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|  | **Intended Learning Outcomes** | **Resources** | | | **Organisation of resources** | | |
| Continuous Provision Plan **– Sand** | **C&L PSED PD Literacy Maths UTW EAD**  **3 & 4 year olds will be learning to …**  -Use a wider range of vocabulary.  - Use longer sentences of four to six words.  - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  -Start a conversation with an adult or a friend and continue it for many turns.  -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  -Develop their sense of responsibility and membership of a community.  - Increasingly follow rules, understanding why they are important.  -Remember rules without needing an adult to remind them  -Develop appropriate ways of being assertive.  -Talk with others to solve conflicts.  - Use large-muscle movements to wave flags and streamers, paint and make marks.  - Start taking part in some group activities which they make up for themselves, or in teams.  - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  - Show a preference for a dominant hand.  -Experiment with their own symbols and marks as well as numerals.  -Solve real world mathematical problems with numbers up to 5.  -Compare quantities using language: ‘more than’, ‘fewer than’.  -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  -Understand position through words alone – for example,  “The bag is under the table,” –with no pointing.  - Make comparisons between objects relating to size, length, weight and capacity.  -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  -Combine shapes to make new ones - an arch, a bigger triangle etc.  -Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  -Use all their senses in hands-on exploration of natural materials.  -Explore collections of materials with similar and/or different properties.  -Talk about what they see, using a wide vocabulary.  -Talk about the differences between materials and changes they notice.  -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  -Explore different materials freely, in order to develop their ideas about how to use them and what to make.  -Develop their own ideas and then decide which materials to use to express them.  -Join different materials and explore different textures. | Vehicles  Zoo animals  Alphabet stones  Shape moulds  Shapes  Buckets  Spades  Moulds  Alphabet moulds  Combs/rakes  Sieves | Cooking utensils  Baking tray  Themed book  Numicon  Manipulative tools  Construction pipes | | * Individual section of the classroom with appropriate flooring and space. * Labels & pictures on all boxes to keep area tidy, clean and inviting for the children. * Open shelving unit to allow access to all resources promoting open ended, child led play (independently or alongside peers/adults). * Limit on the number of children in the area. * Vocabulary cards/books to be placed in the area and language used by the children. * Dustpan and brush to clean down shelving unit and floor – safety. | | |
| **Key Intentions** | | | **Key vocabulary/Questioning** | | |
| |  |  | | --- | --- | | Children should:  Develop their social skills by working collaboratively together, taking turns and sharing.   Use the key words displayed in the area.   Improve their fine/gross motor skills.   To talk about others and their own work.  Children to develop independence by selecting and using resources independently. | Work independently to develop their own ideas/imagination.   To use books to support imagination through play.  Develop communication skills through speaking and listening.  To adapt and change work dependent on the outcome.  Develop their imaginative skills through small world play – transport, fantasy world... | | | | Maths – heavy, light, full, half, empty, compare...  Imaginative – explain, describe, build, construct…  Physical – mould, shape, texture, sculpt, sprinkle, pour, push, tap, pat, change, rough, wet, dry...  Literacy – read, key vocabulary, letter, build name/words…  Role play – create, play, pretend, story, fantasy, imagination… | | What does it feel like?  How could you change it?  Can you describe it?  What would happen if…?  How did you make it?  What techniques did you use? (e.g. patting, rolled)  Can you tell a story?  What will you make?  What is it for?  What tools did you use? |
|  | **Characteristics of Effective Learning** | | | | | |
|  | Make choices and explore different resources and materials.  Plan and think ahead about how they will explore or play with objects.  Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”  Make independent choices.  Do things independently that they have been previously taught.  Bring their own interests and fascinations into early years settings. This helps them to develop their learning. | | Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult. | | Sort materials.  Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. | |