

Continuous Provision Plan for – Home corner

Possible learning towards EYFS outcomes			
Personal, Social and Emotional Development		Communication and Language	
<p>30-50 months:</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Can select and use activities and resources with help. • Confident to talk to other children when playing, and will communicate freely about home and community. • Initiates play, offering cues to peers to join them. <p>40-60 months:</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 		<p>22-36 months:</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. <p>30-50 months:</p> <ul style="list-style-type: none"> • Listens to others one to one or in small group, when conversation interests them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>40-60 months:</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. • Uses language to imagine and recreate roles and experiences in play situations. • Introduces a storyline or narrative into their play. 	
Physical Development		Literacy	
<p>22-36 months:</p> <ul style="list-style-type: none"> • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. <p>30-50 months:</p> <ul style="list-style-type: none"> • Negotiates space successfully. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>40-60 months:</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. 		<p>40-60 months</p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved 	
Maths		Understanding the World	
<p>40-60 months</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Uses everyday language related to time. • Beginning to use everyday language related to money. 		<p>22-36 months</p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. <p>30-50 months:</p> <ul style="list-style-type: none"> • Remembers and talks about significant events for family and friends. • Shows interest in different occupations and ways of life. • Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones. 	
Expressive arts and design		Intended Learning Outcomes	
<p>30-50 months:</p> <ul style="list-style-type: none"> • Uses movement to express feelings. • Notices what adults do, imitating what is observed and then doing it when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Uses available resources to create props to support role-play. • Plays cooperatively as part of a group to develop and act out a narrative. <p>40-60 months:</p> <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. 		<ul style="list-style-type: none"> • Be involved in pretend play based around the home; cooking meals, feeding people e.g. family, visitors, and babies, cleaning and washing, preparing for parties, picnics, festivals, going shopping, going to visit family, and going on holiday. • Make decisions about roles e.g. who is going to be mum, dad or baby, doctor, shopkeeper. • Talk about activities and use available props for role play. • Create and retell experiences, scenarios and stories. 	
Enabling Environments		Positive Relationships	
<ul style="list-style-type: none"> • Provide a role play area resourced with materials reflecting children's family lives and communities. • Alongside books, introduce story props such as pictures, puppets and objects to encourage children to retell stories and to think about how the characters feel. • Provide for, imitate and join in imaginative play and role play, encouraging children to talk about what is happening and to act out the scenarios in character. • Help to identify the main events in a story and to enact stories as the basis for further imaginative play. • Resource the area with writing equipment to ensure that it encourages writing of signs with real purpose. • Include counting money and change in role play games. • Provide story props children can use during their play. • Provide role play areas with a variety of resources reflecting diversity. • Support children to create and use a variety of resources to support their play. 		<ul style="list-style-type: none"> • Encourage children to choose friends from all backgrounds, so that everybody in the group experiences being included. • Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. • Intervene when children need help with difficult situations. • Prompt children's thinking and discussions through involvement in their play. • Show interest in the words children use to communicate and describe their experience. • Support children's ability to express their feelings orally and talk about their own experiences. • Encourage conversation with others and model appropriate conversations. • Encourage children to help set up themed role play areas – building on their ideas and suggestions. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Vocabulary associated with 'feelings', such as 'happy', 'sad', 'angry', 'worried', 'frightened', etc. • Vocabulary linked to props & resources related to a theme – homes, rooms, shops, medical services, transport & travel, animals, etc. • Language associated with different roles – family members, different jobs, taking messages, using the telephone. • Giving instructions and directions. 	
Characteristics of Effective Learning			
<p>Playing and Exploring – engagement</p> <ul style="list-style-type: none"> • Showing particular interest • Pretending objects are things from own experience • Initiating activities • Seeking challenge <p>Active Learning – motivation</p> <ul style="list-style-type: none"> • Not easily distracted • Persisting with activity when challenges occur • 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 • Finding new ways to do things • Making predictions • Planning, making decisions about how to approach a task, solve a problem and reach a goal. 			