

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. . 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
. Cooker . Fridge . Washing machine . Sink . Microwave . Kettle . Plates . Cups . Saucers . 'pretend food' . Table . 4 chairs . 1 corner shelf unit . 3 pots and pans . 1 toaster . 1 coffee maker . 1 kettle	. Enhancements to be introduced each week. . Area to be tidied at the end of each session. . Children to be encouraged to tidy resources once finished using. . Encourage children to choose friends from all backgrounds, so that everybody in the group experiences being included.	. Play collaboratively and follow instructions. . Imaginative play with resources. . Develop vocabulary, naming fruit and vegetables etc. . Begin to develop ideas about healthy eating and personal hygiene. . Develop ideas about using equipment safely. . Develop narratives in their play, extending ideas and playing cooperatively. . Make connections between different experiences at home and with family. . Be involved in pretend play based around the home; cooking meals, feeding people e.g. family, visitors, and babies, cleaning and washing, preparing for parties, picnics, festivals, going shopping, going to visit family, and going on holiday. . Make decisions about roles e.g. who is going to be mum, dad or baby, doctor, shop keeper. . Talk about activities and use available props for role play. . Begin to develop an awareness of the similarities and differences among families and communities.	. Encourage children to choose friends from all backgrounds, so that everybody in the group experiences being included. . Help children to understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. . Intervene when children need help with difficult situations. . Prompt children's thinking and discussions through involvement in their play. . Show interest in the words children use to communicate and describe their experience. . Support children's ability to express their feelings orally and talk about their own experiences. . Encourage conversation with others and model appropriate conversations. . Be aware of the link between imaginative play and children's ability to handle narrative. Key Vocabulary and Questions . Vocabulary linked to props & resources related to a theme - homes, rooms, shops, medical services, transport & travel, animals, etc. . Language associated with different roles - family members, different jobs, taking messages, using the telephone. . Language associated with different situations - sorting out problems, enquiring, complaining, etc.