

Continuous Provision Planning For

Story creating Area

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
. Enjoy listening to stories and remembers what happened. . To be able to talk about familiar stories. . Use longer sentences of four to six words. . Ask question about stories. . To be able to concentrate for longer periods of time. . Use language related to storytelling.	. Demonstrate increasing g control and co-ordination when holding books and turning pages. . Use a pencil to mark make, creating their own stories.	. To take turns with peers and adults. Confidently choose resources to create stories. . Build the confidence to retell their own stories.	. To understand print has meaning. To name different parts of a book. .to understand that we read from left to right. To retell stories using characters. To anticipate key events in a story.	. Experiment with their own symbols and marks as well as numerals. . Describe familiar routines. . Begin to describe a sequence of events, real or fiction using words such a first.	. To understand sequencing.	. Begin to develop stories using available resources. . Begin to develop more complex stories. . Represent their own ideas, emotions and thoughts through stories.
Resources	Organisation	Intended Experiences	Role of the Adult			
. Story telling writing sheet. . Pencil. . Character cards. . Setting cards. . Small world people. . Small world insects . Objects. . Puppets. . 4x of both helicopters and aeroplanes. . Ponies. . Animals. . Make believe characters. . 5x female and 2x male dolls with clothes.	. Draws not to be overcrowded with resources. . Paper to be restocked as needed, not lots of sheets so there is no room. . Pencils and pencil crayons to be checked so they are useable/sharp . All draws to be labelled, some with quantity.	. Join in stories and rhymes. . Have a knowledge bank of familiar stories. . Build and develop their own stories talking about characters and story settings. . Be able to suggest alternative endings to stories. . Act out stories in their play. . Using a wider range of language related to stories. . Join in with stories using repeated phrases.	. 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. . Ensure damaged books are fixed/replaced. . Suggest ideas, possibilities to extend the child's thinking. Key Vocabulary and Questions . Story language (once upon a time, and then, suddenly) . Book language (front cover, pages, title) . What happened? What do you think is going to happen next? . Who are the characters? . Why question, why did jack take the cow to the market?			