Continuous Provision Planning

Continuous Provision: Creating a learning environment that fosters effective learner characteristics in children. Learner Characteristics run through and underpin all seven areas of learning and development.

- Demonstrates curiosity, explores and engages in interests
- Pretends, represents and takes a role in their own play
- Is willing to initiate activities, seek challenges and take risks
- Maintains focus, energy and fascination while not being easily distracted
- Perseveres with challenges even if unsuccessful
- Demonstrates enjoyment when successful
- Demonstrates own ideas, including problem-solving
- Makes links through predictions, patterns and developing and testing ideas
- Plans, checks, reviews and makes decisions when learning

"I" + 1 Questions

Silent Period • Point to… • Show me … • Bring me… • Where is the…	**Early Production** • Yes/no question • Either/or question • One or two word responses • Concrete answers (nouns)
Speech Emergence Questions that elaborate: • Require elaboration (why, how, what happened, what kind) • Ask for more information (tell me about, describe)	**Intermediate Fluency** Questions that require: • Higher order thinking skills (compare, contrast, evaluate) • Require reflection (what do you think about, what would you do…)

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Water Area

Key Learning Opportunities	
UW: • To explore water as a material, what it can do and how it moves • To explore movement, speed, force and direction C&L: • To express, think and talk about ideas	
Resources	**Intended Experiences**
ice	(UW) Show an understanding of change over time What happened? Key words: melt, hard, wet, solid, liquid, water First… next…finally CAD Colour mixing - ice What will happen? I think…because
Tweezers and small items	(UW) To explore movement, speed, force and direction - changes when items are slippery Is it easy or hard to pick up? Why is it easy or hard? What could we use instead - cuo, fishing net, scoop
Containers of different sizes	(Maths) Exploring different capacities (comparing capacities) Can you fill the container? Is it empty?Can you fill the big container with just one small container? How many small containers fill it? Can you count? Is this half-full? What would happen if…

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	(UW) To explore water as a material, what it can do and how it moves Use the language - pour...if we put it through the water through the sieve does it move slowly or fast? How about through pipes? Can we make water move...(slow/fast).. Moving and handling - handling tools and items with control
Baskets of different items, such as shells, marbles, ducks	(Maths) Exploring numbers to 5 (subitize), counting Can you tell me how many marbles fill the container? How many do you think? Why? How many can you put in? Can you give your friends 2 shells?
5 little frogs, 5 ducks	(C & L) Recognising and repeating rhyme. (Maths) Counting to 10. Can you sing...? What do you think the next number is...
OUTSIDE Fishing rod and fish, how many to catch in 30 seconds	(Maths) Time and number - Count objects up to 10 and beyond. Use everyday language related to time. Seperate into 2 groups, subitize. Count all together. Friend to record numerals up to 9. What's the next number?
Colour dye drops	(CAD) Experiment and explore with colour. Explore what happens when mixing colours. What happened? What will happen if? What changed? I think ....because.... Why did it change?
Pans, bowls, cauldrons, insects	(Maths) Measure - recipe cards to count and measure How do we make the recipe? WHat do we need? What do you think will happen? I think...because...
Numbered items and sprayers	(Maths) counting beyond 10, identify numbers. What is one more than/less than? How many more to (5/10), can you spray ... and... to

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	add together? Can you spray (number name)
Funnels and tubes (possibly outside)	(Maths) problem solving, explore water and how it moves, speed, force and direction. C&L Express and talk about ideas What do you think will happen if.... Can water move faster/slower? I think...because... Can you make the water stop?
Sea creatures or any small world items	(Maths) comparing size and quantity, counting two sets and comparing. Adding one more. Sizes - which is bigger/smaller/biggest/smallest? Can you tell me how many altogether? How about if I give you one more/one less?
Marbles and water babies, containers with different size openings	(Maths) compare size How can it go in the hole? Soft/hard/big/small Why do you think? I think...because... Which is heavier/lighter? Will they float?

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Sand Area

Key Learning Opportunities
UW: • To explore sand as a material, what it can do and how it moves • To explore movement, speed, force and direction C&L: • To express, think and talk about ideas • Develop vocabulary: flow through; pour, dig ; smooth, rough, hard, lumpy, silky, tickly, full, empty, etc. PD: • Develop gross & fine motor skills

Resources	Intended Experiences
water	Change of texture (UW) **Language Features:** - ***Description*** **Child Statement:** It is soft/hard, sticky… It feels like… It is different because… **Key Questions:** How does it feel? How did it change? **Key Words:** Wet, dry, soft, sticky,
Sticks; combs	Recognise and create pattern (Maths) Develop fine motor skills to facilitate pre-writing (PD) **Language Features:** - ***Evaluation*** **Child Statement:** I've done this picture I like this because…

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	I made this… **Key Questions:** What have you drawn? **Key Words:** Round, straight, lines, detail of subject drawn - ***Description*** **Child Statement:** It is long, short, round, shape name It looks like… It is the same as… because… It is different because… ***Key Questions:*** *What does this look like?* **Key Words:** Round, straight, lines, detail of subject drawn
Different sieves	Understand that the sieve with the largest holes empties first. Talk about why and how things happens (C&L; UW) **Language Features:** - ***Prediction*** **Child Statement:** *It will…* *The… will…* *The… is going to…* ***Key Questions:*** *What do you think will happen?* *What will happen if?* ***Key Words:*** *Falling, move, stop, can not go through* - ***Comparison*** **Child Statement:** *It is different because…/* *It is not the same because…* *This is… and that is…*

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	Key Questions: *How are the sieves different?* *What happens to the sand?* *What is the sieve doing?* ***Key Words:*** *Larger, bigger, holes, gaps, space, through, falling,*
Different sizes of bowls, spoons, cups	Compare sizes (Maths) Use comparative language: more than, less than, the same as (C&L; Maths) Develop language of capacity: full, nearly full, less than, holds more than, etc. **Language Features:** - ***Retelling*** **Child Statement:** *First I…* *Then I… After…* *Next…* *Key Questions:* *How did you make…* *What happened…* *Key words:* *First, next, last, then, after* - ***Explaining in a mathematics*** **Child Statement:** *I have the bigger/smaller one* *We have two each* *We both have…* *Key questions:* *Who has the bigger/smaller…?* *How many have you made?* *Can you make another same/different?* *Key Words:* *Big, smaller, different, same, another, more, less*
Small world figures	Share ideas and agree on props and story line (C&L) Retell a story in sequence (C&L) Design and create environments for their stories (C&L; EA&D) **Language Features:**

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	- ***Retelling*** **Child Statement:** *First, next, then, after* *And then…* *Next… and… happened* ***Key Questions:*** *What did you do first? What happened…?* *What happened to your characters?* *What is going to happen next?* ***Key words:*** *First, next, then, after* - ***Description*** **Child Statement:** *This is…* *It looks like…* *This is the same as… because…* *This is like…* ***Key Questions:*** *What is this?* *What is this like?* *Have you been…* *Do you know someone…* ***Key Words:*** *Big, small, home, house, school, like, similar, prior experiences,*
Wet sand and shape moulds	2D and 3D shapes (Maths) **Language Features:** - ***Opinion*** **Child Statement:** I think… because… It will… because… **Key Questions:** What will happen if… What shape is… How are these shapes the same…

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	Key words: mould, build - **Describing** **Child Statement:** It is (shape name) It is a… It looks like… I have made… **Key Questions:** What shape have you made? **Key Words:** Shape names, same, different
Weighing scale	Compare weight (Maths) **Language Features:** - ***Explaining in a mathematics*** **Child Statement:** *Heavy/Light/Heavier/Lighter* *I have more… than…* *I have less… than…* *Counting - One, two… there is one more/one less* *One cup more/handful* ***Key Questions:*** *Why is it heavier/lighter?* *How could you change it?* *How can I make it the same/different/heavier/lighter?* ***Key Words:*** *Heavy, light, same, different, heavier, lighter, more, less* - ***Comparison*** **Child Statement:** *It is the same because…* *It is different because…* ***Key Questions:***

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	How are they the same/different? *Key Words:* *Heavy, light, same, different, heavier, lighter, more, less*
Wet sand & molds	1-1 correspondence (Maths) **Language Features:** - ***Opinion*** **Child Statement:** I think… because… It will… because… **Key Questions:** What will happen if… **Key words:** mould, build

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Playdough Area

Key Learning Opportunities	
C&L: • To express, think and talk about ideas • Develop vocabulary: lumpy, silky, smooth, cold, etc. • Vocabulary: Roll, mould, pinch, pat, flat, etc. It is … (adj) First I … then I …	PD: • Develop gross & fine motor skills EA&D: • Create props for role-play Maths: • 1:1 correspondence I have … ones
Resources	**Intended Experiences**
Making playdough with the children	UW: • talk about why things happen and how things work • show an understanding of growth and changes over time • look closely at similarities, differences, patterns, and change First… next … then… It is … because … After that … First I… What did you do first? And then? I think it will… What do you think will happen next? What if…? I think it will … I like/don't like I like/don't like because…
Water	UW: • look closely at similarities, differences, patterns, and change • Talk about texture What do you think will happen next? I think it will… This will… (because …)
Sticks	Maths: • show interest in shape by sustained construction activity or by talking about shapes or arrangements • show interest in shapes in the environment

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	• begin to use mathematical names for solid 3D shapes and flat 2D shapes and to describe shapes and explore properties This is …(2D/3D shape name) It is… because it … It is shorter/longer How did you make this shape? First….then…
Different size containers	Maths: • Comparing capacity/weight This is heavier/lighter/ bigger/smaller/ taller/ wider
Numicons (Manipulatives)	Maths: • Develop 1-1 correspondence This is … ones It's the same/different We both have… One more/one less
Different colour dough	EA&D • Mix colours First… then… What will happen if … I think … because … I like … because … I don't like … because…
Shells, seeds, etc.	Maths: • Create patterns • 1-1 correspondence • counting First … then … I have … I have more/less
Add in essential oils	C&L: • question why things happen and give explanations, e.g. asks who, what, when, how • link statements and stick to a main theme or intention I like… I don't like … I like/don't like because … What do you think?

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	What do you think if ...?

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Role Play Area (Home corner)

Key Learning Opportunities	
PSED: • Co-operate, take turns and initiate role-play • Lear how to work as part of a group e.g. Taking indifferent roles in a group. • Use role play to act out their own joys and concerns I feel… What if … I like/don't like… I think … PD: • Develop fine motor skills and coordination through manipulating real tools.	C&L: • Use language to plan and create real-life or imaginary situations. • Extend vocabulary associated with role-play (e.g. hospital, shops, airport, etc. • Develop the language of dialogue (e.g. listen to and respond to what other children/adult say) • Links to statements and sticks to a main theme or intention • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduce a storyline or a narrative into their play. First …. then … Then…. After… At the end … happened … happened in the beginning/middle/end I feel… Maths: • 1-1 correspondence I have … ones
Resources	**Intended Experiences**
Money, Cash till, post-it, markers	Maths: Explore various mathematical concepts (1-1 correspondence, money, more, less) Problem solve: How much money will I need for this item? I have …. I have more/ less
Magazines, recipe books, supermarket flyers	Reading: • show interest in illustrations and print in books and print in the environment • understand that print in English is read from left to right and top to bottom C&L: Extend vocabulary I like… because I don't like … because

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Clipboards, markers	Writing: Writing for different context (shopping list, menu, etc)
Scarves, shirts, dresses	PD • Develop coordination through doing fastening on clothes, dressing dolls EA&D • Introduce the language of colour and texture through the use and introduction of different types of material I like/ don't like … (because)…

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Construction Area

Key Learning Opportunities

Personal, Social and Emotional Development (Prime Area)

Making Relationships (Phase 2)

- play in a group, extending and elaborating play ideas, e.g. build up a role-play activity with other children
- initiate play, offering cues to peers to join them
- explain own knowledge and understanding and ask appropriate questions of others
- keep play going by responding to what others are saying or doing
- demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- initiate conversations, attend to, and take account of, what others say
- take steps to resolve conflicts with other children, e.g. finding a compromise

Managing feelings and behaviour (Phase 2)

- be aware of own feelings and know that some actions and words can hurt others feelings
- begin to accept the needs of others and take turns and share resources, sometimes with support from others
- begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy

Physical Development (Prime Area)

Moving and Handling (Phase 2)

- handle tools, objects, construction, and malleable materials safely with increasing control.

Mathematics(Specific Area)

Numbers (Phase 2)

- realise that not only objects but anything can be counted, including steps, claps, jumps or objects
- use the language of more and less to compare two sets of objects

Shape, space and measure (Phase 2)

- show interest in shape by sustained construction activity or by talking about shapes or arrangements
- begin to use mathematical names for solid 3D shapes and flat 2D shapes and to describe shapes and explore properties
- describe the relative position of something, such as behind or next to
- use familiar objects and common shapes to create and recreate patterns and build models

Resources		Intended Experiences
Blocks		Math: Number Pre counting - Building Towers, compare, describe thinking. One to One Counting - How many? Checking and justifying. Counting Sets - Total number. Sets. Counting From One - How many altogether? How many

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		if we take off/add…?
Sequencing	First use the large blocks. Then add the planks. Next cover with material. After that, use the small people…	
Retelling (Events	*What was the first thing you did?* First I… At the end, it fell down because it was too big.	
Prediction	*What will happen if you put that block there?* It will… The block will … This will happen because	
Opinion	I like/dislike it because It is good/bad/beautiful…	
Hypothesis	*How do you know your building is good/bad?* *What will happen if…?* It is _____ because It will _____ because	
Mathematical Context	My building is the same shape as… My building is as tall/short as… I have ___ more/less blocks than my friend Altogether I used ___ blocks	
Explanation	I have the biggest/smallest, heaviest/lightest… We made the same thing We helped each other	
Evaluation	I like my building because… I don't like it because…	
Description	It feels hard/soft, smooth/rough It looks good/bad, ugly/beautiful, strong It is… It is the same as my friends because..	
Deduction	The building will fall over because… It is strong because I used glue/tape, material/pegs	

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Comparison	It looks the same as my friends because… It is different at the bottom/top, to the one I made yesterday. This shape is different because it is a square/rectangle	
Argumentative	He did/didn't share the blocks I don't like it when you don't share. It's not yours, it is mine. We can share the blocks and play together.	
Attribute Blocks		Math: Shape Objects the same. Objects the same and different. Classifying objects

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Mark Making/Art

Key Learning Opportunities
C&L: • To express, think and talk about ideas • Develop language/Vocabulary: smooth, rough, hard, lumpy, silky, sticky, thin, thick, left, right, top, bottom etc. PD: • Develop gross & fine motor skills • handle tools, objects, construction, and malleable materials safely with increasing control. • To explore movement, speed, force and direction

Resources	Intended Experiences
Tools/Objects Pencils Markers Chalk White board markers Paint brushes Sticks Feathers **Language Function:** I like I prefer It will I enjoy writing/drawing with……. Because……. Next time…….. 5 W questions (what, where, when, why, who) _____ Erasers --- **Liquids** Ink (liquid) Ink pads Solid block paints Poster paint Stamps **Language Function:** I think that I predict that	Experiment with the scale of their mark making Secure pencil grip and hand preference Moving and handling different marker sizes and resistance of markers or pencils on different surfaces To practice gross motor skills of upper body To practice fine motor skills To practice pincer grip Use their body to create marks (fingers, hands, palms, feet) Using stamps to mark make To learn top, bottom, left and right vocabulary and orientation of surfacesces To encourage crossing the midline with various implements To experiment with lines, smooth, straight, curved, light or heavy To experiment with mixing colors To mark make with unusual objects like sticks, seeds, feathers, leaves or toys To begin to understand that marks can carry meaning and messages To mark make on different surfaces, heights and angles To mark make in different locations

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I don't think
They are the same/different
It looks/feels the same/different
They are the same/different because
This will happen because……
I think it feels like…..
This is more….
This is less…..
5 W questions (what, where, when, why, who)

_____

Stamps

Stamp rollers
Stamps
Language Function:
This one is…… and this one is ……
5 W questions (what, where, when, why, who)

_____

Surfaces

Paper/Water colour paper
Textured paper
Floor
Windows outside
Tables
White board table
Tough Spot surface
Language Function:
This is the same… because
This is different….. Because
I like my picture because…..
I don't like my picture because……
I like this part because…..
I think it looks like
Next time……
I made this….
5 W questions (what, where, when, why, who)