


Development Matters – Ages and Stages (EYFS 2012)	Look, Listen and Note	
<p><b>PSED –</b> • Interested in others' play and starting to join in. (22-36)</p> <ul style="list-style-type: none"> <li>• Seeks out others to share experiences. (22-36)</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>• Keeps play going by responding to what others are saying or doing. (PSED 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> </ul> <p><b>CL -</b> • Developing understanding of simple concepts (e.g. <i>big/little</i>). (22-36)</p> <ul style="list-style-type: none"> <li>• Beginning to understand 'why' and 'how' questions. (30-50)</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. (CL40-60+)</li> </ul> <p><b>PD -</b> May be beginning to show preference for dominant hand. (22-36)</p> <ul style="list-style-type: none"> <li>• Understands that equipment and tools have to be used safely. (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> • Knows information can be relayed in the form of print. (30-50)</p> <ul style="list-style-type: none"> <li>• Ascribes meanings to marks that they see in different places. (30-50)</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L40-60+)</li> </ul> <p><b>M -</b> Beginning to categorise objects according to properties such as shape or size.</p> <ul style="list-style-type: none"> <li>• Begins to use the language of size.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+)</li> </ul> <p><b>UW -</b> • Talks about why things happen and how things work. (UW 30-50)</p> <p><b>EAD -</b> • Experiments with blocks, colours and marks. (22-36)</p> <ul style="list-style-type: none"> <li>• Uses various construction materials. (30-50)</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50)</li> <li>• Joins construction pieces together to build and balance. (30-50)</li> </ul> <p>Understands that different media can be combined to create new effects. (40-60)</p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect. (40-60)</li> <li>• Constructs with a purpose in mind, using a variety of resources. (40-60)</li> <li>• Uses simple tools and techniques competently and appropriately. (40-60)</li> <li>• Selects appropriate resources and adapts work where necessary. (40-60)</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60)</li> </ul>	<h1>Construction</h1> 	<p>How do children react to the feel of the different bricks?  Who can knock down the bricks? How do they do it?  Can children build one brick on top of another?  Can children recognise any colours? 2D or 3D shapes?  Do children share resources?  Can children join two bricks together?  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 they work together on one project?  How do they interact with others?</p>
	Vocabulary	Permanent Resources
<p><b>Enhancements</b></p> <p>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>	<p><b>Questions or Comments to extend learning</b></p> <p>What are you/ shall we build?  How can you join them together?  Which box will be best for that? Why?  Is yours bigger than hers? How do you know?  Which is the tallest? How could you make it taller/ wider/longer?  Why do you think it fell over?  What will you do next time?</p>	<p><b>Next Steps</b></p>