

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50)</li> <li>• Initiates play, offering cues to peers to join them. (PSED 30-50)</li> <li>• Keeps play going by responding to what others are saying or doing. (PSED 30-50)</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (PSED 30-50)</li> <li>• Confident to speak to others about own needs, wants, interests and opinions. (PSED 40-60+)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CL 40-60+)</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>• Listens to others one to one or in small groups, when conversation interests them. (CL 30-50)</li> <li>• Listens to stories with increasing attention and recall. (CL 30-50)</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (CL 30-50)</li> <li>• Focusing attention - still listen or do, but can shift own attention. (CL30-50)</li> <li>• Is able to follow directions (if not intently focused on own choice of activity). (CL 30-50)</li> <li>• Continues a rhyming string. (L 40-60+)</li> <li>• Hears and says the initial sound in words. (L 40-60+)</li> <li>• Developing preferences for forms of expression. (EAD 30-50)</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (EAD 30-50)</li> <li>• Engages in imaginative role-play based on own first-hand experiences. (EAD 30-50)</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (EAD 30-50)</li> <li>• Uses available resources to create props to support role-play. (EAD 30-50)</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (EAD 30-50)</li> <li>• Create simple representations of events, people and objects. (EAD 40-60+)</li> <li>• Introduces a storyline or narrative into their play. (EAD 40-60+)</li> <li>• Plays alongside other children who are engaged in the same theme. (EAD 40-60+)</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)</li> </ul>	<h2 style="text-align: center;">Role Play Area - Space</h2> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> 	<p><b>Does the child play with or alongside others? Can they follow a make-believe game and join in imaginative play? Do they initiate ideas or follow others? Can they dress/undress themselves in role play clothes? Do they join in/show familiarity with home routines e.g. putting seat belt on before blast off? Do they attempt to write information about the planets they have visited or a description? Can they count out how many space biscuits etc? Do they talk their ideas through as they engage in play? Can they talk about their own experiences of travel? Can they draw and write about the space mission? Can they talk about their likes and dislikes in the role play area?</b></p>
		<h3 style="text-align: center;">Effective Practice</h3>	<h3 style="text-align: center;">Permanent Resources</h3>
		<p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b> Space, astronauts, earth, planets, space station, space ships, rocket, landing, blast off, numbers, outer space, mission, star trek, adventure.</p> <p><b>Adults to ask simple questions to extend learning e.g-</b> Which planet are we visiting? Where are you going in your rocket? What have you found on the planet? Who is the captain of the rocket? What equipment do we need to explore?</p>	<p>Kitchen, Red bus, chairs, tables Resources for this topic: Space curtains, bubble wrap table, cardboard box rocket, big earth, planets, space food, astronaut costumes, star trek costumes, instruments, space rockets, aliens, flying space ships, sand tray, moon rockets, small space figures, metal detector, writing sheets, colouring sheets, blast off numbers,</p>
Intended Experiences	Characteristics of Effective Learning		
<p><b>Responding to, and using story props and puppets</b> <b>Dressing up and playing make-believe</b> <b>Creating own role play scenarios e.g. within a cafe</b> <b>Drawing on experience of holiday or airport visits and acting them out</b> <b>Sharing, taking turns and interacting with peers</b></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 Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>	<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>