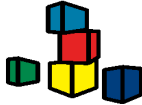


Development Matters – Reception		Look, Listen and Note	
<p>-Use new vocabulary through the day (CLL) -Ask questions to find out more and to check they understand what has been said to them (CLL) -Articulate their ideas and thoughts in well-formed sentences (CLL) -Connect one idea or action to another using a range of connectives (CLL) -Describe events in some detail (CLL) -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (CLL) -Develop social phrases (CLL) -Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD) -Create collaboratively, sharing ideas, resources and skills (EAD) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (PD)</p> <p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used</p>		<p>Construction Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> 	
		<p>Effective Practice</p> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Build, knock down, brick Names of 2D/3D shapes Names of all construction sets and pieces Language of building –joining, fixing, connecting Colour, shape, size and positional language Number names <u>Adults to ask questions to extend learning</u> Can you knock it down? What shall we build? Where is the largest/smallest brick? Who can build the tallest tower? How high do you think it is? Why have you put that brick there? How could you make it stronger?</p>	<p>Resources</p> <p>Clearly labelled storage boxes/Shelving, Pictures of buildings / vehicles Posters and local / themed reference photographs, Appropriate books Drawing and writing materials, Large wooden blocks e.g. community playthings, Small wooden bricks. Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Selection of natural / reclaimed materials Space to display finished models and those in progress Cable spools – different sizes, Tyres, Plastic tubing, Pipes and guttering,crates, pulley, buckets, Sanded wooden off-cuts, Material, Builder's trays, Resource enhancements throughout the year: Road maps / A-Z books, Clipboards Hard hats, Tools – hammer, spanner, screwdriver etc. 3D wooden shapes – plain/coloured Construction kits , Equipment with a variety of fastenings, wheels, nuts, bolts e.g. Brio-Mec, Meccano, Ladders, cement, Collections of natural materials, Joining materials e.g. strong tape, ropes, Laminated photographs and posters.</p>
Intended Experiences	Characteristics of Effective Learning		
<p>Playing collaboratively and using the construction area appropriately, making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g. lists, writing own name and other captions, develop mathematical language e.g. position, size, shape, comparisons, problem solving opportunities, creating and recreating patterns and models , matching and sorting shapes, ordering items by length or height, exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping, balancing construction pieces, designing and making their own models, manipulate a range of equipment and tools, create real-life and imaginary</p>	<p>Unique Child <u>Playing and Exploring (engagement)</u></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><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 Persisting when challenges occur <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> Thinking of ideas Making links and noticing patterns in their experience Making predictions 	<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"> 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 <u>Playing and Exploring (engagement)</u></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><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 Notice what arouses children's curiosity Make space and time for all children to participate <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> Plan activities for children to develop their own ideas

**Provision Area Overview
School**

The Grange Primary

models, develop their own ideas over a period of time, representing own experiences through imaginative play.	<ul style="list-style-type: none">• Testing their ideas• Developing ideas of cause and effect	<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.• Show and talk about strategies – including problem solving	<ul style="list-style-type: none">• Plan play opportunities to solve problems with flexible resources• Plan linked experiences that follow the ideas children are really thinking about
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