

Sand: Continuous Provision Plan

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Available Resources | | Resource Enhancements | |
| sand pit, wet/dry sand, spades, buckets, jugs, funnels, sieves, colanders, pebbles, shells, mark/pattern making implements, diggers, trucks, scoops, spoons, various moulds Larger digging tools | | Small world toys: vehicles, animals, dinosaurs, tea sets Magnets, shape moulds, different receptacles to fill Natural resources: fir cones, conkers, pebbles Pasta, rice, glitter, jewels, lentils, buttons Guttering | |
| Planned Experiences | | | |
| Experimenting, exploring, using senses, discovering, moulding, patting, pouring, building, textures, different capabilities of wet/dry sand, tipping, filling, patterns, changes when adding or mixing different materials | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: | | Communication & Language: | Physical Development: |
| <ul style="list-style-type: none"> • Sharing/Taking turns • Making choices • Working as part of a group • Sustain involvement • Respond to experiences | | <ul style="list-style-type: none"> • Learn new vocabulary • Language for thinking • Interacting with peers • Following instruction • Asking questions | <ul style="list-style-type: none"> • Use malleable materials • Use one handed tools • Spatial awareness • Hand/eye co-ordination • Use small/large equipment |
| Language: | Mathematics: | Understanding the World: | Expressive Arts & Design: |
| <ul style="list-style-type: none"> • Mark Making • Make patterns • Forming letters • Find information from books | <ul style="list-style-type: none"> • Naming shapes • Capacity • Measuring • Weighing • Estimating | <ul style="list-style-type: none"> • Investigating/Exploring • Building/constructing • Change • Use sand timers • Sand in the wider environment: beaches, deserts | <ul style="list-style-type: none"> • Explore texture • Express & communicate ideas • Use imagination • Explore using senses • Respond to comments, questions |
| Vocabulary: | | Principles into Practice | |
| Build, pat, squash, fill, touch, pour, wet, dry, damp, smooth, grains, shape, mould, print, pattern, marks, tracks, dig, rake, hide, cover, search, soft, heavy, light | | <u>Unique Child:</u> <ul style="list-style-type: none"> - Individual interests - Language development - Imagination / creativity - Exploration & discoveries | <u>Positive Relationships:</u> <ul style="list-style-type: none"> - Sharing & Taking turns - Collaborating in a group - Play co-operatively - Listen and respond to each other - Respecting each others space |
| | | <u>Enabling Environments:</u> <ul style="list-style-type: none"> - Access for all children - Appropriate resources - Stimulating enhancements - Boundaries – re safety/space - Provide opportunities for children to add resources from other areas: small world/construction... | <u>Learning & Development:</u> <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring | | Active Learning | Creating & Thinking Critically |
| <ul style="list-style-type: none"> - Being engaged - Showing curiosity - Showing 'can do' attitude | | <ul style="list-style-type: none"> - Showing fascination - Maintain a focus - Showing satisfaction in meeting their goals | <ul style="list-style-type: none"> - Finding ways to solve problems - Making predictions - Exploring cause and effect - Change strategy as needed |

Water: Continuous Provision Plan

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Available Resources | | Resource Enhancements | |
| Water trays - large/small, sea life, boats, water wheels, jugs, funnels, tubing, bottles, shells, pebbles, sponges, fishing nets, Outdoors: watering cans, guttering, pipes, buckets, colanders, paint brushes | | Natural objects: sponges, corks, leaves, fir cones, coloured glass pebbles Clothes washing, bathing dolls, tea set Small world & construction resources Marble run, measuring jugs/bottles Materials to effect changes: food dyes, gelli, corn flour, glitter, | |
| Planned Experiences | | | |
| Explore the different capabilities of water: pouring, filling, emptying, movement, sounds Changes when adding or mixing different materials, changes that occur when adding water to sand/soil/flour/paper, floating/sinking activities, freezing, melting etc. | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: | | Communication & Language: | Physical Development: |
| <ul style="list-style-type: none"> Interested/motivated Make choices Sharing/taking turns Work as a group Accept rules/boundaries Dress/undress, aprons | | <ul style="list-style-type: none"> Listen and respond Extend vocabulary Ask questions Talk to plan and organise | <ul style="list-style-type: none"> Use one handed tools Spatial awareness Hand/eye co-ordination Staying safe Use small/large equipment |
| Literacy (R&W): | Mathematics: | Understanding the World: | Expressive Arts & Design: |
| <ul style="list-style-type: none"> Use water to make marks Find information from books | <ul style="list-style-type: none"> Measuring Weighing Mathematical language: more/less, heavy/light, big/small, long/short etc. Use mathematical ideas and thinking to solve problems Estimating | <ul style="list-style-type: none"> Investigate and experiment using objects/materials Question why things happen and how things work Explore patterns and change, differences & similarities | <ul style="list-style-type: none"> Investigate objects/materials Use all their senses to explore Question why things happen and how things work Explore patterns and change Differences/similarities |
| Vocabulary: | | Principles into Practice (Adults Role) | |
| Wet, damp, soaking, flow, dripping, absorbing, mix, stir, pour/ing, measure, float, sink, change, wash, rinse, clean, splish, splash, slosh, waterfall, fountain, flow | | Unique Child: | Positive Relationships: |
| | | <ul style="list-style-type: none"> Individual interests Language development Imagination/creativity Exploration & discoveries | <ul style="list-style-type: none"> Sharing & taking turns Collaborating in a group Play co-operatively Listen and respond to each other Respecting each others space |
| | | Enabling Environments: | Learning & Development: |
| | | <ul style="list-style-type: none"> Access for all children. Appropriate resources/enhancements Boundaries – re safety/space Provide opportunities for children to add resources from other areas i.e.: small world, construction, mathematics | <ul style="list-style-type: none"> Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring | | Active Learning | Creating & Thinking Critically |
| <ul style="list-style-type: none"> Show curiosity Choose on Resources Using senses to explore Engaging in open ended activity | | <ul style="list-style-type: none"> Engaging in new experiences and learning by trial and error Persisting with activity when challenges occur Show fascination | <ul style="list-style-type: none"> Thinking of ideas Making predictions Monitoring activity Making changes/adapting Describing their actions |

Book Corner (Reading): Continuous Provision Plan

| Available Resources | Resource Enhancements |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fiction & non fiction Books: suitable for all ages/stages that reflect diversity and promote environmental awareness Alphabet books | Letters and sounds phonics provision Rhyming books, books showing different forms of writing (English and foreign languages) Books in all areas + outdoors, books linked to themes Books, leaflets to support role play area Posters, labels, signs, photos Computer, telephones Puppets, soft toys Visits from librarian Library visits |

Planned Experiences

Provide a comfortable, welcoming area where children like to go and look at books
 For children to explore pictures and text in all areas of the setting
 Language development – listening, responding, recalling - to understand that pictures and print carry meaning
 Using emerging writing as a means of communicating and as a way to record

Early Years Foundation Stage

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal, Social & Emotional Dev: <ul style="list-style-type: none"> Maintain attention, sit quietly Listen, respond in group situations Have a developing knowledge of their own and others cultures | Communication & Language: <ul style="list-style-type: none"> Language development & communication skills Listen to, join in with stories, rhymes Learn new vocabulary Explore new sounds, repeat refrains | Physical Development: <ul style="list-style-type: none"> Handle books, turn pages Use a range of equipment | |
| Language (R&W): <ul style="list-style-type: none"> Recognise that print carries meaning Link sounds to letters Enjoys a range of books Look at books independently Begin to read words | Mathematics: <ul style="list-style-type: none"> Say and use number names Recognise numerals Begin to use and understand mathematical language/terms | Understanding the World: <ul style="list-style-type: none"> Use listening equipment Use computer to gain information Explore own & different cultures Ask questions Find out about past/present | Expressive Arts & Design: <ul style="list-style-type: none"> Respond to what they see/hear Introduce a storyline/narrative into their play Use puppets/soft toys to act out stories Explore feelings Use imagination |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary: Book, page, turn, alphabet, words, cover, story, rhyme, poem, author, index, read, information, spell, letter, word Story language: beginning, middle, end, characters, setting. Use feeling words – sad, scared, happy, cross, use intonation | Principles into Practice | |
| | Unique Child: <ul style="list-style-type: none"> Looking at their learning journey Reading the book they choose themselves Looking at homemade books with pictures of themselves in Bringing photos from home to share with others | Positive Relationships: <ul style="list-style-type: none"> Listen to stories together Give children opportunities to tell stories Sharing books, photos with family/friends Use books that address and promote positive behaviour and address unacceptable behaviour Use books to encourage discussion about feelings |
| | Enabling Environments: <ul style="list-style-type: none"> Comfortable, welcoming book area Posters, pictures, print around the environment | Learning & Development: <ul style="list-style-type: none"> Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring <ul style="list-style-type: none"> Show curiosity whilst looking at books, listening to stories Act out experiences with others Show particular interests | Active Learning <ul style="list-style-type: none"> Maintain focus Not easily distracted Pay attention to details Show satisfaction | Creating & Thinking Critically <ul style="list-style-type: none"> Think of ideas – suggest different ending to story, different characters, begin to think up own stories |

Small World: Continuous Provision Plan

| Available Resources | | Resource Enhancements | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Small world sets: train set, dolls house, garage, farm, dinosaurs, wild animals, sea life | | Natural materials – rocks, pebbles, shells, leaves, twigs Offer resources together, allow children to mix resources | |
| Floor mats, tuff spots, sand trays | | Drawing materials for children to enhance their play i.e. to add bases, make flags, draw roads on large paper | |
| | | Creative materials to make props | |
| Planned Experiences | | | |
| To use imagination during play, introduce a storyline into their play, take on roles, share and take turns, make connections to their life experiences | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: | | Communication & Language: | |
| <ul style="list-style-type: none"> • Sharing, taking turns • Collaborating • Playing alone or in small group • Select and use resources | | <ul style="list-style-type: none"> • Communicating with peers • Making sounds • Voicing ideas • Naming animals, vehicles | |
| | | Physical Development: | |
| | | <ul style="list-style-type: none"> • Manipulate small equipment • Join pieces together – tracks/fences | |
| Language: | | Mathematics: | |
| <ul style="list-style-type: none"> • Draw roads, maps, signs to enhance play • Recognise signs and some words • Show an interest in books, posters that show diversity in communities | | <ul style="list-style-type: none"> • Show spatial awareness • Show an awareness of shape 2D + 3D • Use positional language • Use numbers in play | |
| | | Understanding the World: | |
| | | <ul style="list-style-type: none"> • Talks about why things happen and how things work • Show an interest in different occupations, ways of life | |
| | | Expressive Arts & Design: | |
| | | <ul style="list-style-type: none"> • Build stories around toys • Introduce a storyline or narrative into their play • Play alongside other children engaged in same theme • Play co-operatively as part of a group | |
| Vocabulary: | | Principles into Practice | |
| Name animals Vehicles - push, pull, drive, steer, emergency, mechanic, farm, plough, world, place, city, town, village, track, road | | | |
| | | Unique Child: | |
| | | <ul style="list-style-type: none"> - Provide appropriate resources for age/stages of children - Support individual children's play through sustained shared thinking | |
| | | Positive Relationships: | |
| | | <ul style="list-style-type: none"> - Support sharing, turn taking, playing co-operatively - Model role play with small world - Join in with children's ideas in role play | |
| | | Enabling Environments: | |
| | | <ul style="list-style-type: none"> - Ensure that all children can access resources - Provide props and resources to enhance and extend children's play - Ensure resources are available indoors and outdoors | |
| | | Learning & Development: | |
| | | <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development | |
| Playing & Exploring | | Active Learning | |
| <ul style="list-style-type: none"> - Show curiosity about objects, people and places - Show particular interests - Representing their experiences in play - Act out experiences with others | | <ul style="list-style-type: none"> - Maintain focus on their activity for a period of time - Paying attention to details - Persist with activity when challenges occur | |
| | | Creating & Thinking Critically | |
| | | <ul style="list-style-type: none"> - Thinking of ideas - Planning and making decisions about how to approach a task - Changing strategy as needed | |

Construction: Continuous Provision Plan

| Available Resources | | Resource Enhancements | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Various construction sets: Duplo, lego, marble run, blocks, Mobilo, stickle bricks</p> <p>Cardboard boxes, tubes, crates, logs, tyres, guttering</p> | | <p>Instruction cards</p> <p>Play mats + small world people, animals– to encourage construction of buildings and enclosures</p> <p>Mark making materials – to encourage drawing props such as flags and signs to enhance play</p> | |
| Planned Experiences | | | |
| To build and balance, see their imagination to construct, show an interest in shape by sustained construction activity, select shapes and use appropriately for tasks, use construction to support other play | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: <ul style="list-style-type: none"> • Demonstrate friendly behaviour • Working together/joins in • Show confidence in asking for help • Accept the needs of others • Understand that their actions can affect others | | Communication & Language: <ul style="list-style-type: none"> • Communication & negotiating • Listening to instruction • Develop an understanding of concepts: big/small, long/short • Show understanding of prepositions: on/top/under | |
| Physical Development: <ul style="list-style-type: none"> • Begin to balance blocks • Handles small and large construction materials safely and with increasing control | | | |
| Language: <ul style="list-style-type: none"> • ‘Reading’ instruction cards, following pictures and print • Know that print carries meaning • Draws ‘props’ | Mathematics: <ul style="list-style-type: none"> • Select a small number of objects • Use number names • Show an interest in shapes • In practical activities begin to use vocabulary involved with adding and subtracting | Understanding the World: <ul style="list-style-type: none"> • Talk about why things happen • Use construction resources to enhance small world play • Show understanding of appropriate words to describe their models: house, castle, tower | Expressive Arts & Design: <ul style="list-style-type: none"> • Use various construction materials • Join construction pieces to build and balance • Construct with a purpose in mind • Use available resources to create props to support their role play |
| Vocabulary: Build, construct, balance, join, press, push, link, connect, turn, twist, high, low, big, small, on, under, next to, shape names | | Principles into Practice | |
| | | Unique Child: <ul style="list-style-type: none"> - Support the individual child’s interests whilst recognising the interests of the group - Offer resources in different ways to support individual learning | |
| | | Positive Relationships: <ul style="list-style-type: none"> - Support children in their sharing and collaborating skills - Use open ended questions to challenge children’s thinking during play - Offer encouragement and support when children meet challenges | |
| | | Enabling Environments: <ul style="list-style-type: none"> - Ensure children have opportunities to design and make indoors and outdoors on a small and large scale - Review appropriateness of available resources | |
| | | Learning & Development: <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development | |
| Playing & Exploring <ul style="list-style-type: none"> - Show curiosity about objects - Pretend objects are things from their experiences - Initiate ideas - Show a ‘can do’ attitude - Seeking a challenge | | Active Learning <ul style="list-style-type: none"> - Persist when challenges occur - Not easily distracted - Show a belief that more effort or a different approach will pay off - Show satisfaction in meeting their own goals | |
| | | Creating & Thinking Critically <ul style="list-style-type: none"> - Thinking of ideas - Finding ways to solve problems - Testing their ideas - Changing strategy as needed - Planning, making decisions about how to approach a task and reach a goal | |

Music: Songs, Rhymes, Musical Instruments: Continuous Provision Plan

| Available Resources | Resource Enhancements |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Various Musical Instruments, including instruments from other cultures Regular rhymes, songs, action rhymes Nursery rhyme books, microphone Outdoor Stage Sound wall | Songs and sounds used during daily routines to make children aware of changes, expectations: tidy up song, circle time song, tambourine sound to gain attention Materials, resources that can be used to make different instruments and sounds. Musical sound box (guess sounds) Invite musicians - Rock Steady |

Planned Experiences

To enjoy and join in with songs and rhymes, experiment with musical instruments, join in with ring songs and music and movement activities, make their own instruments using available resources

Early Years Foundation Stage

| Personal, Social & Emotional Dev: | Communication & Language: | Physical Development: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Make choices, select resources • Play in a group • Show interest, enthusiasm • Maintain attention, concentrate and sit quietly when appropriate. | <ul style="list-style-type: none"> • Listen to and enjoy rhythmic patterns in rhymes • Show an interest in play with sounds, songs and rhymes • Use intonation in rhymes and songs • Develop vocabulary by naming instruments | <ul style="list-style-type: none"> • Handle instruments appropriately and with increasing control • Show high levels of energy • Move with confidence, imagination and in safety • Move with control and co-ordination |

| Language: | Mathematics: | Understanding the World: | Expressive Arts & Design: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Look at books showing musical instruments used in our own culture and other cultures • Develop hand eye co-ordination | <ul style="list-style-type: none"> • Counting songs, rhymes • Uses fingers to represent numbers • Music & movement activities requiring a response to given number of actions • Count taps – tapping sticks | <ul style="list-style-type: none"> • Become familiar with different instruments • Explore objects by banging, patting, shaking • Know things are used in different ways • Operate cd player, tape player • Use ICT to explore sounds, listen to songs & rhymes | <ul style="list-style-type: none"> • Join in with and sing familiar songs & rhymes • Create sound by banging, shaking, tapping • Enjoy dancing & ring games • Explore different sounds and how sounds can be changed • Create movement in response to music • Sings to self, makes up songs |

| Vocabulary: | Principles into Practice | |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sing, song, music, rhyme, rhythm, beat, dance, loud, quiet, soft, fast, slow, bang, shake, tap, shake, rattle, instrument names | <u>Unique Child:</u> - Sing 'Happy Birthday' to children in setting on birthdays - Support individual children's interests | <u>Positive Relationships:</u> - Take opportunities to sing to children and encourage them to join in - Encourage children to work in a group |
| | <u>Enabling Environments:</u> - Give access to musical instruments at all times, indoors and outdoors - Ensure a range of resources are available for children to experiment with different sounds | <u>Learning & Development:</u> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |

| Playing & Exploring | Active Learning | Creating & Thinking Critically |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - Using senses to explore - Engaging in new experiences - Show particular interests | <ul style="list-style-type: none"> - Show high levels of energy and fascination - Enjoy meeting challenges or their own sake rather than an end result | <ul style="list-style-type: none"> - Testing ideas - Finding new ways to do things – how to make different sounds by changing the instruments which are used |

Creative: Continuous Provision Plan

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Available Resources | | Resource Enhancements | |
| <p>Paint: liquid, water colours</p> <p>Glue: PVA, sellotape, glue sticks, double sided tape</p> <p>Tools: long, short, various thicknesses, paint pads, brushes, sponges, stamps, various printing shapes</p> <p>Paper/card: various sizes, colours, textures</p> <p>Collage tubs: various collage materials</p> <p>Malleable: clay, play dough, cutters, rolling pins</p> <p>Modelling: boxes, cartons, tubes, bottles, material, wool, ribbons, string – all available in various shapes and sizes</p> <p>Tools: aprons, pens, crayons, scissors, crinklers, hole punch</p> | | <p>Natural items: leaves, twigs, pebbles, flowers, shells</p> <p>Exploring textures: corn flour, shaving foam, gelli, gloop, pasta, rice</p> <p>Collage tubs: changed on a weekly basis to give children access to different resources</p> <p>Outdoors: activities offered outdoors often on a larger scale</p> | |
| Planned Experiences | | | |
| To experience and experiment with lots of different textures and colours using all their senses, representing their own ideas and imagination through the paintings and models they create | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: | | Communication & Language: | |
| <ul style="list-style-type: none"> • Be confident to try out new activities • Understand that sometimes we have to wait to do things, accept boundaries • Work as part of a group, collaborating • Can select and use resources • Show confidence in asking for help • Welcomes and values praise for what they have done | | <ul style="list-style-type: none"> • Use language to describe what they are creating • Understands the use of objects • Responds to simple instructions | |
| Physical Development: | | Language: | |
| <ul style="list-style-type: none"> • Draws lines and circles using gross motor movement • Use one handed tools and equipment • Uses simple tools to effect changes • Handles tools, objects, construction and malleable materials safely and with increasing control • Independent in self care – wash hands | | <ul style="list-style-type: none"> • Use various media to create marks • To ascribe meanings to the marks they make • Recognise their own names • Write their own names | |
| Mathematics: | | Understanding the World: | |
| <ul style="list-style-type: none"> • Numbers and shape sponges and printers • Use numbers to show how many children can use the creation station at a time | | <ul style="list-style-type: none"> • Show a sense of family through their paintings • Talk about why things happen | |
| Expressive Arts & Design: | | Mathematics: | |
| <ul style="list-style-type: none"> • Use their senses to explore and experiment with a range of media and materials • Explore colours and how colours can be changed • Realise tools can be used for a purpose • Manipulate materials to achieve a planned effect | | <ul style="list-style-type: none"> • Use numbers and shape sponges and printers • Use numbers to show how many children can use the creation station at a time | |
| Vocabulary: | | Principles into Practice | |
| Paint, stick, collage, model, create, glue, join, change, feel, texture, wet, soft, hard, lumpy, squidgy, press, squash, pat, print, stamp, roll, mix | | <p>Unique Child:</p> <ul style="list-style-type: none"> - Observe each child's interest and level of involvement - Support children's use of tools depending on their age/abilities | |
| | | <p>Positive Relationships:</p> <ul style="list-style-type: none"> - Be responsive to children's interests and needs - Set clear boundaries - Offer support where needed | |
| | | <p>Enabling Environments:</p> <ul style="list-style-type: none"> - Ensure that materials/resources can be accessed by all children - Offer activities outdoors, particularly for children showing limited interest indoors | |
| | | <p>Learning & Development:</p> <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development | |
| Playing & Exploring | | Active Learning | |
| <ul style="list-style-type: none"> - Show curiosity - Uses senses to explore - Engage in open ended activity - Learn by trial and error - Show a 'can do' attitude | | <ul style="list-style-type: none"> - Maintain focus on their activity for a period of time. - Show high levels of fascination - Paying attention to details. - Persist with activity when challenges occur | |
| | | Creating & Thinking Critically | |
| | | <ul style="list-style-type: none"> - Thinking of ideas - Finding new ways to do things - Check how well activities are going - Change strategy as needed - Review how well their approach worked | |

Role Play: Continuous Provision Plan

| Available Resources | Resource Enhancements |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Home corner: cooker, sink, cooking utensils, appliances, pots, pans, cutlery, some multicultural resources e.g. chop sticks, crockery, table, chairs, dolls, pushchairs, clothes, food items</p> <p>Dressing up unit: various outfits and accessories</p> <p>Writing skills: pencils, note books, clipboards,</p> <p>Reading: books to support role play</p> <p>Technology: phones, cameras, laptop</p> | <p>Role play scenarios: vets, doctors, shop, café, hospital, garden centre, post office, garage</p> <p>Resources: various resources and equipment to support different role play scenarios</p> <p>Children's interests: Create role play areas that support what children have shown an interest in; multiple role play areas set up to extend and enhance children's imagination i.e. home & shop</p> <p>Flexible use: Allow for flexible use of resources from one area to another.</p> |

Planned Experiences

For children to act out their life experiences through well planned and resourced role play areas and use their imagination to create new experiences, playing with peers engaged in the same storyline.

Early Years Foundation Stage

| Personal, Social & Emotional Dev: | Communication & Language: | Physical Development: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Express own preferences and interests Seek to do things independently Confident to talk to peers when playing | <ul style="list-style-type: none"> Listens to others and respond to ideas expressed by others Use talk to connect ideas, recall and relieve past experiences Build up vocabulary reflecting their own experiences | <ul style="list-style-type: none"> Show control in handling resources such as cups, spoons Develop fine motor skills through clothes fastenings, pegging up clothes Dress with support then independently |

| Language: | Mathematics: | Understanding the World: | Expressive Arts & Design: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Show an interest in books and pictures Use vocabulary and forms of speech that is influenced by their experience of books Use 'writing' in their role play | <ul style="list-style-type: none"> Use number names in play Use mathematical language in play that is connected to concepts such as weighing, size and quantities | <ul style="list-style-type: none"> In pretend play, imitates everyday actions and events Comment and ask questions about aspects of their familiar world Show interest in different occupations and ways of life Use phones, cameras to support play | <ul style="list-style-type: none"> Begins to make believe by pretending Notice what adults do and imitate Engage in imaginative role play based on own experiences Introduce a story into play Play co-operatively to develop and act out a narrative |

| Vocabulary: | Principles into Practice | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pretend, role, character, setting</p> <p>Vocabulary linked to occupations and resources used for particular role play scenarios: garage, café, vets</p> <p>Naming objects available in role play scenarios</p> | <p>Unique Child:</p> <ul style="list-style-type: none"> Observe individual children's interests to support their future planning Ensure that all children can have their ideas and thoughts valued | <p>Positive Relationships:</p> <ul style="list-style-type: none"> Support children's play by following their lead and challenge their thinking with open questions Model play in role play areas to help children who have no previous knowledge of areas to understand how to use them |
| | <p>Enabling Environments:</p> <ul style="list-style-type: none"> Provide stimulating role play areas with appropriate and adequate resources to support meaningful play in those role play areas | <p>Learning & Development:</p> <ul style="list-style-type: none"> Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring | Active Learning | Creating & Thinking Critically |
| <ul style="list-style-type: none"> Engage in open ended activity Representing their experiences in play Taking on a role in their play Acting out experiences with other people | <ul style="list-style-type: none"> Maintain a focus on their activity for a period of time Showing high levels of energy | <ul style="list-style-type: none"> Making links to their own experiences Planning and making decisions |

Large Physical Play: Continuous Provision Plan

| Available Resources | Resource Enhancements |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| assault course, climbing frame, slide, trikes, rockers, bats, balls, hoops, cones, stepping stones, stilts, skipping ropes, hula hoops Circle dancing, running, chasing games Large construction resources – crates, tyres, bricks, logs, guttering, planks Large scale mark making – chalk boards, large painting bikes/scooters | Props offered to encourage role play whilst using large physical equipment i.e.; wheels, large material pieces to create dens, transport basket ball, parachutes, tents, tunnels Planned use of large fort, playing field and trim trail (school equipment) Join pieces of equipment to create/offer new experiences and challenges |

Planned Experiences
 For children to develop their gross motor movement through play, to experiencing challenges and taking risks, learning to use equipment appropriately and safely

| Early Years Foundation Stage | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal, Social & Emotional Dev: <ul style="list-style-type: none"> Be confident to try out new activities Understand that sometimes we have to wait to do things, accept boundaries Work as part of a group/collaborating Can select and use resources Show confidence in asking for help | | Communication & Language: <ul style="list-style-type: none"> Able to follow direction Show understanding of prepositions: on/top, under/over, Use language to describe actions: climbing, sliding, running | |
| Physical Development: <ul style="list-style-type: none"> Run safely on whole foot Can kick /catch /throw a large ball Experiment with different ways of moving Travel with confidences, negotiate space, change direction Understand equipment - needs to be used safely Observe the effects of activities on their bodies | | | |
| Language: <ul style="list-style-type: none"> Move body in response to pictures on move cubes Recognise print in environment: open/closed signs | Mathematics: <ul style="list-style-type: none"> Use number names to count actions Show an understanding of numbers: how many children can use equipment at a time | Understanding the World: | Expressive Arts & Design: <ul style="list-style-type: none"> Expresses self through physical actions Join in with dancing, ring games Use and join various construction materials to build and balance |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary: Run, skip, jump, hop, climb, throw, kick, balance, slide, roll, bounce, shuffle, aim, target, race, build, construct, lift, carry, over, under, between, through, next to. | Principles into Practice | |
| | Unique Child: <ul style="list-style-type: none"> Each child is given opportunities to extend upon what they can already do Provide challenges that meet individual's needs, promoting a sense of achievement and self-esteem | Positive Relationships: <ul style="list-style-type: none"> Support children through encouragement to reach their potential Encourage children to work together, take turns and help each other |
| | Enabling Environments: <ul style="list-style-type: none"> Provide resources, equipment that meet children's ages and stages of development Adapt how resources are offered Ensure large physical play is available indoors as well as outside | Learning & Development: <ul style="list-style-type: none"> Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |

| Playing & Exploring | Active Learning | Creating & Thinking Critically |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Seeking challenges Taking risks, engaging in new experiences and learning by trial and error Showing a 'can do' attitude | <ul style="list-style-type: none"> Showing high levels of energy Persisting when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties Showing satisfaction in reaching their own goal | <ul style="list-style-type: none"> Finding new ways to do things Testing their ideas Planning, decision making about how to approach tasks, solve a problem and reach a goal Change strategy as needed Review how well the approach worked |

Games/Puzzles : Continuous Provision Plan

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Available Resources | | Resource Enhancements | |
| <p>Various games: board games, lottos, dominos, pairs/matching games, number games, dice games, alphabet/sounds games</p> <p>Puzzles: Inset and jigsaw puzzles for all ages and abilities, floor puzzles, number puzzles, letter puzzles</p> | | <p>Source different puzzles or games related to children's interests and abilities</p> | |
| Planned Experiences | | | |
| <p>To give children a wide selection of puzzles and games that encourage collaborating, turn taking, sharing and accepting rules, as well as extending their knowledge of the theme or purpose of the puzzle or game</p> | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: | | Communication & Language: | |
| <ul style="list-style-type: none"> • Access resources independently • Collaborating and making choices when deciding which game or puzzle to do • Work with others engaged in same activity, turn taking and accepting rules | | <ul style="list-style-type: none"> • Take turns in conversation • Talk about what is seen in puzzles • Link sounds with letters • Show attentive listening by responding appropriately with actions, comments and questions | |
| Physical Development: | | Expressive Arts & Design: | |
| <ul style="list-style-type: none"> • Develop hand/eye co-ordination • Use fine motor skills | | <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect • Select appropriate resources • Look closely at similarities, differences, patterns and change | |
| Language: | Mathematics: | Understanding the World: | Expressive Arts & Design: |
| <ul style="list-style-type: none"> • Understand that print carries meaning: game instructions • 'Read' the picture of a puzzle | <ul style="list-style-type: none"> • Children use puzzles and games that encourage counting and number recognition • Orientation/position • Use dice, spinners and counters • Number language- more/less/same/half | <ul style="list-style-type: none"> • Use puzzles that promote diversity • Be interested in and ask questions about puzzles depicting people, animals, occupations and vehicles from their own culture and other cultures | <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect • Select appropriate resources • Look closely at similarities, differences, patterns and change |
| Vocabulary: | | Principles into Practice | |
| <p>Game, puzzle, picture, rules, share, take turns, join, turn, match, sort, spin, roll dice, count,</p> <p>Change, complete, finish, 1st, 2nd ...</p> | | <u>Unique Child:</u> | <u>Positive Relationships:</u> |
| | | <ul style="list-style-type: none"> - Provide resources, equipment that meet children's ages and stages of development | <ul style="list-style-type: none"> - Be responsive to the amount of support a child may need to reach their goal - Give children time to manage conflicts and find an outcome that is acceptable to all |
| Playing & Exploring | | <u>Enabling Environments:</u> | <u>Learning & Development:</u> |
| <ul style="list-style-type: none"> - Show particular interests - Initiating activities - Learning by trial and error | | <ul style="list-style-type: none"> - Allow children time to complete game or puzzle or leave to be finished when ready - Ensure all pieces are there so an end result can be reached | <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development. |
| Active Learning | | Creating & Thinking Critically | |
| <ul style="list-style-type: none"> - Maintaining focus on an activity for a period of time - Not easily distracted - Paying attention to details | | <ul style="list-style-type: none"> - Planning, decision making about how to approach tasks, solve a problem and reach a goal - Change strategy as needed - Check how well activities are going | |

Exploring & Investigating: Continuous Provision Plan

| Available Resources | Resource Enhancements |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| inside - Various equipment: magnets, wands, balls, sensory objects, magnifiers, Outdoors – mud Kitchen – creating own recipes, natural materials Sand/Water (see separate CP sheets) Natural objects: shells, pebbles Garden tools, mud area, planting Magnifying glasses, binoculars, microscope, slides Bugs- play bugs, bug pots, habitat boxes, books | Follow children’s interests by adding to planning - bug hunts, make bug homes, ant farm, wormery Plan simple experiments Dinosaur excavating kit, trays, tuff spots Take opportunities to have live bugs/frog spawn/butterfly projects in the setting Adults will use unplanned opportunities to enhance children’s knowledge i.e.; a rainbow appearing, very windy weather, snow, finding an insect |

Planned Experiences

For children to be excited and enthusiastic to explore and investigate the world around them using all their senses, various resources to support their learning and to question why things happen

Early Years Foundation Stage

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal, Social & Emotional Dev: <ul style="list-style-type: none"> • Explore new environments • Select and use resources • Explains own knowledge and understanding, and asks appropriate questions of others | Communication & Language: <ul style="list-style-type: none"> • Listens, showing interest • Maintains attention and concentrates during appropriate activities • Use a variety of questions • Extend vocabulary by grouping, naming and exploring the meanings and sounds of new words | Physical Development: <ul style="list-style-type: none"> • Shows control in holding and using jugs/pots for pouring • Handles tools and objects safely and with increasing control • Shows some understanding of hygiene – need to wash hands | |
| Language: <ul style="list-style-type: none"> • Use books and posters to support learning • Enjoys an increasing range of books • Know that information can be gained from books and computers • Give meaning to marks they draw, write, paint | Mathematics: <ul style="list-style-type: none"> • Know that numbers identify how many objects are in a set i.e. legs on a spider • Show curiosity about numbers by asking questions, making comments • Measuring, capacity, size | Understanding the World: <ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Comments, asks questions, talks about aspects of their familiar world such as the natural world, animals, and found objects • Develop an understanding of growth, decay and changes over time • Show care and concern for living things and the environment | Expressive Arts & Design: <ul style="list-style-type: none"> • Realise tools can be used for a purpose • Select appropriate resources |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary: Explore, experiment, investigate, search, check, research, record, Questions: how, why, what Naming animals, insects, weather conditions, equipment used | Principles into Practice | |
| | Unique Child: <ul style="list-style-type: none"> - Children follow their own interests - All children to be given opportunities and encouragement to explore and experiment | Positive Relationships: <ul style="list-style-type: none"> - Model the use of equipment - Take opportunities that arise - Allow children time to explore and investigate thoroughly - Challenge children’s thinking through open ended questioning |
| | Enabling Environments: <ul style="list-style-type: none"> - Resources readily available for impromptu investigation as opportunities arise - Offer enhancements that will increase learning opportunities | Learning & Development: <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring <ul style="list-style-type: none"> - Show curiosity - Use senses to explore the world around them - Show particular interests - Engage in open-ended activities | Active Learning <ul style="list-style-type: none"> - Show high levels of fascination - Paying attention to details - Enjoy new challenges - Show a belief that a different approach will pay off - Maintain focus | Creating & Thinking Critically <ul style="list-style-type: none"> - Solve problems - Find new ways to do things - Make predictions - Making links and noticing patterns/change - Check how well activities are going - Change strategy as needed |

Mathematics: Continuous Provision Plan

| Available Resources | | Resource Enhancements | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Various counting, sorting, matching resources Counting/dice games, number cards & puzzles Magnetic boards + numbers, shapes Threading/sequencing resources shop/ money Number lines - number book Mark making implements 2D + 3D shape resources, construction sets Weighing scales + various weighted resources Size graded resources - measuring bottles | | Number/shape resources – sand/water Washing line, number lines, pegs Measuring equipment – sand/water Clocks, tape measures, rulers Counting songs, rhyme Large dice Computer – number, shape, matching programs Daily routines – register, snack times, date Planned cookery: weighing, quantity, measuring | |
| Planned Experiences | | | |
| Counting objects, number recognition, order, compare - numbers, size, quantity, measure Using positional language, comparing, estimating, shapes - exploring, recognition, patterns Recording numbers/symbols - use positional language, problem solving, sequencing | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: <ul style="list-style-type: none"> • Turn taking/sharing • Maintain attention/concentration • Work as part of a group • Independence - select/use • Be interested/motivated to learn | | Communication & Language: <ul style="list-style-type: none"> • Use number language • Interact with others • Sustain attentive listening • Use talk to order/sequence | |
| Physical Development: <ul style="list-style-type: none"> • Use a range of equipment • Develop manipulative skills • Begin to use 'tripod' grip | | | |
| Language (R&W): <ul style="list-style-type: none"> • Use marks as symbols to record numbers | Mathematics: <ul style="list-style-type: none"> • Naming/recognising numerals • Naming/recognising shapes • Capacity • Measuring/weighing • Estimating/checking | Understanding the World: <ul style="list-style-type: none"> • Investigate objects • Ask questions • Look closely at similarities, differences, change, patterns • Build/construct • ICT to support learning | Expressive Arts & Design: <ul style="list-style-type: none"> • Express and communicate their ideas, thoughts • Explore shape/form. in 2D + 3D |
| Vocabulary: Numbers, count, add, more, less, same, shape, shape names, pattern, sequence, change, long, short, weigh, balance, heavy/light, big/bigger/biggest, small/smaller/smallest, sort, symmetrical, positional language | Principles into Practice (Adults Role) | | |
| | Unique Child: <ul style="list-style-type: none"> - Promote access to all areas - Enhance individual interests - Numbers of personal significance - Promote and encourage independence through choice - Support language development | | Positive Relationships: <ul style="list-style-type: none"> - Encourage sharing/turn taking - Working and learning together and from each other - Encourage children to listen and respond to each other and adults - Support children's exploration of size, shape, position etc. |
| | Enabling Environments: <ul style="list-style-type: none"> - Provide resources to support different mathematical concepts - Use numbers in daily routines to promote mathematical concepts/language - Allow children through their physical environment to discover space, distance, shape | | Learning & Development: <ul style="list-style-type: none"> - Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring <ul style="list-style-type: none"> - Show particular interests - Showing a 'can do' attitude - Initiate activities - Persist with activity when challenges occur | Active Learning <ul style="list-style-type: none"> - Pay attention to details - Being proud of accomplishments - Seeking a challenge - Maintain focus on their activity for a period of time | Creating & Thinking Critically <ul style="list-style-type: none"> - Finding ways to solve problems - Making links and noticing patterns - Making predictions/estimating - Develop ideas of grouping, sequencing, cause and effect. | |

Mark Making (Writing): Continuous Provision Plan

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Available Resources | | Resource Enhancements | |
| Pens, pencils, paint, pastels, crayons Paper - various types, sizes, shapes, note pads, envelopes, card CVC picture cards, letters Chalks, chalk boards, clip boards Written text - books, magazines, labels, signs Dry wipe pens boards (small/large) Printing resources: stamps | | Resources/equipment to make marks in sand/paint/malleable materials Various stencils Mark making in role play areas Water buckets, various sized brushes Stationary items – envelopes, rulers, rubbers Card making, book making, invitations, form filling Resources to increase fine motor skills – hole punch, paper crinklers, staplers, glue sticks, sticky tape | |
| Planned Experiences | | | |
| To use a variety of materials to make marks, to recognise that print carries meaning To experiment with making different marks in malleable materials To begin to form recognisable letters, to link letters to sounds To use marking to enhance their role play | | | |
| Early Years Foundation Stage | | | |
| Personal, Social & Emotional Dev: | | Communication & Language: | Physical Development: |
| <ul style="list-style-type: none"> Selecting resources independently Maintain attention Persist for extended lengths of time at an activity of their choosing Give children opportunities to mark make in their own learning journeys | | <ul style="list-style-type: none"> Ascribe meanings to marks Give meaning to marks they draw, write, paint | <ul style="list-style-type: none"> Handle tools with increasing control Engage in hand/eye activities |
| Language: | Mathematics: | Understanding the World: | Expressive Arts & Design: |
| <ul style="list-style-type: none"> Attempt writing for a purpose Begin to form recognisable letters Use phonic knowledge to form letters Write their names Begin to show preference for left or right hand | <ul style="list-style-type: none"> Use marks to represent numerals Form recognisable numbers | <ul style="list-style-type: none"> Use ICT programmes and keyboard to make marks Draw family, friends, homes | <ul style="list-style-type: none"> Respond through mark making to what they see, hear Explore various materials to create marks Use imagination Use mark making to enhance role play: lists, letters, invites |
| Vocabulary: | | Principles into Practice (Adults Role) | |
| Pencil, pen, crayon, paint, chalk, draw, write, letter, word, colour, paper, card, envelope, hold, grasp, copy, mark make, trace, print, stencil | | <u>Unique Child:</u> <ul style="list-style-type: none"> Value each child's contribution and mark making Ensure all children can access mark making resources/equipment Listen to and respond to what children say about their mark making Add their comments to their work | <u>Positive Relationships:</u> <ul style="list-style-type: none"> Model mark making & writing for various purposes: notes, lists, cards Encourage children to be proud of their achievements Share their mark making/writing with parents/carers |
| | | <u>Enabling Environments:</u> <ul style="list-style-type: none"> Provide a wide range of writing materials and resources Ensure mark making materials are accessible to all children and available in all areas of the provision | <u>Learning & Development:</u> <ul style="list-style-type: none"> Activities and resources offered along with sustained shared thinking across all areas of the EYFS will ensure that all children progress in their learning and development |
| Playing & Exploring | | Active Learning | Creating & Thinking Critically |
| <ul style="list-style-type: none"> Engage in open ended activity Initiate activities Seeking a challenge | | <ul style="list-style-type: none"> Show satisfaction in meeting their own goals Paying attention to details Showing a belief that more effort will pay off | <ul style="list-style-type: none"> Finding new ways to do things Thinking of ideas Checking how well their activities are going |