

Continuous Provision Planning For

Home corner Area

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
. Use talk to organise themselves and their play. . Can start a conversation with an adult or peers and continue it for many turns. . To be able to express a point of view and debate when they disagree using words as well as actions. . Use a wider array of vocabulary.	. Choose the right resource to carry out their own plan. . To use one handed tools and equipment. . Show preference for dominant hand.	. Use resources with help when needed. . Play with one or more of their peers, extending and elaborating play ideas. . Develop their sense of responsibility and part of a community. . Talk about their own feelings and use talk to resolve conflicts.	. Engage in extended conversations about stories learning new vocabulary. . Understand that print can have different purposes. . Use some of their print knowledge in their early writing for example shopping lists which start at the top of the page.	. Make comparisons between objects relating to size, weight and capacity. . Compare quantities using language. . Count in order from 1 to 5. . Fast recognition of up to 3 objects. . Describe a familiar routine.	. Continue to develop positive attitudes about the differences between people. . Begin to make sense of their own life stories and family history. . Explore how things work. . Talk about what they see.	. Begin to develop stories using small world equipment. . Develop their own ideas and then decide which resources they need to express them. . Respond to what they have heard, expressing their thoughts and feelings.
Resources	Organisation	Intended Experiences	Role of the Adult			
. Kettle. . Toaster. . Cooking utensils. . Pots and pans. . Wooden food. . Magazines and cook books. . Mobile phone. . Cameras. . Hair dryer and accessories. . Jewellery. . Hand bag. . Babies. . Baby clothes, nappies and blankets.	. Resources placed in wicker baskets. . Pictures/labels to show where items should be stored. . Labels showing quantity of items Eg 4 cook books, 4 pans. . Enhancements to be placed in different coloured basket on top of corner units to differentiate. . Area to be tidied at the end of each session. . Children to be encouraged to tidy resources once finished using.	. Developing improved fine motor skills . Playing together and cooperating with children of different ages . Strengthening muscles and hand-eye coordination. . Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy . Experimenting with stories and narrative ideas in play . Exploring space and measures . Opportunities for role play. . Opportunities to explore and act out life experiences/what they know. . Performing role play or small world play . Gaining mastery and control over their bodies and what they can do. . Begin to build a narrative, act out role play in small groups. . To begin to build on each others ideas and extend their role play.	. Plan for and provide a range of provision. . Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. . Model use of resources in area to encourage interest. . Encourage appropriate behaviour and use of area. . Support and extend children's learning. . Use open-ended questions to promote sustained shared thinking. . Observe children's learning to identify achievement and to inform planning for extending learning. . Observe use of provision to ensure the area is meeting the needs of the children and the EYFS. Key Vocabulary and Questions . Language around families, mum, dad, sister, brother. . Language around cooking, stir, tip, mix, pour. . Food and cutlery names, ladle, whisk. . I like grapes, what is your favourite fruit? . How many jugs/cups of water will fill the bucket? . I think the baby is hungry, what could they eat?			