

| Investigation | | | |
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| Resources to support progression through EYFS | | Developing Communication and language | Possible learning experiences/ invitations to play |
| <u>To start with</u> Consider a transient art area with lots of natural objects, cake boards, trays and empty photo frames Magnets, Magnifying glasses, Torches, Cameras, Colour disks, Mirrors. Mark making materials e.g., clip boards, paper and pencils. Pictures and posters, Simple non-fiction books, Selection of different materials (on rotational basis) such as shiny and dull, hard, and soft, Manufactured and natural items the children have collected | | <u>Asking open questions?</u> “How did you...?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...” , “I wonder how we could find out?” <u>Using Positive Questioning</u> “I don’t know”,” what do you think”, “I hadn’t thought of that” “That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out. <u>Words to build vocabulary</u> Adults to introduce vocabulary (use of words, symbols and signs) e.g.- Look, investigate, bigger, smaller, magnify, magnetic, stuck, metal, reflection, move, forward, backwards, feel, touch, listen, noise, light, dark, catch, explore | Mathematical concepts to be explored through transient art Observing and identifying and exploring a wide range of materials and collections of resources. Looking for similarities and differences. Experiencing and trying out new vocabulary and communicating observations and findings. Asking questions about their observations. Observing and talking about patterns of change. Investigating how things work. Predicting, hypothesising and problem solving. Knowing how we use our bodies to smell, taste etc.; (senses). Observing and caring for mini beasts and other animals. Looking in books to find information. Growing plants and seeds. Recognising and identifying and sorting different materials. Exploring the properties of materials and how they are used e.g., waterproof materials, soft materials, transparent materials. Investigating patterns of change Exploring freezing and melting. Differentiating between hot and cold, wet and dry, rough and smooth; Playing with magnetism with a range of magnetic and non- magnetic resources. Exploring torches to investigate light and dark . Exploring a wide range of outdoor environments. Communicating observations and findings. Experiencing weather. |
| <u>Enhancements to support skill development.</u> Bee bots (and cards), Simple non-fiction books, Bug viewers and finders Kaleidoscopes, Clocks, Non-fiction books to support interests and current topics and themes. Broken household objects for children to explore | | | |
| Look, listen, and note..... | | | |
| Do children share resources? How do the children react to feel of materials (i.e., conkers)? How do they let us know if they like feel, smells etc? Can they use any tools independently? Which hand? Can they fill/empty containers? Who can press a switch unaided? Which hand? Do they enjoy noisy toys and cause and effect toys? Can they track moving toys? How do they let us know which toys they like/dislike? Do they play with switch operated equipment in home corner? Can they use the digital camera? | | Do the children talk about where they live and the surrounding area? Do the children make comments about the natural world? Do they comment about things they have seen such as plants, animals etc? Are they able to talk about how things work? Are they showing an understanding of growth and changes? Do they look after the environment and show concern for living things? Are they able to use the digital camera/ laptop, whiteboard etc? Do they show an interest in IT equipment, e.g., photocopier, printer etc? | Do they look closely and talk about what they see? Are they aware of and able to explain similarities and difference, patterns, and change? |