

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (UTW 30-50) - Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50) - Talks about why things happen and how things work. (UTW 30-50) - Developing an understanding of growth, decay and changes over time. (UTW 30-50) - Shows care and concern for living things and the environment. (UTW 30-50) - Looks closely at similarities, differences, patterns and change. (UTW 40-60+) - Explores the different sounds of instruments. (EAD 40-60+) - Explores what happens when they mix colours. (EAD 40-50+) - Experiments to create different textures. (EAD 40-60+) - Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50) - Shows awareness of similarities of shapes in the environment. (M 30-50) - Writes own name and other things such as labels, captions. (L 40-60+) - Attempts to write short sentences in meaningful contexts. (L 40-60+) - Begins to read words and simple sentences. (L40-60+) - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+) - Enjoys an increasing range of books. (L 40-60+) - Knows that information can be retrieved from books and computers. (L 40-60+) - Sometimes gives meaning to marks as they draw and paint. (L 30-50) - Ascribes meanings to marks that they see in different places. (L 30-50) - Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+) - Links statements and sticks to a main theme or intention. (CL 40-60+) - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+) - Introduces a storyline or narrative into their play. (CL 40-60+) - Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+) - Beginning to understand 'why' and 'how' questions. (CL 30-50) - Listens to others one to one or in small groups, when conversation interests them. (CL 30-50) - Initiates conversations, attends to and takes account of what others say. (PSED 40-60+) - Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) - Confident to speak to others about own needs, wants, interests and opinions.(PSED 40-60+) - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50) - Initiates play, offering cues to peers to join them. (PSED 30-50) - Keeps play going by responding to what others are saying or doing. (PSED 30-50) - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.(PSED 30-50)		Explore and Investigate Area Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling 	
		Effective Practice	Permanent Resources
		<u>Adults to introduce vocabulary (use of words, symbols and signs) eg:</u> Look, investigate, bigger, smaller, magnify, magnetic, stuck, metal, reflection, move, forward, backwards, feel, touch, listen, noise, light, dark, catch, explore <u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u> Can you squeeze the object? Is it magnetic? What happens when you use this....? *What does that remind you of? *What do you think might happen next? *What do you/ don't you like about this and why? *What might happen if.....? *What do you think?	Magnets, magnifying glasses, torches, cameras, colour disks, coloured gel pads (to use on light box) – to explore colour, mirrors. Mark making materials e.g. clip boards, paper and pencils. Pictures and posters, bee bots (and cards), walkie talkies, sound telephones, cross sections of rocks, photographs of scientific investigations carried out by the children, simple non-fiction books, bug viewers X-ray slides and light box <u>Resource enhancements throughout the year</u> Kaleidoscopes, clocks, selection of different materials (on rotational basis) such as shiny and dull, hard and soft, manufactured and natural, items the children have collected etc. A range of living things e.g. mini-beasts, plants, twigs, buds, pets, plants
Intended Experiences		Characteristics of Effective Learning	
Observing and identifying and exploring a wide range of materials and collections of resources. Looking for similarities and differences. Experiencing and trying out new vocabulary and communicating observations and findings. Asking questions about their observations. Observing and talking about patterns of change. Investigating how things work. Predicting, hypothesising and problem solving. Knowing how we use our bodies to smell, taste etc.; (senses). Observing and caring for mini beasts and other animals. Looking in books to find information. Growing plants and seeds .Recognising and identifying and sorting different materials; Exploring the properties of materials and how they are used e.g. waterproof materials, soft materials, transparent materials; Investigating patterns of change Exploring freezing and melting. Differentiating between hot and cold, wet and dry, rough and smooth; Exploring wires, cells and simple uses of electricity. Playing with magnetism with a range of magnetic and non- magnetic resources. Exploring torches to investigate light and dark. Exploring a		<u>Unique Child</u> <u>Playing and Exploring (engagement)</u> - Pretending objects are things from their experience - Provide a wide range of experiences for children to explore, play and learn in a safe and secure environment - 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 - Allow children to do things they can and help them with things they can't quite manage <u>Creating & Thinking Critically (thinking)</u>	<u>Positive Relationships</u> <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. - Motivate children to concentrate and try several ways to make something work, rather than giving up - 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
			<u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u> - Provide appropriate, realistic experiences that build on 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 - Facilitate learning from planned and unplanned events e.g. a fall of snow <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

Provision Area Overview

Primary School 2012

wide range of outdoor environments. Communicating observations and findings. Experiencing weather.	• Thinking of ideas • Making links and noticing patterns in their experience	between their experiences. Model being a learner, sharing thinking out loud with children.	ideas children are really thinking about.
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