

How to Guide

Key Learning Opportunities

When developing your own planning sheet – one that matches the resources you have in your area – use this section to list the learning opportunities likely to occur in the provision area. Make sure that this learning links to the experiences children will have in the area – what they are most likely to do – and remember that learning is heavily reliant on adult interaction within the provision, alongside children. Reference how this learning connects with the Early Years Foundation Stage (EYFS) areas of learning and development (or use your own curriculum references if you follow a different curriculum). However, the learning opportunities are not the EYFS Early Learning Goals (ELGs) themselves, but learning described in a way that is likely to occur in this provision area.

| Resources | Organisation | Intended Experiences | Role of the Adult |
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| <p>Use this section to list the resources you have in your continuous provision area. Make sure that:</p> <ul style="list-style-type: none"> - The resources support what children will naturally want to do - The resources provide opportunities for children to engage in activity which will challenge them in the related areas of learning - The resources provide opportunities for progressive development of skills in the related areas of learning - The choice of resources provides opportunities for mathematical thinking through sorting, ordering, matching, counting and comparison - The resources stimulate investigation, are open ended and encourage children to engage in problem solving - The resources provide opportunities for language and communication development - There are resources nearby for children to record their learning as appropriate to their age/stage - There are books and images displayed nearby offering visual stimulus to prompt ideas <p>If you use regular or cyclical enhancements that support the identified learning, you might also want to use this section to list them.</p> | <p>Use this section to document how the resources available in your continuous provision area are organised to maximise their learning potential.</p> <ul style="list-style-type: none"> - Document how the area is arranged - List the furniture and any large equipment available - Document how the resources are stored and the containers used to make these accessible - Explain how your smaller resources are grouped to support counting, grouping, ordering and matching, for example using criteria such as colour, shape, size, number of items or purpose - Explain how any graduated equipment is displayed to emphasise comparative size - Mention how your labelling supports accessibility and independence - Write about how your silhouettes and labels support careful organisation and encourage responsibility and care of resources | <p>Use this section to document what the children are most likely to do in this area – even if an adult is not alongside them. What will you see them doing? Use verbs to ensure that these are actions that you can observe.</p> <ul style="list-style-type: none"> - List the key actions that you are most likely to see children doing in this area - Consider what children will naturally do with the resources once they are shown how to use them - Consider what else children will enjoy doing one you have taught them new things (i.e. inventing games in the maths area using an open-ended games board is not natural for children, but will become natural once shown how to do this a few times) | <p>Use this section to document how the adults will support and extend children’s learning in this area. Consider:</p> <ul style="list-style-type: none"> - What support and encouragement you will offer whilst playing alongside children - What skills you will teach children to ensure that they use the area and the resources appropriately - The skills and processes that you will model and support - The key vocabulary that you will use to model and support learning - The types of questions you are likely to ask that will extend children’s thinking and learning - The interaction strategies that you find most effective in this area - Any additional prompts / questions that will support children who are struggling - Anything specific that you will focus on, observe and assess |

Block Area

Key Learning Opportunities

Personal, Social and Emotional Development

- To speak confidently in a familiar group
- To choose resources needed for the chosen activities
- To play co-operatively and take turns with others
- To take account of one another's ideas about how to organise their activity

Communication and Language

- To give attention to what others say and respond appropriately
- To express thoughts and share ideas
- To demonstrate understanding when talking with others
- To develop own narratives and explanations by connecting ideas or events

Physical Development

- To show good control and co-ordination in small movements

Literacy

- To use a growing vocabulary to describe their buildings and structures
- To create and retell stories that have a setting, characters and a plot
- To describe what they have built and how they built it

Maths

- To explore properties of shapes, both 2D and 3D
- To compare shapes in a variety of ways – length, shape, properties and to recognise similarities
- To recognise, create and describe patterns
- To use everyday language to talk about size, position and distance
- To compare quantities and lengths

Understanding the World

- To talk about past and present events in their own lives and in the lives of family members
- To experiment with different outcomes, exploring the consequences of cause and effect

Expressive Arts and Design

- To use what they know about materials in original ways
- To represent their own ideas using symbolic representation
- To use their imagination, along with own experiences to create settings and stories

Resources

- A selection of standard blocks including; triangular prisms, cylinders, cubes, cuboids, bridges
- A selection of thin boards and planks in various lengths and thicknesses
- A range of wooden people that can be used as a variety of characters
- A range of wooden discs and rings in various sizes
- A selection of wooden blocks of different shapes such as cones, semi-spheres, spires
- A selection of accessories to support decoration such as large buttons, milk bottle tops, tagua beads, cotton reels
- A selection of natural wooden materials such as log slices
- A range of building equipment such as spirit levels, measuring tapes, rulers
- High quality texts or images displayed nearby

Enhancements

You might feature or add new blocks or add new small world to connect with children's interest and themes. Add more quantity of blocks and/or found materials to extend possibilities. Introduce a range of mark making tools, stands and clips for making signs.

Organisation

- Distinct area with large carpeted floor surface
- Shelving or trolley to display resources
- Regular shaped blocks silhouetted onto the bottom shelf to support shape recognition and tidying up routines
- Collections of special blocks and accessories sorted and displayed in plastic trays or baskets
- Resources grouped together according to their characteristics with discs, buttons, rings, boards, people, etc in their own trays
- Photographs and/or text for labels linked to the name of the resource

Intended Experiences

- Making decisions about the resources they need
- Planning and communicating their ideas
- Expressing their thoughts and ideas to others
- Co-operating with peers and sharing resources
- Creating real and imagined buildings, structures and worlds
- Designing a setting for a story and characters
- Inventing a story around a setting
- Acting out a familiar story or experience
- Narrating their play
- Retelling stories to and/or share story ideas with an audience
- Adapting and modifying ideas, using trial and error
- Reflecting on progress and outcome of their ideas
- Drawing and/or labelling designs and/or creating maps of their buildings and structures
- Finding ways to record ideas
- Experimenting with and using a range of vocabulary to describe their designs and ideas
- Using mathematical, descriptive, scientific and geographical language to describe buildings and structures

Role of the Adult

- Play alongside**
 - Observe children and take note of their key interests
 - Respond to their requests and ideas
 - Suggest possibilities to extend their play/thinking
 - Consider additional stimulus and add this immediately if to hand or the following day/week
 - Play alongside children to take play forwards, suggest ideas and show what's possible
- Role model / direct teach**
 - Model how to play imaginatively
 - Model thinking aloud and commenting such as 'I've not thought about that before'. 'You've really made me think about... How might I...'
 - Model language, correct and/or extend vocabulary
 - Model and manage behaviours, self-regulation and the characteristics of effective learning
- Raise questions to stimulate ideas and add challenge**
 - What do you notice about?
 - I wonder how?
 - Can you tell me about...?
- Use appropriate language linked to key learning**
 - Mathematical language linked to shape, size, position
 - Geographical language linked to locations
 - Scientific language linked to gravity, stability
 - Story language linked to scenes and characters

Key Learning Opportunities

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Resources

Organisation

Intended Experiences

Role of the Adult

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