

Development Matters –Reception		Look, Listen and Note	
<p>-Explore the natural world around them (KUW) -Describe what they see, hear and feel whilst outside (KUW) -Understand the effect of changing seasons on the natural world around them (KUW)</p> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in clas</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>-Talk about members of their immediate family and community (KUW) -Understand that some places are special to members of their community (KUW) -Recognise that people have different beliefs and celebrate special times in different ways (KUW)</p> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>-Draw information from a simple map (KUW) -Recognise some similarities and differences between life in this country and life in other countries (KUW) -Recognise some environments that are different to the one in which they live (KUW) -Understand the effect of changing seasons on the natural world around them (KUW)</p> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>		<p><b>Explore and Investigate Area</b></p> <p>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling</p>  <p>How do the children react to feel of materials (ie conkers)!!? How do they let us know if they like feel, smells etc? Can they grasp it? Which hand? Can they use any tools independently? Can they fill/empty containers? Who can press a switch unaided? Which hand? Noisy toys? Can they track moving toys? How do they let us know which toys they like/dislike? Do they play with switch operated equipment in home corner? Can they use the digital camera? Do they share resources?</p>	
		<p><b>Effective Practice</b></p> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Look, investigate, bigger, smaller, magnify, magnetic, stuck, metal, reflection, move, forward, backwards, feel, touch, listen, noise, light, dark, catch, explore</p> <p><u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u> Can you squeeze the object? Is it magnetic? What happens when you use this....? *What does that remind you of? *What do you think might happen next? *What do you/ don't you like about this and why? *What might happen if.....? *What do you think?</p>	<p><b>Resources</b></p> <p>Magnets, magnifying glasses, torches , cameras, colour disks, coloured gel pads (to use on light box) – to explore colour, mirrors. Mark making materials e.g. clip boards, paper and pencils. Pictures and posters, bee bots (and cards), walkie talkies, sound telephones, cross sections of rocks, photographs of scientific investigations carried out by the children, simple non-fiction books, bug viewers X-ray slides and light box <b>Resource enhancements throughout the year</b> Kaleidoscopes, clocks, selection of different materials (on rotational basis) such as shiny and dull, hard and soft, manufactured and natural, items the children have collected etc. A range of living things e.g. mini-beasts, plants, twigs, buds, pets, plants</p>

Intended Experiences	Characteristics of Effective Learning		
<p>Observing and identifying and exploring a wide range of materials and collections of resources. Looking for similarities and differences. Experiencing and trying out new vocabulary and communicating observations and findings. Asking questions about their observations. Observing and talking about patterns of change. Investigating how things work. Predicting, hypothesising and problem solving. Knowing how we use our bodies to smell, taste etc.; (senses). Observing and caring for mini beasts and other animals. Looking in books to find information. Growing plants and seeds .Recognising and identifying and sorting different materials; Exploring the properties of materials and how they are used e.g. waterproof materials, soft materials, transparent materials; Investigating patterns of change</p>	<p><b>Unique Child</b> <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>● Pretending objects are things from their experience</li> <li>● Provide a wide range of experiences for children to explore, play and learn in a safe and secure environment</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> <li>● Showing high levels of energy, fascination</li> <li>● Not easily distracted</li> </ul>	<p><b>Positive Relationships</b> <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>● Motivate children to concentrate and try several ways to make something work, rather than giving up</li> <li>● Encourage children to learn together and from each other.</li> </ul>	<p><b>Enabling Environments</b> <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>● Provide appropriate, realistic experiences that build on 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> <li>● Facilitate learning from planned and unplanned events e.g. a fall of snow</li> </ul> <p><u>Active Learning (motivation)</u></p>

**Provision Area Overview  
School**

**The Grange Primary**

<p>Exploring freezing and melting. Differentiating between hot and cold, wet and dry, rough and smooth; Exploring wires, cells and simple uses of electricity. Playing with magnetism with a range of magnetic and non- magnetic resources. Exploring torches to investigate light and dark. Exploring a wide range of outdoor environments. Communicating observations and findings. Experiencing weather.</p>	<ul style="list-style-type: none"> <li>● Paying attention to details</li> <li>● Allow children to do things they can and help them with things they can't quite manage</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. Model being a learner, sharing thinking out loud with children.</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><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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