

Development Matters – Ages and Stages (EYFS 2012)	Overarching principles:	Look, Listen and Note
<p><b>Aspects relevant to continuous SAND provision</b></p> <p><b>Communication and language:</b>  Understands questions( who? What? where?) and complex sentences (C and L 22-36 mths)  Developing understanding of simple concepts eg. Big and little (C and L 22-36 mths)  Listens in 1:1 and small groups (C and L 30-50 mths)  Able to follow directions(C and L 30-50 mths)  Understand use of objects (c and L 30-50 mths)  Responds to instructions understands why and how questions(c and L 30-50 mths)  Use talk to pretend objects stand for something else (C and L 30-50 mths)  Learn new words rapidly , use simple sentences (C and L 30-50 mths)  Maintains attention and 2 channelled attention (C and L 40-60 mths)  Responds to 2 part instructions (c and L 40-60 mths)  Listen and responds to ideas of others(c and L 40-60 mths)  Question why things happen and offer explanations, (c and L 40-60 mths)  Use lang to imagine and recreate roles in play , (c and L 40-60 mths)  Use talk to organise sequence, clarify and introduce a narrative, (c and L 40-60 mths)</p> <p><b>Physical:</b>  Interested in others play and starts to join in (p 22-36 mths)  Shows control in holding and using jugs (p 22-36 mths)  Draws lines and circles with gross motor movements (p 30-50 mths)  Uses one handed tools and equipment (p 30-50 mths)  Can select activities and resources with help can take turns and share resources (p 30-50 mths)  Confident to talk to other children and can ask an adult to help ( p 30-50 mths)  Can play in a group , initiates play, demonstrates friendly behaviour (p:30-50mths)  Shows increasing control over an object and uses tools to change materials (p 40-60 mths)  Shows a preference for a dominant hand (p 40-60 mths)  Confident to speak to others and can talk about abilities, is aware of expectations, solves problems and negotiates(p 40-60 mths)  Initiates conversations, explains and questions(p: 40-60 mths)</p> <p><b>Literacy:</b>  Distinguish between marks they make ( L:22-36 mths)  Sometimes gives meaning to marks (L:30-50mths) Give meaning to marks (40-60 mths)</p> <p><b>Maths:</b>  Begin to use the lang of size and shape and to categorise by these properties (m:22-36)  Show awareness of shape uses shapes for tasks (M:30-50mths)  Orders 2 objects by capacity, measures time in simple ways, can describe position (m:40-60mths)</p> <p><b>Understanding of the world:</b>  Enjoys playing with small world models operate simple equipment (UW:22-36 mths)  Can talk about things they have observed such as plants, animals natural objects (30-50)  Talk about why things happen/how things work (UW:30-50mths)  Look at similarities , differences, changes, patterns (UW 40-60 mths)</p> <p><b>Expressive art and design:</b>  Make believe by pretending (22-36 mths)  Build stories around toys and use available resources to create props (30-50mths)  Begin to be interested and describe texture, realise tools can be used for a purpose (30-50 mths)  Use and select tools and techniques appropriately. Selects appropriate resources (40-60mths)  Introduces a narrative into play, creates representations of events and plays cooperatively as part of a group (40-60mths)</p>	<p><b>Playing and exploring:</b> Being engaged, showing curiosity, showing a can do attitude.</p> <p><b>Active learning:</b> Showing fascination, persevering, maintaining focus, being proud of their achievements.</p> <p><b>Creating and thinking critically:</b> Finding ways to solve problems, making predictions, exploring cause and effect, using imagination.</p>	<p><b>Can children...</b>  Share and take turns?  Work as part of a group? Interact?  Sustain involvement?  Make choices about equipment?  Use malleable materials?  Use one handed tools?  Demonstrate hand eye coordination when scooping, pouring, filling?  Use small equipment with dexterity?  Explore texture and use senses?  Use imagination?  Investigate and estimate shape and measures?  Make marks and patterns?</p>
	<p><b>Vocabulary</b></p> <p>Build, mould, pat, squash, fill, full, empty, sieve, wet, dry, damp, smooth, grains, shape, print, marks, tracks, dig, scoop, rake, hide, cover, soft, heavy, light, pattern, tip, pour, shake.</p>	<p><b>Permanent Resources</b></p> <ol style="list-style-type: none"> <li>1. Sand trays and shallow trays with wet and dry sand</li> <li>2. Buckets, containers, jugs, bottles</li> <li>3. Funnels, sieves, colanders, tubing, sand wheels</li> <li>4. Mark making equipment inc sticks</li> <li>5. natural objects: pebbles, shells, feathers</li> <li>6. Diggers, trucks</li> <li>7. Spades, rakes, scoops, moulds</li> </ol>
	<p><b>Questions or Comments to extend learning</b></p>	<p><b>Enhancements</b></p>
	<p>Can you fill the bottle? Can you half fill the bottle?  .How many scoops might fill the bucket?  .How could you flatten the sand?  .Can you make a mark/ write a letter or word in the sand?  .Could you make a road system for the vehicles?  .Can you make a world for the dinosaurs/animals?  .How could you move the sand from A to B?  .How could you remove the pasta from the sand?  .What could you do to make a shape?</p>	<p>1.Small world toys: vehicles, animals, dinosaurs, play people  2.Pasta, rice, glitter, jewels, lentils, buttons  3.Junk for flag making  4.Natural objects: fircones, branches, conkers  5.guttering  6. Construction materials: polydon, duplo, lasy</p> <p><b>Next steps: Specific enhancements based on observations, focus children or topic:</b></p>