



Long Term Continuous Provision Plan: Playdough Area

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 and tools. • 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 at all levels. • 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 practise. • Children to be provided with baking trays, cutters, stamps, baking cases, wooden chopping boards, disk cutters, loaf tins, rolling pins, scissors. • 	<ul style="list-style-type: none"> • Plan and provide for a range of provision. • 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's 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 & tactile materials. • Names of additional tools and equipment. • Language related to touch - cold, warm, hard, soft, squashy etc. • Language related to actions - pinch, twist, stretch, roll, squeeze, pat etc. • Language related to size - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner. 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity • Using senses to explore • Pretending objects are things from 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 materials are you using?• How did you ...?• What does it feel like?• What are you going to make?• What will you need for ...?• What do you think about your ...?• How will you....? | |
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Playdough Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> ● Can use simple tools to effect changes to materials ● Play alongside other children ● Chooses resources needed for their model independently ● Combines resources 	<ul style="list-style-type: none"> ● Uses resources safely ● Shows a preference for a dominant hand ● Uses vocabulary to describe textures ● Recreates models ● Begins to resolve conflicts with other children ● Takes turns with resources ● Talks about their ideas ● Introduces a narrative or storyline in their play. ● Listens to others during play 	<ul style="list-style-type: none"> ● Answers how and why questions about their creations. ● Shows good control in use of resources ● Uses their own ideas to produce models ● Accurately uses past, present, future tenses in speech ● Describes in some detail using full sentences ● Talks about the characteristics of their model (size, shape etc) ● Takes account of other children's ideas and responds ● Shows good control in manipulating malleable materials.