


| Development Matters – Ages and Stages (EYFS 2012)  |  | Look, Listen and Note   |  |
|--|--|---|--|
| <p>Children play co-operatively, taking turns with others.<br/>They take account of one another’s ideas about how to organise their activity.<br/>They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>All of the development matters, ages and stages are covered via the outdoor provision.</p>   |  | <p style="text-align: center;"><b>Outdoor Area</b></p> <p style="text-align: center;"><b>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling</b></p>    |  |
| Effective Practice   |  | Permanent Resources   |  |
| <p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg- Roll, spin, crawl, turn, wobble, over, up, down, round and round, roly poly, jump</b></p> <p><b>Adults to ask simple questions to extend learning e.g-</b><br/> <b>Can you roll?</b><br/> <b>What is it like to wobble?</b><br/> <b>Can you crawl through the tunnel?</b><br/> <b>Which toy can we spin on?</b><br/> <b>Can you build up the blocks?</b></p>  |  | <p>A stage/performance area, <b>Water associated resources</b> (see provision overview sheets), <b>Sand associated resources</b> (see provision overview sheets), Tuff spot trays, large planks, tyres, <b>Den making resources</b> (blankets, sheets of material, washing line, clothes horse), pop up tent, <b>Music associated resources</b> (see provision overview sheets), trikes, bikes and trailers, tractors, cars, scooters, <b>road safety equipment</b> (signs, crossing, uniforms) hoppers, tunnel, climbing frame, slide, see saw, hoops, bean bags, skipping rope, dancing ribbons, quoits, selection of different sized and textured balls. <b>Garden resources</b> (gloves, trowel, spade, seeds, watering can, soil etc). Perspex, chalkboard, whiteboard, wall paper lining, <b>Mark Making resources</b> (selection of different sized card and paper, different thickness pens, crayons, pencils, wax crayons, clip boards, different sized chalk), paintbrushes and pots. Magnets, binoculars, magnifying glasses, mirrors. Small world mats, large cars/ trucks, <b>natural materials</b> (grass, twigs, leaves, stones, gravel etc), dust pan and brush, broom, wellie rack, log pile, digging area, growing area, <b>birds</b> (boxes, feeding tables, water baths, trees) wild area with Minibeasts, plants, shrubs Weather boxes –resources that help children explore wind, rain, sun, frost. Simple fiction and non fiction books.</p> <p><b>Resource enhancements throughout the year:</b> Role play equipment linked to topic/ theme</p> |  |
| Intended Experiences   |  | Characteristics of Effective Learning   |  |
| <p>Observing and identifying what they find outside<br/>Looking for similarities and differences<br/>Experiencing and trying out new vocabulary<br/>Asking questions about their observations<br/>Observing and talking about patterns of change<br/>Exploring freezing and melting<br/>Differentiating between hot and cold, wet and dry, rough and smooth; Experiencing weather<br/>Exploring a wide range of outdoor environments<br/>Predicting, hypothesising and problem solving<br/>Communicating observations and findings.<br/>Large scale movements (eg ball skills, skipping, hopping, jumping, pushing, crawling, spinning, balancing, wobbling etc). Gross motor skills (eg using trikes, ribbons, painting walls with water, sweeping up sand, stacking blocks).</p> |  | <p style="text-align: center;"><b>Unique Child</b></p> <p><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 style="text-align: center;"><b>Positive Relationships</b></p> <p><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 style="text-align: center;"><b>Enabling Environments</b></p> <p><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> <ul style="list-style-type: none"> <li>• Plan linked experiences that follow the ideas children are really thinking about</li> </ul>   |  |