

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
- 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+) - 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) - Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) - Two-channelled attention – can listen and do for short span. (CL 40-60+) - Builds up vocabulary that reflects the breadth of their experiences. (CL30-50) - Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> (CL 30-50) Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+) - Uses everyday language related to time. (M 40-60+) - Beginning to use everyday language related to money. (M 40-60+) - Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50) - Shows interest in different occupations and ways of life. (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) - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (UTW 30-50) - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (UTW 30-50) - Engages in imaginative role-play based on own first-hand experiences.(EAD 30-50) - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (EAD 30-50) - Uses available resources to create props to support role-play. (EAD 30-50) - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (EAD 30-50) - Create simple representations of events, people and objects. (EAD 40-60+) - Introduces a storyline or narrative into their play. (EAD 40-60+) - Plays alongside other children who are engaged in the same theme. (EAD 40-60+) - Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)	Small World Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling 	Do children share resources? Can they access what they need and tidy it away? Do they engage in conversation with their peers? Do they play alone or with others? Can they recreate a world from imagination or memory? Can they organise the resources and use them to retell a story? Can they solve mathematical problems e.g. work out how many more figures will fit in the car or how many animals there are altogether on the farm? Can they describe a route around their world?	
	Effective Practice <u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Build, make, arrange Names of people and animals Names of all small world pieces Colour, shape, size and positional language <u>Adults to ask simple questions to extend learning e.g-</u> Where would you like this piece/figure to go? What are they doing in the castle/farm etc. today? Do you have all of the pieces you need? Can you make some more buildings/figures? What makes that vehicle move? Can you make it go faster? How? How many figures fit inside? What is on top of/ underneath/ below/behind/in front of...? Which train is first, second, third...? How many animals are there in the field?	Permanent Resources Train track and train, farm, animals, people, zoo, dinosaurs and dinoworld, cars, other vehicles and garage, castle/knights, puppet theatre, pirates, space exploration, polar animals, play mats, doll’s house, Books, Photographs of real life situations, Different surfaces eg Sand pit/builders, tray/grassed area/digging area, Natural materials eg stones, pebbles, twigs, grass, Writing materials for fine and gross motor development, Recycled open ended materials eg boxes, tubes, foil trays, Laminated pictures and signs, Reference books, A range of small world equipment All of the above can be used for children to create their own small world environments outdoors.	
Intended Experiences		Characteristics of Effective Learning	
Develop mathematical language e.g. position, shape, size, comparisons. Problem solving opportunities. Sort and count. Notice similarities, differences and pattern. Listen to others e.g. while playing with dolls in doll’s house. Communicate for different purposes e.g. conversation or asking questions about the animals on the farm. Tell stories e.g. creating stories inspired by materials and equipment Re-tell familiar and shared stories. Use story and reference books linked to interest. Write for a range of purposes e.g. story writing, lists Re-enact situations. Learn to care for materials and the environment. Work in co-operation e.g. in pairs, groups, working collaboratively. Through play contexts find out about the world in which they live and find out about past and Use natural and recycled resources to create their own environments eg miniature garden. Use small world equipment appropriate to stage of development to develop fine motor skills. Handle	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

Provision Area Overview

Primary School 2012

and transport large and small materials and equipment.			
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