


Development Matters – Ages and Stages (EYFS 2012)	Look, Listen and Note	
<p>PSED- Interested in others' play and starting to join in. Seeks out others to share experiences.</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50) Initiates play, offering cues to peers to join them. (PSED 30-50) Keeps play going by responding to what others are saying or doing. (PSED 30-50) Initiates conversations, attends to and takes account of what others say. (PSED 40-60+) Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) <p>CL- Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is?</i>)</p> <ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences. (CL30-50) Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> (CL 30-50) Two-channelled attention – can listen and do for short span. (CL 40-60+) <p>PD- May be beginning to show preference for dominant hand. (22-36)</p> <ul style="list-style-type: none"> Understands that equipment and tools have to be used safely. (30-50) Shows understanding of how to transport and store equipment safely. (40-60) <p>L- Knows information can be relayed in the form of print. (30-50)</p> <ul style="list-style-type: none"> Ascribes meanings to marks that they see in different places. (30-50) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L40-60+) <p>M- Begins to make comparisons between quantities. Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>. (22-36)</p> <ul style="list-style-type: none"> Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) <p>Counts up to three or four objects by saying one number name for each item. (40-60)</p> <ul style="list-style-type: none"> Estimates how many objects they can see and checks by counting them. Uses the language of <i>'more'</i> and <i>'fewer'</i> to compare two sets of objects. <p>UW- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life. (UW 30-50) Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (UW 30-50) <p>Children talk about their own lives through their play (40-60)</p> <p>EAD- Beginning to make-believe by pretending</p> <ul style="list-style-type: none"> Engages in imaginative role-play based on own first-hand experiences. (EAD 30-50) Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (EAD 30-50) Create simple representations of events, people and objects. (EAD 40-60+) Introduces a storyline or narrative into their play. (EAD 40-60+) Plays alongside other children who are engaged in the same theme. (EAD 40-60+) 	<h1>Small World</h1> 	<p>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?</p>
	<h2>Vocabulary</h2>	<h2>Permanent Resources</h2>
<h2>Enhancements</h2> <p>Pirate ship Airport play Castle and ponies Watering can house Tree house Dolls house</p>	<h2>Questions or Comments to extend learning</h2> <p>Where would you like this piece/figure to go? What are they doing in the castle/farm etc. today? Do you have all of the pieces you need? Can you make some more buildings/figures? What makes that vehicle move? Can you make it go faster? How? How many figures fit inside? What is on top of/ underneath/ below/behind/in front of...? Which train is first, second, third...? How many animals are there in the field?</p>	<h2>Next Steps</h2>

