

Continuous Provision Planning for Malleable

Key Learning Opportunities

Communication and Language	Physical development	Personal, Social and Emotional Development	Literacy	Maths	Understanding of the World	Expressive Art and Design
- Use talk to organise themselves and their play. - Can start a conversation with an adult or peers and continue it for many turns. - To be able to express a point of view and debate when they disagree using words as well as actions. - They give their attention to what others say and respond appropriately, while engaged in another activity. - They answer 'how' and 'why' questions about their experiences and in response to stories or events. - Children express themselves effectively, showing awareness	- Choose the right resource to carry out their own plan. - To use one handed tools and equipment. - Use large muscle movement to make marks. - Uses simple tools to effect changes to materials. - Shows a preference for a dominant hand. - Shows understanding of how to transport and store equipment safely.	- Play with one or more of their peers, extending and elaborating play ideas. - Children play co-operatively, taking turns with others. - They take account of how to organise their activity. - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. - They say when they do or don't need help.	Engage in extended conversations about stories learning new vocabulary.	- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	- Talk about the differences between materials. - Explore and talk about different forces. - Explore how things work. - Talk about what they see.	- Develop their own ideas and then decide which resources they need to express them. - Respond to what they have heard, expressing their thoughts and feelings. - Explores what happens when they mix colours. - Experiments to create different textures. - Manipulates materials to achieve a planned effect. - Uses simple tools and techniques competently and appropriately. - Selects tools and techniques needed to shape, assemble and join materials they are using
Resources	Organisation	Intended experiences			Role of the adult	
- Rolling pins - Scissors - garlic press - cutting tools - mashers - cutters - baking trays - cake cases	- Pictures/labels to show where items should be stored. - Some labels showing quantity of items E.g. 10 fish, 15 rubber ducks. - Enhancements to be introduced to the children	- Developing improved fine motor skills - Playing together and cooperating with children of different ages - Strengthening muscles and hand-eye coordination - Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy - Experimenting with stories and narrative ideas in play - Exploring space and measures - Exploring the properties of the playdough - Exploring which resources are best suit-ed for what they are trying to achieve - Engaging with problems and working out how to solve them - Develop the capacity to use their imagination to feed their play. - Develop and use receptive and expressive language. - Transform objects; using their imagination to turn one object into another. - Explore texture and form. - Explore weight and capacity. - Talk about what they have observed. - Explore using tools safely and with control.			- Model use of materials in area to encourage interest. - Support and extend children's learning. - Use open-ended questions to promote sustained shared thinking. - Observe children's learning to identify achievement and to inform planning for extending learning. - Observe use of provision to ensure the area is meeting the needs of the children and the EYFS. Key Vocabulary and Questions - Names of additional tools and equipment. - Language related to touch - cold, warm, hard, soft, squashy etc. - Language related to actions - pinch, twist, stretch, roll, squeeze, pat etc. - Language related to size - big/bigger, small/ smaller, long/longer/ tall/taller, short/ shorter, heavy/heavier, wide/wider, fatter/ thinner. - What materials are you using? - How did you ...? - What does it feel like?	