

EYFS Long Term Plan Continuous Provision - Mark Making Area

Characteristics of Effective Learning - How a child is learning

<p style="text-align: center;">Playing and Exploring</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error. 	<p style="text-align: center;">Active learning</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;">Creating and Thinking Critically</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	
<p style="text-align: center;">Permanent Resources</p> <p>Tables and chairs</p> <p>Photographs of children writing for different purposes</p> <p>Examples of writing from other cultures</p> <p>White boards and dry wipe pens</p> <p>Note pads, post its, telephone pads, shopping lists</p> <p>Name cards</p> <p>Word/ alphabet books</p> <p>Paper - different sizes, shapes, types and colours</p> <p>Ready made books - concertina, stapled, folded</p> <p>Envelopes</p> <p>Tape, glue sticks, clips, treasury tags</p> <p>Pens, pencils, crayons</p> <p>Hole punch, scissors</p> <p>Clipboards</p> <p>Magnetic letters and boards</p> <p>Alphabet cards</p> <p>Resource enhancements throughout the year</p> <p>Portable writing toolbox</p> <p>Writing templates</p> <p>Books</p> <p>Invitations / cards</p>	<p style="text-align: center;">Possible Experiences</p> <p>Selecting and using resources</p> <p>Mark making using a variety of tools</p> <p>Writing for a range of purposes e.g. birthdays, lists</p> <p>Posting and receiving communications</p> <p>Writing name e.g. signing letters</p> <p>Reading for a range of purposes e.g. letters, cards, messages</p> <p>Discussing work or ideas with adults or peers</p> <p>Working collaboratively on group piece of writing</p>	<p style="text-align: center;">Adult Role</p> <p>Positive Relationships</p> <p>Regularly model writing in a variety of situations</p> <p>Encourage children to explore and experiment with mark making and writing</p> <p>Ensure all mark making is valued</p> <p>Act as a scribe where appropriate</p> <p>Support children to tidy the area when they have finished playing for other children to use</p>	<p style="text-align: center;">Appropriate Vocabulary</p> <p>Letters</p> <p>Words</p> <p>Numbers</p> <p>Write</p> <p>Read</p> <p>Send</p> <p>Listen</p> <p>Hear</p> <p>Talk</p> <p>Stick</p> <p>Attach</p> <p>Alphabet</p> <p>Equipment names</p>
		<p style="text-align: center;">Enabling Environments</p> <p>Provide a text rich environment with real items to encourage real reasons for writing</p> <p>Provide writing activities that are inclusive and reflect boys interests</p> <p>Provide and maintain high quality resources to enable effective mark making to take place</p> <p>Provide portable mark making toolkit and clipboards for moving to various areas - role play, construction</p> <p>Resources labelled with pictures and words for easy accessibility</p>	<p style="text-align: center;">Questions and Phrases</p> <p>Tell me about your picture?</p> <p>What have you written?</p> <p>How do you write your name?</p> <p>Who have you written your letter for?</p> <p>How can we let people know that...?</p>

Mark Making - A Unique Child - Observing what a child is learning 36-60+ months

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children 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 Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p>	<p style="text-align: center;">Communication and Language</p> <p>Listens to others one to one or in small groups, when conversation interests them Understands use of objects Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Responds to simple instructions, e.g. to get or put away an object 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 Links statements and sticks to a main theme or intention Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p style="text-align: center;">Physical Development</p> <p>Draws lines and circles using gross motor movements Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Holds pencil between thumb and two fingers, no longer using whole-hand grasp Holds pencil near point between first two fingers and thumb and uses it with good control Can copy some letters, e.g. letters from their name Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control 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 style="text-align: center;">Literacy</p> <p>Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Knows information can be relayed in the form of print Knows that print carries meaning and, in English, is read from left to right and top to bottom Ascribes meanings to marks that they see in different places Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences Gives meaning to marks they make as they draw, write and paint Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Writes own name and other things such as labels and captions</p>	<p style="text-align: center;">Mathematics</p> <p>Uses positional language Records, using marks that they can interpret and explain Can describe their relative position such as 'behind' or 'next to' Shows interest in shapes in the environment Uses shapes appropriately for tasks Recognise some numerals of personal significance Recognises numerals 1 to 5</p>	<p style="text-align: center;">Understanding the World</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 Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Plays alongside other children who are engaged in the same theme Notices what adults do, imitating what is observed and then doing it spontaneously 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 Realises tools can be used for a purpose Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using</p>

Mark Making - A Unique Child - Observing what a child is learning 0-36 months

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Expresses own preferences and interests Can express their own feelings such as sad, happy, cross, scared, 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 play in a group, extending and elaborating play ideas Initiates play, offering cues to peers to join them 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 Welcomes and values praise for what they have done Can usually adapt behaviour to different events, social situations & routine changes</p>	<p style="text-align: center;">Communication and Language</p> <p>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 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen & gives explanations. Asks <i>who, what, when, how</i> Uses a range of tenses (e.g. <i>play, playing, will play, played</i>) Uses vocab. focused on objects & people that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences</p>	<p style="text-align: center;">Physical Development</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines May be beginning to show preference for dominant hand Draws lines and circles using gross motor movements Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Holds pencil between thumb and two fingers, no longer using whole-hand grasp Holds pencil near point between first two fingers and thumb and uses it with good control Can copy some letters, e.g. letters from their name Understands equipment & tools have to be used safely</p>	
<p style="text-align: center;">Literacy</p> <p>Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places</p>	<p style="text-align: center;">Mathematics</p> <p>Creates and experiments with symbols and marks representing ideas of number Knows that a group of things changes in quantity when everything is added or taken away Notices simple shapes and patterns in pictures 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' Uses some number names and number language spontaneously Uses some number names accurately in play Shows curiosity about numbers by offering comments or asking questions</p>	<p style="text-align: center;">Understanding the World</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Learns that they have similarities and differences that connect them to, and distinguish them from, others Notices detailed features of objects in their environment Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Experiments with blocks, colours and marks Beginning to use representation to communicate, e.g. drawing a line and saying that's me' Notices what adults do, imitating what is observed and then doing it spontaneously 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 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>
<p>Revised October 2013</p>			