

Continuous Provision Planning For

Workshop 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 ideas. . Understand why question. . To be able to express a point of view. . Explain their ideas making connections from previous experiences.	. Choose the right resource to carry out their own plan. . To use one handed tools and equipment. . Show preference for dominant hand. . Develop fine motor control.	. Use resources with help when needed. . Play with one or more of their peers, extending and elaborating play ideas. . Demonstrate perseverance and concentration. . Take other children's ideas and opinions into account.	. Be able to describe what they are doing and what they are going to do next. . Use a growing vocabulary based on their previous experiences. . Engage in extended conversations about stories.	. Make comparisons between objects relating to size, weight and capacity. . Compare quantities using language. . Make comparisons between quantities. . Use everyday positional language. . Recognise and explore pattern.	. Talk about the differences between materials. . 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. . Explore a variety of materials. . Join different materials and explore textures.
Resources	Organisation	Intended Experiences	Role of the Adult			
. 4x wicker baskets containing resources (feathers, magazines, pom-poms). . 4x plastic containers containing smaller resources (buttons, sequins). . 4x green cups (pencils, pens, pattern scissors). . Cello tape dispenser. . Scissors (left, beginner). . Masking tape. . Varies sized, coloured paper. . Glue sticks. . Wet glue. . 1x basket of junk modelling resources.	. Sweep able floor area. . Resources placed in wicker baskets/ plastic container/green cups for resources and materials. . Enhancements to be placed in different coloured tray to differentiate. . Area to be restocked after each session. . No labels as area has designated spaces (scissor holes) resources for creating may not always be the same due to availability.	. 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 materials. . 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	. 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 . Which? Why? How? . Which glue would work best? . Descriptive language linked to the child creation. . What do you see? . How are you going to do that? . Why are you using that glue? . What could you use instead?			