

Development Matters – Ages and Stages	On-going Learning Experience Sand 	Look, Listen and Note
<ul style="list-style-type: none"> • 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+) • Looks closely at similarities, differences, patterns and change. (UTW 40-60+). • Uses the language of 'more' and 'fewer' to compare two sets of objects (M 40-60+) 	<p>Effective Practice</p> <p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Shape, texture, sieve, pattern, more,</p> <p>Adults to ask questions to extend learning (using a range of closed and open questions) e.g- 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?</p>	<p>Look, Listen and Note</p> <p>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?</p> <p>Look, Listen and Note</p> <p>Outdoor: Walk in sand area ; Spades of different types and sizes; Buckets of different types and sizes; Rakes; Trowels; Scoops</p> <p>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.</p>

Intended Experiences	Characteristics of Effective Learning		
<p>Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc..?</p> <p>Exploring different textures/colours</p> <p>Role play – holidays, beach, desserts</p> <p>Exploring patterns using additional tools, wheeled vehicles, footprints, handprints etc</p> <p>Observing the different capabilities of wet and dry sand e.g. dry sand in a sieve, fast flowing sand, wet sand – moulding etc..</p> <p>Sand art</p> <p>Pouring, mixing, tipping, weighing, filling, emptying</p> <p>Exploring descriptive language</p> <p>Mark making.</p> <p>Digging</p> <p>Designing, Constructing and building.</p>	<p>Unique Child</p> <p>Playing and Exploring (engagement)</p> <ul style="list-style-type: none"> • 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 <p>Active Learning (motivation)</p> <ul style="list-style-type: none"> • 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 <p>Creating & Thinking Critically (thinking)</p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience • Making predictions • Testing their ideas <p>Developing ideas of cause and effect</p>	<p>Positive Relationships</p> <p>Playing and Exploring (engagement)</p> <ul style="list-style-type: none"> • 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 <p>Active Learning (motivation)</p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <p>Creating & Thinking Critically (thinking)</p> <ul style="list-style-type: none"> • 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 	<p>Enabling Environments</p> <p>Playing and Exploring (engagement)</p> <ul style="list-style-type: none"> • 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 <p>Active Learning (motivation)</p> <ul style="list-style-type: none"> • 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 <p>Creating & Thinking Critically (thinking)</p> <ul style="list-style-type: none"> • Plan activities for children to develop their own ideas • Plan play opportunities to solve problems with flexible resources

Provision Area Overview

The Grange Primary School

		<ul style="list-style-type: none">• Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences	<ul style="list-style-type: none">• Plan linked experiences that follow the ideas children are really thinking about
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