

Continuous Provision Planning

Mark Making Area (also readily available throughout provision)

Anything highlighted in yellow is to be implemented or improved

Key learning opportunities likely to occur in this area of provision	
Children are learning to...	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">- To choose and share resources needed for the chosen activities- To show confidence in asking adults for help <p>Communication and Language</p> <ul style="list-style-type: none">- To express thoughts and share ideas- To demonstrate understanding when talking with others- To develop own narratives and explanations by connecting ideas or events- To use language to explain and recreate experiences, linking statements and sticking to a main theme <p>Physical Development</p>	<p>Literacy</p> <ul style="list-style-type: none">- To use a growing vocabulary to describe their experiences and ideas- To give meaning to marks which they make- To blend and segment sounds in words, to link sounds to letters and to use letters to communicate meaning- To write own name, words and short sentences- To create and retell stories that have a setting, characters and plot <p>Maths</p> <ul style="list-style-type: none">- To order and sequence familiar events and use everyday mathematical language related to time, position, size and shape <p>Understanding the World</p>

<ul style="list-style-type: none"> - To show good control and co-ordination in small movements - To handle tools with increasing control and show a preference for a dominant hand - To begin to use anticlockwise movement, to retrace vertical lines and to form recognisable letters - To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> - To talk about past and present events in their own lives and in the lives of family members - To talk about and reflect upon the things they notice about the world around them <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - To use what they know about materials in original ways - To represent their own ideas using symbolic representation - To use their imagination, along with own experiences, to create settings and stories 		
Resources	Organisation	Children are learning by...	Role of the Adult
<ul style="list-style-type: none"> ● Mark makers including pencils, chalk, whiteboard markers ● Paper in various forms: post it notes, postcard, lined notebooks, plain paper ● Handmade booklets ● Envelopes ● A range of joining equipment and tools including scissors (left & right handed), wavy- edged scissors, hole punch, treasury tags, stapler, staples, glue and sticky tape 	<p>Two distinct areas (as well as multiple areas throughout provision):</p> <ul style="list-style-type: none"> ● Message centre set up with vertical chalk board and table accessible ● Group table and set of chairs in the creative area ● Table and shelving trolley to display resources ● Resources organised into pen pots on shelving so that they are easily visible and accessible ● Mark makers organised by type 	<ul style="list-style-type: none"> ● Making decisions about the resources they need ● Co-operating with peers and sharing resources ● Planning and communicating their ideas ● Exploring different ways of making marks and patterns ● Writing, drawing and creating patterns for a purpose ● Expressing ideas to others through writing, drawing and creating patterns 	<p>Play alongside</p> <ul style="list-style-type: none"> ● Observe children and take note of their key interests ● Respond to their requests and suggest ideas ● Consider additional stimulus and add this immediately if possible or the following day/ week ● Play alongside children to take play forwards, suggest ideas and show what's possible

<ul style="list-style-type: none"> ● A selection of clipboards and dry-wipe boards ● A selection of writing aids to include alphabet strips, alphabet flip charts and magnetic boards and magnetic letters ● A selection of mark making formats to include simple patterns and colouring in pictures relating to children's interests <p>Enhancements Add examples of greetings cards, booklets, invitations and letters in line with introducing different ways of writing for purpose. Word mat displays of common words and phrases to help aid writing.</p>	<ul style="list-style-type: none"> ● Plate racks used to display materials to include paper, envelopes, clipboards, whiteboards, chalk boards ● Area for children to store and display completed work 	<ul style="list-style-type: none"> ● Creating books, cards, letters, invitations, notes, messages ● Creating and documenting stories from their imagination ● Retelling and documenting well-known stories ● Putting phonics knowledge into practice through writing; blending and segmenting words ● Developing grapheme recognition and capacity to write graphemes and words ● Practising writing and drawing skills: developing a tripod grip and increasing control over mark makers ● Experimenting with and using a range of vocabulary to describe their designs and ideas ● Reflecting on their progress and the outcome of their ideas 	<ul style="list-style-type: none"> ● Share own experiences and make suggestions <p>Role model/ direct teach</p> <ul style="list-style-type: none"> ● Model language, correct and/or extend vocabulary ● Model thinking aloud and commenting ● Model possibilities and accurate writing and drawing ● Model and manage behaviour, self-regulation and the characteristics of effective learning <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> ● What do you notice about...? ● I wonder how...? ● Interesting... can you tell me about what you've done ● Tell me how... ● How could you... ● Encourage children to talk through the process not just discuss the product ● Extend children's language through remodelling their vocabulary ● Ponder and think out loud
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			<p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none">● Introduce and use story and narrative language● Introduce and use correct names for tools and equipment
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