



Tregony CP School EYFS Enhanced Continuous Provision Plan

	<u>Skill</u>	<u>Objective</u>	<u>Observations</u>
<u>Ongoing PSED focus</u>	Know what makes a good friend	To explain and demonstrate friendly behaviours	
<u>Ongoing C&L focus</u>	Talk about their selves and others	To explain similarities and differences between myself and other members within the classroom	
<u>Ongoing Health and self-care learning intentions</u>	To use one handed tools to cut	To know how to use my knife and fork correctly	
<u>COEL to consider: Playing and Exploring</u>	Engage in open ended activities Use imagination to extend learning	To explore my CP provided for me	

Enhancements and Continued provision areas

<u>WHAT- Resources and experiences</u>	<u>WHY- Skills children will develop?</u>	<u>Sequence of T&L</u>	<u>Vocab to add</u>	<u>Focus Children</u>	<u>Assessment Check points and Next steps</u>
<p>Funky Fingers table Strengthen our FM by using different one handed tools Resources: Hammers (short and long), pumpkins, nails, screws, screwdrivers, wooden pieces</p> <p>Outside: Using the book pumpkins soup – can children make their own? Strengthen our FM by scooping out pumpkins Pumpkins, scissors, different sized spoons</p>	Strengthen my fine motor skills using one handed tools	<ul style="list-style-type: none"> - Hammering nails into different types of objects (soft) pumpkins, bananas etc - Hammering nails into different types of objects (hard) potatoes, wood - Using screw drivers – using big screws moving onto smaller screws <p>Outside:</p> <ul style="list-style-type: none"> - Using spoons to scoop out pumpkins insides, - Using scissors to cut up leaves, twigs and different types of plants to add into their creations - Children using pipets accurately 	Hammer, nails, screws, hard, soft, thin, smaller, bigger, twist, pull, push, pinch, scoop		<ol style="list-style-type: none"> 1. Can children hold one handed tools correctly? 2. Can children hit with accuracy? 3. Can children show good control? 4. Can children twist their wrists? 5. Can children pick up the nails/ screws accurately <ol style="list-style-type: none"> 1. Can children hold a spoon correctly? 2. Can children hold other one handed tools correctly? 3. Can children cut with accuracy? 4. Can children accurately pour from one object to another?
<p>Book corner Core books, key text, puppets, sequencing cards, writing opportunities</p>	To retell a story	<ul style="list-style-type: none"> - Choose a familiar book and tell me about it - Who are the characters? What are they like? Draw your favourite character (add clip art templates) - Order a familiar (Rosie’s walk story, Little red riding hood) - Make up your own story using a familiar puppet or character 	Story, fiction/n onfiction s, front cover, sequence , retell		<ol style="list-style-type: none"> 1) Express interest in a familiar story 2) Talk about the story and aspects of the adventure 3) Talk about the story in sequence 4) Order a story using sequence cards 5) Design or write about my story
<p>Construction areas – inside or out Winnie the witch wants to catch the dragon. How could she do this?</p>	Making subitising pictures	<ul style="list-style-type: none"> - Discuss/ talk about what you could do to catch the dragon? - Work together to construct - Use different types of resources - Add extra detail via writing opportunities 	Trap, levels, blocks, material, high, short,		<ol style="list-style-type: none"> 1) Can children discuss what they are going to build? 2) Can children work with other children 3) Can children adapt their models where necessary?

Wooden blocks, different materials, small world resources, different building resources		- Record what your model looks like	long, strong, tall, secure		4) Can children add to their models using different resources? 5) Can children add extra information or detail via writing opportunities?
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Continuous Provision plans

Area	Resources and learning opportunities	Enhancements and Vocabulary
Sand Area (outside)	<p>Available resources: Sand tray, sand pit, wet/dry sand, sand wheels, spades, buckets, jugs, funnels, sieves, colanders, pebbles, shells, tubing, plastic bottles, mark/pattern making implements, diggers, trucks, scoops, spoons, various moulds Larger digging tools</p> <p>Planned experiences: Experimenting, exploring, using senses, discovering, moulding, patting, pouring, building, textures, different capabilities of wet/dry sand, tipping, filling, patterns, changes when adding or mixing different materials</p> <p>AOL:</p> <p>Personal, Social & Emotional Dev</p> <ul style="list-style-type: none"> • Sharing/Taking turns • Making choices • Working as part of a group • Sustain involvement <p>Respond to experiences</p> <p>Communication & Language</p> <ul style="list-style-type: none"> • Learn new vocabulary • Language for thinking • Interacting with peers • Following instruction • Asking questions <p>Physical Development</p> <ul style="list-style-type: none"> • Use malleable materials 	<p>Small world toys, writing materials, shape moulds, Autumn resources, jewels, tea set, making flags resources</p> <p>Vocab: Build, pat, squash, fill, touch, pour, wet, dry, damp, smooth, grains, shape, mould, print, pattern, marks, tracks, dig, rake, hide, cover, search, soft, heavy, light</p>

- Use one handed tools
 - Spatial awareness
 - Hand/eye co-ordination
- Use small/large equipment

Language:

- Mark Making
- Make patterns
- Forming letters
- Find information from books

Mathematics:

- Naming shapes
- Capacity
- Measuring
- Weighing
- Estimating

Understanding the World:

- Investigating/Exploring
 - Building/constructing
 - Change
 - Use sand timers
- Sand in the wider environment: beaches, deserts

Expressive Arts & Design:

- Explore texture
 - Express & communicate ideas
 - Use imagination
 - Explore using senses
- Respond to comments, questions

COEL:

Playing and exploring

- Being engaged
- Showing curiosity
- Showing 'can do' attitude

Active learning

- Showing fascination
- Maintain a focus
- Showing satisfaction in meeting their goals

Creating and thinking

	<ul style="list-style-type: none"> - Finding ways to solve problems - Making predictions - Exploring cause and effect - Change strategy as needed 	
<p>Water/mud kitchen area</p>	<p>Available resources: Water tray, sea life, boats, water wheels, jugs, funnels, tubing, bottles, sieves, shells, fishing nets, kitchen utensils, watering cans, guttering, pipes, buckets, colanders, paint brushes</p> <p>Planned experiences: Explore the different capabilities of water: pouring, filling, emptying, movement, sounds Changes when adding or mixing different materials, changes that occur when adding water to sand/soil/flour/paper, floating/sinking activities, freezing, melting etc.</p> <p>AOL:</p> <p>Personal, Social & Emotional Dev:</p> <ul style="list-style-type: none"> • Interested/motivated • Make choices • Sharing/taking turns • Work as a group • Accept rules/boundaries <p>Dress/undress, aprons</p> <p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen and respond • Extend vocabulary • Ask questions • Talk to plan and organise <p>Physical Development:</p> <ul style="list-style-type: none"> • Use one handed tools • Spatial awareness • Hand/eye co-ordination • Staying safe • Use small/large equipment <p>Literacy (R&W):</p> <ul style="list-style-type: none"> • Use water to make marks • Find information from books 	<p>Sponges, Natural objects, water beads, corn flour</p> <p>Vocab: Wet, damp, soaking, flow, dripping, absorbing, mix, stir, pour/ing, measure, change, wash, rinse, clean, splish, splash, slosh, waterfall, fountain, flow</p>

	<p>Mathematics:</p> <ul style="list-style-type: none"> • Measuring • Weighing • Mathematical language: more/less, heavy/light, big/small, long/short etc. • Use mathematical ideas and thinking to solve problems <p>Estimating</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Investigate and experiment using objects/materials • Question why things happen and how things work <p>Explore patterns and change, differences & similarities</p> <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Investigate objects/materials • Use all their senses to explore • Question why things happen and how things work • Explore patterns and change <p>Differences/similarities</p>	
Book corner	<p>Available resources:</p> <p>Fiction and non-fictions books – core books, key texts, suitable books for age and stage that reflect diversity and promote environmental awareness</p> <p>Puppets</p> <p>Writing clip boards with favourite part templates</p> <p>Planned experiences:</p> <p>Provide a comfortable, welcoming area where children like to go and look at books</p> <p>For children to explore pictures and text in all areas of the setting</p> <p>Language development- listening, responding, recalling- to understand that pictures and print carry meaning of communication and as a way to record</p> <p>AOL:</p> <p>Personal, Social & Emotional Dev:</p> <ul style="list-style-type: none"> • Maintain attention, sit quietly • Listen, respond in group situations <p>Have a developing knowledge of their own and others cultures</p> <p>Communication & Language:</p> <ul style="list-style-type: none"> • Language development & communication 	<p>Key texts with props, books in many areas of learning, chart, reading games</p> <p>Vocab: Book, page, turn, alphabet, words, cover, story, rhyme, poem, author, index, read, information, spell, letter, word</p> <p>Story language: beginning, middle, end, characters, setting</p> <p>Use feeling words- sad, scared, happy, cross, use intonation</p>

	<p>skills</p> <ul style="list-style-type: none"> • Listen to, join in with stories, rhymes • Learn new vocabulary <p>Explore new sounds, repeat refrains</p> <p>Physical Development:</p> <ul style="list-style-type: none"> • Handle books, turn pages <p>Use a range of equipment</p> <p>Language (R&W):</p> <ul style="list-style-type: none"> • Recognise that print carries meaning • Link sounds to letters • Enjoys a range of books • Look at books independently <p>Begin to read words</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • Say and use number names • Recognise numerals <p>Begin to use and understand mathematical language/terms</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Use listening equipment • Use computer to gain information • Explore own & different cultures • Ask questions <p>Find out about past/present</p> <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Respond to what they see/hear • Introduce a storyline/narrative into their play • Use puppets/soft toys to act out stories • Explore feelings <p>Use imagination</p>	
Construction/small world	<p>Available resources: small world sets: dolls house furniture, garage, farm animals, dinosaurs, animals, minibeasts</p> <p>Planned experiences: To use imagination during play, introduce a story line into their play, take on role, share and take turns, make connection to their life experiences</p> <p>AOL:</p> <p>Personal, Social & Emotional Dev:</p>	<p>Natural materials – rocks, pebbles, shells, leaves, twigs</p> <p>Writing opportunities</p> <p>Vocab: Name animals, vehicles, mechanic, farm, world, dinosaur, place, city, town, village, track, road</p>

	<ul style="list-style-type: none"> • Sharing, taking turns • Collaborating • Playing alone or in small group <p>Select and use resources</p> <p>Communication & Language:</p> <ul style="list-style-type: none"> • Communicating with peers • Making sounds • Voicing ideas <p>Naming animals, vehicles</p> <p>Physical Development:</p> <ul style="list-style-type: none"> • Manipulate small equipment • Join pieces together – tracks/fences <p>Language:</p> <ul style="list-style-type: none"> • Draw roads, maps, signs to enhance play • Recognise signs and some words • Show an interest in books, posters that show diversity in communities <p>Mathematics:</p> <ul style="list-style-type: none"> • Show spatial awareness • Show an awareness of shape 2D + 3D • Use positional language • Use numbers in play <p>Understanding the World:</p> <ul style="list-style-type: none"> • Talks about why things happen and how things work • Show an interest in different occupations, ways of life <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Build stories around toys • Introduce a storyline or narrative into their play • Play alongside other children engaged in same theme <p>Play co-operatively as part of a group</p>	
Creative area	<p>Available resources:</p> <p>Paint: liquid, pearl, natural colours</p> <p>Glue: PVA, cello tape, glue sticks</p> <p>Tools: long, short, various thicknesses, paint pads, sponge brushes, sponges, stamps, various printing shapes</p> <p>Paper/card: various sizes, colours, textures</p> <p>Collage tubs: various collage materials</p>	<p>Natural items: leaves, twigs, flowers</p> <p>Exploring textures: corn flour, shaving foam, pasta</p> <p>Vocab: Paint, stick, collage, model, create, glue, join, change, feel, texture, wet, soft, hard, lumpy,</p>

	<p>Malleable: play dough, cutters, rolling pins Modelling: boxes, cartons, tubes, bottles, material, wool, ribbons, string – all available in various shapes and sizes Tools: aprons, pens, crayons, scissors, crinklers</p> <p>Planned experiences: To experience and experiment with lots of different textures and colours using all their senses, representing their own ideas and imagination through the paintings and models they create</p> <p>AOL: Personal, Social & Emotional Dev:</p> <ul style="list-style-type: none"> • Be confident to try out new activities • Understand that sometimes we have to wait to do things, accept boundaries • Work as part of a group, collaborating • Can select and use resources • Show confidence in asking for help <p>Welcomes and values praise for what they have done</p> <p>Communication & Language:</p> <ul style="list-style-type: none"> • Use language to describe what they are creating • Understands the use of objects <p>Responds to simple instructions</p> <p>Physical Development:</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movement • Use one handed tools and equipment • Uses simple tools to effect changes • Handles tools, objects, construction and malleable materials safely and with increasing control <p>Independent in self care – wash hands</p> <p>Language:</p> <ul style="list-style-type: none"> • Use various media to create marks • To ascribe meanings to the marks they make • Recognise their own names <p>Write their own names</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • Numbers and shape sponges and printers <p>Use numbers to show how many children can use the creation</p>	<p>squidgy, press, squash, pat, print, stamp, roll, mix</p>
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	<p>station at a time</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Show a sense of family through their paintings <p>Talk about why things happen</p> <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Use their senses to explore and experiment with a range of media and materials • Explore colours and how colours can be changed • Realise tools can be used for a purpose <p>Manipulate materials to achieve a planned effect</p>	
<p>Mark Making</p>	<p>Available resources:</p> <p>Pens, pencils, paint, pastels, crayons Paper - various types, sizes, shapes, note pads Chalks, chalk boards, clip boards Written text - books, magazines, posters, name badges, labels, signs Dry wipe pens boards (small/large) Printing resources: rollers/stamps Computer</p> <p>Planned experiences:</p> <p>To use a variety of materials to make marks, to recognise that print carries meaning To experiment with making different marks in malleable materials To begin to form recognisable letters, to link letters to sounds To use marking to enhance their role play</p> <p>AOL:</p> <p>Personal, Social & Emotional Dev:</p> <ul style="list-style-type: none"> • Selecting resources independently • Maintain attention • Persist for extended lengths of time at an activity of their choosing <p>Give children opportunities to mark make in their own learning journeys</p> <p>Communication & Language:</p> <ul style="list-style-type: none"> • Ascribe meanings to marks • Give meaning to marks they draw, write, paint 	<p>Resources/equipment to make marks in paint/malleable materials Various stencils Mark making in role play areas Water buckets, various sized brushes Stationary items – envelopes, rulers, rubbers Card making, book making, invitations, form filling Resources to increase fine motor skills – hole punch, paper crinklers, staplers, glue sticks, sticky tape</p> <p>Vocab: Pencil, pen, crayon, paint, chalk, draw, write, letter, word, colour, paper, card, envelope, hold, grasp, copy, mark make, trace, print, stencil</p>

	<p>Physical Development:</p> <ul style="list-style-type: none"> • Handle tools with increasing control <p>Engage in hand/eye activities</p> <p>Language:</p> <ul style="list-style-type: none"> • Attempt writing for a purpose • Begin to form recognisable letters • Use phonic knowledge to form letters • Write their names <p>Begin to show preference for left or right hand</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • Use marks to represent numerals • Form recognisable numbers <p>Understanding the World:</p> <ul style="list-style-type: none"> • Use ICT programmes and keyboard to make marks • Draw family, friends, homes <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Respond through mark making to what they see, hear • Explore various materials to create marks • Use imagination <p>Use mark making to enhance role play: lists, letters, invites</p>	
<p>Mathematics (inside and outside)</p>	<p>Available resources:</p> <p>Various counting, sorting, matching resources Counting/dice games, number cards & puzzles Threading/sequencing resources Number lines - number books/posters Mark making implements 2D + 3D shape resources, construction sets Weighing scales + various weighted resources Size graded resources - measuring bottles</p> <p>Planned experiences:</p> <p>Counting objects, number recognition, order, compare - numbers, size, quantity, measure Using positional language, comparing, estimating, shapes - exploring, recognition, patterns Recording numbers/symbols - use positional language, problem solving, sequencing</p>	<p>Number/shape resources Washing line, number lines, pegs Measuring equipment – sand/water Clocks, tape measures, rulers Counting songs, rhyme Large dice Computer – number, shape, matching programs Daily routines – register, snack times, date Planned cookery: weighing, quantity, measuring Vocab: Numbers, count, add, more, less, same, shape, shape names, pattern, sequence, change, long, short, weigh, balance, heavy/light, big/bigger/biggest, small/smaller/smallest, sort, symmetrical, positional language</p>

	AOL:	
Music/Role play area	<p>Available resources: Various Musical Instruments – bought, including instruments from other cultures Regular rhymes, songs, action rhymes Nursery rhyme books</p> <p>Home corner: cooker, sink, cooking utensils, appliances, pots, pans, cutlery, multicultural resources, crockery, table, chairs, dolls, pushchairs, clothes, food items Dressing up unit: various outfits and accessories including different uniforms associated with jobs, multi-cultural costumes. Writing skills: pencils, note books, clipboards, clothes Reading: Posters and books to support role play Technology: Mobile phones, cameras, walkie talkies....</p> <p>Planned experiences: To enjoy and join in with songs and rhymes, experiment with musical instruments, join in with ring songs and music and movement activities, make their own instruments using available resources</p> <p>For children to act out their life experiences through well planned and resourced role play areas and use their imagination to create new experiences, playing with peers engaged in the same storyline.</p> <p>AOL: Personal, Social & Emotional Dev:</p> <ul style="list-style-type: none"> • Make choices, select resources • Play in a group • Show interest, enthusiasm • Maintain attention, concentrate and sit quietly when appropriate. • Express own preferences and interests • Seek to do things independently • Confident to talk to peers when playing <p>Communication & Language:</p>	<p>Songs and sounds used during daily routines to make children aware of changes, expectations: tidy up song, circle time song, tambourine sound to gain attention Materials, resources that can be used to make different instruments and sounds. Role play scenarios: vets, doctors, shop, café, hospital, garden centre, post office, garage Resources: various resources and equipment to support different role play scenarios Children’s interests: Create role play areas that support what children have shown an interest in; multiple role play areas set up to extend and enhance children’s imagination i.e. home & shop Flexible use: Allow for flexible use of resources from one area to another. Vocab: Sing, song, music, rhyme, rhythm, beat, dance, loud, quiet, soft, fast, slow, bang, shake, tap, shake, rattle, instrument names Pretend, role, character, setting Vocabulary linked to occupations and resources used for particular role play scenarios: garage, café, vets Naming objects available in role play scenarios</p>

- Listen to and enjoy rhythmic patterns in rhymes
- Show an interest in play with sounds, songs and rhymes
- Use intonation in rhymes and songs

Develop vocabulary by naming instruments

- Listens to others and respond to ideas expressed by others
- Use talk to connect ideas, recall and relieve past experiences
- Build up vocabulary reflecting their own experiences

Physical Development:

- Handle instruments appropriately and with increasing control
- Show high levels of energy
- Move with confidence, imagination and in safety
- Move with control and co-ordination
- Show control in handling resources such as cups, spoons
- Develop fine motor skills through clothes fastenings, pegging up clothes
- Dress with support then independently

Language:

- Look at books showing musical instruments used in our own culture and other cultures
- Develop hand eye co-ordination
- Show an interest in books and pictures
- Use vocabulary and forms of speech that is influenced by their experience of books
- Use 'writing' in their role play

Mathematics:

- Counting songs, rhymes
- Uses fingers to represent numbers
- Music & movement activities requiring a response to given number of actions

Count taps – tapping sticks

- Use number names in play

Use mathematical language in play that is connected to concepts such as weighing, size and quantities

Understanding the World:

- Become familiar with different instruments
- Explore objects by banging, patting, shaking
- Know things are used in different ways
- Operate cd player, tape player

Use ICT to explore sounds, listen to songs & rhymes

- In pretend play, imitates everyday actions and events

	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world • Show interest in different occupations and ways of life <p>Use phones, cameras to support play</p> <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Join in with and sing familiar songs & rhymes • Create sound by banging, shaking, tapping • Enjoy dancing & ring games • Explore different sounds and how sounds can be changed • Create movement in response to music <p>Sings to self, makes up songs</p> <ul style="list-style-type: none"> • Begins to make believe by pretending • Notice what adults do and imitate • Engage in imaginative role play based on own experiences • Introduce a story into play <p>Play co-operatively to develop and act out a narrative</p>	
<p>Large physical play</p>	<p>Available resources: Wesco (assault course), climbing frame, slide, trikes, bats, balls, hoops, cones, basket ball hoop, parachutes, stepping stones Circle dancing, running, chasing games Large construction resources – crates, tyres, bricks, logs, guttering, planks Large scale mark making – fence painting, chalk table, large painting sheets</p> <p>Planned experiences: For children to develop their gross motor movement through play, to experiencing challenges and taking risks, learning to use equipment appropriately and safely</p> <p>AOL:</p> <p>Personal, Social & Emotional Dev:</p> <ul style="list-style-type: none"> • Be confident to try out new activities • Understand that sometimes we have to wait to do things, accept boundaries • Work as part of a group/collaborating • Can select and use resources <p>Show confidence in asking for help</p> <p>Communication & Language:</p> <ul style="list-style-type: none"> • Able to follow direction • Show understanding of prepositions: on/top, under/over, • Use language to describe actions: climbing, sliding, running 	<p>Props offered to encourage role play whilst using large physical equipment i.e.; wheels, large material pieces to create dens, transport</p> <p>Planned use of large fort, playing field and trim trail (school equipment)</p> <p>Join pieces of equipment to create/offer new experiences and challenges</p> <p>Vocab: Run, skip, jump, hop, climb, throw, kick, balance, slide, roll, bounce, shuffle, aim, target, race, build, construct, lift, carry, over, under, between, through, next to.</p>

	<p>Physical Development:</p> <ul style="list-style-type: none"> • Run safely on whole foot • Can kick /catch /throw a large ball • Experiment with different ways of moving • Travel with confidences, negotiate space, change direction • Understand equipment - needs to be used safely <p>Observe the effects of activities on their bodies</p> <p>Language:</p> <ul style="list-style-type: none"> • Move body in response to pictures on move cubes <p>Recognise print in environment: open/closed signs</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • Use number names to count actions <p>Show an understanding of numbers: how many children can use equipment at a time</p> <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Expresses self through physical actions • Join in with dancing, ring games <p>Use and join various construction materials to build and balance</p>	
Outdoors		
Exploring and Investigation		