






Opportunities for Learning – Early Years Outcomes	<h2 style="text-align: center;">Construction</h2> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation and role modelling</p> 	<h3 style="text-align: center;">Look, Listen and Note</h3> <p>Can children choose and select resources appropriately to create a planned effect?                      Can children recognise any colours? 2d or 3D shapes?                      Do children share resources?                      Can children join two bricks together/find different ways to join materials?                      Can they build a structure around themselves or as a physical boundary?                      Can they talk about what they are doing as they construct?                      Can they draw a plan and then use the blocks to create it?                      Can they say what worked well or what they would change?                      Can children follow a line of design, adapting work where necessary?</p>
	<h3 style="text-align: center;">Effective Practice</h3> <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, plan, balance                      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?                      What changes can you make?                      Which shapes can you see/need?</p>	<h3 style="text-align: center;">Resources</h3> <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. Measuring tapes                      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  <u>Resource enhancements throughout the year:</u>                      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, Cable spools – different sizes, Tyres, Plastic tubing, Pipes and guttering, Sanded wooden off-cuts, Material, Builder's trays, 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 fit 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 models, develop their own ideas over a period of time, representing own experiences through imaginative play.</p>	<p style="text-align: center;"><u>Unique Child</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>• Showing curiosity</li> <li>• Using senses to explore</li> <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> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> <li>• Persisting when challenges occur</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> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of cause and effect</li> </ul>	<p style="text-align: center;"><u>Positive Relationships</u></p> <p><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><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>• Use the language of thinking and learning (think, how, figure out, find out etc)</li> <li>• Encourage open-ended questions</li> <li>• Value questions, talk, and many possible responses, without rushing toward answers too quickly</li> <li>• Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>• Show and talk about strategies – including problem solving</li> </ul>	<p style="text-align: center;"><u>Enabling Environments</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>• Provide stimulating resources which are accessible and open-ended</li> <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> <li>• Notice what arouses children's curiosity</li> <li>• Make space and time for all children to participate</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>• Plan activities for children to develop their own ideas</li> <li>• Plan play opportunities to solve problems with flexible resources</li> <li>• Plan linked experiences that follow the ideas children are really thinking about</li> </ul>


Opportunities for Learning – Early Years Outcomes		Look, Listen and Note	
<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances. (EAD 40-60+)</li> <li>• Explores the different sounds of instruments. (EAD 40-60+)</li> <li>• Explores what happens when they mix colours. (EAD 40-60+)</li> <li>• Experiments to create different textures. (EAD 40-60+)</li> <li>• Understands that different media can be combined to create new effects. (EAD 40-60+)</li> <li>• Manipulates materials to achieve a planned effect. (EAD 40-60+)</li> <li>• Constructs with a purpose in mind, using a variety of resources. (EAD 40-60+)</li> <li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+)</li> <li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li> <li>• Writes own name and other things such as labels, captions. (L 40-60+)</li> <li>• Draws lines and circles using gross motor movements. (PD 30-50)</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50)</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50)</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)</li> <li>• Uses simple tools to effect changes to materials. (PD 40-60+)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Shows a preference for a dominant hand. (PD 40-60+)</li> <li>• Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+)</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>• Two-channelled attention – can listen and do for short span. (CL40-60+)</li> </ul>	<h2 style="color: #0056b3;">Creative Area</h2> <p>Adults support and challenge children’s learning and thinking through observation, participation, and role modelling</p> 	<p><b>Can children use brushes/glue sticks/printing blocks?</b>  <b>Do children enjoy exploring paint/collage materials? Independently? With help?</b>  <b>Do they use both hands or does one dominate?</b>  <b>Can child point to named colours?</b>  <b>Can they access resources independently?</b>  <b>Do children experiment to create new effects and textures?</b>  <b>Can they use scissors?</b>  <b>Do they write their name on their work?</b>  <b>Can they talk about their ideas and describe what they are doing?</b>  <b>Can they predict what will happen when they mix two different colours?</b>  <b>Do children mix colours for a planned effect?</b></p>	
	<h3 style="text-align: center; color: #0056b3;">Effective Practice</h3> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u>                  Colour names e.g. red, blue                  Instrument names                  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?                  Can you tell me about....?</p>	<h3 style="text-align: center; color: #0056b3;">Permanent Resources</h3> <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. <b>Mark making resources</b> - pencils, crayons, felt tips. <b>Joining equipment</b> - Sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string  <b>Selection of collage materials-</b> doilies, sawdust, shavings, shells, fir cones, bubble wrap, felt glitter, sequins, sweet wrappers, buttons, cotton wool pulses, pasta. <b>Variety of different paper types and sizes</b> - newspaper shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper.  <b>Painting and printing materials</b> - blocks, bricks, cotton reels</p> <p><b>Plus resource enhancements throughout the year</b></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 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>	<h4 style="text-align: center; color: #0056b3;">Unique Child</h4> <p><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> <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>	<h4 style="text-align: center; color: #0056b3;">Positive Relationships</h4> <p><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><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>	<h4 style="text-align: center; color: #0056b3;">Enabling Environments</h4> <p><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> <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>

Opportunities for Learning – Early Years Outcomes		Look, Listen and Note
<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (UTW 30-50)</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50)</li> <li>• Talks about why things happen and how things work. (UTW 30-50)</li> <li>• Developing an understanding of growth, decay and changes over time. (UTW 30-50)</li> <li>• Shows care and concern for living things and the environment. (UTW 30-50)</li> <li>• Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li> <li>• Explores the different sounds of instruments. (EAD 40-60+)</li> <li>• Explores what happens when they mix colours. (EAD 40-50+)</li> <li>• Experiments to create different textures. (EAD 40-60+)</li> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50)</li> <li>• Shows awareness of similarities of shapes in the environment. (M 30-50)</li> <li>• Writes own name and other things such as labels, captions. (L 40-60+)</li> <li>• Attempts to write short sentences in meaningful contexts. (L 40-60+)</li> <li>• Begins to read words and simple sentences. (L40-60+)</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+)</li> <li>• Enjoys an increasing range of books. (L 40-60+)</li> <li>• Knows that information can be retrieved from books and computers. (L 40-60+)</li> <li>• Sometimes gives meaning to marks as they draw and paint. (L 30-50)</li> <li>• Ascribes meanings to marks that they see in different places. (L 30-50)</li> <li>• Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+)</li> <li>• Links statements and sticks to a main theme or intention. (CL 40-60+)</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li> <li>• Introduces a storyline or narrative into their play. (CL 40-60+)</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+)</li> <li>• Beginning to understand 'why' and 'how' questions. (CL 30-50)</li> <li>• Listens to others one to one or in small groups, when conversation interests them. (CL 30-50)</li> <li>• Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>• Confident to speak to others about own needs, wants, interests and opinions. (PSED 40-60+)</li> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50)</li> <li>• Initiates play, offering cues to peers to join them. (PSED 30-50)</li> <li>• Keeps play going by responding to what others are saying or doing. (PSED 30-50)</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (PSED 30-50)</li> </ul>	<p style="text-align: center;"><b>Explore and Investigate Area</b>  <b>Adults support and challenge children's learning and thinking through observation, participation and role modelling</b></p>  <p style="text-align: center;"><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                  Environmental language, geographical language, names of plants, animals, seasons</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?                  What does it look/feel/smell/sound like? Can you describe it?                  How can we record what we find?                  How does it work? What worked best?</p>	<p style="text-align: center;"><b>Look, Listen and Note</b></p> <p>How do the children react to feel of materials (ie conkers)l)?                  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 style="text-align: center;"><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</p> <p>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> <p style="text-align: center;"><u><b>Plus resource enhancements throughout the year</b></u></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 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>	<p style="text-align: center;"><u><b>Unique Child</b></u>  <u><b>Playing and Exploring (engagement)</b></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><b>Active Learning (motivation)</b></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> <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><b>Creating &amp; Thinking Critically (thinking)</b></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 style="text-align: center;"><u><b>Positive Relationships</b></u>  <u><b>Playing and Exploring (engagement)</b></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><b>Active Learning (motivation)</b></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><u><b>Creating &amp; Thinking Critically (thinking)</b></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>
		<p style="text-align: center;"><u><b>Enabling Environments</b></u>  <u><b>Playing and Exploring (engagement)</b></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><b>Active Learning (motivation)</b></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> <p><u><b>Creating &amp; Thinking Critically (thinking)</b></u></p> <ul style="list-style-type: none"> <li>• Plan linked experiences that follow the ideas children are really thinking about.</li> </ul>


Opportunities for Learning – Early Years Outcomes		Look, Listen and Note					
<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help. (EAD 30-50)</li> <li>• Welcomes and values praise for what they have done. (EAD 30-50)</li> <li>• Enjoys responsibility of carrying out small tasks. (EAD 30-50)</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Uses positional language (M 30-50)</li> <li>• Uses shapes appropriately for tasks (M 30-50)</li> <li>• Knows how to operate simple equipment, e.g.turns on CD player and uses remote control (UW 30-50)</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (UW 30-50)</li> <li>• Completes a simple program on a computer (UW 40-60+)</li> <li>• Uses ICT hardware to interact with age-appropriate computer software (UW 40-60+)</li> <li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+)</li> <li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li> <li>• Writes own name and other things such as labels, captions. (L 40-60+)</li> <li>• Draws lines and circles using gross motor movements. (PD 30-50)</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50)</li> <li>• Understands that equipment and tools have to be used safely. (PD 30-50)</li> <li>• Uses simple tools to effect changes to materials (PD 40-60+)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Shows a preference for a dominant hand. (PD 40-60+)</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> </ul>		<h2>Technology and ICT</h2> 		<p>Who can press a switch unaided? Which hand?                      Can children use touch screen?                      Do they show response to computer programmes? Noisy toys?                      Can they track moving toys?                      Do they enjoy eg C Beebies on internet? 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>			
		<h3>Effective Practice</h3> <p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b>                      Computer, switch, screen, mouse, press, CD, digital camera, tape recorder, TV, internet, Computer, CD ROM, insert, load, keyboard, mouse, printer, start, click, press, cursor, monitor, internet, browse, screen, log on, shut down, CD player, start, stop record, play, listen, fast forward, rewind, pause,                      Digital camera, photograph, lens, view, print                      Plug, socket, remote control, operate, program, press</p> <p><b>Adults to ask questions to extend learning (using a range of closed and open questions), e.g-</b>                      Can you press the switch?                      Which is your favourite switch toy? Programme?                      Can you touch the screen/mouse/keyboard to play the game?                      Can you find.....?                      What happens if.....?                      How do you.....?</p>		<h3>Resources</h3> <p><b>Permanent Resources</b>                      Computer, Printer, Internet access, Laptop, Interactive whiteboard                      Dictaphones, Digital Camera, Digital Blue, Pixie, roamers, programmable toy, Keyboard, DVD's, CD's, video tapes, Digital microscope, Telephone, Mobile, CD Player, Selection of Switch Toys, Tape Recorder, Calculators, Role Play equipment, Beebots  <b>Resource enhancements throughout the year</b>                      Radio controlled toys, Radio, Remote control vehicles, torches                      Karaoke machine, Metal detector, Walkie talkie, Bar code scanners                      Photocopier, Scanner, Over head projector/ light box</p> <p><b>Plus resource enhancements throughout the year.</b></p>			
Intended Experiences		Characteristics of Effective Learning					
<p>Acquire basic skills in turning on and operating some ICT equipment                      Develop skills such as twisting, turning, pushing, lifting                      Investigate what things can do                      Talk about ICT apparatus, what it does, what they can do with it and how to use it safely                      Use the photocopier to copy their own pictures                      Use the scanner to scan pictures                      Use the camera, video camera and Dictaphone                      Document and revisit their own learning                      Incorporate technology into their role play                      Use technology when out in the local community i.e. press button at pelican crossing                      Use a range of programmable toys                      Experiment with cause and effect                      Coordinate actions when using technology</p>		<p style="text-align: center;"><b>Unique Child</b></p> <p><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> <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 style="text-align: center;"><b>Positive Relationships</b></p> <p><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><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                      Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>		<p style="text-align: center;"><b>Enabling Environments</b></p> <p><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> <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>	


Opportunities for Learning - Early Years Outcome			Look, Listen and Note
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say. (PSED 40-50+)</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>Can select and use activities and resources with help. (PSED 30-50)</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help. (PSED 30-50)</li> <li>Understands use of objects (e.g. "What do we use to cut things?") (CL 30-50)</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (CL 30-50)</li> <li>Responds to simple instructions, e.g. to get or put away an object. (CL 30-50)</li> <li>Beginning to understand 'why' and 'how' questions. (CL 30-50)</li> <li>Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+)</li> <li>Links statements and sticks to a main theme or intention. (CL 40-60+)</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li> <li>Introduces a storyline or narrative into their play. (CL 40-60+)</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD 40-60+)</li> <li>Uses simple tools to effect changes to materials. (PD 40-60+)</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>Shows a preference for a dominant hand. (PD 40-60+)</li> <li>Shows understanding of how to transport and store equipment safely. (PD 40-60+)</li> <li>Practices some appropriate safety measures without direct supervision. (PD 40-60+)</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50)</li> <li>Shows awareness of similarities of shapes in the environment. (M 30-50)</li> <li>Uses positional language. (M 30-50)</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (M 30-50)</li> <li>Shows interest in shapes in the environment. (M 30-50)</li> <li>Uses shapes appropriately for tasks. (M 30-50)</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (M 30-50)</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (M 40-60+)</li> <li>Can describe their relative position such as 'behind' or 'next to'. (M 40-60+)</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+)</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50)</li> <li>Talks about why things happen and how things work. (UTW 30-50)</li> <li>Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li> <li>Explores what happens when they mix colours. (EAD 40-60+)</li> <li>Experiments to create different textures. (EAD 40-60+)</li> <li>Understands that different media can be combined to create new effects. (EAD 40-60+)</li> <li>Manipulates materials to achieve a planned effect. (EAD 40-60+)</li> <li>Constructs with a purpose in mind, using a variety of resources. (EAD 40-60+)</li> <li>Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+)</li> </ul>	<p><b>Malleable Area</b> Adults support and challenge children's learning and thinking through observation, participation role modelling</p> 	<p>How do the children react to feel of malleable material? How do they let us know if they like feel, smells etc? Can they grasp it? Which hand? Can they share sand/tools? Do they make marks in the material? With fingers? Hands? Tools? Can they use any tools independently? Can they fill/empty containers? Do they like malleable play? How do they let us know?</p>
		<p><b>Effective Practice</b> Adults to introduce vocabulary (use of words, symbols and signs) eg- Cut, roll, model, press, squeeze, twist, pinch, stretch, push, pull, rolling pin etc Number names Names of equipment Imaginative and descriptive language Adults to ask simple questions to extend learning (using a range of closed and open questions) e.g- * Supporting children's curiosity eg 'What happens if I add .....?' What does it feel like? Is it full/empty? How many? Which is the biggest/smallest? Can you roll it longer/shorter? Why has that happened?</p>	<p><b>Resources</b> Protective clothing, Play dough, Clay, Safe knives &amp; forks, Cooking utensils and baking trays, Rolling Pins (variety of textures), Cutters, Number and letter (cutters or printers), Objects for making imprints/patterns, Small world people  Sticks, shells, Cake decorations, Potato masher, Garlic press, Empty packaging, Food, Spices/herbs, Modroc Rolled icing, Shaving foam, Cornflour, Jelly, Gloop, Cooked pasta, lolly sticks, candles, combs, shells, sawdust, sand, rice, sequins, food essence, recipe books</p> <p><b>Resource enhancements throughout the year</b></p>

Intended Experiences	Characteristics of Effective Learning		
<p>Mixing to create dough Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel, texture, smell, shape etc Explore texture shape, space &amp; form Make sculptures Explore effect of adding other materials eg. water Use within 'home/kitchen role play Create patterns and pictures using different media</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>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> <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><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>Encourage children to learn together and from each other.</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><b>Enabling Environments</b> <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> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <p>Plan linked experiences that follow the ideas children are really thinking about</p>

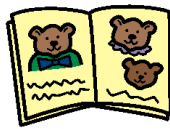
Opportunities for Learning – Early Years Outcomes			Look, Listen and Note
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>Can select and use activities and resources with help. (PSED 30-50)</li> <li>Welcomes and values praise for what they have done. (PSED 30-50)</li> <li>Enjoys responsibility of carrying out small tasks. (PSED 30-50)</li> <li>Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>Two-channelled attention - can listen and do for short span. (CL 40-60+)</li> <li>Understands use of objects (e.g. "What do we use to cut things?") (CL 30-50)</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (CL 30-50)</li> <li>Responds to simple instructions, e.g. to get or put away an object. (CL 30-50)</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>Shows a preference for a dominant hand. (PD 40-60+)</li> <li>Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+)</li> <li>Recognise some numerals of personal significance. (M 40-60+)</li> <li>Recognises numerals 1 to 5. (M 40-60+)</li> <li>Counts up to three or four objects by saying one number name for each item. (M 40-60+)</li> <li>Counts actions or objects which cannot be moved. (M 40-60+)</li> <li>Counts objects to 10, and beginning to count beyond 10. (M 40-60+)</li> <li>Counts out up to six objects from a larger group. (M 40-60+)</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (M 40-60+)</li> <li>Counts an irregular arrangement of up to ten objects. (M 40-60+)</li> </ul>	<ul style="list-style-type: none"> <li>Estimates how many objects they can see and checks by counting them. (M 40-60+)</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects. (M 40-60+)</li> <li>Finds the total number of items in two groups by counting all of them. (M 40-60+)</li> <li>Says the number that is one more than a given number. (M 40-60+)</li> <li>Finds one more or one less from a group of up to five objects, then ten objects. (M 40-60+)</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (M 40-60+)</li> <li>Records, using marks that they can interpret and explain. (M 40-60+)</li> <li>Begins to identify own mathematical problems based on own interests and fascinations. (M 40-60+)</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (M 40-60+)</li> <li>Selects a particular named shape. (M 40-60+)</li> <li>Can describe their relative position such as 'behind' or 'next to'. (M 40-60+)</li> <li>Orders two or three items by length or height. (M 40-60+)</li> <li>Orders two items by weight or capacity. (M 40-60+)</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+)</li> <li>Uses everyday language related to time. (M 40-60+)</li> <li>Beginning to use everyday language related to money. (M 40-60+)</li> <li>Orders and sequences familiar events. (M 40-60+)</li> <li>Measures short periods of time in simple ways. (M 40-60+)</li> <li>Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li> <li>Completes a simple program on a computer. (UTW 40-60+)</li> <li>Uses ICT hardware to interact with age-appropriate computer software. (UTW 40-60+)</li> </ul>	<p style="text-align: center;"><b>Maths Area</b></p> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation and role modelling</p> 	<ul style="list-style-type: none"> <li>children using number names correctly</li> <li>children sorting objects and the categories they use</li> <li>children counting correctly</li> <li>children recognising and creating patterns.</li> <li>children adding and taking away</li> <li>children identifying more/less</li> <li>use of mathematical language</li> <li>children playing games well together, sharing and agreeing rules</li> <li>children make decisions about resources to solve problems.</li> </ul>
		Effective Practice	Resources
		<p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b> More, less, bigger, smaller, Longer, taller, shorter, Higher, lower, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, all together, names of numbers, shapes, days, months of year, coins, round, flat, straight, curvy, positional language.</p> <p><b>Adults to ask simple questions to extend learning (using a range of closed and open questions) e.g-</b></p> <p>How much more do you have?                  How many bears are there?                  Which one is the heaviest?                  Who is taller?                  Can you make a pattern?                  Which number is missing?                  Which shape has more sides?                  What 3D shape is this?                  How many do we have altogether?</p>	<p>Jigsaws, Multilink, Sorting equipment, Number lines, tracks and squares, Washing line, Plastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Calculators, Sand timers, Scales, Shapes (2D and 3D), Number and information books, Beads, cotton reels, threading, Measuring containers, Transportable maths box, Real coins, Notepads and pens, Clip boards, Calculators Catalogues, Games – track, dice, matching, sorting, colour, shape, size, dominoes, card games, Calendars, diaries, telephone directories, washing lines, pegs, different sized boxes.</p> <p><b>Plus other resource enhancements throughout the year</b></p>

Intended Experiences	Characteristics of Effective Learning		
<p>Develop self esteem, confidence and the ability to self organise. Share and use equipment, work co-operatively and with respect. Make choices, listen, respond and communicate ideas.</p> <p>Have opportunities to develop ability to count. Opportunities to recognise and order numbers 1 to 9 and then 1-20</p> <p>Play mathematical games, developing their ability to form good relationships with peers and develop mathematical skills through games.</p> <p>Begin to recognise 2D shapes and 3D solids, and use their names in familiar contexts.</p> <p>Positive and enjoyable mathematical experiences. Exploring addition, subtraction and writing numbers.</p> <p>Create and solve own mathematical language. Use vocabulary linked to addition and subtraction.</p> <p><b>Enhanced provision; resources to be added linked to current topic and children's interests.</b></p>	<p style="text-align: center;"><b>Unique Child</b></p> <p><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> <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 style="text-align: center;"><b>Positive Relationships</b></p> <p><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><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 style="text-align: center;"><b>Enabling Environments</b></p> <p><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> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <p>Plan linked experiences that follow the ideas children are really thinking about</p>

Opportunities for Learning – Early Years Outcomes		Look, Listen and Note		
<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help. (EAD 30-50)</li> <li>• Welcomes and values praise for what they have done. (EAD 30-50)</li> <li>• Enjoys responsibility of carrying out small tasks. (EAD 30-50)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Sing to self and makes up simple song (EAD 30-50)</li> <li>• Makes up rhythms (EAD 30-50)</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (EAD 30-50)</li> <li>• Taps out simple repeated rhythms</li> <li>• Explores and learns how sounds can be changed (EAD 30-50)</li> <li>• Begins to build a repertoire of songs and dances (EAD 40-60+)</li> <li>• Explores the different sounds of instruments (EAD 40-60+)</li> <li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50)</li> <li>• Understands that equipment and tools have to be used safely. (PD 30-50)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>• Focussing attention- still listen or look, but can shift own attention (CL 30-50)</li> <li>• Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (UW 30-50)</li> <li>• Knows how to operate simple equipment, e.g.turns on CD player and uses a remote control (UW 30-50)</li> </ul>		<p><b>Music</b></p> 		
		<p>Can they work together to make music? Do they show response to music? Do they enjoy making music? How do they let us know which toys they like/dislike? Do they share resources? Can they make a rhythm? Do the children explore different ways to play the instruments? Can they create different sounds? Do they use the available resources to create a response to the music?</p>		
Effective Practice		Resources		
<p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b> Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas Technical vocabulary – loud, soft, quick, fast, slow, rattle, shake, scrape, scrunch, ring, bang,tap, Emotional language – happy, sad, calm, angry, scary</p> <p><b>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</b> Can you make a sound? Which is your favourite instrument? Which sound is the loudest? Which sound is the quietest? How does it make you feel? What does it make you think of? Can you make a slow/quick/loud/quiet sound? How can you play each instrument?</p>		<p><b>Indoor Resources:</b> Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas – choice, Cd player, Headphones, Story cd's – with matching books, Rhymes and songs, Songs and music from other cultures, Wide range of music i.e. jazz, classical <u>Resource enhancements throughout the year</u> Ribbons, Materials, Recycling materials for making instruments/sounds/music</p> <p><b>Resources Outdoor:</b> Space to move, Musical frame/fence/hangings, Pots, pans, spoons/beaters, Plastic bottles, plant pots, Wind chimes <u>Resource enhancements throughout the year</u> Rustle bags – hand from fence/frame/tree i.e. rubber gloves, washing tablet bags filled with natural materials), Clear glass bottles filled with water + wooden spoons (supervised activity), Cd player, Headphones, Cd's of environmental sounds i.e. water flowing, Cd's nursery rhymes and songs, CD's various cultures Microphone , Dictaphone, Purchased musical instruments, Natural and recycled materials for making music (i.e. cardboard tubes, containers), Ribbons, Materials</p> <p><b>Plus resource enhancements throughout the year.</b></p>		
Intended Experiences		Characteristics of Effective Learning		
<p>Create sounds. Develop awareness of the sounds of different musical instruments Explore the different sounds of instruments Explore and learn how sounds can be changed Begin to build a repertoire of songs and rhymes Show an interest in the way musical instruments sound Join in known/favourite songs and rhymes Sing simple and familiar songs and rhymes Sing to themselves. Make up songs and rhymes Tap out simple repeated rhythms and make some up Respond to sound with body movement Enjoy joining in with dancing and movement games Imitate and create movement in response to music Begin to move rhythmically Imitate what is observed. Move spontaneously Develop a repertoire of actions Be alongside other children who are similarly engaged Work cooperatively as part of a group Use body language, gestures and expressions through actions and sounds. Capture experiences in movement and music. Gain an awareness of space. Combine a range of movements</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>• 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> <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><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>• Encourage children to learn together and from each other.</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><b>Enabling Environments</b> <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> <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>

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>All of the development matters, ages and stages are covered via the outdoor provision.</p>		<div style="text-align: center;"> <h2 style="margin: 0;">Outdoor Area</h2> <p style="margin: 0;"><b>Adults support and challenge children's learning and thinking through observation, participation and role modelling</b></p>  </div> <p>Can children roll, spin, crawl, wobble etc? How do children react to different experiences? Do they move independently? Or do they need adult help? Can they balance? Do they move up/down/round/over? Can they build with large blocks?</p>	
Effective Practice		Resources	
<p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b> Movement vocabulary - Roll, spin, crawl, turn, wobble, over, up, down, round and round, roly poly, jump, run, crawl, climb, ride Investigation vocabulary – find, explore, dig, build, compare, change, growth, grow, Weather and environment vocabulary – seasons, weather, light, dark, morning, day, afternoon, cold, warm ,hot</p> <p><b>Adults to ask simple questions to extend learning e.g-</b> <b>Can you roll?</b> <b>What is it like to wobble?</b> <b>Can you crawl through the tunnel?</b> <b>Which toy can we spin on?</b> <b>Can you build up the blocks?</b> <b>What is the weather like today?</b> <b>What happens if?</b> <b>How fast /far can you?</b></p>		<p>A stage/performance area, <b>Water associated resources</b> (see provision overview sheets), <b>Sand associated resources</b> (see provision overview sheets), Tuff spot trays, large planks, tyres, <b>Den making resources</b> (blankets, sheets of material, washing line, clothes horse), pop up tent, <b>Music associated resources</b> (see provision overview sheets), trikes, bikes and trailers, tractors, cars, scooters, <b>road safety equipment</b> (signs, crossing, uniforms) hoppers, tunnel, climbing frame, slide, see saw, hoops, bean bags, skipping rope, dancing ribbons, quoits, selection of different sized and textured balls. <b>Garden resources</b> (gloves, trowel, spade, seeds, watering can, soil etc). Perspex, chalkboard, whiteboard, wall paper lining, <b>Mark Making resources</b> (selection of different sized card and paper, different thickness pens, crayons, pencils, wax crayons, clip boards, different sized chalk), paintbrushes and pots. Magnets, binoculars, magnifying glasses, mirrors. Small world mats, large cars/ trucks, <b>natural materials</b> (grass, twigs, leaves, stones, gravel etc), dust pan and brush, broom, wellie rack, log pile, digging area, growing area, <b>birds</b> (boxes, feeding tables, water baths, trees) wild area with Minibeasts, plants, shrubs Weather boxes –resources that help children explore wind, rain, sun, frost. Simple fiction and non fiction books.</p> <p><b>Resource enhancements throughout the year</b></p>	
Intended Experiences		Characteristics of Effective Learning	
<p>Observing and identifying what they find outside Looking for similarities and differences Experiencing and trying out new vocabulary Asking questions about their observations Observing and talking about patterns of change Exploring freezing and melting Differentiating between hot and cold, wet and dry, rough and smooth; Experiencing weather Exploring a wide range of outdoor environments Predicting, hypothesising and problem solving Communicating observations and findings. Large scale movements (eg ball skills, skipping, hopping, jumping, pushing, crawling, spinning, balancing, wobbling etc). Gross motor skills (eg using trikes, ribbons, painting walls with water, sweeping up sand, stacking blocks).</p>	<p style="text-align: center;"><b>Unique Child</b></p> <p><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> <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 style="text-align: center;"><b>Positive Relationships</b></p> <p><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><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 style="text-align: center;"><b>Enabling Environments</b></p> <p><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> <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>





Opportunities for Learning – Early Years Outcomes	Reading Area	Look, Listen and Note
<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>• Two-channelled attention – can listen and do for short span. (CL 40-60+)</li> <li>• Responds to instructions involving a two-part sequence. (CL 40-60+)</li> <li>• Understands humour, e.g. nonsense rhymes, jokes. (CL 40-60+)</li> <li>• Able to follow a story without pictures or props. (CL 40-60+)</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+)</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CL 40-60+)</li> <li>• Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+)</li> <li>• Links statements and sticks to a main theme or intention. (CL 40-60+)</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li> <li>• Introduces a storyline or narrative into their play. (CL 40-60+)</li> <li>• Continues a rhyming string. (L 40-60+)</li> <li>• Hears and says the initial sound in words. (L 40-60+)</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (L 40-60+)</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li> <li>• Begins to read words and simple sentences. (L 40-60+)</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+)</li> <li>• Enjoys an increasing range of books. (L 40-60+)</li> <li>• Knows that information can be retrieved from books and computers. (L 40-60+)</li> <li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li> <li>• Begins to break the flow of speech into words. (L 40-60+)</li> <li>• Continues a rhyming string. (L 40-60+)</li> <li>• Hears and says the initial sound in words. (L 40-60+)</li> <li>• Can segment the sounds in simple words and blend them together. (L 40-60+)</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+)</li> <li>• Writes own name and other things such as labels, captions. (L 40-60+)</li> <li>• Attempts to write short sentences in meaningful contexts. (L 40-60+)</li> <li>• Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li> </ul>	<p><b>Reading Area</b></p> <p>Adults support and challenge children's learning and thinking through observation, participation and role modelling</p>  <p><b>Effective Practice</b></p> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u>  <b>Book, page comic, picture, puppet, rhyme, Story, information</b>  <b>Character names in stories</b>  <b>Settings e.g. castle, farm, park, school.</b>  <b>Word, sentence, sound. Model reading and share books with children</b>  <u>Adults to ask simple questions to extend learning e.g-</u>  <b>Do you like this book? What is it about?</b>  <b>Which is your favourite story?</b>  <b>Can you find.....?</b>  <b>Can you turn the page?</b>  <b>What might happen next?</b>  <b>How might the story end? Can you think of an alternative ending?</b>  <b>Can you find the word that rhymes with...?</b></p>	<p><b>Look, Listen and Note</b></p> <p>Can they hold a book correctly – right way up and round?  Do they take care of the books and resources?  Do they turn the pages?  Do children recognise and understand a non-fiction book?  Do they relate stories to their own personal experience?  Can they make a choice between two books?  Can they look at/point to named pictures of familiar objects/people?  Which books do they respond best to?  Can they turn the pages/handle books carefully?  Can they describe what they like?  Can they re-tell a familiar story in their own words?  Do children apply their phonic knowledge when reading? Do they follow text from left to right?</p> <p><b>Resources</b></p> <p>Open shelves and storage boxes, bean bags and large cushions, soft toys and puppets. Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non fiction, multicultural/different needs, sensory, comics and catalogues, big books, home made/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Display relating to current interests/themes, children's favourites books.</p> <p>CD's and tapes of rhymes, stories, songs and spoken words, posters, pictures and postcards, story or rhyme sacks or boxes. Objects and games to support phonological awareness.</p> <p><b>Plus other resource enhancements throughout the year</b></p>


Intended Experiences	Characteristics of Effective Learning		
<p>Discover how to handle books carefully.  Hold books the correct way up and turn pages one at a time.  Enjoy looking at pictures  Opportunities to use different voices to tell stories  Talk about how characters from stories feel.  Have some favourite stories, rhymes and poems.  Developing listening skills.  To use stories they hear in their play.  Begin to be aware of the way stories are structured.  Suggest how the story might begin/end.  Show interest in illustrations and print in books and their environment.  Understand that print carries meaning and is a means of communication.  Enjoy an increasing range of books.  Understand that information can be retrieved from books.</p>	<p><b>Unique Child</b></p> <p><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> <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><b>Positive Relationships</b></p> <p><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><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  Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>	<p><b>Enabling Environments</b></p> <p><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> <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>

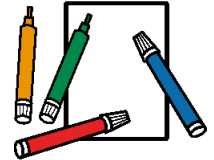
Opportunities for Learning – Early Years Outcomes		Role Play - Home Corner	Look, Listen and Note
<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50)</li> <li>• Initiates play, offering cues to peers to join them. (PSED 30-50)</li> <li>• Keeps play going by responding to what others are saying or doing. (PSED 30-50)</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (PSED 30-50)</li> <li>• Confident to speak to others about own needs, wants, interests and opinions. (PSED 40-60+)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CL 40-60+)</li> <li>• Uses language to imagine and recreate roles and experiences in play situations. ((CL 40-60+)</li> <li>• Links statements and sticks to a main theme or intention. (CL 40-60+)</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li> <li>• Introduces a storyline or narrative into their play. (CL 40-60+)</li> <li>• Listens to others one to one or in small groups, when conversation interests them. (CL 30-50)</li> <li>• Listens to stories with increasing attention and recall. (CL 30-50)</li> </ul>		<p><b>Adults support and challenge children's learning and thinking through observation, participation and role modelling</b></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 and topic-based activities? Do they talk their ideas through as they engage in play? Can they draw and write in a purposeful way linked to topic/role play area? Can they talk about their likes and dislikes in the role play area? Can they use resources to support their play? Can they use appropriate and extending vocabulary?</p>
		Effective Practice	Resources
		<p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b>                      Character, role, setting, props, imagine, visit                      Emotions vocabulary                      Topical vocabulary                      Equipment names                      Story language</p> <p><b>Adults to ask simple questions to extend learning e.g-</b>                      What do you think we might need to create ....?                      Have you ever been/seen?                      Which character are you going to be?                      What might happen next?                      Can you write a list/card/menu/letter?                      Can you help me read this poster/find some information about?                      How could you describe?                      How are you feeling?                      How can we take care of....?</p>	<p>Kitchen area, food, phones, tables, chairs, windows, doors, clocks, cutlery, babies, cots, prams, calendars, magazines, notebooks, scales, recipe books, beds, flowers, pencils, pens, pets, baskets, cushions, ironing board, washing machine, dishes, Hoover, microwave, door numbers, letters,</p> <p><b>Plus resource enhancements throughout the year – linked to topics.</b></p>

Intended Experiences	Characteristics of Effective Learning		
<p><b>Responding to, and using story props and puppets</b>  <b>Dressing up and playing make-believe</b>  <b>Creating own role play scenarios e.g. within a cafe</b>  <b>Drawing on experience of holiday or airport visits and acting them out</b>  <b>Sharing, taking turns and interacting with peers</b>  <b>Extending vocabulary</b></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>• 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> <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><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>• Encourage children to learn together and from each other.</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                      Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>	<p><b>Enabling Environments</b>  <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> <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>

Opportunities for Learning – Early Years Outcomes		Look, Listen and Note	
<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help. (EAD 30-50)</li> <li>• Welcomes and values praise for what they have done. (EAD 30-50)</li> <li>• Enjoys responsibility of carrying out small tasks. (EAD 30-50)</li> <li>• Uses various construction materials (EAD 30-50)</li> <li>• Realises tools can be used for a purpose (EAD 30-50)</li> <li>• Manipulates materials to achieve a planned effect (EAD 40-60+)</li> <li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>• Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50)</li> <li>• Responds to simple instructions, e.g. to get or put away an object (CL 30-50)</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50)</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (CL 40-60+)</li> <li>• Can select and use activities and resources with help (PSED 30-50)</li> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (PSED 30-50)</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (PSED 30-50)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+)</li> <li>• Draws lines and circles using gross motor movements (PD 30-50)</li> <li>• Uses simple tools to effect changes to materials (PD 40-60+)</li> <li>• Understands that equipment and tools have to be used safely. (PD 30-50)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models (M 40-60+)</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects (M 40-60+)</li> </ul>	<p style="text-align: center;"><b>Sand</b></p>  <p style="text-align: center;"><b>Effective Practice</b></p> <p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b> Shape, texture, sieve, pattern, more, less than, heavy, light, fill, pour, Names of equipment</p> <p><b>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</b> Can you make a sand castle? What type of sand works best? How does the sand feel? Can you make a pattern in the sand? I wonder what will happen if/when.....? Tell me how....? What do you think about....? Which holds more/less? Why does it.....?</p>	<p><b>Can they make a pattern in the sand? Can they work with others to achieve a task? Can they build a sandcastle? Have they noticed that dry sand doesn't stay firm, while wet sand does? Can they create pictures in the sand? Are they using the sand in role play activities? Are children solving problems? Are children carrying out investigations they create for themselves? Can the children select resources effectively and independently? Are children using the equipment effectively and correctly?</b></p> <p style="text-align: center;"><b>Resources</b></p> <p><b>Indoor- Permanent Resources:</b> Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various graded plastic bottles and plastic/metal bowls; Small world – cars, trucks, people, dinosaurs, animals by colour; Pattern making equipment – patterned rolling pins; Paper/pencils; Clipboard</p> <p><b>Resource enhancements throughout the year:</b> Platforms with holes to hold funnels whilst pouring; Spoons/scoops – perforated, spaghetti, slotted; Wide gauge, clear plastic tubing; Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer wicker baskets etc...; For texture – lentils, pasta, pea gravel etc...; Junk items with holes – plant pots, plastic cones, cardboard tubes, yoghurt pots etc...; Labels, models and flags – pencils etc...; Measuring spoons; Measuring jugs; Funnels, variety of sizes different levelled.</p> <p><b>Outdoor:</b> Walk in sand area ; Spades of different types and sizes; Buckets of different types and sizes; Rakes; Trowels; Scoops</p> <p><b>Resource enhancements throughout the year:</b> Wheelbarrow; Wheeled vehicle and trailer; Child sized broom; Pulley system; Hosepipe / water; Large trucks e.g tipper truck, cement mixer; A range of buckets in different shapes and sizes; A selection of containers e.g bowls, trays, cups, boxes, bottles, jars; 'Oven' cake tins, utensils, moulds; A selection of recycled resources such as cable reels, tyres, drain pipes, guttering, crates, planks, plant pots; Natural materials such as stones / pebbles, cones, sticks, leaves and flowers. Metal detectors.</p>	
Intended Experiences	Characteristics of Effective Learning		
<p>Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc..? Exploring different textures/colours Role play – holidays, beach, desserts Exploring patterns using additional tools, wheeled vehicles, footprints, handprints etc Observing the different capabilities of wet and dry sand e.g. dry sand in a sieve, fast flowing sand, wet sand – moulding etc.. Sand art Pouring, mixing, tipping, weighing, filling, emptying Exploring descriptive language Mark making. Digging Designing, Constructing and building.</p>	<p style="text-align: center;"><b>Unique Child</b></p> <p><b>Playing and Exploring (engagement)</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity</li> <li>• Using senses to explore</li> <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><b>Active Learning (motivation)</b></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> <li>• Paying attention to details</li> <li>• Persisting when challenges occur</li> </ul> <p><b>Creating &amp; Thinking Critically (thinking)</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> </ul> <p>Developing ideas of cause and effect</p>	<p style="text-align: center;"><b>Positive Relationships</b></p> <p><b>Playing and Exploring (engagement)</b></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><b>Active Learning (motivation)</b></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><b>Creating &amp; Thinking Critically (thinking)</b></p> <ul style="list-style-type: none"> <li>• Use the language of thinking and learning (think, how, figure out, find out etc)</li> <li>• Encourage open-ended questions</li> <li>• Value questions, talk, and many possible responses, without rushing toward answers too quickly</li> <li>• Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul> <p>Show and talk about strategies – including problem solving</p>	<p style="text-align: center;"><b>Enabling Environments</b></p> <p><b>Playing and Exploring (engagement)</b></p> <ul style="list-style-type: none"> <li>• Provide stimulating resources which are accessible and open-ended</li> <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><b>Active Learning (motivation)</b></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> <li>• Notice what arouses children's curiosity</li> <li>• Make space and time for all children to participate</li> </ul> <p><b>Creating &amp; Thinking Critically (thinking)</b></p> <ul style="list-style-type: none"> <li>• Plan activities for children to develop their own ideas</li> <li>• Plan play opportunities to solve problems with flexible resources</li> <li>• Plan linked experiences that follow the ideas children are really thinking about</li> </ul>

Opportunities for Learning – Early Years Outcomes		Look, Listen and Note	
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50)</li> <li>Initiates play, offering cues to peers to join them. (PSED 30-50)</li> <li>Keeps play going by responding to what others are saying or doing. (PSED 30-50)</li> <li>Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>Two-channelled attention – can listen and do for short span. (CL 40-60+)</li> <li>Builds up vocabulary that reflects the breadth of their experiences. (CL30-50)</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' (CL 30-50)</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+)</li> <li>Uses everyday language related to time. (M 40-60+)</li> <li>Beginning to use everyday language related to money. (M 40-60+)</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects. (M 30-50)</li> <li>Shows interest in different occupations and ways of life. (UTW 30-50)</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50)</li> <li>Talks about why things happen and how things work. (UTW 30-50)</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (UTW 30-50)</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (UTW 30-50)</li> <li>Engages in imaginative role-play based on own first-hand experiences.(EAD 30-50)</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (EAD 30-50)</li> <li>Uses available resources to create props to support role-play. (EAD 30-50)</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (EAD 30-50)</li> <li>Create simple representations of events, people and objects. (EAD 40-60+)</li> <li>Introduces a storyline or narrative into their play. (EAD 40-60+)</li> <li>Plays alongside other children who are engaged in the same theme. (EAD 40-60+)</li> <li>Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)</li> </ul>	<h2 style="text-align: center;">Small World</h2> <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><b>Do children share resources? Can they access what they need and tidy it away? Do they engage in conversation with their peers? Do they play alone or with others? Can they recreate a world from imagination or memory? Can they organise the resources and use them to retell a story? Can they solve mathematical problems e.g. work out how many more figures will fit in the car or how many animals there are altogether on the farm? Can they describe a route around their world?</b></p>	<p><b>Resources</b></p> <p>Train track and train, farm, animals, people, zoo, dinosaurs and dinoworld, cars, other vehicles and garage, castle/knights, puppet theatre, pirates, space exploration, polar animals, play mats, doll's house, Books, Photographs of real life situations, Different surfaces eg Sand pit/builders, tray/grassed area/digging area, Natural materials eg stones, pebbles, twigs, grass, Writing materials for fine and gross motor development, Recycled open ended materials eg boxes, tubes, foil trays, Laminated pictures and signs, Reference books, A range of small world equipment</p> <p>All of the above can be used for children to create their own small world environments outdoors.</p> <p><b>Plus resource enhancements throughout the year.</b></p>
Intended Experiences		Characteristics of Effective Learning	
<p>Develop mathematical language e.g. position, shape, size, comparisons. Problem solving opportunities. Sort and count. Notice similarities, differences and pattern. Listen to others e.g. while playing with dolls in doll's house. Communicate for different purposes e.g. conversation or asking questions about the animals on the farm. Tell stories e.g. creating stories inspired by materials and equipment Re-tell familiar and shared stories. Use story and reference books linked to interest. Write for a range of purposes e.g. story writing, lists Re-enact situations. Learn to care for materials and the environment. Work in co-operation e.g. in pairs, groups, working collaboratively. Through play contexts find out about the world in which they live and find out about past and <b>Use</b> natural and recycled resources to create their own environments eg miniature garden. Use small world equipment appropriate to stage of development to develop fine motor skills. Handle and transport large and small materials and equipment.</p>	<p style="text-align: center;"><b>Unique Child</b></p> <p><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> <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 style="text-align: center;"><b>Positive Relationships</b></p> <p><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><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> <li>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>	<p style="text-align: center;"><b>Enabling Environments</b></p> <p><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> <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>

Opportunities for Learning – Early Years Outcomes		Look, Listen and Note	
<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help. (EAD 30-50)</li> <li>• Welcomes and values praise for what they have done. (EAD 30-50)</li> <li>• Realises tools can be used for a purpose (EAD 30-50)</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative (EAD 40-60+)</li> <li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li> <li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li> <li>• Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50)</li> <li>• Responds to simple instructions, e.g. to get or put away an object (CL 30-50)</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50)</li> <li>• Uses language to imagine and recreate roles and experiences in play situations (CL 40-60+)</li> <li>• Introduces a storyline or narrative into their play (CL 40-60+)</li> <li>• Can select and use activities and resources with help (PSED 30-50)</li> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (PSED 30-50)</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (PSED 30-50)</li> <li>• Can describe self in positive terms and talk about abilities (PSED 40-60+)</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+)</li> <li>• Draws lines and circles using gross motor movements (PD 30-50)</li> <li>• Uses simple tools to effect changes to materials (PD 40-60+)</li> <li>• Understands that equipment and tools have to be used safely. (PD 30-50)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Uses positional language. (M 30-50)</li> <li>• Orders two items by weight or capacity (M 40-60+)</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects (M 40-60+)</li> </ul>	<div style="text-align: center;">  <p><b>Water</b></p> </div> <div style="text-align: center; background-color: #0056b3; color: white; padding: 5px; font-weight: bold;">Effective Practice</div> <p><b>Adults to introduce vocabulary (use of words, symbols and signs) e.g-</b> Shape, texture, sieve, pattern, more, full, empty, more than, less than, heavy, light, pour, fill, capacity vocabulary, estimating, number names</p> <p><b>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</b> Can you find anything that floats? Can you find something that sinks? Can you sort the things that float and those that sink? Why do you think they float? I wonder what will happen if/when? Which holds more/less? How many to fill? Is it hot/cold? What will splash? Is it waterproof?</p>	<p><b>Can the children identify which items float and which items sink? Have they noticed the movement of water? Are the children testing which containers hold the most water? Or which hold the least amount of water? Can the children compare the capacity of different containers? Can the children create water role-play scenarios? Can the children use appropriate vocabulary when talking about water? Can the children relate water to their own experiences?</b></p> <div style="text-align: center; background-color: #0056b3; color: white; padding: 5px; font-weight: bold;">Resources</div> <p>Water aprons /Wellingtons / water proofs/Towels/ Mop and bucket/ Umbrellas/ Child size broom, Storage equipment – easily accessible to all children Containers of differing sizes for pouring -(transparent and opaque)/Graded containers./Jugs/Plastic bottles, Watering cans, water wheels, siphon. Containers with holes/sieves, Floating and sinking objects – eg corks, shells, ping pong balls, foil dishes, leaves, nuts, pieces of wood / bark / twigs , sponges, pebbles. Hosepipe, Transparent plastic tubing of different thicknesses and lengths. Animal sets – polar, marine, ducks, dinosaurs, Boats and play people, Kitchen utensils – whisks, spoons, scoops, pipettes, sieves, tea strainers, Plumbing equipment – guttering, water pipes, tubes, u-bends, Fishing nets, Plastic water carrier or water barrel with tap. Large buckets, Pulley system, Construction items to help create water ways. Foil / plastic/aluminium containers, Latex gloves, Sponges, Spray bottles.</p> <p><b>Plus resource enhancements throughout the year.</b></p>	
Intended Experiences	Characteristics of Effective Learning		
<p>Water painting, Make water patterns, Mixing Opportunities to explore - such as floating &amp; sinking, freezing and melting, filling, pouring &amp; emptying etc. Opportunities for children to observe movement of water stop / start / speed etc. Exploring sounds in water, Washing clothes. Adding things to water such as colour, sand, bubbles to observe change. Adding water to sand, soil etc to observe the effect water has on other properties, Tea sets – jugs, cups, mugs etc., Collect rainwater., Exploring puddles, Bubbles. Opportunities to experience solid and liquid forms of water – snow, ice, frost, rain. Experience different water temperatures. Jumping in puddles (cause &amp; effect). Negotiate and problem solve. Making pattern - wheeled vehicles, bikes etc. Fire fighters role play, Making a pond</p>	<div style="text-align: center; font-weight: bold; font-size: small;">Unique Child</div> <p><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> <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>	<div style="text-align: center; font-weight: bold; font-size: small;">Positive Relationships</div> <p><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><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>	<div style="text-align: center; font-weight: bold; font-size: small;">Enabling Environments</div> <p><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> <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>

Opportunities for Learning – Early Years Outcomes	Look, Listen and Note	
<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make. (22-36)</li> <li>• Sometimes gives meaning to marks as they draw and paint. (30-50)</li> <li>• Ascribes meanings to marks that they see in different places. (30-50)</li> <li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li> <li>• Begins to break the flow of speech into words. (L 40-60+)</li> <li>• Continues a rhyming string. (L 40-60+)</li> <li>• Hears and says the initial sound in words. (L 40-60+)</li> <li>• Can segment the sounds in simple words and blend them together. (L 40-60+)</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+)</li> <li>• Writes own name and other things such as labels, captions. (L 40-60+)</li> <li>• Attempts to write short sentences in meaningful contexts. (L 40-60+)</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>• Two-channelled attention – can listen and do for short span. (CL 40-60+)</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (CL 30-50)</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). (CL 30-50)</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (CL 30-50)</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (CL 30-50)</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (CL 30-50)</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others. (CL 30-50)</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them. (CL 30-50)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences. (CL 30-50)</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> (CL 30-50)</li> <li>• Draws lines and circles using gross motor movements. (PD 30-50)</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50)</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50)</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)</li> <li>• Can copy some letters, e.g. letters from their name. (PD 30-50)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>• Shows a preference for a dominant hand. (PD 40-60+)</li> <li>• Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+)</li> <li>• Begins to form recognisable letters. (PD 40-60+)</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60+)</li> </ul>	<h2 style="color: #0056b3;">Writing and fine motor</h2> <p>Adults support and challenge children's learning and thinking through observation, participation and role modelling</p> 	<p><b>Which materials/tools do the children use to make marks? Which hand do they use?</b>  <b>Can they colour in a picture? Thread beads?</b>  <b>Do they look at what they are doing? Do they enjoy making marks outside?</b>  <b>Can they access resources independently and put them away?</b>  <b>Are they more successful on a flat surface eg table or on a vertical surface eg easel/wall?</b>  <b>Do they imitate adults/peers in their mark making?</b>  <b>Can they write their name independently?</b>  <b>Do they recognise any sounds and link them to marks made?</b>  <b>Can they read their own mark making to you?</b>  <b>Can they trace over a picture/word?</b>  <b>Can they form the O shape in an anti-clockwise direction?</b>  <b>Can they hold a pencil/equipment effectively?</b>  <b>Do children attempt meaningful writing using phonetic awareness?</b>  <b>Can children read back their own writing?</b></p>
	<b>Effective Practice</b>	<b>Resources</b>
	<p><b>Adults to introduce vocabulary (use of words, symbols and signs)</b>  <b>eg-</b>  <b>Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics),</b>  <b>Adults to ask simple questions to extend learning e.g-</b>  <b>Can you colour this picture?</b>  <b>Which felt pen/crayon/chalk do you want?</b>  <b>Can you make marks in the mud/jelly/slime etc? Up and down?</b>  <b>Round and round?</b>  <b>Can you make marks with this spray?</b>  <b>How will we know this is yours?</b>  <b>What colour do you want to use?</b>  <b>Can you make a label? Sticker? Book?</b>  <b>Who are you writing to/for/about?</b>  <b>Can you tell me about your writing?</b>  <b>Can you thread the beads to make a necklace or pattern?</b>  <b>Can you thread this picture?</b></p>	<p>Word board of theme words/ Name cards                  Pens, pencils, felt tips, wax crayons, highlighters, (assorted colours/types/thickness), sharpeners, Clipboards, Hole puncher, staplers, scissors , glue, Sellotape, stencils, rulers, paper clips, Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads, Phonic resources to help with linking letters to sounds and recalling tricky words etc. Class lists/Message Board/ Books depicting mark making ideas about the theme/Story books, Letters / numbers, Newspapers/ comics/ magazines, Post box Glitter trays</p> <p><b>Plus resource enhancements throughout the year</b></p>

Intended Experiences	Characteristics of Effective Learning		
<p>Use variety of tools and experience the different marks they make, Experiment with thick/ thin lines, Make curled, zig- zag, straight patterns                      Letter orientation, Make lists, invitations, cards, diary, comic strips, Model adult mark making                      Use message board for communication with others, Name writing, Story writing-using books relating to themes, Diagrams - labelled, Book making, Sentence makers, The office/ Receptionist, Explore large movements , make water patterns , Use 'chalk paint' to mark make on large natural surfaces, Use natural objects &amp; body to mark make in mud, sand, gravel, Use body parts to mark make with different media                      Use tyres, shoes, wheeled toys to make tracks                      Use whiteboard/blackboard as scoreboard                      Use natural resources for mark making &amp; printing                      Splatler painting, Graffiti wall, Large scale letter formation , Outdoor adventure / story books/ Map making for adventure.</p>	<p style="text-align: center;"><b>Unique Child</b></p> <p><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> <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 style="text-align: center;"><b>Positive Relationships</b></p> <p><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><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                      Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> </ul>	<p style="text-align: center;"><b>Enabling Environments</b></p> <p><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> <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>