



<u>Writing / Mark Making Area</u>		
<u>Resources</u>	<u>Learning Outcomes</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Pencils • Felt tip pens. • Wax crayons • Scissors. • Glue sticks. • Rulers and stencils • White board markers. • Colouring pencils • Exercise books • White paper • Sugar paper • Whiteboards 	<p><u>Physical Development.</u></p> <ul style="list-style-type: none"> • Gross motor – getting onto and sitting on a chair, full arm/shoulder movements to mark make, core strength development to sit and move arms independently, bilateral arm movements as they develop a prominent hand, choosing resources and moving them to their chosen place of learning. • Fine motor – holding a mark making implement and making marks/writing, using scissors, joining pieces of paper together using glue sticks, wiping whiteboards clean. <p><u>Communication and Language.</u></p> <ul style="list-style-type: none"> • Discussing with others about what they are mark making, taking words and concepts they have learned and representing them on paper whilst talking about them using new vocabulary, asking for help, negotiating the sharing of resources. <p><u>Personal, Social and Emotional Development.</u></p> <ul style="list-style-type: none"> • Sharing resources, turn taking and negotiating the sharing, being proud of their work, risk taking, feeling secure to have a go, trying new ideas and enjoying success, coping with frustration when it doesn't turn out how they expected, building friendships, being resilient when it is difficult. 	<p><u>Playing and Exploring.</u></p> <p>Ensure the resources are easily accessible, labelled, functional and engaging. (pencils sharpened, pens working etc)</p> <p>Encourage children's enthusiasm and growing confidence.</p> <p>Talk about how effort and practice will help with developing further skills.</p> <p>Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u></p> <p>Resources are freely available for the children to choose what they need to learn.</p> <p>Allow activities to be left out at tidy up time if the children have not yet finished exploring the learning and achievement fully.</p> <p>Ensure child can look at past photos of their achievements to track their own progress and compare the mark making from then to now.</p> <p>Be ready to provide additional resources or signpost children as to where to get them so that there mark making learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go.</p>



	<p><u>Understanding the World.</u></p> <ul style="list-style-type: none">• Processing knowledge about natural world, past, present, communities and their world through writing and mark making. <p><u>Maths.</u></p> <p>Representing shape and number in their mark making, recording their ideas, concepts and experiences of number and shape, pattern and problem solving, Shape matching and number matching opportunities during tidy up time.</p> <ul style="list-style-type: none">• <p><u>Literacy.</u></p> <ul style="list-style-type: none">• Matching marks to sounds, hearing and representing initial sounds, attempting to sound out or blend CVC words and record them / decode them, giving meaning to marks and creating narratives/stories/ poems/non-fiction. <p><u>Expressive Arts and Design.</u></p> <ul style="list-style-type: none">• Creating representations of the world around them, exploring different media, enclosing aspects in shapes ie: putting eyes, nose and mouth inside a circle to represent face.	<p>Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p> <p><u>Creating and Thinking Critically.</u></p> <p>Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...”</p> <p>Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking.</p> <p>Encourage children to talk through and bounce ideas around as they write and mark make.</p> <p>Allow children to lead conversations and join in with thinking about things together.</p> <p>Encourage children to talk about the problems they encounter and how they have overcome them.</p>
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<u>Maths Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Pine cones • Pasta shapes • 2D shapes • Lolly sticks • Wooden hoops • Bottle lids • Numbered flower pots • Numbered pebbles. • Calculators • Wooden pegs • Direct access to writing area resources to record and mark make their mathematical findings. • Peg boards. • Number and shape books. • Pattern teddies, insects, transport. • Magnetic numbers 	<p><u>Physical Development.</u></p> <ul style="list-style-type: none"> • <u>Fine Motor</u> – Manipulating small objects, feeling around the shapes and identifying corners and curves, putting small objects in cups, moving small objects as they count them, tessellating shapes together, putting pegs in the peg boards. • <u>Gross Motor</u> – Standing from squatting, standing up from sitting and vice versa, carrying and fetching resources. • <u>Communication and Language.</u> Using words and vocab relating to Maths, discussing ideas and problems with peers and adults, understanding conversation must work both ways, listening and responding appropriately, asking questions, using talk to clarify understanding. • <u>Personal, Social and Emotional Development.</u> Sharing resources, turn taking and negotiating the sharing, being proud of their work, risk taking, feeling secure to have a go, trying new ideas and enjoying success, coping with frustration when it doesn't turn out how they expected, building friendships, being resilient when it is difficult. • <u>Understanding the World.</u> Becoming familiar with where numbers and shapes are in the world around them – addresses, phone numbers, objects etc, knowing 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. (batteries in calculators, till working etc) Encourage children's enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Allow activities to be left out at tidy up time if the children have not yet finished exploring the learning and achievement fully. Ensure child can look at past photos of their achievements to track their own progress and compare the counting/number skills/ shape and pattern skills from then to now. Be ready to provide additional resources or signpost children as to where to get them so that their learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go.</p>



	<p>numbers that have importance to them such as their age.</p> <ul style="list-style-type: none">• <u>Maths</u> Counting, sorting, patterns, number recognition, 1-2-1 matching, tessellation., Shape matching and number matching opportunities during tidy up time.• <u>Literacy.</u> Enjoy and explore number and shape books• <u>Expressive Arts and Design.</u> Creating pictures out of shapes, acting out counting songs, creating pictures and counting 'how many' they have drawn.	<p>Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p> <p><u>Creating and Thinking Critically.</u> Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...” Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking. Encourage children to talk through and bounce ideas around as they count and explore number/shape. Allow children to lead conversations and join in with thinking about things together. Encourage children to talk about the problems they encounter and how they have overcome them.</p>
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<u>Role Play Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Wooden kitchen • Feather duster • Dyson • Toy dog and dog's bed • A selection of soft, fabric foods, pretend tins and drinks cartons. • A selection of saucepans. • Wooden spoons. • Cameras and telephones (old and 'pretend') • Cutlery • Tea towel • Wooden pizza and birthday cake • Family photo board. • Dolls • Ironing board • Doll's clothing • Cot and Bedding. • Table and chairs • Highchair. • Dressing up • Full length mirror. • Clock. • Weighing scales • Recipe books • Laptops and keyboards 	<ul style="list-style-type: none"> • <u>Physical Development</u> Fine Motor – picking up resources, manipulating tools, putting on and taking off baby clothing, putting lids on saucepans, using cutlery, putting the pet dog's lead on, putting ingredients into and out of pans, mixing items Gross Motor – putting on and taking off clothing items, using the Dyson, using the feather duster to reach high and low places, squatting and standing, reaching down and up to get high and low resources, mixing items. • <u>Communication and Language.</u> Role play conversations, taking on different roles, exploring new vocabulary, trying different roles and the vocabulary linked to them, using language to create games and negotiate the roles the will play within it, Discussing their family with their friends • <u>Personal, Social and Emotional</u> Talking about their lives at homes, their friends and their family, understanding their lives include home and preschool as well as other aspects, making friends, exploring different roles, sharing resources, taking turns, negotiating games, • <u>Understanding the World</u> Making sense of areas of their lives through play, exploring what they know about the world an their experiences by re-enacting them, linking home and preschool; their lives in and out of preschool, knowing, understanding and 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. Encourage children's enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Allow activities to be left out at tidy up time if the children have not yet finished exploring the learning and achievement fully. Ensure child can discuss and revisit past play activities in this area. Be ready to provide additional resources or signpost children as to where to get them so that there mark making learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go. Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p>



	<p>respecting differences between their experiences of home and their peers (eg: cooking foods from different cultures, discussing different religious experiences etc), exploring the role of technology in day to day lives.</p> <ul style="list-style-type: none">• <u>Maths</u> Counting slices of wooden pizza and cake, looking at whole circle being segmented into slices, seeing the time, spotting the numbers on the clock, understanding the sequence of time, weighing items and discussing full/empty/heavy/light etc, matching the shapes during tidy up time.• <u>Literacy</u> Using books correctly, enjoying the recipe books and giving meaning to the words, spotting letters and sounds within them.• <u>Expressive Arts and Design</u> Acting in different roles, representing their experiences using drama and props, using the props to recreate a scenario,	<p><u>Creating and Thinking Critically.</u></p> <p>Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...”</p> <p>Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking.</p> <p>Encourage children to talk through and bounce ideas around as they explore role play ideas and creative stoylines.</p> <p>Allow children to lead conversations and join in with thinking about things together.</p> <p>Encourage children to talk about the problems they encounter and how they have overcome them.</p>
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<u>Construction and Small World Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Duplo • Lego • People • Cars/vehicles • Road map rug • Mobilo • Blocks • Squares • Junk (boxes, tubs and packaging etc) • Glue sticks • Scissors • Masking tape 	<ul style="list-style-type: none"> • <u>Physical Development</u> <u>Gross motor</u> - standing up/sitting down, squatting whilst building, stepping over items, reaching for resources and maintaining balance. <u>Fine motor</u> - joining bricks together, balancing items ontop of each other, using tools, manipulating people and vehicles in their games. • <u>Communication and Language</u> Creating stories and language for their characters, describing what they are building, asking friends if they can play/help, asking for help from an adult, using language to negotiate games, use language to problem solve / metacognition • <u>Personal, Social and Emotional</u> Sharing resources, sharing builds, allowing different people to join their game and add to the construction, coping with failure when their build falls over or doesn't join as expected, being resilient and trying again when this happens, building friendships with peers and relationships with adults, choosing their own resources and fetching them/put them back, being proud of what they have built and wanting to keep it to add to in future/take it home • <u>Understanding the World</u> Building representations of what they know and creating stories that explain and show their experiences both real, imaginary and gained from books, television and film, exploring how shapes 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. Encourage children's enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Allow activities to be left out at tidy up time if the children have not yet finished exploring the learning and achievement fully. Ensure child can discuss and revisit past play activities in this area. Display photos oof previous build successes for them to reflect upon, recreate and attempt to improve. Be ready to provide additional resources or signpost children as to where to get them so that there mark making learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go. Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p>



	<p>fit together, knowing the process of balancing and what makes this achievable or not.</p> <ul style="list-style-type: none">• <u>Maths</u> Shape recognition, recognising and creating patterns, looking at how shapes fit together, discussing properties of shape – curves, edges, corners etc, comparing height or length of things they build, counting how many blocks / cubes they have used• <u>Literacy</u> Following instructions on build designs and ideas• <u>Expressive Arts and Design</u> Creating representations of familiar items, using a variety of materials and mixed media to create 3D ideas, creating stories and actions for the characters and creations, problem solving why a design won't work ,improving an existing design based on the learning taking place.	<p><u>Creating and Thinking Critically.</u> Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...” Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking. Encourage children to talk through and bounce ideas around as they explore building and creating Allow children to lead conversations and join in with thinking about things together. Encourage children to talk about the problems they encounter and how they have overcome them.</p>
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<u>Water Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Funnels of mixed sizes • Beakers of mixed sizes • Pipettes. • 'Pipes' – 5 pipes with different outputs • Scoops • Pirates • Boat • Treasure chest • Bath tray to rest items on • Fish • 'Treasure' • Bath books 	<ul style="list-style-type: none"> • <u>Physical Development.</u> <u>Gross Motor</u> – Collecting resources from the shelf, squatting and bending, scooping and pouring water, moving the boat through the water – waling around the water tray whilst holding objects, for some children – stepping up onto a step and playing from there, putting on and taking off tabard aprons, drying hands <u>Fine motor</u> – manipulating beakers and funnels, scooping and pouring water, sticking and unsticking the suckers on the pipes, using pipettes, manipulating the creative toys in the water, putting items back on the shelves, drying the toys. • <u>Communication and Language.</u> Creating games with the fish, pirates, treasure etc, making up dialogue and stories with the toys, using vocabulary around sinking, floating, tipping, pouring etc, negotiating sharing resources and games with peers, asking for help, articulating what they see and using phrases/sentences to explain it (how the water wheel spins for example), describing how the water feels and moves. • <u>Personal, Social and Emotional</u> Sharing resources, waiting for their turn to access the area as spaces are limited to 4, working cooperatively and alongside their peers, building relationships with peers and adults, problem solving and coping with challenges with resilience • <u>Understanding the World</u> 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. Encourage children's enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Ensure child can discuss and revisit past play activities in this area. Be ready to provide additional resources or signpost children as to where to get them so that their water based learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go. Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p>



	<p>Floating, sinking, properties of water, using their experience of water to inform their play – rain, water on gutters, swimming pools, lakes and the sea, water safety, displacement</p> <ul style="list-style-type: none">• <u>Maths</u> Capacity and volume, size ordering of resources, linking size of container to the capacity it offers,• <u>Literacy</u> Baths books,• <u>Expressive Arts and Design</u> Creating stories with the resources, enjoying watching the water make patterns and movements, use creative movements to make the water 'dance'.	<p><u>Creating and Thinking Critically.</u></p> <p>Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...” Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking. Encourage children to talk through and bounce ideas around as they explore water and its properties. Allow children to lead conversations and join in with thinking about things together. Encourage children to talk about the problems they encounter and how they have overcome them.</p>
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<u>Quiet Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Books • Soft toys • Cushions • Rug • Puzzles • Beads on a wire • Mini sofa 	<ul style="list-style-type: none"> • <u>Physical Development</u> <u>Gross Motor</u> - Sitting to standing, squatting, kneeling to standing, kneeling and leaning forwards to complete a puzzle, building dens and soft toy piles, stepping over objects on the floor, reaching into the book boxes maintaining core strength. <u>Fine motor</u> - manipulating puzzle pieces, manipulating books and pages forwards and backwards, selecting a book from a large volume of other books, manipulating the beads over the wire. • <u>Communication and Language</u> Being exposed to and learning new vocabulary and the meaning of it, retelling stories, continuing rhyming streams, predicting endings, discussing what they do and don't like about the book/characters etc, hearing longer sentences and being given opportunities to speak in longer more complex sentences as inspired to do so by the books. • <u>Personal, Social and Emotional Development.</u> Empathising with characters, discussing how characters feel and why, linking their own emotions to those in the books, sharing books with others, respecting other people's opinions and ideas about the book, taking turns in conversation, enjoying stories with PSED focuses such as the Big Bag of Worries. 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. Encourage children's enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Ensure child can discuss and revisit favourite texts, texts we've shared as a whole class as well as new texts. This way they can predict endings, adapt known endings and discuss preference and ideas. Ensure puzzles are available and that children know they can ask for different puzzles from the cupboard at any time. Be ready to provide additional resources or signpost children as to where to get them so that their learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go.</p>



	<ul style="list-style-type: none">• <u>Understanding the World</u> Exploring non-fiction books to learn about and reinforce existing knowledge of the world around them, access to books about different countries, cultures and religions,• <u>Maths.</u> Access to books about number, counting, pattern, shape, number puzzles, shape puzzles,• <u>Literacy</u> Understanding that text (in English) runs left to right and top to bottom, begin to recognise some letters, continue rhyming strings, recognise rhyming patterns and predict them, develop a love of books of all types• <u>Expressive Arts and Design</u> Using the teddies to create stories and dialogues, acting out stories, appreciating and forming opinion on illustrations, copying well known illustrations and trying to draw characters themselves.	<p>Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p> <p><u>Creating and Thinking Critically.</u></p> <p>Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...” Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking. Encourage children to talk through and bounce ideas around as they explore books and puzzles with soft toys and cushions. Allow children to lead conversations and join in with thinking about things together. Encourage children to talk about the problems they encounter and how they have overcome them.</p>
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<u>Creative Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Pencils • Scissors • Glue sticks • Masking tape • Paper • Paint • Rollers • Paintbrushes • Artstraws • Tissue paper • Posters of step-by-step drawings to copy • Glitter • Cotton wool • Ribbon • Easel • 	<ul style="list-style-type: none"> • <u>Physical Development</u> <u>Gross Motor</u> – picking up and transporting resources, working at the easel – core strength and larger arm movements. <u>Fine Motor</u> – scissor control, scissor safety, using a glue stick, using paintbrushes and paint rollers to create artwork, holding and using a pencil to mark make, unrolling and tearing masking tape, sticking masking tape onto objects to join them together. • <u>Communication and Language</u> Talking about what they are doing, using phrases such as ‘Now I am doing this, then I will do this’, using language to sequence their actions, describe what they are doing or what they have done, explain the plan they have in mind once they reach that stage of development, ask for help with a task including explaining what they are trying to do and how we can help, vocabulary linked with using mixed media • <u>Personal, Social and Emotional Development.</u> Sharing resources, coping with failure and trying again – being resilient, being brave to try new things and express themselves in new ways, being proud of what they have created, asking for help from peers and adults, working collaboratively as well as on their own 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. Encourage children’s enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children’s fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Ensure mixed medias are available at all times even if, for supply issues some of these may change at any given time. Be ready to provide additional resources or signpost children as to where to get them so that their learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go. Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p>



	<ul style="list-style-type: none">• <u>Maths</u> Counting objects as they use them, creating patterns, using shapes in their creative work, identifying shapes in known objects – an eye as a circle, ordering items• <u>Understanding the World</u> Understanding that some processes need to happen in order – glue needs to go on first, then the object can go on top, exploring art from different countries and cultures, recreating what they have seen in the world around them, sensory feedback on properties of glue, paint etc.• <u>Literacy</u> Following instructional posters left to right and top to bottom, putting their name on their work, including writing in their creations• <u>Expressive Arts and Design</u> Creating using a variety of media, mixing media, exploring what media’s can mix, colour exploration, colour mixing, recreating what they see in the real world, learning to draw representations of people, items, animals etc, realising they can create whatever they want to , working in 2D and 3D, appreciating and critically examining other people’s creative work.	<u>Creating and Thinking Critically.</u> Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...” Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking. Encourage children to talk through and bounce ideas around as they explore media and their creations as well as creations of others. Allow children to lead conversations and join in with thinking about things together. Encourage children to talk about the problems they encounter and how they have overcome them.
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<u>Play Dough Area.</u>		
<u>Resources.</u>	<u>Learning Outcomes.</u>	<u>Characteristics of Effective Learning.</u> <u>An adult's role (not exhaustive).</u>
<ul style="list-style-type: none"> • Playdough • Cutters • Tools • Rolling pins • Cupcake cases 	<ul style="list-style-type: none"> • <u>Physical Development</u> <u>Gross Motor</u> – using arm, shoulder and core strength to manipulate the play dough, bending and reaching under the tufftray to choose resources, standing whilst applying downwards and sideways pressures to the playdough as well as standing whilst rolling and cutting. <u>Fine motor</u> – manipulating the play dough, using cutters, squashing dough in to cupcake cases, squashing, kneading, rolling, using tools to cut the dough • <u>Communication and Language.</u> Developing vocabulary linked to the properties of playdough, using vocabulary to describe what they are doing and making, asking questions, commenting on what they can see, smell and feel, discussing what they are doing with peers and adults, asking peers for resources when sharing is required. • <u>Personal, Social and Emotional Development.</u> Sharing, inviting others to play their game, joining existing game, coping with failure, striving for success, building relationships with peers and adults, understanding their sensory system – what do they enjoy feeling and doing with the playdough. 	<p><u>Playing and Exploring.</u> Ensure the resources are easily accessible, labelled, functional and engaging. Encourage children's enthusiasm and growing confidence. Talk about how effort and practice will help with developing further skills. Ensure experiences link to children's fascinations and interests as these will motivate them to try new things and engage positively with risk taking.</p> <p><u>Active Learning.</u> Resources are freely available for the children to choose what they need to learn. Be ready to provide additional resources or signpost children as to where to get them so that their learning is as active as possible. Invite the children to participate in their activity with them – share their work and discuss the learning as they go. Work alongside the child on a different project modelling the learning they are recording. Work alongside the child on a similar project.</p>



	<ul style="list-style-type: none">• <u>Understanding the World</u> Knowing the properties of playdough, understanding how they can use the material and what the limits of it are, knowing the ingredients of playdough, understanding that by combining ingredients, you can change the properties of materials• <u>Maths</u> Counting pieces, sharing playdough between friends (early division), making shapes, looking at shapes of cutters.• <u>Literacy</u> Letter shaped cutters, recognising letters, writing their names or known words/ letters I the dough with tools.• <u>Expressive Arts and Design</u> Creating in 3D, making models, making representations of things they see around them, creating stories around what they have made, singing known songs such as Pat-a-Cake and Happy Birthday.	<u>Creating and Thinking Critically.</u> Model metacognition – verbalise and in our actions. Ask questions such as “I wonder...” Seek time for in-depth shared conversations to support children to connect ideas and develop their thinking. Encourage children to talk through and bounce ideas around as they explore playdough and their creations as well as creations of others. Allow children to lead conversations and join in with thinking about things together. Encourage children to talk about the problems they encounter and how they have overcome them.
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