



Long Term Continuous Provision Plan: Workshop

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> Vary activities so that children are introduced to different materials. 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 give children the opportunity and motivation to practise and manipulate skills. Teach children skills to use tools and materials effectively and safely and give them opportunities to practice these skills. Provide a place where work in progress can be kept safely. 	<ul style="list-style-type: none"> Recognise that children's interest may last for short or long periods and that their interest and preferences may vary. Teach children to use and care for materials and then trust them to do so independently. Teach children the skills they need to use equipment safely. Introduce vocabulary to enable children to talk about their observations and experiences. Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky etc. Talk about what is happening, helping children to think about cause and effect. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> Names of materials & equipment e.g. boxes, glue, scissors etc. Imaginative/descriptive language - when children are talking about creative work e.g. pattern, mark, dab, shade, colour, stick, cut, press etc. 2D and 3D shape names e.g. square, circle, rectangle, cube, cuboid, cylinder. Other shape/size language e.g. curved, round, big, small. What are you going to make? What colours can you use? / What textures can you feel? What did you use to make your model? How did you ...? What do you think about your ...? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> Showing curiosity about objects, events and people Engaging in open ended activity Showing a 'can do' attitude <p>Active Learning - motivation</p> <ul style="list-style-type: none"> Persisting with an activity when challenges occur Showing satisfaction in meeting their own goals Being proud of how they accomplished something - not just an end result <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> Thinking of ideas Changing strategy as needed



Workshop Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">• Makes models from own ideas• Labels models• Uses scissors safely• Represents their experiences• Can talk about their model• Can talk about the 2d and 3d shapes they have used• Shares equipment with others• Can joins construction pieces• Experiments with texture	<ul style="list-style-type: none">• Can write captions for their models• Can draw a simple design or a picture to represent their model.• Creates simple representation of everyday objects, people and events.• Can adapt models when needed• Can take turns with other children to share resources• Use talk to organise their thoughts and ideas and to help them to solve problems	<ul style="list-style-type: none">• Can create and describe patterns in their models• Can articulate their ideas using full sentences• Creates models based on their own ideas and interests.• Creates drawings and designs for their models and explains their drawings to others• Can answer how and why questions about their models• Uses materials for a particular purpose• Can use resources (scissors, glue, pencils) with good control• Can work co operatively and take turns with others