

# Planning for Continuous Provision

## Opportunities: Writing area

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Select tools Colour Write letters and post them Writing their name/others Mark making Display work Making for others Lists Talk Copying Trace	Fine motor skills Social skills Language skills Collaborative skills Investigative/exploration Making choices/decisions Experimenting Problem solving Handling different tools Manipulating Exploring shapes	Crayons Pencils Felt pens Chalk Charcoal Whiteboards and pens Paper – all sorts/sizes Photographs Paper clips Rubber bands Hole punch Stapler Books Writing books Old diaries Masking tape

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Make marks Draw Colour Communicate Cut out Stick Staple Rip/tear Roll paper up Use clipboards Role play Type (I.C.T.) Copy words Copy patterns Write lists, letters, cards, invitations Labels	Fine motor skills Language development Personal and social skills Thinking skills Purpose of writing and mark making Developing their vocabulary Letter recognition and formation	Paper Books Pens Pencils Crayons Chalks Chalkboards Whiteboards Markers Stapler Scissors Glue Hole Punch Card Sharpener Stencils Rulers Tracing paper Birthday cards Clipboards Typewriter Telephone Alphabet chart Word wall

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Mark making Ripping Folding Explore paper and its properties Write letters/postcards Make a register Make cards Draw pictures, maps etc Draw patterns Emergent writing Use stampers Use different implements/surfaces	Developing manipulation skills Hand-eye coordination Fine motor skills Mathematical skills Reading skills Emergent writing skills Modelling real-life situations Creative skills	Mark making implements Different media (paper, whiteboards, envelopes, etc) Split pins Hole punch Labels – including welsh

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**Opportunities: Graphics/Reading area** – *Ideally linked to allow connection between reading and writing*

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Make marks Look at books Re-tell stories Make books Write cards Write letters Emergent writing Rehearse activities from enhanced/focused sessions Make up stories from pictures Look at non-fiction books, photos, etc and talk about them Tell stories to toys	Print concepts Word recognition Fine motor control Early writing skills One-to-one correspondence between spoken/written word Vocabulary development Story sequence Range of writing Understanding of different text types Book handling behaviour Understanding of different worlds through books that support and reflect diversity Understanding of other learning areas through non-fiction books/photos Development of creativity and imagination through entering other worlds and stories/images	Mark making implements Range of paper for children to make books, cards, etc Range of books Accessible word wall Alphabet chart/cards Stapler Hole punch Examples of range of print – cards, newspapers, recipes, etc Photos, etc as talking points Comfortable/flexible furniture Listening station Taped stories Dual language books Welsh materials Books that reflect diverse society Microphones and tape recorders for children to re-tell stories Digital blue (access to it) to allow children to record stories, etc Puppets/artefacts for re-telling and supporting non-fiction books Access to individual postboxes/pigeonholes, etc to give letters/notes Display area to allow children to display own writing Typewriter/word processor if possible Magnetic letters

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## Opportunities: Construction

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<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Build Knock down Detach Balance Join Talk Compare Make noises Making Design and evaluate whilst constructing	Problem solving Measuring Imagination Language Cooperation Comparing Investigation Design and evaluation	Blocks Crates Junk Boxes Lego Mobilo Cupboard Camera Clix Popoids Interstar Duplo Magazines/books Clipboard and writing implements

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Build Join Break/detach Stack Measure Talk Make noise with bricks Concentrate Design Imagine Coordinate Develop ideas Reflect Model making	Fine motor skills Gross motor skills Sharing Independence Responsibility (tidying up) Measurement Problem solving Pride Reflecting Develop imagination Innovating Gathering I.C.T. skills	Lego/Duplo Characters Tools Tool box Cameras Lacey Mobilo Popoids Clix Sticklebricks Star Interstar Megablocks Wooden blocks Large bricks Display area Clipboard and pencil

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## Opportunities: Construction

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Build/assemble Invent Join Break Collaborate Design Experiment Cooperate Share Reason Imagine Test Review and re-do Compare	Fine motor skills Social development Mathematical – shapes Physical Creative Communication Gross motor skills Sorting Materials Forces – pull/push Measuring	Lego/Duplo Knex Mobilo Sticklebricks Popoids Meccano Cardboard/junk Sticky tape Glue Scissors Blocks Multi-link Magnetic blocks Camera Clipboard

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<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Build towers/models Make vehicles Make roads Make houses, castles, people Make bridges Make shelters and dens Joining Fixing Dismantling, knock down	Collaborative play Problem solving Thinking skills Language Mathematical skills Fine/gross motor skills Hand/eye coordination	Milk/bread crates Natural objects Tyres Lego Sticklebricks Mobilo Duplo Popoids Straws Knex Wood off cuts Insulating bricks Display area Camera Clipboard

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## Opportunities: Role play

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Talk Cooperate Discuss Direct Negotiate Laugh and have fun Dress up Pretend (take on roles) Write Count Communicate- welsh etc Help each other Go into a make believe world Feel confident	Language acquisition Bilingualism Imagination Cooperation Problem solving Investigate Maths skills – count, position, size etc Dressing skills Spatial awareness Fine motor skills Reading Collaboration	Writing equipment and paper Suitable props Suitable costumes Labels

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## Opportunities: Role play

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Imaginative play Dress up Explore Copy, imitate Play together Engage in wall art Recount own experiences	Cooperation Language Oracy skills (welsh) Working together First hand experiences Fine motor skills – dressing themselves Mark making Self help skills Emergent writing I.C.T.	Story/picture books Costumes Material Paper, pencils etc Wall art, posters Sound box Jigsaws A projector/light box Music Story books

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## Opportunities: Role play

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<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Speak Listen Communicate Absorb vocabulary Re-enact Create characters & storylines Ask and answer questions Create problems Find solutions Share Take on leadership roles	Developing vocabulary Develop a knowledge/understanding of the world Creative skills Language skills Social skills Mark making/writing skills Problem solving Decision making Making choices	Costumes Masks Props Signs/labels Books Table/chair Adult Pens/pencils Paper Paint

# Planning for Continuous Provision

## Opportunities: Art/craft

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Cutting Sticking Glue Mark making Painting Mixing colours Drawing Colouring Folding Join Tear/rip Feeling materials Tracing Making	Hand/eye coordination Fine/gross motor skills Making choices Investigating and exploring Designing Turn taking Properties Thinking skills Creative skills Social skills/speaking and listening Counting Mathematical development – shapes, sizes/measurement New vocabulary – colour, shape, pattern etc Spatial awareness	Scissors Glue/pva Pritt sticks Junk materials Colouring sheets Variety of paper sizes Tracing paper Chalks Pencils Felt Pens Paints and brushes – different thicknesses Water Aprons Feathers Buttons Straws Pasta Glitter Newspaper Gummed paper Tissue/crepe paper, etc

# Planning for Continuous Provision

## Opportunities: Investigation/multi-sensory

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Fiddle Explore Poke, press Feel Smell Look Throw, catch Talk Communicate Listen Sit/lie down	Investigative skills Cooperation Social skills Turn taking Fine and gross motor skills Hand/eye coordination Problem solving Creative skills Thinking Perseverance	Musical instruments Lights – variety Lightbox Magnifying glass Magnets Materials – variety Cushions Scented plug-ins Music Streamers Projector Torches Sensory/feely objects Kaleidoscopes Tent/blackout Mobiles What's in the box? Books Writing implements Digital microscope Metal detector

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## Opportunities: Investigating

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<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Playing Exploring (with senses) Talking Watching Pull apart Handling Sorting Building on knowledge Using materials	Exploration Pole-bridging Investigating Thinking Observing Communicating Comparing Manipulating Measuring Classifying Discriminating Applying	Magnifying glass Mirrors Magnets, dependent on material Natural objects Man-made objects Graded sizes Books Recording equipment Digital microscope

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## Opportunities: Sand play

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Dig Sift Pour Make tracks Fill and empty Hide things Add water Explore the texture Role play/imagination Talk/make noises	Cooperation Communication Capacity Mathematical Investigation Problem solving Creative Hand/eye coordination	Buckets/moulds Spades/spoons Sieve Small world toys Natural objects Water/sand wheels Watering cans Rakes/combs

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## Opportunities: Sand play

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<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Dig Moulding Filling/emptying Patting Patterns Sprinkle Role play – beach, etc Add water Scooping Pour Hiding things Uncover things	Investigating Exploring Observing Capacity Knowledge of properties of materials and how materials change when another material is added Communicating Sharing Turn taking Thinking Problem solving	Buckets Spades Sieves Rakes Combs Spoons Small world toys Water Watering cans Natural materials

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## Opportunities: Small world

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Take on roles Make voices Have conversations Sort Organise Look for resources Improvise Sing songs Use vocabulary Act out a story Extend and change story Become enthusiastic	Personal/social Emotional Speaking/listening Collaborative work Problem solving Thinking skills Mathematical skills Shape/space Creative Fine motor skills Applying knowledge Sharing Taking turns and cooperating	Small world equipment e.g. animals/dinosaurs/farm etc Tuff Spot Materials Natural materials Books Stories Reference books Writing equipment

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## Opportunities: Water

<b>What do children do?</b>	<b>Key learning</b>	<b>Resources</b>
<i>What do children do naturally when they play in this area?</i>	<i>What skills are the children learning in the context of their play?</i>	<i>What resources need to be available all the time to allow the learning to take place?</i>
Fill, empty Pour, decant Agitate, stir Blow bubbles Get wet Splash Role play Imagine Talk Make noises	Full/empty – capacity Count, order – how many? Comparison – more/less, etc Fine motor skills – handling tools with increasing control Hand/eye coordination Properties of materials – how water behaves, moves and moves objects, etc Problem solving – moving water about Language – explaining a process Taking turns, sharing Creative sounds – the ‘music’ of water, etc	Funnels Graded containers Jugs – different sizes Sieves Water wheel Tubing Scoops, ladle