

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
• They give their attention to what others say and respond appropriately, while engaged in another activity. • They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs.	• Uses simple tools to effect changes to materials. • Shows a preference for a dominant hand. • Shows understanding of how to transport and store equipment safely.	• Children play co-operatively, taking turns with others. • They take account of how to organise their activity. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or don't need help.	• Engage in extended conversations about stories learning new vocabulary.	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	• Talk about the differences between materials. • Explore and talk about different forces. • Explore how things work. • Talk about what they see.	• Explores what happens when they mix colours. • Experiments to create different textures. • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently and appropriately. • Selects tools and techniques needed to shape, assemble and join materials they are using

Resources	Organisation	Intended Experiences	Role of the Adult
• Shaped cutters. • Plates,. • Cups. • Cupcake cases. • Rolling pins. • Scrapers. • Oven trays. • Mats	• 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.	• Develop the capacity to use their imagination to feed their play. • Develop and use receptive and expressive language. • Transform objects; using their imagination to turn one object into another. • Explore texture and form. • Explore weight and capacity. • Talk about what they have observed. • Explore using tools safely and with control.	• 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 • Names of additional tools and equipment. • Language related to touch - cold, warm, hard, soft, squashy etc. • Language related to actions - pinch, twist, stretch, roll, squeeze, pat etc. • Language related to size - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner. • What materials are you using? • How did you ...? • What does it feel like? • What are you going to make?