



Sand, Thixotropic Area.

AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

Stocksbridge Nursery Infants School
Long Term Planning – F1

ENABLING ENVIRONMENT

Provision – Permanent resources

POSITIVE RELATIONSHIPS

Possible Adult interactions; ITMP

- Introduce new words in the context of play,
- Help children expand on what they say, introducing and reinforcing the use of more complex sentences.
- Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' 'prod.'
- Use descriptive words
- Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'.
- Be consistent in your use of vocabulary for weight and mass.
- Demonstrate the language for measures in discussions, 'heavy', 'light', 'full' and 'empty'.
- Encourage children in their efforts to manipulate objects in their play.
- Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.
- Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.
- Support children's responses to different textures.
- Talk to children about ways of finding out what they can do with different media
- Encourage children to notice changes in properties of media

THE UNIQUE CHILD

Assessment Look, listen & note

(22-36mths)

- Beginning to make-believe by pretending.
- Notices detailed features of objects in their environment.

(30-50mths)

- Beginning to be interested in and describe the texture of things.
- Builds stories around toys.
- Comments and asks questions about aspects of their familiar world.
- Can talk about some of the things they have observed.
- Talks about why things happen and how things work.
- Uses one-handed tools and equipment,

(40-60 mnths)

- Manipulates materials to achieve a planned effect.
- Orders two items by weight or capacity.
- Uses simple tools to effect changes to materials.
- Handles tools and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.