



Long Term Continuous Provision Plan: Mud Kitchen

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Make materials easily accessible at child height, to ensure everybody can make choices. • Give time for children to pursue their learning without interruption to complete activities to their satisfaction and to return to activities. • Provide activities that are challenging but achievable. • Provide activities that give children the opportunity and motivation to practise and manipulate skills. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice. • Protective clothing • Range of kitchen items, pans, wooden spoons, jugs, ladles, cups, plates, saucers etc 	<ul style="list-style-type: none"> • Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. • Model use of materials in area to encourage interest. • Use talk to identify thought process when working with materials. • Encourage appropriate use of area. • Support and extend children's learning. • Use appropriate language and questioning. • Use open-ended questions to promote sustained shared thinking. • Observe children 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 curriculum. • Be reflective and develop provision on an ongoing basis <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Names of malleable and tactile materials. • Names of additional tools and equipment. • Language related to touch - cold, warm, hard, soft, squashy. • Language related to actions - pinch, twist, stretch, roll, squeeze, pat. • 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? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity • Using senses to explore • Pretending objects are things from their own experience • Representing experiences in play • Taking on a role • Acting out experiences with other people • Initiating activities <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Not easily distracted • Paying attention to details • Being proud of how they accomplished something- not just the end result <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas • Developing ideas of grouping and cause and effect • Changing strategy as needed

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| | <ul style="list-style-type: none">• What does it feel like?• What are you going to make?• What will you need for?• What do you think about your? | |
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Mud Kitchen Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> ● Fills and pours from containers ● Initiates conversations with other children ● Can follow instructions and rules (putting resources back in the correct places) ● Wears protective clothing ● Plays alongside other children 	<ul style="list-style-type: none"> ● Begins to compromise with other children when using resources ● Takes turns with other children ● Has a dominant hand when pouring and filling containers ● Uses vocabulary related to resources and experiences for example textures ● Develops narrative within their play 	<ul style="list-style-type: none"> ● Can identify similarities and difference in objects ● Make comparisons between objects. For example size, weight or capacity ● Talks to other children about their ideas ● Take into account other children's ideas and opinions in play ● Shows good co-ordination when using resources and small tools ● Can answer how and why questions about their ideas