


Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say. (PSED 40-50+)</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>Can select and use activities and resources with help. (PSED 30-50)</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help. (PSED 30-50)</li> <li>Understands use of objects (e.g. "What do we use to cut things?") (CL 30-50)</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (CL 30-50)</li> <li>Responds to simple instructions, e.g. to get or put away an object. (CL 30-50)</li> <li>Beginning to understand 'why' and 'how' questions. (CL 30-50)</li> <li>Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+)</li> <li>Links statements and sticks to a main theme or intention. (CL 40-60+)</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li> <li>Introduces a storyline or narrative into their play. (CL 40-60+)</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD 40-60+)</li> <li>Uses simple tools to effect changes to materials. (PD 40-60+)</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>Shows a preference for a dominant hand. (PD 40-60+)</li> <li>Shows understanding of how to transport and store equipment safely. (PD 40-60+)</li> <li>Practices some appropriate safety measures without direct supervision. (PD 40-60+)</li> </ul>		<p><b>Malleable Area</b></p> <p>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> 	
		<p><b>Effective Practice</b></p> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u>                      Cut, roll, model, press, squeeze, twist, pinch, stretch, push, pull, rolling pin etc                      Number names                      Names of equipment                      Imaginative and descriptive language  <u>Adults to ask simple questions to extend learning (using a range of closed and open questions) e.g-</u>                      * Supporting children's curiosity eg ' What happens if I add .....?'                      What does it feel like?                      Is it full/empty?                      How many?                      Which is the biggest/smallest?</p>	<p><b>Permanent Resources</b></p> <p>Protective clothing, Play dough, Clay, Safe knives &amp; forks, Cooking utensils and baking trays, Rolling Pins (variety of textures), Cutters, Number and letter (cutters or printers), Objects for making imprints/patterns, Small world people  <b>Resource enhancements throughout the year</b>                      Sticks, shells, Cake decorations, Potato masher, Garlic press, Empty packaging, Food, Spices/herbs, Modroc                      Rolled icing, Shaving foam, Cornflour, Jelly, Gloop, Cooked pasta</p>
Intended Experiences		Characteristics of Effective Learning	
Mixing to create dough Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel, texture, smell, shape etc Explore texture shape, space & form Make sculptures Explore effect of adding other materials eg. water Use within 'home/kitchen role play Create patterns and pictures using different media	<p><u>Unique Child</u>  <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking a role in their play</li> <li>Acting out experiences with other people</li> <li>Initiating activities</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>Thinking of ideas</li> <li>Making links and noticing patterns in their experience</li> </ul>	<p><u>Positive Relationships</u>  <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>Join in play sensitively, fitting in with children's ideas.</li> <li>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.</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>Stimulate children's interest through shared attention, and calm over-stimulated children.</li> <li>Encourage children to learn together and from each other.</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>Value questions, talk, and many possible responses, without rushing toward answers too quickly</li> </ul> <p>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</p>	<p><u>Enabling Environments</u>  <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>Make sure resources are relevant to children's interests</li> <li>Help children concentrate by limiting noise, and making spaces visually calm and orderly.</li> <li>Ensure children have uninterrupted time to play and explore</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>Ensure children have time and freedom to become deeply involved in activities</li> <li>Keep significant activities out instead of routinely tidying them away</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <p>Plan linked experiences that follow the ideas children are really thinking about</p>

