

## EYFS Long term planning

## Continuous Provision creative area

Long Term Learning Opportunities		Key Early Learning Goals				
PSE	CAL	PD	MATHS	LITERACY		
<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can select and use activities and resources with help.</p> <p>Enjoys responsibility of carrying out small tasks.</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>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p>	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and use it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p>Beginning to represent numbers using fingers, marks on paper or pictures.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>		
						<p><b>UW</b></p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Knows how to operate simple equipment.</p>

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<b>Permanent Resources</b>	<b>Possible Experiences</b>	<b>Adult Role &amp; Links to EYFS</b>	
		<b>Unique Child</b>	<b>Positive Relationships</b>
		<b>Enabling Environments</b>	<b>Learning &amp; Development</b>