention – can listen and do for short span. (CL40-60+)	Creative Area Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling 	Can children use brushes/glue sticks/printing blocks? Do children enjoy exploring paint/collage materials? Independently? With help? Do they use both hands or does one dominate? Can child point to named colours? Can they access resources independently? Are they more successful on a flat surface eg table or on a vertical surface eg easel/wall? Can they use scissors? Do they write their name on their work? Can they talk about their ideas and describe what they are doing? Can they predict what will happen when they mix two different colours?	
	Effective Practice <u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Colour names e.g. red, blue Shape names e.g. triangle, circle Equipment names e.g. brush, pot, glue Texture e.g. rough, smooth, soft Descriptive words e.g. line, wavy, zig zag Actions e.g. mix, swirl, splash, drip, cut, tear, stick <u>Adults to ask questions to extend learning</u> Can you find the red/yellow one? Where is the brush/glue stick/tube etc? Which brush are you going to use? Tell me about your picture... How does your work make you feel?	Permanent Resources Open access storage/Aprons / protective clothing/Pictorial / photographic labels. Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, , string, wool, ribbon, tissue, coloured matchsticks, etc. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper. Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc.Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips. Joining equipment - Sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string Resource enhancements throughout the year Selection of collage materials- doilies, sawdust, shavings, shells, fir cones, bubble wrap, felt glitter, sequins, sweet wrappers, buttons, cotton wool pulses, pasta. Variety of different paper types and sizes - newspaper shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper. Painting and printing materials - blocks, bricks, cotton reels	
Intended Experiences		Characteristics of Effective Learning	
Use and explore a variety of resources, techniques and equipment in 2D and 3D, making choices and decisions, express themselves through exploring, making and designing using a range of media and materials, using their own ideas, working collaboratively and talk through their ideas, have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product, experiment with collage materials, developing cutting and joining skill, manipulate equipment and tools, model making, using resources purposefully expressing real life experiences, making props and resources to support and extend their imaginative play, painting and printing techniques, make lists, labels, signs, explore colour, texture, shape and patterns, make representations of their ideas and experiences, develop hand-eye coordination and fine motor skills, colour mixing.	Unique Child <u>Playing and Exploring (engagement)</u> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <u>Active Learning (motivation)</u> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <u>Creating & Thinking Critically (thinking)</u> • Thinking of ideas • Making links and noticing patterns in their experience	Positive Relationships <u>Playing and Exploring (engagement)</u> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children’s ideas. • Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <u>Active Learning (motivation)</u> • Stimulate children’s interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> • Value questions, talk, and many possible responses, without rushing toward answers too quickly Support children’s interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	Enabling Environments <u>Playing and Exploring (engagement)</u> • Make sure resources are relevant to children’s interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <u>Active Learning (motivation)</u> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away <u>Creating & Thinking Critically (thinking)</u> • Plan linked experiences that follow the ideas children are really thinking about

