Development Matters - Age and Stage (EYFS 2012)		Look, listen and note
Emerging: • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (UTW 30-50) • 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) • Developing an understanding of growth, decay and changes over time. (UTW 30-50) • Shows care and concern for living things and the environment. (UTW 30-50) • Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50) • Sometimes gives meaning to marks as they draw and paint. (L 30-50) • Ascribes meanings to marks that they see in different places. (L 30-50) • Beginning to understand 'why' and 'how' questions. (CL 30-50) • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50) • Initiates play, offering cues to peers to join them. (PSED 30-50) • Keeps play going by responding to what others are saying or doing. (PSED 30-50) • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.(PSED 30-50) • Listens to others one to one or in small groups, when conversation interests them. (CL 30-50) Expected: • Looks closely at similarities, differences, patterns and change. (UTW 40-60+) • Writes own name and other things such as labels, captions. (L 40-60+) • Attempts to write short sentences in meaningful contexts. (L 40-60+) • Begins to read words and simple sentences. (L40-60+) • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+) • Enjoys an increasing range of books. (L 40-60+) • Knows that information can be retrieved from books and computers. (L 40-60+) • 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+) • Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+) • Initiates conversations, attends to and takes account of what others say. (PSED 40-60+) • Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) Exceeding: • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (UW ELG)	**Understanding of the World** **Continuous Provision** **Expressive Arts and Design/Physical Development** Adults support and challenge children's learning and thinking through observation, participation, guided reading and writing and role modelling.	How do the children react to feel of materials (ie conkers, pumpkin insides)? How do they let us know if they like feel, smells etc? Can they use any tools independently? Can they fill/empty containers? Who remembers information shared in adult led sessions? Can they use the digital camera? Do they link experiences between school, adult led sessions and previous experiences? Do they use technical vocabulary associated with activities? Can they ask and answer how/why questions. Are they interested and excited by new and unfamiliar experiences?
	Effective Practice	**Permanent resources**
	<u>Adults to introduce vocabulary (use of words, symbols and signs) e.g.</u>- Look, investigate, bigger, smaller, magnify, magnetic, stuck, metal, reflection, move, forward, backwards, feel, touch, listen, noise, light, dark, catch, explore, investigation bottles <u>Adults to ask simple questions to extend learning</u> e.g.- • Can you squeeze the object? • Is it magnetic? What is 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? • Tell me about…	Magnets, magnifying glasses, torches, cameras, colour disks, mirrors. Mark making materials e.g. clip boards, paper and pencils. Pictures and posters, bee bots (and cards), walkie talkies, telephones, selection of rocks, photographs of scientific investigations carried out by the children, picture prompts, simple non-fiction books, bug viewers, binoculars, range of natural materials (shells, wood etc). <u>Resource enhancements throughout the year</u> 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. chicks, mini-beasts, plants, twigs, buds, pets, plants, life cycles, key vocabulary words.

St Stephens Community Academy: Launceston

Intended Experiences	Characteristics of Effective Learning		
➢ 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 and transparent materials. ➢ Investigating patterns of change ➢ 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.	<u>Unique Child</u> <u>Playing and Exploring (engagement)</u> • 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 <u>Active Learning (motivation)</u> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details • Allow children to do things they can and help them with things they can't quite manage <u>Creating & Thinking Critically (thinking)</u> • Thinking of ideas • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of cause and effect	<u>Positive Relationships</u> <u>Playing and Exploring (engagement)</u> • 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. <u>Active Learning (motivation)</u> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Motivate children to concentrate and try several ways to make something work, rather than giving up • Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> • 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 • 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 • Model being a learner, sharing thinking out loud with children.	<u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u> • 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 <u>Active Learning (motivation)</u> • 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 <u>Creating & Thinking Critically (thinking)</u> • Plan activities for children to develop their own ideas • Plan play opportunities to solve problems with flexible resources • Plan linked experiences that follow the ideas children are really thinking about