

## EYFS Long Term Plan Continuous Provision - Book/Story Sharing Area

### Characteristics of Effective Learning - How a child is learning

Playing and Exploring		Active learning		Creating and Thinking Critically	
<p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul> <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul> <p><b>Being willing to 'have a go'</b></p> <ul style="list-style-type: none"> <li>• Initiating activities</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>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</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>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something - not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>		<p><b>Having their own ideas</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> <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>	
Permanent Resources		Possible Experiences		Adult Role	
<p>Wide range of quality fiction and non - fiction books and stories that include emotions, poems and rhymes</p> <p>Books with and without text</p> <p>Baskets of themed books relating to children's interests</p> <p>Puppets</p> <p>Soft seating, cushions and soft toys</p> <p>Story sacks</p> <p>CD player and selection of CD's - with headphones</p> <p>Puppets/ story props</p> <p>Comics and magazines and newspapers</p> <p>Home library system</p> <p>Variety of big books</p> <p>Books that reflect the children's interests and abilities and requests</p> <p>Books that reflect boys interests</p> <p><b>Resource enhancements throughout the year</b></p> <p>Class books</p> <p>Opportunities to make own books</p> <p>Small world play linked to stories</p> <p>Photo's or children reading, sharing books</p> <p>Book tags</p> <p>Children's favourite book - reviews</p>		<p>To experience handling books and treating books with respect</p> <p>To share books and stories with peers, adults and parents and share experiences with others</p> <p>To read a story on their own</p> <p>To make favourite books or part of a favourite book</p> <p>To listen to stories told by adults, peers and CD</p> <p>To use props and story bags and to retell stories</p> <p>To share a range of books that explore a range of feelings</p> <p>Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting</p> <p>Discuss with children the characters in books being read</p> <p>Encourage children to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences</p> <p>To include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents</p>		<p><b>Positive Relationships</b></p> <p>Regularly model the correct use of books</p> <p>A routine that includes regular sharing of books with children as a group and as individuals</p> <p>To nurture a love of books, stories and rhymes</p> <p>Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books</p> <p>Stories together</p> <p>Book tags</p> <p>Books available in each area</p> <p>Encourage children to care for books</p>	
				Appropriate Vocabulary	
				<p>Book</p> <p>Cover</p> <p>Title</p> <p>Author</p> <p>Illustrator</p> <p>Page</p> <p>Picture</p> <p>Writing</p> <p>Word</p> <p>Sentence</p> <p>Story, rhyme, poem</p> <p>Collection</p> <p>Sound words</p> <p>Feelings</p>	
				Questions and Phrases	
				<p>Tell me about your favourite book</p> <p>Why do you like this story?</p> <p>I wonder what will happen at the end</p> <p>Can you tell me the story?</p> <p>What is happening in the picture?</p> <p>Can you find a book about...?</p> <p>Can you find the beginning of the story?</p> <p>What do you think will happen next?</p> <p>How do you think they feel?</p> <p>Have you...?</p>	

**Book/Story Sharing Area - A Unique Child - Observing what a child is learning - 36-60+ months**

<p align="center"><b>Personal, Social and Emotional Development</b></p> <p>Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing Enjoys responsibility of carrying out small tasks. Explains own knowledge and understanding, and asks appropriate questions of others Can select and use activities and resources with help. Welcomes and values praise for what they have done. Confident to speak to others about own needs, wants, interests and opinions Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Initiates conversations, attends to and takes account of what others say Aware of own feelings, and knows that some actions and words can hurt others' feelings Aware of the boundaries set, and of behavioural expectations in the setting</p>	<p align="center"><b>Communication and Language</b></p> <p>Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention - still listen or do, but can shift own attention Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention - can listen and do for short span Listens and responds to ideas expressed by others in conversation or discussion Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Builds up vocabulary that reflects the breadth of their experiences Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Able to follow a story without pictures or props</p>	<p align="center"><b>Physical Development</b></p> <p>Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed Understands that equipment and tools have to be used safely. Practices some appropriate safety measures without direct supervision</p>	
<p align="center"><b>Literacy</b></p> <p>Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Looks at books independently Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p align="center"><b>Mathematics</b></p> <p>Recognise some numerals of personal significance Recognises numerals 1 to 5 Recites numbers in order to 10 Knows that numbers identify how many objects are in a set Counts actions or objects which cannot be moved Counts objects to 10, and beginning to count beyond 10</p>	<p align="center"><b>Understanding the World</b></p> <p>Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Enjoys joining in with family customs and routines Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</p>	<p align="center"><b>Expressive Arts and Design</b></p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there Sings to self and makes up simple songs. Makes up rhythms Introduces a storyline or narrative into their play Sings a few familiar songs Beginning to move rhythmically</p>

**Book/Story Sharing Area - A Unique Child - Observing what a child is learning - 0-36 months**

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<p>Responds when talked to</p> <p>Shows an interest in activities</p> <p>Makes eye contact</p> <p>Seeks out others to share experiences</p> <p>Expresses own preferences and interests</p> <p>Seeks comfort from familiar adults when needed</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>Can select and use activities and resources with help</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>Listens with interest to the noises adults make when they read stories</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Identifies action words by pointing to the right picture</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts</p> <p>Listens to stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them</p>	<p>Climbs confidently and is beginning to rest or play with object on the ground, and rises to feet without using hands</p> <p>Turns pages in a book, sometimes several at once</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools</p> <p>May be beginning to show preference for dominant hand</p>

<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, Recognises rhythm in spoken words</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p> <p>Beginning to be aware of the way stories are structured/Suggests how the story might end</p> <p>Listens to stories with increasing attention and recall</p> <p>Describes main story settings, events and principal characters</p> <p>Shows interest in illustrations and print in books and print in the environment</p> <p>Recognises familiar words and signs such as own name and advertising logos</p> <p>Looks at books independently</p> <p>Knows information can be relayed in print</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>Recites some number names in sequence.</p> <p>Knows that a group of things changes in quantity when everything is added or taken away.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Shows interest in shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Notices detailed features of objects in their environment.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Knows that information can be retrieved from computers</p>	<p>Joins in singing favourite songs.</p> <p>Beginning to make-believe by pretending.</p> <p>Sings a few familiar songs.</p> <p>Taps out simple repeated rhythms.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>