


Development Matters – Ages and Stages		Look, Listen and Note	
<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. (PSED 40-50+) Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) Can select and use activities and resources with help. (PSED 30-50) Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. (PSED 30-50) Understands use of objects (e.g. "What do we use to cut things?") (CL 30-50) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (CL 30-50) Responds to simple instructions, e.g. to get or put away an object. (CL 30-50) Beginning to understand 'why' and 'how' questions. (CL 30-50) Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+) Links statements and sticks to a main theme or intention. (CL 40-60+) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+) Introduces a storyline or narrative into their play. (CL 40-60+) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD 40-60+) Uses simple tools to effect changes to materials. (PD 40-60+) Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) Shows a preference for a dominant hand. (PD 40-60+) Shows understanding of how to transport and store equipment safely. (PD 40-60+) Practices some appropriate safety measures without direct supervision. (PD 40-60+) 		<p>Malleable Area Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> 	
<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50) Shows awareness of similarities of shapes in the environment. (M 30-50) Uses positional language. (M 30-50) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (M 30-50) Shows interest in shapes in the environment. (M 30-50) Uses shapes appropriately for tasks. (M 30-50) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (M 30-50) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (M 40-60+) Can describe their relative position such as 'behind' or 'next to'. (M 40-60+) Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+) Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50) Talks about why things happen and how things work. (UTW 30-50) Looks closely at similarities, differences, patterns and change. (UTW 40-60+) Explores what happens when they mix colours. (EAD 40-60+) Experiments to create different textures. (EAD 40-60+) Understands that different media can be combined to create new effects. (EAD 40-60+) Manipulates materials to achieve a planned effect. (EAD 40-60+) Constructs with a purpose in mind, using a variety of resources. (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+) Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+) 		<p>Effective Practice</p> <p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Cut, roll, model, press, squeeze, twist, pinch, stretch, push, pull, rolling pin etc Number names Names of equipment Imaginative and descriptive language Adults to ask simple questions to extend learning (using a range of closed and open questions) e.g- * 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>Resources</p> <p>Protective clothing, Play dough, Clay, Safe knives & 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 Resource enhancements throughout the year 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		
<p>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>	<p>Unique Child <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> 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><u>Active Learning (motivation)</u></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 <p><u>Creating & Thinking Critically (thinking)</u></p>	<p>Positive Relationships <u>Playing and Exploring (engagement)</u></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><u>Active Learning (motivation)</u></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><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> Value questions, talk, and many possible responses, without rushing toward answers too quickly 	<p>Enabling Environments <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> 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><u>Active Learning (motivation)</u></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 <p><u>Creating & Thinking Critically (thinking)</u></p> <p>Plan linked experiences that follow the ideas children are really thinking about</p>

	<ul style="list-style-type: none">• Thinking of ideas• Making links and noticing patterns in their experience	Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	
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