

## Creative Play

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>Can the children select and return resources independently?</li><li>Do they show respect for others' work?</li><li>Do they explore objects, patterns and shapes through mark making with tools, printing and arranging objects on a variety of surfaces?</li><li>Do they explore shape and pattern in nature?</li><li>Do they investigate 2D shape through printing and 3D shape through model making?</li><li>Do they handle materials and tools with increasing control?</li><li>Do they share? Do they work alone or with others?</li></ul>		<u>Vocabulary</u> <i>Adults introduce vocabulary using words, signs and symbols:</i> <ul style="list-style-type: none"><li>Materials- scissors, paint, glue</li><li>Line- straight, curved, jaggy</li><li>Texture- smooth, rough, bumpy</li><li>Shape- circle, square, cylinder, cube, corner, side</li><li>Music- rhythm, sound, note, pattern, soft, loud, start, stop, conduct, play, tune</li></ul>	
Foundation Milestones			
<u>Attention Skills</u> Demonstrates extended attention within familiar settings <ul style="list-style-type: none"><li>Gives a quick and fleeting response</li><li>Gives an inconsistent response</li><li>Gives more consistent attention and response</li></ul>	<u>Preference &amp; Choice</u> <ul style="list-style-type: none"><li>Accepts or rejects sensory stimuli, objects, people and/or activities</li><li>Indicates preferences to sensory stimuli, objects, people and/or activities</li><li>Consistently shows and expresses preferences to sensory stimuli, objects, people and/or activities</li></ul>	<u>Interaction</u> <ul style="list-style-type: none"><li>Maintains brief interaction</li><li>Shows awareness of people and activities</li><li>Shows a response to a social interaction with familiar people and activities</li></ul>	<u>Fine Motor</u> <ul style="list-style-type: none"><li>Explores objects with hands, fingers or feet</li><li>Grasps and releases objects</li><li>Holds and stabilises objects</li><li>Uses hands to manipulate objects (e.g. push, pull, open, close)</li></ul>
<b>Effective Practice</b> <ul style="list-style-type: none"><li>Encourage independence (putting on aprons, selecting equipment, tidying)</li><li>Encourage children to experiment, explore possibilities and be creative in an uninhibited way</li><li>Plan to take learning experiences outdoors for children to be creative in larger spaces</li><li>Model and support use of tools and materials</li><li>Support, develop and extend children's own ideas through observation and participation</li><li>Organise, review and refresh resources regularly to allow for enhanced experiences and progression</li></ul>		<b>Key Learning Intention Linked to Early Level Es &amp; Os</b> I can choose ways to create my own images and models using a variety of materials and techniques (EXA 0-02a, SOC 0-09a, SOC 0-18a) I can express my own ideas and experiences through Music and Art (EXA 0-05a, EXA 0-18a) I can work on my own and with others, sharing materials and resources (HWB 0-23a) I can name various musical instruments and am able to explore how to make different sounds (EXA 0-17a) I am aware of different lines, shapes, patterns and textures (EXA 0-06a) I can recognise different colours and mix my own colour (EXA 0-04a) I can follow instructions to learn new skills and techniques (LIT 0-02a, LIT 0-04a, ENG 0-03a)	

## Home Area

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>Can the children express and explore their own ideas?</li><li>Can they listen to others and develop shared ideas?</li><li>Do they share resources fairly and let others join in?</li><li>Are they building friendships? Are they respectful?</li><li>Are they using story language in role play?</li><li>Are they writing within their play or developing a narrative?</li><li>Do they use their voices, gestures and movement to adopt a character?</li></ul>		<u>Vocabulary</u> <p>Adults introduce vocabulary using words, signs and symbols:</p> <ul style="list-style-type: none"><li>Domestic play equipment- kettle, microwave, cup</li><li>Character/roles- Mum, Dad, Sister, Brother, Gran, Uncle, Baby, Doctor</li><li>Imaginary and descriptive vocabulary</li><li>Story vocabulary- One day, Last night, Once upon a time</li></ul>	
Foundation Milestones			
<u>Attention Skills</u> <ul style="list-style-type: none"><li>Responds to facial expressions and/or body language</li><li>Responds to social interaction with familiar people and activities</li><li>Responds to social interaction with unfamiliar people and activities</li><li>Imitates during interactions using vocalisations and/or body movements</li></ul>	<u>Preference &amp; Choice</u> <p>Makes a choice using-</p> <ul style="list-style-type: none"><li>Real objects</li><li>Photos</li><li>Symbols</li></ul>	<u>Interaction</u> <ul style="list-style-type: none"><li>Seeks a preferred or favourite toy/object in a familiar place</li><li>Returns a familiar toy/object to a familiar place</li><li>Shows awareness of their own possessions through behaviour, facial expression or vocalisation</li><li>Understands the purpose of specific toy/objects (e.g. pours from a watering can, feeds a doll)</li></ul>	<u>Fine Motor</u> <ul style="list-style-type: none"><li>Grasps and releases a range of objects</li><li>Holds and stabilises a range of objects</li><li>Uses hands to manipulate objects for a range of functions (e.g. push, pull, open, close)</li></ul>
<u>Effective Practice</u> <ul style="list-style-type: none"><li>Encourage children to adopt different roles, share, turn take and appropriate interaction</li><li>Introduce new vocabulary and model story language</li><li>Be a reader/writer of letters, shopping lists, phone numbers, etc.</li><li>Model politeness, care for resources and active listening.</li><li>Respond to children’s ideas.</li><li>Encourage problem solving, decision making and responsibility</li></ul>		<u>Key Learning Intention Linked to Early Level Es &amp; Os</u> <p>I can use role play to explore real and imaginary experiences (EXA 0-14a)</p> <p>I can use my voice, movement and expression within role play (EXA 0-12a)</p> <p>I can express my ideas, thoughts and feelings through role play (EXA 0-13a, LIT 0-09a)</p> <p>I am able to play cooperatively within a group (HWP 0-14a)</p> <p>I can explore events and characters in stories and invent my own stories on my own and with others (LIT 0-09a, LIT 0-19a, LIT 0-31a)</p> <p>I use mark making/writing within my role play (LIT 0-21b, LIT 0-09b, LIT 0-31a)</p> <p>I use words associated with time such as day/night, morning/afternoon, days of the week (MNU 0-10a)</p> <p>I am aware of how money is used (MNU 0-09a)</p> <p>I am developing my understanding of numbers, size and amount (MNU 0-01a, MNU 0-02a)</p>	

## Mark Making/Writing Area

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>Are the children enthusiastic? Do they want to write?</li><li>Are they able to select and return appropriate resources independently?</li><li>Do they talk about what they are writing?</li><li>Are they beginning to use letters in their writing? Do they represent numerals and shapes?</li><li>Do they use mark marking tools safely and effectively?</li><li>Have they developed physical skills of control and coordination- such as large arm and wrist movements, fine motor control, and pincer grip?</li></ul>		<u>Vocabulary</u> <p>Adults introduce vocabulary using words, signs and symbols:</p> <ul style="list-style-type: none"><li>Letter names and sounds</li><li>Language of writing- draw, shape, picture, write, colour, word, letter, number sentence, finger space, full stop, capital letter, labels, lists, story, invitation, greeting card</li></ul>	
Foundation Milestones			
<u>Attention Skills</u> <p>Demonstrates extended attention within familiar settings</p> <ul style="list-style-type: none"><li>Gives a quick and fleeting response</li><li>Gives an inconsistent response</li><li>Gives more consistent attention and response</li></ul>	<u>Preference &amp; Choice</u> <p>Makes a choice using-</p> <ul style="list-style-type: none"><li>Real objects</li><li>Photos</li><li>Symbols</li></ul>	<u>Interaction</u> <ul style="list-style-type: none"><li>Maintains brief interaction</li><li>Shows awareness of people and activities</li><li>Shows a response to a social interaction with familiar people and activities</li></ul>	<u>Fine Motor</u> <ul style="list-style-type: none"><li>Grasps and releases a range of objects</li><li>Holds and stabilises a range of objects</li><li>Uses hands to manipulate objects for a range of functions (e.g. push, pull, open, close)</li></ul>
<u>Effective Practice</u> <ul style="list-style-type: none"><li>Create inviting spaces with rich resources that encourage a variety of writing experiences</li><li>Provide a wide range of ‘real-life’ writing opportunities (e.g. forms, cards, invitations, books)- use with role play areas</li><li>Offer children audiences for their writing and celebrate children’s writing</li><li>Model reading and writing in different contexts and for different purposes</li><li>Work with individuals and groups to develop and extend reading and writing skills</li><li>Support fine motor skills through manipulative play and gross motor development through physical play</li></ul> <p>Where appropriate, adults can ask simple questions to extend learning- “Can you make marks with the chalk/in the sand?” “How will we know this is your work? Can you make a label for it?”</p>		<u>Key Learning Intention Linked to Early Level Es &amp; Os</u> <p>I am confident to explore and play with letter shapes and sounds (LIT 0-01a, LIT 0-11a, LIT 0-20a)</p> <p>I can discover how letters work together to help me read and write (ENG 0-12a, LIT 0-13a, LIT 0-21a)</p> <p>I am developing my movement skills (HWB 0-22a)</p> <p>I enjoy exploring different materials for drawing and writing my ideas, information and experiences (LIT 0-21b)</p> <p>I write for a variety of purposes within my imaginary play (LIT 0-26a)</p>	

## Numeracy and Maths

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>Are the children able to select and return resources independently?</li><li>Can they make choices and decisions?</li><li>Are they enthusiastic- do they want to count, use numbers and explore mathematical ideas?</li><li>Can they explain what they are doing?</li><li>Are they developing their mathematical vocabulary? Can they use number names correctly?</li><li>Can they sort objects independently or when given a criterion?</li><li>Are they counting correctly?</li><li>Do they recognise and create patterns?</li><li>Can they add and take away? Can they identify more/less?</li><li>Are the children playing games together?</li><li>Are they experimenting with symbolic mark making?</li></ul>		<u>Vocabulary</u> <i>Adults introduce vocabulary using words, signs and symbols:</i>  More, less, bigger, smaller, amount, longer, taller, shorter, higher, lower, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, altogether, estimate, round, flat, straight, curvy, sides, faces, corners, number names, shapes, days, months of the year, coins	
Foundation Milestones			
<u>Attention Skills</u> Demonstrates extended attention within familiar settings <ul style="list-style-type: none"><li>Gives a quick and fleeting response</li><li>Gives an inconsistent response</li><li>Gives more consistent attention and response</li></ul>	<u>Preference &amp; Choice</u> Makes a choice using- <ul style="list-style-type: none"><li>Real objects</li><li>Photos</li><li>Symbols</li></ul>	<u>Making Connections</u> <ul style="list-style-type: none"><li>Notices stimuli</li><li>Follows/tracks a stimulus when it moves</li><li>Looks around for disappearing stimuli</li><li>Explores toys/objects using one or two senses</li><li>Explores toys/objects using a wide range of senses</li></ul>	<u>Fine Motor</u> <ul style="list-style-type: none"><li>Uses hands, fingers or feet to explore objects</li><li>Grasps and releases a range of objects</li><li>Holds and stabilises a range of objects</li></ul>
Effective Practice <ul style="list-style-type: none"><li>Create inviting spaces with rich resources that encourage children to access and explore the area</li><li>Support children as they develop independence within routines and activities</li><li>Role model and introduce new vocabulary through a broad range of practical experiences</li><li>Role model Maths games and problem-solving activities</li><li>Role model looking for patterns in number, 1:1 counting and matching to numbers</li></ul> <p>Where appropriate, adults can ask simple questions to extend learning- “How much more do you have?”, “Which one is heaviest?”, “Who is tallest?”, “Can you make a pattern?”, “Which number is missing?”, “Which shape has more sides?”</p>		Key Learning Intention Linked to Early Level Es & Os I can manage my own learning, choosing activities which I am interested in (HWB 0-11a, HWB 0-16a) I can take turns to talk and listen (LIT 0-02a, ENG 0-03a) I am developing a sense of size and amount (MNU 0-01a) I can count, read, write and make collections of items within 10/20 (MNU 0-02a) I am beginning to understand what it means to add/take away (MNU 0-03a) I can recognise, name and investigate 2D/3D shapes (MTH 0-16a) I can make different patterns (MTH 0-13a, MTH 0-19a) I can collect, match and sort objects according to my own/given criteria (MNU 0-20a, MNU o-20b) I can use non-standard units to measure (MNU 0-11a)	

## Reading Area

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>• Are children able to hold a book correctly?</li><li>• Do they take care of the books and resources?</li><li>• Do they turn the pages correctly?</li><li>• How do they respond to sensory aspects of stories and rhymes?</li><li>• Do they respond to puppets?</li><li>• Can they make a choice between two books?</li><li>• Can they look at/point to names pictures of familiar objects/people?</li><li>• Which genre of books do they respond best to?</li><li>• Can they retell a familiar story in their own words?</li></ul>		<u>Vocabulary</u> <p>Adults introduce vocabulary using words, signs and symbols:</p> <p>Read, book, picture, front/back cover, spine, title, word, letter, sentence, punctuation, contents, index, rhyme, story, information, fact, fiction, non-fiction, library, shelf, puppet, character names in stories, settings in stories e.g. castle, park</p>	
Foundation Milestones			
<u>Attention Skills</u> <p>Demonstrates extended attention within familiar settings</p> <ul style="list-style-type: none"><li>• Gives a quick and fleeting response</li><li>• Gives an inconsistent response</li><li>• Gives more consistent attention and response</li></ul>	<u>Preference &amp; Choice</u> <p>Makes a choice using-</p> <ul style="list-style-type: none"><li>• Real objects</li><li>• Photos</li><li>• Symbols</li></ul>	<u>Coordination</u> <ul style="list-style-type: none"><li>• Starts to coordinate actions (e.g. walking and holding an object, reaching for an object)</li></ul>	<u>Fine Motor</u> <ul style="list-style-type: none"><li>• Uses hands, fingers or feet to explore objects</li><li>• Grasps and releases a range of objects</li><li>• Holds and stabilises a range of objects</li></ul>
<u>Effective Practice</u> <ul style="list-style-type: none"><li>• Create inviting spaces with rich resources that encourage children to access and explore the area</li><li>• Ensure children are confident to select books both with adult support and independently</li><li>• Read alongside children encouraging concepts of print, respond to story features- storyline and characterisation</li><li>• Encourage children to tell stories, sequence stories, retell stories, make predictions</li><li>• Offer audiences for children to read and tell their stories</li><li>• Support individual children to develop specific skills and work with children in smaller groups to ensure progression</li></ul> <p>Where appropriate, adults can ask simple questions to extend learning- “Why did you choose this story?”, “What is it about?”, “Who is your favourite character?”, “What was your favourite part?”, “Where is the title?”</p>		<u>Key Learning Intention Linked to Early Level Es &amp; Os</u> <p>I enjoy choosing and looking at books on my own, with a friend or with an adult</p> <p>I can share my likes/dislikes about a story (LIT 0-01b, LIT 0-11b)</p> <p>I can listen attentively to a story, join in with related discussion and ask questions (LIT 0-10a, LIT 0-07a, LIT 0-16a, ENG 0-17a)</p> <p>I can point to the title, back/front cover, spine, picture, first word, letter</p> <p>I can turn the page L to R</p> <p>I can follow the text with my finger from L to R</p> <p>I can recognise rhyming words</p> <p>I can read my name (LIT 0-01a, LIT 0-11a, LIT 0-20a)</p> <p>I can retell/role play/create a story (LIT 0-19a)</p> <p>I can listen for new information (LIT 0-14a)</p>	

## Sand Play

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>Are the children able to select and return resources independently?</li><li>Do they take turns and share?</li><li>Are they able to make choices and decisions?</li><li>Can they name the equipment they are using?</li><li>Do they use descriptive language- trickle, pour, mould squeeze?</li><li>Are they using counting within their play? Are they exploring 2D and 3D shape, capacity, length, weight?</li><li>Are they developing an awareness of the properties of different materials?</li><li>Can they dig, mould and manipulate the different materials?</li><li>How do they use the resources to develop and extend their imaginative play?</li></ul>		<u>Vocabulary</u> <p>Adults introduce vocabulary using words, signs and symbols:</p> <p>Fill, empty, pour, more, less, shape, pattern, build, strong, weak, big, small, high, low, over, under, top, bottom, spade, scoop, trowel, sieve, bucket, pot, jug, bowl, rolling pin, plastic, metal, wood, fir cone, cork, sponge, conkers, stones, pebbles, shells, sticks, log, funnel</p>	
Foundation Milestones			
<u>Attention Skills</u> <p>Demonstrates extended attention within familiar settings</p> <ul style="list-style-type: none"><li>Gives a quick and fleeting response</li><li>Gives an inconsistent response</li><li>Gives more consistent attention and response</li></ul>	<u>Making Connections</u> <ul style="list-style-type: none"><li>Understands the purpose of specific toy/objects (e.g. pours from a watering can, feeds a doll)</li><li>Shows awareness of a change or difference in a familiar activity or routine</li></ul>	<u>Interaction</u> <ul style="list-style-type: none"><li>Maintains brief interaction</li><li>Shows awareness of people and activities</li><li>Shows a response to a social interaction with familiar people and activities</li></ul>	<u>Fine Motor</u> <ul style="list-style-type: none"><li>Grasps and releases a range of objects</li><li>Holds and stabilises a range of objects</li><li>Uses hands to manipulate objects for a range of functions (e.g. push, pull, open, close)</li></ul>
<u>Effective Practice</u> <ul style="list-style-type: none"><li>Demonstrate sharing resources and taking turns</li><li>Introduce and model how to use new resources</li><li>Use technical language, mathematical language.</li><li>Plan a project with the children- encourage them to make decisions on what resources will be needed.</li><li>Interact where appropriate- join in conversations, encourage listening, listen to others' ideas and respond to this by providing enhanced provisions</li></ul> <p>Where appropriate, adults can ask simple questions to extend learning- "Can you make a sandcastle?", "What type of sand works best?", "How does the sand feel?", "Can you make a pattern in the sand?"</p>		<u>Key Learning Intention Linked to Early Level Es &amp; Os</u> <p>I can explore and select materials for different purposes within my play (SCN 0-15a)</p> <p>I am developing my practical skills when working with different materials and equipment (TCH 0-12a)</p> <p>I can share my ideas, experiences and opinions (LIT 0-09a)</p> <p>I can share and take turns (HWB 0-23a)</p> <p>I can discover and use new words (LIT 0-10a)</p> <p>I can make choices to develop my own learning and interests (HWB 0-19a)</p> <p>I can identify and use my experiences to explore (SCN 0-12a)</p>	

## Soft Play

<u>Observation (Noticing)</u> <ul style="list-style-type: none"> <li>Do the children explore objects, experiment with patterns and shapes through mark making with tools, printing and arranging objects on a variety of surfaces?</li> <li>Do they explore pattern and shape in nature?</li> <li>Do they investigate 2D and 3D shape when using resources?</li> <li>Do they share?</li> <li>Do they work alone/work with others?</li> <li>What strategy did they use to self-regulate?</li> </ul>	<u>Vocabulary</u> <i>Adults introduce vocabulary using words, signs and symbols:</i> <ul style="list-style-type: none"> <li>Naming materials</li> <li>Line- straight, curved, jaggy</li> <li>Texture- smooth, rough, bumpy</li> <li>Shape- circle, square, cube, cylinder, corner, side</li> <li>Movement- fast, slow, up, down, round, in, out, bounce, jump, crawl, tiptoes</li> </ul>	<u>Intended Experiences</u> <ul style="list-style-type: none"> <li>Investigate and explore a variety of different creative materials in 2D and 3D</li> <li>Look for and explore pattern, line, texture and shape in the environment and recreate their own using a variety of media</li> <li>Use positional language associated with weaving- in, out, under, over, through, behind, in front, around, etc</li> <li>Share resources and take turns</li> <li>Recognise and explore how sounds can be changed</li> <li>Focus on spatial awareness</li> <li>Building 'towers' with shapes</li> <li>Social opportunities with peers</li> <li>Self-regulation opportunities</li> </ul>	<u>Resources</u>  Soft play, ball pit, balls, 3D shapes, trampolines, etc.
Foundation Milestones			
<u>Regulation</u> <ul style="list-style-type: none"> <li>Attempts to self-soothe (may be unconventional)</li> <li>Tolerates an adult's attempts to intervene when distressed</li> <li>Accepts reflection when distressed</li> <li>Uses a range of sensory stimuli, objects and/or activities to self-sooth at the direction of others</li> </ul>	<u>Preference &amp; Choice</u> <ul style="list-style-type: none"> <li>Accepts or rejects sensory stimuli, objects, people and/or activities</li> <li>Indicates preferences to sensory stimuli, objects, people and/or activities</li> <li>Consistently shows and expresses preferences to sensory stimuli, objects, people and/or activities</li> </ul>	<u>Interaction</u> <ul style="list-style-type: none"> <li>Maintains brief interaction</li> <li>Shows awareness of people and activities</li> <li>Shows a response to a social interaction with familiar people and activities</li> </ul>	<u>Fine Motor</u> <ul style="list-style-type: none"> <li>Grasps and releases a range of objects</li> <li>Holds and stabilises a range of objects</li> <li>Uses hands to manipulate objects for a range of functions (e.g. push, pull, open, close)</li> </ul>
<u>Effective Practice</u> <ul style="list-style-type: none"> <li>Encourage children to be independent- selecting equipment, tidying and deciding how to use the area</li> <li>Encourage children to experiment, explore possibilities and be creative in an uninhibited way</li> <li>Work alongside children experimenting and modelling use of equipment</li> <li>Support, develop and extend, and be responsive to children's own ideas</li> <li>Listen, observe and participate in a range of ways to develop and extend thinking skills and imagination</li> <li>Support children with self-regulation strategies- such as running, jumping, going for a walk, bouncing, squeezing objects</li> </ul>		<u>Key Learning Intention Linked to Early Level Es &amp; Os</u> I can use ways to create my own images and models using a variety of materials and techniques (EXA 0-02a, SOC 0-09a, SOC 0-18a) Practising and developing my language skills as I turn take, share and collaborate with my peers (LIT 0-02a) Investigating mathematical concepts involving: transferring and pouring, counting, symmetry, shapes and patterns (MNU 0-01a) Developing motor skills, building hand-eye coordination and strengthening muscles (TCH 0-09a) Using my creativity and imagination to investigate materials through problem solving, as I express myself freely (EXA 0-02a) I can work on my own and with others, sharing materials and resources (HWP 0-23a) I am aware of different lines, shapes, patterns and textures (EXA 0-06a) I can follow instructions to learn new skills and techniques (LIT 0-02a, LIT 0-04a, ENG 0-03a)	

## Water Play

<u>Observation (Noticing)</u> <ul style="list-style-type: none"><li>Do the children work as part of a team, taking turns and sharing?</li><li>Are they able to select and return resources independently?</li><li>Are they able to make choices and decisions?</li><li>Can they name the equipment they are using? Do they use descriptive language?</li><li>Do they count within their play?</li><li>Are they exploring 2D and 3D shape, length, weight, capacity?</li><li>Are they developing an awareness of the properties of water?</li><li>Can they manipulate the water in different ways?</li><li>How do use the resources to develop and extend their imaginative play?</li></ul>		<u>Vocabulary</u> <i>Adults introduce vocabulary using words, signs and symbols:</i>  Fill, empty, pour, trickle, gush, more, less, build, strong, weak, big, small, high, low, over, under, top, bottom, scoop, spoon, sieve, bucket, pot, jug, bowl, plastic, metal, wood, fir cone, conkers, cork, sponge, stones, pebbles, shells, sticks, logs, tube, float, sink, barrel, pump, guttering, spout, funnel	
Foundation Milestones			
<u>Attention Skills</u> Demonstrates extended attention within familiar settings <ul style="list-style-type: none"><li>Gives a quick and fleeting response</li><li>Gives an inconsistent response</li><li>Gives more consistent attention and response</li></ul>	<u>Preference &amp; Choice</u> <ul style="list-style-type: none"><li>Shows pleasure/displeasure through:<ul style="list-style-type: none"><li>Non-verbal or physical response</li><li>Verbal response</li></ul></li><li>Accepts or rejects in response to sensory stimuli, objects, people and/or activities</li></ul>	<u>Interaction</u> <ul style="list-style-type: none"><li>Maintains brief interaction</li><li>Shows awareness of people and activities</li><li>Shows a response to a social interaction with familiar people and activities</li></ul>	<u>Making Connections</u> <ul style="list-style-type: none"><li>Notices stimuli</li><li>Follows/tracks a stimulus when it moves</li><li>Looks around for disappearing stimuli</li><li>Explores toys/objects using one or two senses</li><li>Explores toys/objects using a wide range of senses</li></ul>
<b>Effective Practice</b> <ul style="list-style-type: none"><li>Demonstrate sharing resources and taking turns</li><li>Introduce and model how to use new resources</li><li>Use technical language, mathematical language.</li><li>Interact where appropriate- join in conversations, encourage listening, listen to others’ ideas and respond to this by providing enhanced provisions</li></ul> <i>Where appropriate, adults can ask simple questions to extend learning- “Can you sort objects that float and those that sink?”, “Why do you think they float/sink?”, “Why do you think they float/sink?”, “How many spoonful’s do you think it would take to fill that jug?, “Can you make a boat/submarine?”</i>		<b>Key Learning Intention Linked to Early Level Es &amp; Os</b> <i>I can explore and select materials for different purposes within my play (SCN 0-15a)</i> <i>I am developing my practical skills when working with different materials and equipment (TCH 0-12a)</i> <i>I can share my ideas, experiences and opinions (LIT 0-09a)</i> <i>I can share and take tuns (HWB 0-23a)</i> <i>I can discover and use new words (LIT 0-10a)</i> <i>I can make choices to develop my own learning and interest (HWB 0-19a)</i> <i>I can identify and use my senses to explore (SCN 0-12a)</i>	



