

Development Matters – Ages and Stages (EYFS 2012)	Overarching principles:	Look, Listen and Note
<p>Aspects relevant to continuous CREATIVE provision</p> <p>Communication and language: Understands questions (who? What? where?) and complex sentences (C and L 22-36 mths)</p> <p>Listens in 1:1 and small groups (C and L 30-50 mths)</p> <p>Able to follow directions (C and L 30-50 mths)</p> <p>Understand use of objects (c and L 30-50 mths)</p> <p>Responds to instructions, understands why and how questions (c and L 30-50 mths)</p> <p>Learn new words rapidly, use simple sentences (C and L 30-50 mths)</p> <p>Use talk to pretend objects stand for something else (C and L 30-50 mths)</p> <p>Maintains attention and 2 channelled attention (C and L 40-60 mths)</p> <p>Responds to 2 part instructions (c and L 40-60 mths)</p> <p>Listen and responds to ideas of others (c and L 40-60 mths)</p> <p>Question why things happen and offer explanations, (c and L 40-60 mths)</p> <p>Use talk to organise sequence, clarify and introduce a narrative, (c and L 40-60 mths)</p> <p>Physical: Interested in others play and starts to join in (p 22-36 mths)</p> <p>Can select activities and resources with help can take turns and share resources (p 30-50 mths)</p> <p>Confident to talk to other children and can ask an adult to help (p 30-50 mths)</p> <p>Draws lines and circles with gross motor movements (p 30-50 mths)</p> <p>Uses one handed tools and equipment (p 30-50 mths)</p> <p>Shows increasing control over an object and uses tools to change materials (p 40-60 mths)</p> <p>Shows a preference for a dominant hand (p 40-60 mths)</p> <p>Confident to speak to others and can talk about abilities, is aware of expectations, solves problems and negotiates (p 40-60 mths)</p> <p>Initiates conversations, explains and questions (p: 40-60 mths)</p> <p>Literacy: Distinguish between marks they make (L:22-36 mths)</p> <p>Sometimes gives meaning to marks (L:30-50mths) Give meaning to marks (40-60 mths)</p> <p>Maths:</p> <p>Show awareness of shape uses shapes for tasks (M:30-50mths)</p> <p>Begins to use mathematical names for 2d/3D shapes- selects a particular shape (m:40-60mths)</p> <p>Understanding of the world:</p> <p>Can talk about things they have observed such as plants, animals natural objects (30-50)</p> <p>Talk about why things happen/how things work (UW:30-50mths)</p> <p>Look at similarities, differences, changes, patterns (UW 40-60 mths)</p> <p>Expressive art and design: Experiments with blocks, colours, marks (22-36 mths)</p> <p>Begin to use representation to communicate (22-36 mths)</p> <p>Begin to be interested and describe texture, realise tools can be used for a purpose (30-50 mths)</p> <p>Explores colour and how colours can be changed (30-50mths)</p> <p>Uses line to enclose a space and uses shapes to represent objects (30-50mths)</p> <p>Begin to be interested in describing texture (30-50 mths)</p> <p>Use tools for a purpose, join construction together (30-50mths)</p> <p>Develop preference for forms of expression (30-50mths)</p> <p>Captures experiences with a range of media (30-50mths)</p> <p>Explore what happens when they mix colours (40-60mths)</p> <p>Create different textures, combine media for new effects (40-60 mths)</p> <p>Construct with a purpose in mind (40-60mths)</p> <p>Use and select tools and techniques appropriately. Selects appropriate resources (40-60mths)</p> <p>Create simple representations (40-60 mths)</p> <p>Selects colours for a purpose (40-60 mths)</p>	<p>Playing and exploring: Being engaged, showing curiosity, showing a can do attitude.</p> <p>Active learning: Showing fascination, persevering, maintaining focus, being proud of their achievements. paying attention to detail</p> <p>Creating and thinking critically: Finding ways to solve problems, making predictions, exploring cause and effect, using imagination.</p>	<p>Can children...</p> <p>Share and take turns?</p> <p>Work as part of a group? Interact?</p> <p>Sustain involvement?</p> <p>Make choices about equipment?</p> <p>Use malleable materials?</p> <p>Use one handed tools?</p> <p>Demonstrate hand eye coordination when scooping, pouring, filling?</p> <p>Use small equipment with dexterity?</p> <p>Explore texture and use senses?</p> <p>Use imagination?</p> <p>Investigate and estimate shape and measures?</p> <p>Make marks and patterns?</p>
	<p>Vocabulary</p> <p>Paint, brush, stick, spread, fix, join, tie, knot, roll, flatten, squash, pinch, pat, mix, print, press, draw, cut, snip, wash, dry, curvy, straight, round, squidgy, soft, hard, wet.</p>	<p>Permanent Resources</p> <ol style="list-style-type: none"> 1. Paints: powder, redimix, pearl, watercolour 2. Fixing: PVA, pritt, tape, stickers 3. Tools: brushes, paintpads, sponges, sticks, stamps, printing blocks and objects, scissors, holepunch etc 4. Paper and card 5. Collage: papers, fabrics, natural objects 6. Malleable: clay, plasticine, dough, cutters, tools, mills, 7. Modelling: junk, string, ribbon, wool 8. Pens, crayons, pencils, pastels, charcoal, chalk
	<p>Questions or Comments to extend learning</p>	<p>Enhancements</p>
	<p>How can you fix /fasten that?</p> <p>Can you make a __ mark?</p> <p>What colour will you choose?</p> <p>How could you make __ colour?</p> <p>Can you tell me how it feels?</p> <p>What materials could you use to make __?</p> <p>What would you use to paint a detailed picture?</p> <p>How could you recreate __?</p> <p>How could you change __?</p> <p>What would you change next time?</p> <p>Could you try a different tool/brush?</p> <p>How about trying this on big paper?</p> <p>How can you make a different shape with the dough?</p>	<ol style="list-style-type: none"> 1. Natural objects: leaves, twigs, pebbles, flowers, shells 2. Textural: cornflour, shaving foam, jelly, pasta, rice 3. Outdoor provision: big brushes, water, rolls of paper 4. Collage tubs with changing resources on a fortnightly basis <p>Next steps: <u>Specific enhancements based on observations, focus children or topic:</u></p>

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