

## EYFS Long Term Plan Continuous Provision - Malleable

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

<p style="text-align: center;"><b>Playing and Exploring</b></p> <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 style="text-align: center;"><b>Active learning</b></p> <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 style="text-align: center;"><b>Creating and Thinking Critically</b></p> <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>	
<p style="text-align: center;"><b>Permanent Resources</b></p> <p>Protective clothing Play dough Safe knives and forks Cooking utensils Rolling pins Cutters Scissors Objects for making imprints/ patterns <b>Resource enhancements throughout the year</b> Sticks / shells Cake decorations /Rolled icing Cornflour /Gloop Potato masher/Garlic press Wooden combs Empty packaging Food / cooked pasta Jelly/Spices/herbs Clay Modroc Shaving foam</p>	<p style="text-align: center;"><b>Possible Experiences</b></p> <p>Mixing to create dough Measuring amounts Manipulating materials - prodding, poking, pinching, squeezing, stretching, pulling Handling small tools safely Words to describe texture, smell, shape Make sculptures Explore effect of adding materials e.g. water Use with home/kitchen role play Create patterns and pictures using different media Dough gives children support and can support emotional well being Make shapes Engage in imaginative play</p>	<p style="text-align: center;"><b>Adult Role</b></p> <p><b>Positive Relationships</b> Play alongside and with children Encourage manipulation of different media and textures Promote the value of every child's contribution Use photographs and examples of exploration and form making to share with parents Model, encourage and develop talk while using materials Imaginative talk whilst using malleable materials</p>	<p style="text-align: center;"><b>Appropriate Vocabulary</b></p> <p>Roll/Mix Squeeze/mould Consistency Pull/push Poke/flatten Stretch/Squash Pattern Thick/thin Texture/Lumpy Bendy Hard/Soft Warm/cold Rough/Smooth Smell</p>
		<p style="text-align: center;"><b>Enabling Environments</b></p> <p>Provide a range of accessible and labelled resources to support malleable play daily Provide children with opportunities to use their skills and explore concepts and ideas through representations Provide activities that give children the opportunity and motivation to practice manipulative skills Resources labelled with pictures and words</p>	<p style="text-align: center;"><b>Questions and Phrases</b></p> <p>How does this feel?</p> <p>I wonder what happens when we add the water.</p> <p>What does this feel like?</p> <p>How can we make it thinner/ longer/ shorter?</p> <p>Why does it...?</p> <p>Tell me about your model</p>

## Malleable - A Unique Child - Observing what a child is learning 36-60+ months

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>	
<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>Welcomes and values praise for what they have done</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p>	<p>Understands use of objects (e.g. "What do we use to cut?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p> <p>Responds to simple instructions, e.g. to get or put away an object</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Responds to instructions involving a two-part sequence</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive experiences</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g., <i>'This box is my castle.'</i></p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Understands that equipment and tools have to be used safely</p> <p>Shows understanding of how to transport and store equipment safely</p> <p>Practices some appropriate safety measures without direct supervision</p>	
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p>Recognises familiar words and signs such as own name and advertising logos...</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>Uses the language of 'more' and 'fewer' to compare two sets of objects</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Uses positional language</p> <p>Beginning to talk about the shapes of everyday objects e.g. <i>round</i> and <i>tall</i></p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models</p> <p>Uses some number names accurately in play</p> <p>Recites numbers in order to 10</p> <p>Knows numbers identify how many objects are in a set</p> <p>Counts objects to 10, and beginning to count beyond 10</p> <p>Counts out up to six objects from larger group</p> <p>Estimates how many objects they can see and checks by counting them</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects</p>	<p>Recognises and describes special times or events for family or friends</p> <p>Enjoys joining in with family customs and routines</p> <p>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</p> <p>Talks about why things happen and how things work</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</p>	<p>Beginning to be interested in and describe the texture of things</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Plays alongside other children who are engaged in the same theme</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p> <p>Uses available resources to create props to support role-play</p>

**Malleable - A Unique Child - Observing what a child is learning 0-36 months**

<p><b>Personal, Social and Emotional Development</b>                  Interested in other's play and starting to join in                  Seeks out others to share experiences                  Expresses own preferences and interests                  Can express their own feelings such as sad, happy, cross, scared, and worried                  Responds to the wishes and feelings of others                  Aware that some actions can hurt or harm others                  Shows understanding and cooperates with some boundaries and routines                  Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't</p>	<p align="center"><b>Communication and Language</b></p> <p>Single channelled attention. Can shift to a different task if attention fully obtained - using child's name to focus.                  Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.'                  Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?)                  Developing understanding of simple concepts (e.g. big/little)                  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.                  Uses gestures, sometimes with limited talk, e.g. reaches toward toy saying 'I have it'                  Uses a variety of questions (e.g. what, where, who).                  Uses simple sentences (e.g. 'Mummy gonna work.')</p>	<p align="center"><b>Physical Development</b></p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors                  Handles tools, objects, construction and malleable materials safely and with increasing control                  Understands that equipment and tools have to be used safely                  Squats with steadiness to rest or play with object on the ground, rises to feet without using hands                  Shows control in holding and using jugs to pour, hammers, books and mark-making tools                  May be beginning to show preference for dominant hand                  Beginning to recognise danger and seeks support of significant adults for help</p>
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<p align="center"><b>Literacy</b></p> <p>Distinguishes between the different marks they make</p>	<p align="center"><b>Mathematics</b></p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'                  Recites some number names in sequence                  Creates and experiments with symbols and marks representing ideas of number                  Begins to make comparisons between quantities                  Uses some language of quantities, such as 'more' and 'a lot'                  Knows that a group of things changes in quantity when everything is added or taken away                  Beginning to categorise objects according to properties such as shape or size                  Begins to use the language of size                  Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'</p>	<p align="center"><b>Understanding the World</b></p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea                  Beginning to have their own friends                  Learns that they have similarities and differences that connect them to, and distinguish them from, others                  Notices detailed features of objects in their environment</p>	<p align="center"><b>Expressive Arts and Design</b></p> <p>Experiments with blocks, colours and marks                  Beginning to use representation to communicate, e.g. drawing a line and saying that's me'                  Beginning to make-believe by pretending</p>
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