

Hollingbourne Priamry School



What is continuous provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year. Planning effectively for continuous provision is crucial and involves a consideration of classroom layout and resourcing that will enable staff to offer a breadth of learning possibilities.

Why is continuous provision important?

Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. How the environment is planned, resourced, valued and used can impact positively on children's engagement, independence, collaboration, self-confidence, resilience and curiosity.

Resources

The resources and materials within each area of provision will need to earn their place based on the number of learning possibilities that they provide.

A well-planned learning environment should encourage children to follow their own interests and express their own ideas.

Defined areas

The classroom is divided into distinct learning areas with specific resources relevant to that area.

Rotating resources

While core materials remain consistent, some resources are rotated periodically to keep things fresh and engaging.

Adult role

Teachers observe children's play, providing support and guidance when needed, and extending learning through open-ended questions and interactions.

Benefits for children

Develops critical thinking and problem-solving skills

Fosters creativity and imagination

Enhances social interaction and collaboration

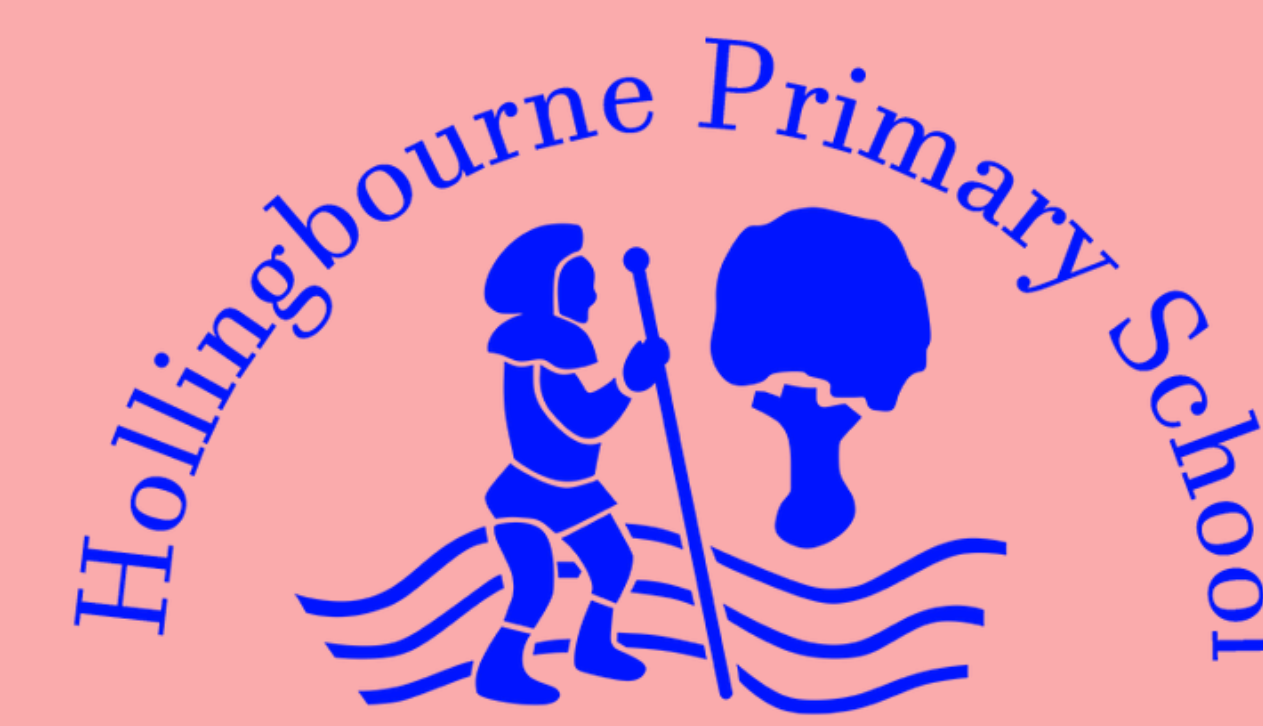
Allows children to follow their own interests and learning pathways

Supports a sense of ownership over their learning



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Continuous Provision Planning



Mark Making

Possible lines of development and progress

- Creates lines and circles pivoting from the shoulder and elbow (PD R5)
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (PD R5)
- Uses simple tools to effect changes to materials (PD R6)
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention (PD R6)
- Shows a preference for a dominant hand (PD R6)
- Begins to use anticlockwise movement and retrace vertical lines (PD R6)
- Begins to form recognisable letters independently (PD R6)
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (PD R6)

Statutory ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.
- Makes up stories, play scenarios, and drawings in response to experiences, such as outings (W R5)
- Sometimes gives meaning to their drawings and paintings (W R5)
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves (W R5)
- Includes mark making and early writing in their play ■ Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (W R5)
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (W R5)
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words (W R5)
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar word (W R5)
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats (W R6)
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology (W R6)
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name (W R6)
- Uses their developing phonic knowledge to write things such as labels and captions later progressing to simple sentences (W R6)

Statutory ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings (M R5)
- Continues to explore colour and how colours can be changed (CWM R5)
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (CWM R5)
- Uses tools for a purpose (CWM R5)
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (CWM R6)
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and visual arts. (CWM R6)

Statutory ELG: Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (BI&E R5)
- Uses available resources to create props or creates imaginary ones to support play (BI&E R5)
- Plays alongside other children who are engaged in the same theme. (BI&E R5)
- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes (BI&E R6)
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (BI&E R6)

Statutory ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Vocabulary

Write, mark, print, press, push, hold, feel, move, up, down, around, under, lines, shapes, big, small, thick, thin, letters, numbers, colours, straight, wiggly, wavy, curved.

Permanent Resources

Pens, chunky pencils, crayons. Chalk and boards. A range of paper, Whiteboards and pens, Envelopes, Note books, Greetings cards, Name cards, Grapheme mats, Magazines, LED boards and pens, Chunky chalk, Paintbrushes

Intended Experiences

Making marks using fingers, hands, feet and a range of tools.

Mark making on lots of different materials and surfaces indoors and outdoors.

Watching adults and peers mark make then mirror actions.

Deveelop understanding of how letters are formed.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do thing

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Questions/ prompts

Tell me about what you've written.

Tell me about your picture.

What could you use to write ...?

How can you write it?

What tools could you use to do that?

Why?

What if ...?

How...?

What phoneme does it begin with?

What's the next phoneme?

What phoneme can you hear at the end of the word?

What does the grapheme look like?



Hollingbourne Priamry School



Continuous Provision Planning

Playdough

Possible lines of development and progress

- Understands use of objects. (U R5)
- Manipulates a range of tools and equipment in one handed tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (PD R6)
- Shows a preference for a dominant hand. (PD R6)
- Uses simple tools to effect changes to materials. (PD R6)
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (PD R6)

Statutory ELG: Fine Motor Skills Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Uses tools for a purpose (CWM R5)
- Uses their increasing knowledge and understnaidng of tools and materials to explore their interests and enquiries and develop their thinking. (CWM R6)

Statutory ELG: Creating with Materials. Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (BIE R5)
- Uses available resources to create props or creates imaginary ones to support play, (BIE R5)
- Plays alongside other children who are engaged in the same theme. (BIE R5)
- Creates representations of both imaginary and real-life ideas, events, people and objects (BIE R6)
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (BIE R6)

Vocabulary

Push, pull, pat, squeeze, press, bend, twist, roll, stretch, squash, flatten, pinch, print, poke, ball, round, fold.

Drop, cut, cut out, build, make, mix, shape, smooth, soft, squishy, warm, cold, hard, shiny, dry.

Colour names.

Big/bigger, small/smaller, long/longer, tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner, flat/flatter.

Permenant Resources

Playdough, Cutters (shapes, numbers, letters, pictures), Rolling pins, Clay/ dough tools, Mats, Scissors, Knife, spoons, forks, number shaps (Numicon), Bowls, Plates

Intended Experiences

- Explore the texture of the malleable materials by manipulating them to see the effects created.
- Discuss changes to the dough based on the different movements made and force applied.
- Explore the effects applying different force can have on a malleable material, through stretching, pinching and pressing.
- Make patterns and imprints in the dough using body parts (such as fingers), talking about what they see.
- Create patterns using patterned tools, such as a patterned rolling pin.
- Opportunities to develop fine motor skills when using tools, such as rolling pins, scissors, knives, tongs and spoons.
- Make simple predictions from their experiences and test out ideas, making links to their surroundings.
- Develop vocabulary and understanding of size through malleable play.
- Experience changes in size, form and texture.
- Practice following instructions and routines (putting on an apron, washing hands after play, putting the lid on the playdough pots, putting the tools and resources away on a shelf).
- Develop independence by choosing resources to carry out ideas and plans and select the most appropriate resources to achieve a desired goal or effect.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Possible Questions

- What materials are you using?
How did you...?
- Show me how you...
What does it feel like?
- What are you going to make?
What will you need for...?
- How could we...?
- How might you...?
- How will you...?
- Why did that happen?
I wonder what would happen if...
- What do you notice when you...?
What tool would help you?
- What do you think about your...?
How could you make it even better?
- How has it changed?
Tell me about your...
- Can you tell me what you've discovered?



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Continuous Provision Planning



Sand

Possible lines of development and progress

- Understands use of objects. (U R5)
- Manipulates a range of tools and equipment in one handed tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (PD R6)
- Shows a preference for a dominant hand. (PD R6)
- Uses simple tools to effect changes to materials. (PD R6)
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (PD R6)

Statutory ELG: Fine Motor Skills. Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Uses tools for a purpose (CWM R5)
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- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (BIE R5)
- Uses available resources to create props or creates imaginary ones to support play, (BIE R5)
- Plays alongside other children who are engaged in the same theme. (BIE R5)
- Creates representations of both imaginary and real-life ideas, events, people and objects (BIE R6)
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (BIE R6)
- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (M R5)
- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (M R6)

Vocabulary

Fill, dig, shape, pour, drop, slide, bury, hide, build, push, pat, mix, lift, wet, dry, soggy, warm, cold, soft, hard, mark, wave, line, big, small, heavy, light, long, full, empty, gone, cover, size, more, less, move.

Permanent Resources

Measuring jugs, cylinders, beakers with wide and narrow openings. drainpipes, guttering, tubing, potato mashers, whisks, measuring spoons and balance scales.

Intended Experiences

- Manipulate and use a range of tools to scoop sand and fill and containers.
- Make simple predictions from their experiences and test out ideas, making links to their surroundings.
- Explore shape, structure, texture and form and experience changes in size, form, rigidity and texture.
- Use large and small-scale movements to create marks and imprints in the sand.
- Select the most appropriate resources to achieve a desired goal or effect.
- Apply their knowledge and understanding of materials to solve problems.
- Combine materials and develop their understanding of changes of state, e.g. adding water to sand and exploring what happens and talking about the changes they notice.
- Develop small motor control through poking, pinching, scrunching, scooping, pounding, patting and through the use of tools.
- Use senses to explore the sand and objects placed within the sand.
- Understand the capacity that different containers hold.
- Use a variety of containers to explore weight and size.
- Develop their descriptive vocabulary following sensory exploration.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
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Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding).

Possible Questions

- How does the sand feel?
- Which different ways can you use your tools?
- Can you explain what you are going to make?
- Can you tell me what you discovered?
- Can you show me how you...?
- Can you tell me about your choice of tool when you were...?
- How could we...?
- Why did that happen?
- What could you change?
- How has the sand changed?
- What is the problem? How could you fix it?
- Can you tell me about the marks you have made?
- Which tool would work best?
- How could you make it even better?
- Can you fill/half fill/empty the bucket?
- How much water do you need to add?



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Water

Continuous Provision Planning

Possible lines of development and progress

- Understands use of objects. (U R5)
- Manipulates a range of tools and equipment in one handed tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (PD R6)
- Shows a preference for a dominant hand. (PD R6)
- Uses simple tools to effect changes to materials. (PD R6)
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (PD R6)

Statutory ELG: Fine Motor Skills. Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery.

- Uses tools for a purpose (CWM R5)
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Statutory ELG: Creating with Materials. Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (BIE R5)
- Uses available resources to create props or creates imaginary ones to support play, (BIE R5)
- Plays alongside other children who are engaged in the same theme. (BIE R5)
- Creates representations of both imaginary and real-life ideas, events, people and objects (BIE R6)
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (BIE R6)
- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (M R5)
- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (M R6)

Vocabulary

Pour, fill, tip, shake, float, sink catch, lift, turn, flow full, empty, half empty/full, bubble, soak, heavy, light, splash, pour, wet, measure, drip, cold, warm, frozen, freezing, liquid, rain, sea, river, puddle,

Permanent Resources

Water trays, Boats, Plastic bottles/jugs, Funnels, Pumps, Spoons, Whisks, Food Colouring, Apron, Guttering, Sponges, Bubble wands, Thick paint brushes

Intended Experiences

- Water painting.
- Make water patterns/systems.
- Collect rainwater.
- Exploring puddles.
- Mixing Bubbles.
- Science activities such as floating & sinking, freezing and melting etc.
- Opportunities to experience solid and liquid forms of water – snow, ice, frost, rain.
- Experience different water temperatures.
- Negotiate and problem solve.
- Adding water to sand, soil etc to observe the effect water has on other properties.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do thing

Effective Practice

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Possible Questions

What will happen if..... ?
 Tell me about....?
 How could you?
 Have you tried ...?
 What do you think?
 Does it float or sink?
 How do you know?
 Why do you think ...?
 How could it be changed?
 How many jugs/cups of water will fill the bucket?



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Continuous Provision Planning



Role Play

Possible lines of development and progress

- Seeks out companionship with adults and other children, sharing experiences and play ideas (MR R5)
- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others (MR R6)
- Understands use of objects (e.g. Which one do we cut with?) (U R5)
- Able to use language in recalling past experiences (S R5)
- Builds up vocabulary that reflects the breadth of their experiences. (S R5)
- Uses talk in pretending that objects stand for something else in play. (S R5)
- Uses language to imagine and recreate roles and experiences in play situations. (S R6)
- Introduces a storyline or narrative into their play. (S R6)
- Recognises familiar words and signs such as own name, advertising logos and screen icons. (R R5)
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. (R R6)
- Makes up stories, play scenarios, and drawings in response to experiences, such as outings. (W R5)
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes. (W R6)
- Shows interest in different occupations and ways of life indoors and outdoors. (P&C R5)
- Uses tools for a purpose. (CWM R5)
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (CWM R6)
- Uses available resources to create props or creates imaginary ones to support play. (CWM R6)
- Plays alongside other children who are engaged in the same theme
- Creates representations of both imaginary and real-life ideas, events, people and objects. (BIE R5)
- Introduces a storyline or narrative into their play. (BIE R6)
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (BIE R6)

Vocabulary

Cook, ingredients, mix, stir, pretend, speaking, listening, dressing up, change, imagine, house, home, room, kitchen, dining room, window, door, walls, family, mum, dad, sister, brother, baby, auntie, uncle, nanny, grandad, step-mum, step-dad, oven, fridge, toaster, table, chair, microwave, sink, knife, fork, spoon, plate, bowl, cup, dinner, lunch, breakfast, snack.
Names of food items, vocabulary associated with feelings (such as 'happy', 'sad', 'angry', 'worried', 'frightened').

Permanent Resources

Kitchen sink, oven, utensils, saucepans, table, chairs, empty packaging, pretend food, dolls, dressing up clothes/ material, diary, note pads, pencils, cook books, till, money, purses, shopping bags, baskets, aprons, towels, table cloth, medical case, scales, bandges, prams/push chairs.

Intended Experiences

- Create stories and take on roles.
- Use their imagination during pretend play.
- Recount known stories based in a home setting.
- Make use of props when role playing characters in stories they know or have created.
- Talk about their experiences and how to include them in their play.
- Explore new vocabulary related to stories, scenarios and equipment found in the role-play area.
- Use new vocabulary in different contexts.
- Explore and use a range of social phrases during role-play activities.
- Hold conversations to continue and develop role-play activities.
- Play with one or more friends to develop, extend and elaborate play ideas.
- Recognise letters, words and symbols on food packaging.
- Learn about different types of food and kitchen equipment.
- Explore recipes and ingredients.
- Talk about healthy eating.
- Practise using cutlery.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do thin

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

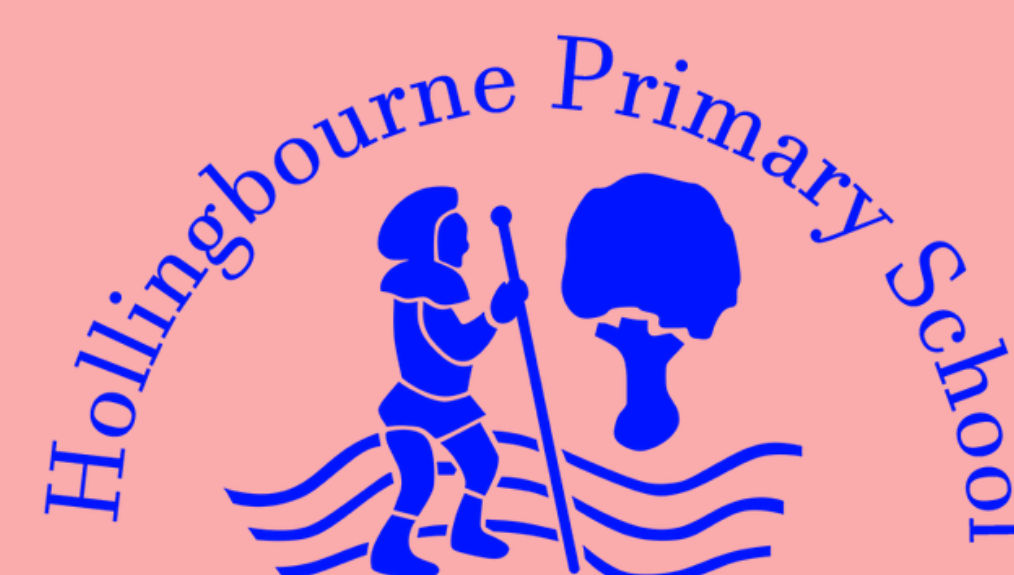
Possible questions

- Can you tell me about wht you're doing?
- How shall we set it up/where shall we put...?
- Whatishappeninginthehousetoday
- What are you making/eating?
- Who are you pretending to be?
- Who else is in the house with you?
- What could we use?
- How could we make...?
- What do you know about...?
- What might happen next?
- Has everyone got a role?
- Who do you think might live here?
- How do you think this is used?
- What would you like me to do?
- What is your role?
- What shall we do next?
- Who do you think is calling us on the telephone?
- What could you use to take a message on the phone?
- Where could we look to find a recipe?
- What recipe shall we make?
- What is for lunch/dinner/breakfast today?
- Can you tell your friend how you set this up?



Hollingbourne Priamry School

Continuous Provision Planning



Creative Area

Possible lines of development and progress

- Understands use of objects. (U R5)
- Manipulates a range of tools and equipment in one handed tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (PD R6)
- Shows a preference for a dominant hand. (PD R6)
- Uses simple tools to effect changes to materials. (PD R6)
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (PD R6)

Statutory ELG: Fine Motor Skills Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Uses tools for a purpose (CWM R5)
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. (CWM R6)

Statutory ELG: Creating with Materials. Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (BIE R5)
- Uses available resources to create props or creates imaginary ones to support play, (BIE R5)
- Plays alongside other children who are engaged in the same theme. (BIE R5)
- Creates representations of both imaginary and real-life ideas, events, people and objects (BIE R6)
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (BIE R6)

Vocabulary

Plan, draw, diagram, picture, make, build, fix, construct, evaluate, think, touch, feel, soft, hard, spiky, bouncy, sticky, join, tape, stick, attach.

Permanent Resources

Junk modelling materials – plastic bottles/yogurt pots/margarine tubs/tubes/cereal packets/cardboard boxes, feathers Pom poms, wallpaper samples, string, tissue paper, felt, foil, glue, tape

Intended Experiences

- Explore colour, shape, texture, form and shape in 2D and 3D.
- Communicate their ideas, thoughts and feelings by using a wide range of materials and tools.
- Respond to their senses in a variety of ways.
- Work creatively on small and large-scale materials.
- Explore colour mixing to make the colours they need.
- Use knowledge of colour mixing to explore creating different tones or shades
- Combine materials to create different textures.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Possible questions

- What are you creating?
- How could you do that? What does that feel like....?
- How could you join that together?
- What do you need?
- How could you make it even better?
- What do you need to do next?



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Continuous Provision Planning



Construction, Small World & Loose Parts

Possible lines of development and progress

- Seeks out companionship with adults and other children, sharing experiences and play ideas. (MR R5)
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. (MR R5)
- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. (MR R6)
- Listens to others in one-to-one or small groups, when conversation interests them. (L&A R5)
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. (U R5)
- Beginning to understand why and how questions. (U R5)
- Listens and responds to ideas expressed by others in conversation or discussion. (U R6)
- Understands questions such as who; why; when; where and how. (U R6)
- Builds up vocabulary that reflects the breadth of their experiences.(S R5)
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle. (S R5)
- Uses language to imagine and recreate roles and experiences in play situation. (S R6)
- Links statements and sticks to a main theme or intention. (S R6)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (S R6)
- Introduces a storyline or narrative into their play. (S R6)
- Manipulates a range of tools and equipment in one hand, tools. (M&H R5)
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (M&H R6)
- Responds to and uses language of position and direction. (M R5)
- Predicts, moves and rotates objects to fit the space or create the shape they would like. (M R5)
- Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (M R5)
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. (M R6)
- Remembers and talks about significant events in their own experience. (P&C R5)
- Talks about past and present events in their own life and in the lives of family members. (P&C R6)
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (CWM R5)
- various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (CWM R5)
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (CWM R6)
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (CWM R6)
- Engages in imaginative play based on own ideas or first-hand or peer experiences. (BI&E R5)
- Uses available resources to create props or creates imaginary ones to support play. (BI&E R5)
- Creates representations of both imaginary and real-life ideas, events, people and objects. (BI&E R6)
- Introduces a storyline or narrative into their play. (BI&E R6)
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (BI&E R6)

Vocabulary

Bricks, blocks, shapes, fit together, press, pull apart, turn, twist, hold, high, low, wide, narrow, on, over, under, beside, behind, in front, next, plan, draw, diagram, picture, make, build, fix, construct, pretend, story, narrative.

Permanent Resources

Duplo/Lego, train track, car track, wooden bricks and blocks, stickle bricks, paper, markers, clipboard play mats, zoo, farm, dinosaurs, play people, insects.

Intended Experiences

- Make a plan and have an idea of what to make before construction begins.
- Create for a purpose, selecting appropriate resources.
- Learn to select appropriate resources for the space available.
- Practise stacking, joining and connecting pieces together.
- Design and create buildings, structures, models and small worlds.
- Create narratives and stories with resources.
- Collaborate and share ideas with others to reach a goal, e.g. building a tall tower with some children supporting the bottom while others build at the top.
- Play collaboratively with a small group of peers.
- Opportunities to practise strategies for turn-taking and sharing resources fairly.
- Develop respect for what others have made.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do thing

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Possible questions

- What will happen if?
- Do you know how?
- What can you?
- Can you draw your idea?
- What are you using to make it?
- What type of material is it made from?
- Why have you built a...?
- What makes this building a?
- Why did you choose to use...?
- What could this be used for?
- How could we change this part?
- How did you fit these pieces together?
- What could you add to your creation to make it even better?
- Can you describe the different parts?
- What could you use/try instead?
- How could you make it stronger/taller/wider?
- What shape or size piece will fit here?



Hollingbourne Priamry School

Continuous Provision Planning



Reading Area

Possible lines of development and progress

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (R R5)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (R R5)
- Begins to be aware of the way stories are structured, and to tell own stories. (R R5)
- Talks about events and principal characters in stories and suggests how the story might end. (R R5)
- Shows interest in illustrations and words in print and digital books and words in the environment. (R R5)
- Looks at and enjoys print and digital books independently. (R R5)
- Knows that print carries meaning and, in English, is read from left to right and top to bottom. (R R5)
- Handles books and touch screen technology carefully and the correct way up with growing competence. (R R5)
- Begins to develop phonological and phonemic awareness. (R R5)
- Enjoys an increasing range of print and digital books, both fiction and non-fiction. (R R5)
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. (R R5)
- Describes main story settings, events and principal characters in increasing detail. (R R5)
- Knows that information can be retrieved from books, computers and mobile digital devices. (R R5)
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves. (R R5)
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. (R R6)

Vocabulary

, Story, picture, writing, word, sentence, page, cover, title, rhyme, listen, enjoy, magical, tale, speak, author, front/back cover, title, page number, turn, top, bottom, phoneme, grapheme, blend.

Permanent Resources

Large cushions, beanbags, carpeted area/rug, a selection of story books, picture books, non-fiction books, board books, books with different languages, topic books, cuddly toys, key vocabulary displayed, tent, small sofa, comfy chair, book cases.

Intended Experiences

- Children appreciate and value books, exploring how to handle them, use them and name the key parts of a book.
- Children are drawn to illustrations and words in print, digital books and the environment and can use these to gain information about the book, events or characters.
- Understand the importance of listening to others as they tell stories or talk about a book.
- Listen to and enjoy stories with increasing recall, joining in with repetitive parts.
- Children see their own experiences reflected within books and use talk to share these experiences with their peers.
- Have some favourite stories, rhymes and poems and can discuss them with others, sharing preferences and opinions.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning- motivation

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- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

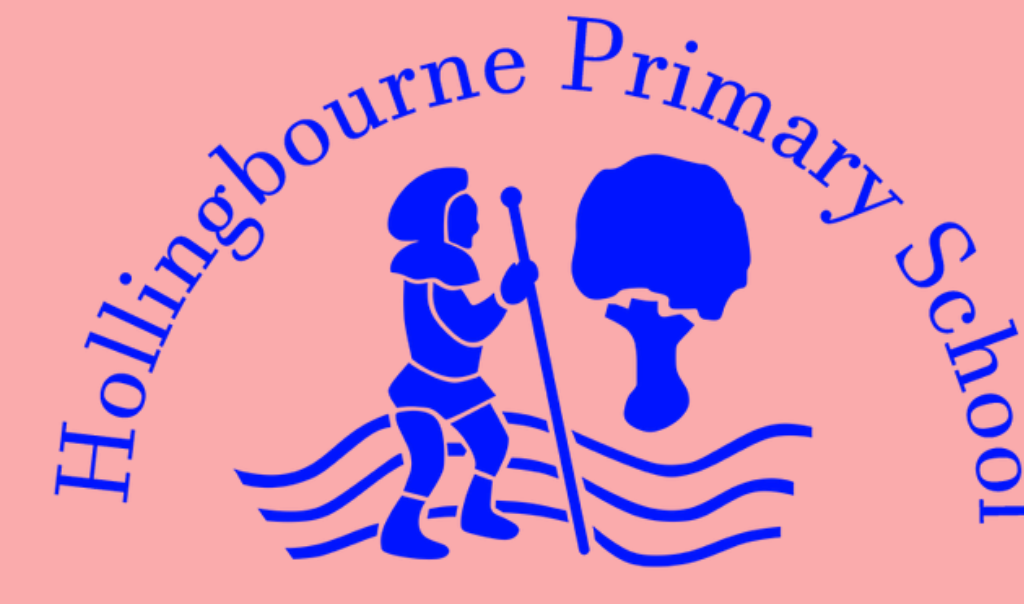
Possible questions

Why did you choose this book/poem/rhyme?
What do you think might happen in this story?
What makes you think this?
Tell me about your favourite page or part.
Can you tell me the story?
How do the illustrations help you to understand or tell the story?
Can you think of a new ending?
Have you read any books that are similar to this one?
Which character in the story would you like to be? Why?
Which words do you think best describe this character?
I wonder how the character is feeling...



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Continuous Provision Planning



Science & Exploration

Possible lines of development and progress

- Understands use of objects (e.g. Which one do we cut with?) (U R5)
- Beginning to understand why and how questions. (U R5)
- Understands questions such as who; why; when; where and how. (U R6)
- Uses talk to explain what is happening and anticipate what might happen next. (S R5)
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (S R5)
- Builds up vocabulary that reflects the breadth of their experiences. (S R5)
- Links statements and sticks to a main theme or intention. (S R6)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (S R6)
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (TW R5)
- Talks about why things happen and how things work. (TW R5)
- Looks closely at similarities, differences, patterns and change in nature. (TW R6)
- Knows about similarities and differences in relation to places, objects, materials and living things. (TW R6)
- Continues to explore colour and how colours can be changed. (CWM R5)
- Uses tools for a purpose. (CWM R5)
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. (CWM R6)
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (CWM R6)

Vocabulary

Names of materials, such as plastic, metal, rubber, wool, leather, elastic, paper, names of colours, senses, see, hear, touch, smell, feel, notice, look, think, play, size, long, short, big, small, longer, shorter, bigger, smaller, wide, narrow,, shape names, straight, curved, round, flat, pointed, corner, similar, different, push, pull, slide, light, dark, shadow, on top, underneath, beside, next to, inside, outside, between, in, front.

Permanent Resources

Magnifiers, magnifying glasses, timers, sorting trays, baskets, tongs, tweezers, beakers, different-sized containers, pictures and posters, torches, coloured paddles, discs, gel pads, spinners, spinning tops, a range of objects made from: foil, fabric, plastic, metal, rocks, wooden discs, shells, fossils, magnets, magnetic objects.

Intended Experiences

- Explore new objects using all their senses to explore and enjoy tangible, handson activities.
- Experiment and find things out for themselves.
- Investigate, observe and notice the world around them, reflecting on their own experiences of natural and man-made materials.
- Use the information gathered through these experiences to form ideas and concepts to help them make sense of the world.
- Talk about what they see, what they are doing and express their own ideas.
- Watch or show others how to do things/how things work.
- Look out for similarities, differences, patterns and change.
- Ask questions to find out more about and to trigger their own enquiries.

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

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- Playing with what they know
- Being willing to have a go

Active Learning- motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things.

Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Possible questions

- What might happen if... ?
- How could you... ?
- Can you tell me more about... ?
- Can you describe the different parts?
- What have you found out?
- How do you think this works?
- What can you see that is the same/ different?
- I wonder what would happen if you put this here.
- Can you draw a picture or make a sign to show what you discovered?
- What do you notice?
- When/where have you seen one of these before?
- What do you think will happen if we turn it around?
- Why?
- I've not noticed that before. How might I... ?
- Can you tell me what you are doing?



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Continuous Provision Planning



Music

Possible lines of development and progress

- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (CWM R5)
- Taps out simple repeated rhythms. (CWM R5)
- Develops an understanding of how to create and use sounds intentionally. (CWM R5)
- Begins to build a collection of songs and dances. (CWM R6)
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. (CWM R6)
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (CWM R6)
- Uses movement and sounds to express experiences, expertise, ideas and feelings. (BI&E R5)
- Experiments and creates movement in response to music, stories and ideas. (BI&E R5)
- Sings to self and makes up simple songs. (BI&E R5)
- Creates sounds, movements, drawings to accompany stories. (BI&E R5)
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. (BI&E R6)
- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. (BI&E R6)
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. (BI&E R6)

Statutory ELG: Being Imaginative and Expressive. Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others.
- Try to move in time with music.

Vocabulary

Names of musical instruments, play, stop, headphones, simple vocabulary to describe music, such as loud, quiet, soft, hard, fast, slow, long, short, high, low, happy, sad, excited, listen, copy, create, compose, play, shake, tap, ring, scrape, bang, crash, blow, hard, soft, gentle, orchestra, conductor, choir, singer, group, band, solo, perform, dance, share, move, feel, like, dislike, create, props, stage, audience, movement, actions, sound, noise, music, song, nursery rhyme, action song, piece.

Permanent Resources

Untuned percussion instruments: drum, triangle, guiro, claves, tambourine, cabasa, castanets, maracas, woodblocks, egg shakers, cymbals, nursery rhyme books, posters or props, a song box with pictures of popular songs for the children to choose, simple microphones and stage area

Intended Experiences

- Listen to and join in with familiar songs.
- Play an instrument, encouraging others to join in.
- Exploring rhythm by clapping or tapping out a beat.
- Use familiar, everyday objects, such as kitchen utensils, to create new instruments and sounds.
- Learn and practice traditional dances together.
- Listen to music together.
- Listen to music and instruments from other countries and cultures.
- Learn about different topics through song.
- Listen attentively for a sustained period of time.
- Sing by heart familiar songs to themselves or others.
- Hum a familiar or made up tune.
- Tap or clap out beats or rhythms

Characteristics of Effective Learning (how are the children learning?)

Playing and Exploring- engagement

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Active Learning- motivation

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Effective Practice

Adults to support and challenge children's learning and thinking through observation, participation and role modelling (scaffolding)

Possible questions

- Can you make quiet/loud/soft/booming noise?
- How can you make the sound quieter/louder?
- What can you hear?
- How many beats can you hear?
- How does the music make you feel?
- Can you change the sound the instrument makes?
- Can you move your body in response to the music?
- I wonder how you could use these props to create movement.
- Can you think of another way to use that instrument?