



## Long Term Continuous Provision Plan: Funky Fingers Area

<b>Enabling Environments:</b> what adults could provide	<b>Positive Relationships:</b> what adults could do	<b>Characteristics of Effective Learning</b>
<ul style="list-style-type: none"> <li>• Vary activities so that children are introduced to different materials and techniques.</li> <li>• Make materials easily accessible at child height to ensure everybody can make choices.</li> <li>• Support children with physical difficulties.</li> <li>• Give time for children to pursue their learning without interruption to complete activities to their satisfaction.</li> <li>• Provide activities that are challenging but achievable.</li> <li>• Provide activities that give children the opportunity and motivation to practise and manipulate skills.</li> <li>• Teach children skills to use tools and materials effectively and safely and give them opportunities to practise these skills.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that children's interest may last for short or long periods and that their interest and preferences may vary.</li> <li>• Teach children to use and care for materials and then trust them to do so independently.</li> <li>• Teach children the skills they need to use equipment safely.</li> <li>• Introduce vocabulary to enable children to talk about their observations and experiences.</li> <li>• Talk about what is happening, helping children to think about cause and effect.</li> <li>• Encourage children to persevere when difficulties occur and to think creatively when solving problems.</li> </ul> <p><b>Key Vocabulary and Questions</b></p> <ul style="list-style-type: none"> <li>• Names of materials &amp; equipment e.g. beads, scissors, tweezers.</li> <li>• 2D and 3D shape names, e.g. square, circle, rectangle, cube, cuboid, cylinder.</li> <li>• Other shape/size language, e.g. curved, round, big,</li> <li>• Language related to actions - pinch, twist, stretch, roll, squeeze, pat, push, etc.</li> <li>• Language related to position</li> <li>• How could you...?</li> <li>• How can you make it ...?</li> <li>• Why did that happen?</li> <li>• What could you do differently?</li> <li>• What do you need to do next?</li> </ul>	<p><b>Playing and Exploring - engagement</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Seeking challenge</li> <li>• Showing a 'can-do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul> <p><b>Active Learning - motivation</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur</li> <li>• Being proud of how they accomplished something- not just an end result</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> <p><b>Creating and Thinking Critically - thinking</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul>



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### Funky Fingers Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"><li>• Plays alongside others</li><li>• Chooses resources independently</li><li>• Uses one handed equipment.</li><li>• Uses tools and equipment with a purpose</li></ul>	<ul style="list-style-type: none"><li>• Take turns with other children</li><li>• Shows preference for dominant hand</li><li>• Negotiates during play</li><li>• Handles tools and objects with increasing control</li></ul>	<ul style="list-style-type: none"><li>• Shows good control in fine motor movements</li><li>• Uses a range of small tools effectively</li><li>• Shows accuracy and care when drawing</li><li>• Takes account of others thoughts and ideas during play</li><li>• Connects their ideas and thinking</li><li>• Solves problems</li></ul>