Continuous Provision Planning For Malleable 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.	. Choose the right resource to carry out their own plan. . To use one handed tools and equipment. . Show preference for dominant hand. . Use large muscle movement to make marks.	. Use resources with help when needed. . Play with one or more of their peers, extending and elaborating play ideas.	. Engage in extended conversations about stories learning new vocabulary.	. 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.	. Talk about the differences between materials. . Explore and talk about different forces. . 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

- Shaped cutters.
- Plates,.
- Cups.
- Cupcake cases.
- 4x Saucepans.
- Numicon.
- 3x Rolling pins.
- 3x Scrapers.
- 4x Oven trays.
- Microwave oven

Organisation

- Sweep able floor area.
- Resources placed in green baskets.
- Pictures/labels to show where items should be stored.
- Some labels showing quantity of items Eg 10 fish, 15 rubber ducks.
- Enhancements to be placed in different coloured tray to differentiate.

Intended Experiences

- 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
- Exploring the properties of the playdough
- Exploring which resources are best suited for what they are trying to achieve
- Performing role play or small world play
- Engaging with problems and working out how to solve them
- Gaining mastery and control over their bodies and what they can do

Role of the Adult

- 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 materials 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

- Roll, stretch, pull, chop
- Long, short, smaller, bigger
- Squash, flat, round
- How could you make a ball with the playdough?
- What do you think will happen if:
- What could you use to cut the playdough?