


Development Matters – Ages and Stages (EYFS 2012)	Look, Listen and Note	
<p><b>PSED-</b> Expresses own preferences and interests. (PSED 22-36)</p> <ul style="list-style-type: none"> <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> </ul> <p><b>CL</b> Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). (CL 22-36)</p> <ul style="list-style-type: none"> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> </ul> <p>Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50)</p> <ul style="list-style-type: none"> <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> </ul> <p><b>PD-</b> Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <ul style="list-style-type: none"> <li>• Imitates drawing simple shapes such as circles and lines.</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> </ul> <p><b>L-</b> Distinguishes between the different marks they make</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> </ul> <p><b>M-</b> Uses some language of quantities, such as 'more' and 'a lot'</p> <ul style="list-style-type: none"> <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> <p><b>UW-</b> Talks about why things happen and how things work.</p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>EAD-</b> Beginning to make-believe by pretending</p> <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> </ul>	<h1>Water</h1> 	<p>Can the children explore the water? Do the children use language of capacity, measure and comparing volume? Do they experiment with floating and sinking? Can children use their imagination in water play? Are the children manipulating tools and equipment? Can the children problem solve? Have the children noticed the movement of water? Are the children testing which containers hold the most water? Or which hold the least amount of water?</p>
	Vocabulary	Permanent Resources
	<p>Wet, damp, soak/ing, flow, drip, absorbs, pour/ing, sieve, fill, empty, float, sink, measure, rinse, clean, wash, mix, waterfall, fountain, holds more, holds less, full, empty, half full, nearly full, over flowing.</p>	<p>Range of containers, funnels, sieves, water wheels, scoops, sponges, nets, tubing, shells, animals, boats, objects which float and sink, watering cans, plastic letters, numbers and shapes, small world play</p> <p>Floating and sinking objects – eg corks, shells, ping pong balls, foil dishes, leaves, nuts, pieces of wood / bark / twigs , sponges, pebbles.</p> <p>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.</p> <p>Large buckets, Pulley system, Construction items to help create water ways.</p> <p>Foil / plastic/aluminium containers, Latex gloves, Sponges, Spray bottles.</p>
Enhancements	Questions or Comments to extend learning	
<p>Glitter Colour Smelly liquids Goo Soap bubbles Washing line across top Dolls and clothes that need washing Cooking equipment- whisks bowls food Hosepipe, Transparent plastic tubing of different thicknesses and lengths.</p>	<p>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/sink? Which container holds the most/least water? How will you find that out? How many cups of water will the bucket hold?- make a guess How does the water make the wheel turn? Can you make it turn faster/slower? What happens when the water reaches the top of the bucket? What happens to the water when you put stones in the bucket?</p>	
	Next Steps	

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