


Development Matters – Reception		Look, Listen and Note	
<p>-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)                      -Develop their own ideas and then decide which materials to use to express them (EAD)                      -Create closed shapes with continuous lines, and begin to use these shapes to represent objects (EAD)                      -Draw with increasing complexity and detail, such as representing a face with a circle and including details (EAD)                      -Use drawing to represent ideas like movement or loud noises (EAD)                      -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (EAD)                      -Explore colour and colour mixing (EAD)                      -Show different emotions in their drawings – happiness, sadness, fear etc (EAD)                      -Use large-muscle movements to wave flags and streamers, paint and make marks (PD)                      - Use a comfortable grip with good control when holding pens and pencils (PD)</p> <p><b>Expressive Arts and Design ELG: Creating with Materials</b>                      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><b>Fine Motor Skills ELG:</b>                      - Hold a pencil effectively in preparation for fluent writing                      – using the tripod grip in almost all cases;                      - Use a range of small tools, including scissors, paint brushes and cutlery;                      - Begin to show accuracy and care when drawing.</p>		<p style="text-align: center;"><b>Creative Area</b>                      Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling</p> 	
		Effective Practice	Resources
		<p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u>                      Colour names e.g. red, blue                      Shape names e.g. triangle, circle                      Equipment names e.g. brush, pot, glue                      Texture e.g. rough, smooth, soft                      Descriptive words e.g. line, wavy, zig zag                      Actions e.g. mix, swirl, splash, drip, cut, tear, stick  <u>Adults to ask questions to extend learning</u>                      Can you find the red/yellow one?                      Where is the brush/glue stick/tube etc?                      Which brush are you going to use?                      Tell me about your picture...                      How does your work make you feel?</p>	<p>Open access storage/Aprons / protective clothing/Pictorial / photographic labels.  <b>Selection of collage materials</b> (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, , string, wool, ribbon, tissue, coloured matchsticks, etc. <b>Variety of different paper types and sizes</b> - card, wrapping paper, greeting cards, crepe paper. <b>Range of junk modelling materials</b> - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. <b>Painting and printing materials</b> - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs, objects etc. <b>Mark making resources</b> - pencils, crayons, felt tips. <b>Joining equipment</b> - Sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string</p>
Intended Experiences	Characteristics of Effective Learning		
<p>Use and explore a variety of resources, techniques and equipment in 2D and 3D, making choices and decisions, express themselves through exploring, making and designing using a range of media and materials, using their own ideas, working collaboratively and talk through their ideas, have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product, experiment with collage materials, developing cutting and joining skill, manipulate equipment and tools, model making, using resources purposefully expressing real life experiences, making props and resources to</p>	<p style="text-align: center;"><u>Unique Child</u>  <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> </ul>	<p style="text-align: center;"><u>Positive Relationships</u>  <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 style="text-align: center;"><u>Enabling Environments</u>  <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>

**Provision Area Overview  
School**

**The Grange Primary**

<p>support and extend their imaginative play, painting and printing techniques, make lists, labels, signs, explore colour, texture, shape and patterns, make representations of their ideas and experiences, develop hand-eye coordination and fine motor skills, colour mixing.</p>	<ul style="list-style-type: none"><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><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</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><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>
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