

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note
• Can select and use activities and resources with help. (EAD 30-50) • Welcomes and values praise for what they have done. (EAD 30-50) • Enjoys responsibility of carrying out small tasks. (EAD 30-50) • Uses various construction materials (EAD 30-50) • Realises tools can be used for a purpose (EAD 30-50) • Manipulates materials to achieve a planned effect (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+) • Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50) • Responds to simple instructions, e.g. to get or put away an object (CL 30-50) • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50) • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (CL 40-60+) • Can select and use activities and resources with help (PSED 30-50) • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (PSED 30-50) • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (PSED 30-50) • Can describe self in positive terms and talk about abilities (PSED 40-60+) • Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+) • Draws lines and circles using gross motor movements (PD 30-50) • Uses simple tools to effect changes to materials (PD 40-60+) • Understands that equipment and tools have to be used safely. (PD 30-50) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Uses familiar objects and common shapes to create and recreate patterns and build models (M 40-60+) • Uses the language of 'more' and 'fewer' to compare two sets of objects (M 40-60+)	On-going Learning Experiences for Sand  Effective Practice <u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Shape, texture, sieve, pattern, more, <u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u> Can you make a sand castle? What type of sand works best? How does the sand feel? Can you make a pattern in the sand?	Can they make a pattern in the sand? Can they work with others to achieve a task? Can they build a sandcastle? Have they noticed that dry sand doesn't stay firm, while wet sand does? Can they create pictures in the sand? Are they using the sand in role play activities? Look, Listen and Note Indoor- Permanent Resources: Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various graded plastic bottles and plastic/metal bowls; Small world – cars, trucks, people, dinosaurs, animals by colour; Pattern making equipment – patterned rolling pins; Paper/pencils; Clipboard Resource enhancements throughout the year: Platforms with holes to hold funnels whilst pouring; Spoons/scoops – perforated, spaghetti, slotted; Wide gauge, clear plastic tubing; Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer wicker baskets etc...; For texture – lentils, pasta, pea gravel etc...; Junk items with holes – plant pots, plastic cones, cardboard tubes, yoghurt pots etc...; Labels, models and flags – pencils etc...; Measuring spoons; Measuring jugs; Funnels , variety of sizes different levelled. Outdoor: Walk in sand area ; Spades of different types and sizes; Buckets of different types and sizes; Rakes; Trowels; Scoops Resource enhancements throughout the year: Wheelbarrow; Wheeled vehicle and trailer; Child sized broom; Pulley system; Hosepipe / water; Large trucks e.g tipper truck, cement mixer; A range of buckets in different shapes and sizes; A selection of containers e.g bowls, trays, cups, boxes, bottles, jars; 'Oven' cake tins, utensils, moulds; A selection of recycled resources such as cable reels, tyres, drain pipes, guttering, crates, planks, plant pots; Natural materials such as stones / pebbles, cones, sticks, leaves and flowers. Metal detectors.
Intended Experiences	Characteristics of Effective Learning	

Provision Area Overview

Primary School 2012

Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc..? Exploring different textures/colours Role play – holidays, beach, desserts Exploring patterns using additional tools, wheeled vehicles, footprints, handprints etc Observing the different capabilities of wet and dry sand e.g. dry sand in a sieve, fast flowing sand, wet sand – moulding etc.. Sand art Pouring, mixing, tipping, weighing, filling, emptying Exploring descriptive language Mark making. Digging Designing, Constructing and building.	<u>Unique Child</u> <u>Playing and Exploring (engagement)</u> • Showing curiosity • Using senses to explore • 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 • Persisting when challenges occur <u>Creating & Thinking Critically (thinking)</u> • Thinking of ideas • Making links and noticing patterns in their experience • Making predictions • Testing their ideas Developing ideas of cause and effect	<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. • Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> • Use the language of thinking and learning (think, how, figure out, find out etc) • Encourage open-ended questions • 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. Show and talk about strategies – including problem solving	<u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u> • Provide stimulating resources which are accessible and open-ended • 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 • Notice what arouses children's curiosity • Make space and time for all children to participate <u>Creating & Thinking Critically (thinking)</u> • Plan activities for children to develop their own ideas • Plan play opportunities to solve problems with flexible resources • Plan linked experiences that follow the ideas children are really thinking about
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