

Development Matters – Reception		Look, Listen and Note		
<p>-Understand how to listen carefully and why listening is important (CLL) -Learn new vocabulary (CLL) -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) -Engage in storytimes (CLL)</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> <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)</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 - Make use of props and materials when role playing characters in narratives and stories.</p>		<p style="text-align: center;">Role Play Area – Home Corner</p> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> 		<p>Does the child play with or alongside others? Can they follow a make-believe game and join in imaginative play? Do they initiate ideas or follow others? Can they dress/undress themselves in role play clothes? Do they join in/show familiarity with home routines e.g. putting seat belt on before blast off? Can they count out how many pieces of cake etc? Do they talk their ideas through as they engage in play? Can they talk about their own experiences of travel? Can they talk about their likes and dislikes in the role play area?</p>
		Effective Practice	Resources	
		<p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Home, family, Mum, Dad, brother, sister, baby, Grandma, Grandad, house, upstairs, downstairs, kitchen, pots, pans, food, dressing up, pets, visit, shopping, tea party <u>Adults to ask simple questions to extend learning e.g-</u> Which food do you like to eat? Where are you going? What are you making? Who is coming for tea? What do you need to buy when you go shopping?</p>	<p>Kitchen, chairs, tables, table cloth, cooker, fridge, microwave, washing up bowl, pots, pans, cups, plates, tea pot, kettle, knives, forks, spoons, tea spoons, sugar pot, milk jug, settee, dolls, dolls clothes, jewellery, keys, bags, telephone, note pad, food, birthday cake, pizza.</p>	
Intended Experiences	Characteristics of Effective Learning			
<p>Responding to, and using story props and puppets Dressing up and playing make-believe</p>	<p style="text-align: center;"><u>Unique Child</u></p> <p>Playing and Exploring (engagement)</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play 	<p style="text-align: center;"><u>Positive Relationships</u></p> <p>Playing and Exploring (engagement)</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. 	<p style="text-align: center;"><u>Enabling Environments</u></p> <p>Playing and Exploring (engagement)</p> <ul style="list-style-type: none"> • Make sure resources are relevant to children's interests 	

**Provision Area Overview
School**

The Grange Primary

<p>Creating own role play scenarios e.g. within a cafe Drawing on experience of holiday or airport visits and acting them out Sharing, taking turns and interacting with peers</p>	<ul style="list-style-type: none"> ● 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> <ul style="list-style-type: none"> ● Thinking of ideas ● Making links and noticing patterns in their experience 	<ul style="list-style-type: none"> ● 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>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</p>	<ul style="list-style-type: none"> ● 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> <ul style="list-style-type: none"> ● Plan linked experiences that follow the ideas children are really thinking about
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