


Development Matters – Ages and Stages		Look, Listen and Note
<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help. (EAD 30-50)</li> <li>• Welcomes and values praise for what they have done. (EAD 30-50)</li> <li>• Realises tools can be used for a purpose (EAD 30-50)</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative (EAD 40-60+)</li> <li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>• Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50)</li> <li>• Responds to simple instructions, e.g. to get or put away an object (CL 30-50)</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50)</li> <li>• Uses language to imagine and recreate roles and experiences in play situations (CL 40-60+)</li> <li>• Introduces a storyline or narrative into their play (CL 40-60+)</li> <li>• Can select and use activities and resources with help (PSED 30-50)</li> <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>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (PSED 30-50)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+)</li> <li>• Draws lines and circles using gross motor movements (PD 30-50)</li> <li>• Uses simple tools to effect changes to materials (PD 40-60+)</li> <li>• Understands that equipment and tools have to be used safely. (PD 30-50)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Uses positional language. (M 30-50)</li> <li>• Orders two items by weight or capacity (M 40-60+)</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects (M 40-60+)</li> <li>• Looks closely at similarities, differences, patterns and change. (UW 30-50)</li> <li>• Looks closely at similarities, differences, patterns and change.(UW 40-60+)</li> </ul>	<p style="text-align: center;"><b>On-going Learning Experiences for Water</b></p>  <p style="text-align: center;"><b>Effective Practice</b></p> <p><b><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u></b> Shape, texture, sieve, pattern, more,</p> <p><b><u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u></b> Can you find anything that floats? Can you find something that sinks? Can you sort the things that float and those that sink? Why do you think they float?</p>	<p><b>Can the children identify which items float and which items sink?</b> <b>Have they noticed the movement of water?</b> <b>Are the children testing which containers hold the most water?</b> <b>Or which hold the least amount of water?</b></p> <p style="text-align: center;"><b>Resources</b></p> <p>Water aprons /Wellingtons / water proofs/Towels/ Mop and bucket/ Umbrellas/ Child size broom, Storage equipment – easily accessible to all children Containers of differing sizes for pouring -(transparent and opaque)/Graded containers./Jugs/Plastic bottles, Watering cans, water wheels, siphon. Containers with holes/sieves, Floating and sinking objects – eg corks, shells, ping pong balls, foil dishes, leaves, nuts, pieces of wood / bark / twigs , sponges, pebbles. Hosepipe, Transparent plastic tubing of different thicknesses and lengths. Animal sets – polar, marine, ducks, dinosaurs, Boats and play people, Kitchen utensils – whisks, spoons, scoops, pipettes, sieves, tea strainers, Plumbing equipment – guttering, water pipes, tubes, u-bends, Fishing nets, Plastic water carrier or water barrel with tap. Large buckets, Pulley system, Construction items to help create water ways. Foil / plastic/aluminium containers, Latex gloves, Sponges, Spray bottles.</p>
<b>Intended Experiences</b>	<b>Characteristics of Effective Learning</b>	

**Provision Area Overview  
School**

**The Grange Primary**

<p>Water painting, Make water patterns, Mixing Opportunities to explore - such as floating &amp; sinking, freezing and melting, filling, pouring &amp; emptying etc. Opportunities for children to observe movement of water stop / start / speed etc. Exploring sounds in water, Washing clothes. Adding things to water such as colour, sand, bubbles to observe change. Adding water to sand, soil etc to observe the effect water has on other properties, Tea sets – jugs, cups, mugs etc., Collect rainwater., Exploring puddles, Bubbles. Opportunities to experience solid and liquid forms of water – snow, ice, frost, rain. Experience different water temperatures. Jumping in puddles (cause &amp; effect). Negotiate and problem solve. Making pattern - wheeled vehicles, bikes etc. Fire fighters role play, Making a pond</p>	<p style="text-align: center;"><b><u>Unique Child</u></b></p> <p><b><u>Playing and Exploring (engagement)</u></b></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><b><u>Active Learning (motivation)</u></b></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><b><u>Creating &amp; Thinking Critically (thinking)</u></b></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><u>Positive Relationships</u></b></p> <p><b><u>Playing and Exploring (engagement)</u></b></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><b><u>Active Learning (motivation)</u></b></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><b><u>Creating &amp; Thinking Critically (thinking)</u></b></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><u>Enabling Environments</u></b></p> <p><b><u>Playing and Exploring (engagement)</u></b></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><b><u>Active Learning (motivation)</u></b></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><b><u>Creating &amp; Thinking Critically (thinking)</u></b></p> <ul style="list-style-type: none"> <li>● Plan linked experiences that follow the ideas children are really thinking about</li> </ul>
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