



Open ended questions

Think Aloud

Naming actions/objects

Noticing

Adult's Role

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Posing Problems

Modelling

Verbalising Feelings

Making Connections

Praise and Attention



Home Area



The home area is an ideal place for children to practice the familiar and to feel comfortable. It can provide rich learning opportunities and is an excellent situation for children to develop their social skills and oral language. Try adding new things in to promote more play opportunities. It is important the area is not just exactly the same all the time to keep following the children's interests and stimulate new play experiences.



Physical Skills - drawing, folding, squeezing, pinching, cutting

Emotional Skills - resolving conflicts, naming feelings, describing feelings, confidence

Creative Skills - inventing, writing, designing, experimenting, storytelling, asking questions

Social Skills - sharing, listening, speaking, taking turns, good manners, being gentle

Cognitive Skills - Solving Problems, focusing, thinking, reasoning, pretending

Continuous Provision Resources

- Furniture- e.g. sofa, dining area, hob, oven, washing machine, microwave, storage, sink, shelves, cupboards, hooks
- Furnishings- mirrors, pictures, clock, tablecloths, vases, flowers, curtains, rugs, pillows, wall paper, lighting, cushions
- Utensils and Accessories- Pots and pans, dish drying rack, ladles, tongs, plates, cups, bowls, spoons, knives, forks, washing line and pegs, baby clothes, towels, bags, shoes, tea towels, apron, containers (different capacity), jewellery, teddies, magazines, ornaments, books, recipe books, iron and ironing board, scales, baking tray
- Other: plants, flowers and foods, technology such as phones, laptops or keyboards, notepads and writing materials

Enhanced Provision - Provocations to Play
(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Phonics related play linked to the sounds from that week e.g. "t" Tesco shopping bag with tins of food, tea bags, tomatoes, tin foil, toothpaste, turnip, teddy, towel, toy, etc.** Through engaging with items, learners will get opportunities to use the sound and vocabulary naturally through play. Links with literacy.
- **Dough and rolling pins, loose parts, recipe books, pictures of breads, pizzas etc. dried herbs or other scented items (or could add scented oil to dough).** Learners likely to explore the scents and textures and to participate in cooking based play activities, engaging with books and pictures for ideas, they could also write or draw their own recipe ideas. Links with maths, literacy, technologies, science, HWB.
- **Some fresh fruit and vegetables with safety choppers or peelers (or bowls containing peelings, chopped veg/fruit), magnifying glasses, tweezers, etc.** Learners likely to explore the feel, smell and taste (check allergies), they could use the tweezers to pull apart and examine under the magnifying glass or microscope. They could find words to describe the feel/smell/taste. Cooking based play. Links with maths, literacy, technologies, science, HWB.
- **Lay out blank birthday cards, decorations, invitations, wrapping paper, scissors, Sellotape, coloured pens, ribbons etc.** Learners likely to create birthday themed play, writing cards and wrapping presents and decorating for party. Perhaps creating birthday cake or party food. Links with literacy, HWB, RME.
- **A bunch of flowers or wild flowers and some vases, tweezers, magnifying glasses, flower press (heavy books).** Learners likely to decorate vases with flowers or use the tweezers and magnifying glasses to pull apart and examine the parts. They could examine effects of time and press to preserve. Links with technologies, science, HWB.
- **Interesting Fabric, belts, hats, bags, shoes, costume jewellery, feathers, hair brushes, mirrors, books and magazines with different outfits, historical costumes etc.** Learners likely to engage in dressing up and creating different outfits and accessories. Looking at historical books may inspire talk of how people used to dress or why they are dressed that way. Children may wish to add decorations to the fabrics or find ways to secure them in place. Links with social studies, expressive arts, literacy, technologies.
- **A selection of purses, wallets, coins, credit card type cards, menus, catalogues, paper and mark making materials.** Learners may look at things they could buy from menus or catalogues, make lists or create their own menus/prices. They may count and play with coins, role play buying situations e.g. takeaway delivery or window cleaner. They may "go to the shops" and take purse with them. Links with maths, literacy, science.

Potential CfE Es & Os

Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Make lists through drawing and writing (LIT 021a, LIT 0-26a, LIT 0-31a)
- Use language to imagine and recreate roles, experiences and play situations (LIT 0-10a)
- Building stories around props (LIT 0-26a)
- In an imaginary situation, share feelings, ideas and information to communication a message (LIT 0-26a)
- Exploring letters, sounds and words in environment, books (LIT 013a)

Numeracy/Maths

- Shares groups of items equally into small groups (MNU 0-07a)
- Links daily routines to time sequences (MNU 0-10a)
- Describes common objects using measurement language e.g. tall, heavy, empty (MNU 0-11a)

Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Use everyday home equipment (SCN 0-15a)
- Create imaginary settings (TCH 0-12a)
- Nurture others and recognise need for nurture (HWB 0-45a)

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary

Home, house, room names, family, baby, cooker, microwave, roles within the household, utensil names, food names, container names, tidy, wash, dry, feed, clean, link to time sequences e.g. bedtime, mathematical language- smaller container, fair amount.



Open ended questions

Think Aloud

Adult's Role

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Naming actions/objects

Noticing

Posing Problems

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Making Connections

Praise and Attention



Small World



The small world area is a place where children can recreate or imagine parts of the world in a small situation they can control. They can express their knowledge of the world around them or challenge ideas and explore new concepts. It allows children to explore situations and emotions they may encounter later in life. When playing with others it is an ideal social and language development area.



Physical Skills - squeezing, pinching, balancing



Emotional Skills - naming feelings, describing feelings, empathy confidence



Creative Skills - inventing, building designing, experimenting, storytelling, asking questions



Social Skills - sharing, listening, speaking, taking turns, personal space



Cognitive Skills - Solving Problems, focusing, thinking, reasoning, pretending



Potential CfE Es & Os

Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Use language to imagine and recreate roles, experiences and play situations (LIT 0-10a)
- Building stories around props (LIT 0-26a)
- In an imaginary situation, share feelings, ideas and information to communicate a message (LIT 0-26a)

Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Sorting and exploring shapes and their properties and use of positional language (MTH 0-16a) (MTH 0-17a)

Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Create imaginary settings (TCH 0-11a)
- Nurture others and recognise need for nurture (HWB 0-45a)
- Create maps or models to represent the world around me (SOC 0-9a)
- Explore roles and services in society through play (SOC 0-16a) (SOC 0-20a)
- Explore forces and their affect (SCN 0-07a)

Continuous Provision Resources

- Miniature people and everyday situations like homes, shops, hospital, police station etc. Avoid action figures and fashion dolls. Wooden figures invite more open imagination.
- Animals and scenery e.g. dinosaurs, farm animals, sea creatures, safari or zoo animals etc.
- Vehicles e.g. cars, construction vehicles, buses, aeroplanes, tractors, helicopters, trains and train tracks, etc. Avoid commercial road maps and encourage use of loose parts to create play situations.
- Puppets, stick puppets, picture characters with cardboard box background/scenery.
- Loose parts especially natural ones like wood, sticks, stones etc. fake grass mats or felt, tuff trays, crates, cable drums etc to set a scene, wooly fabric or plastic poly for snow or ice.

Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Theme a tuff tray or cable drum display around a book children have been reading e.g. Jack and the beanstalk. Add simple characters, the book, loose parts, natural branch for beanstalk etc.** Children will likely recreate the story but also make up other stories in the area. They may make resources or characters to accompany the scene from the creative area. Links with literacy, STEM, creativity.
- **Add roads signs, traffic lights, danger signs etc to a vehicle area. These could just be card held with pegs that stand. Provide mark making materials for children to make own signs too if wanted.** Learners will likely construct a map or roadway to use the signs and recreate situations that may be "dangerous" for the warning signs etc. Links with HWB, literacy, STEM.
- **Provide different habitats, e.g. half area grass base, half snowy, or create 4 spaces; sand, water, grass, snow. Use fabric or plastic to create the effect. Provide range of animals and scenery.** Learners will likely try to sort which animals are likely to be in which area. Provide loose parts for children to add and enhance the areas, provide shelters etc. Links with science, HWB, RME.
- **Link to phonics work e.g. "sh" phoneme, sand and water tray with sharks, ships, shells, fish, shore.** Through engaging with items, learners will get opportunities to use the sound and vocabulary naturally through play. Links with literacy.
- **Create open ended puppet theatre. cardboard box or simple cardboard backdrop. Lollipop sticks with silhouettes of basic people which children can turn into whoever they want. Creative resources to add to and design back drop and characters.** Children will likely either recreate a know story or situation or make up their own story and characters. Links with literacy and creativity.
- **Create or add new characters e.g. fairy, wizard, princess, knight and add to loose parts or blocks to stimulate new stories and imaginative building of the environment for those characters.** Children will likely be excited by the new characters and will want to create an appropriate world for them. Links with literacy, creativity, STEM.
- **Do the opposite to above and create a stimulus of an environment and add materials for children to create characters e.g. make a moon tray with sand and provide a stimulus and loose parts to make aliens etc.**

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary

Specific vehicle names, specific animal names, habitat vocabulary e.g. tundra. People's occupations and roles. Story elements e.g. once upon a time, suddenly, finally.



Open ended questions

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- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
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Posing Problems

Modelling

Verbalising Feelings

Making Connections

Praise and Attention



Construction Area



The construction area is a key component of play although construction of some sort will take place in almost all areas of the room. Piaget indicated that construction play was vital to a child's cognitive development. It allows children to explore and understand materials and how they work together and offers opportunities for imagination, social play and language development.



Physical Skills - squeezing, pinching, balancing

Emotional Skills - resolving conflicts, resilience, self control, confidence

Creative Skills - inventing, building designing, experimenting, drawing, asking questions, curiosity

Social Skills - sharing, listening, speaking, taking turns, personal space, teamwork, being gentle

Cognitive Skills - Solving Problems, focusing, thinking, reasoning, recognising patterns, risk-taking

Continuous Provision Resources

- Commercial building kits e.g. Lego K'Nex, Duplo, Kapla, Polydron, Magnetic tiles, wooden blocks or shapes
- Loose parts
- Junk modelling equipment
- Tubes, pipes, guttering
- Wheels, cogs, gears
- Toolbox, hard hats, hi-vis vests, measuring tapes, clipboards, mark making materials and paper
- Books/photos with stimulus ideas depending on theme
- Safe tools like Makedo

Enhanced Provision - Provocations to Play
(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Add pictures and books with different structures to act as a stimulus. E.g. add some unusual architectural building pictures, pictures of bridges or construction equipment like cranes or buildings with a theme e.g. Halloween haunted houses or Three Little Pig Houses.** Learners may use the pictures as a reference to attempt more complicated structures or to try a structure they have not attempted before. Links with technology, literacy, maths and social subjects.
- **Create a picture book of children's previous models and add to the construction area for children to be inspired by their peers.** Learners will likely enjoy looking at their own and others work and make, in their eyes, similar or improved versions. QR codes could be added to the pictures with children talking about the models they created. Links with literacy, technology, digital literacy.
- **Add pictures of the children on to some blocks as characters.** Children will likely enjoy building and creating narratives with their characters and friends. Links with literacy, technology.
- **Add some animals or figures to the construction area e.g. zoo animals.** Most likely children will begin to create some sort of habitat or landscape for the animals and create their own narrative. Links with technology, science and literacy.
- **Add a new resource into the area and see what the learners do with it. Ideas include: a pile of cardboard tubes from kitchen roll, empty tin cans (ensure they are not sharp), cardboard boxes from a recent delivery, wires and cables, Makedo tools.** It is always interesting to see what learners do with a new stimulus but some can find too much choice overwhelming, so if they don't seem to engage, the teacher may need to provide an idea to help start the thinking.
- **Create a limitation challenge to see what children come up with e.g. what can you make with one cup of Lego?** For more able learners this can be a great challenge to develop problem solving and creativity and for some less able learners who struggle to know what to build with lots of options, having fewer pieces can help them learn simple techniques before moving on.

Potential CfE Es & Os

Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Share ideas and opinions (LIT 0-09a)
- Use new vocabulary and phrases in different contexts (LIT 0-10a)
- Building stories around props (LIT 0-26a)

Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Sorting and exploring shapes and their properties and use of positional language (MTH 0-16a) (MTH (0-17a)

Other Curricular Areas

- Play with other children and form good relationships (HWP 0-05a, HWP 0-44a, HWP 0-44b)
- Design and construct models and solutions and explore properties of materials (TCH 0-09a, TCH 0-10a)
- Create imaginary settings (TCH 0-11a)
- Create maps or models to represent the world around me (SOC 0-9a)
- Explore forces and their affect (SCN 0-07a)

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary
Build, stack, balance, stable, connect, steady, wobble, topple. Topic specific vocabulary e.g. castle, drawbridge, turret etc.



Open ended questions

Think Aloud

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- Adult's Role**
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Water Area



Water play provides a rich, hands-on learning experience that supports children's development across multiple areas. It enhances physical skills like coordination and fine motor control, while also fostering cognitive growth through exploration of concepts such as volume, flow, and cause and effect. Additionally, water play encourages creativity, language development, and social interaction, all within a calming and engaging sensory environment.



Physical Skills - squeezing, pinching, balancing

Emotional Skills - resolving conflicts, resilience, self control, confidence

Creative Skills - inventing, building, designing, experimenting, asking questions, curiosity

Social Skills - sharing, listening, speaking, taking turns, personal space, teamwork, being gentle

Cognitive Skills - Solving Problems, focusing, thinking, reasoning, recognising patterns, risk-taking

- Continuous Provision Resources**
- Water trough or tray, aprons, mop
 - Labelled resources accessible by children - different sized containers, jugs, watering cans, funnels, pipettes, vacuum syringes, connectable pipes or guttering, spray bottles, squeezable bottles, whisks, large spoons, ladles, fishing net, pots, pans, floating objects, milk cartons, measuring cups/spoons, sponges, cloths, brushes
 - Water toys like boats, sea creatures, water wheels
 - Soap or dishwashing liquid (check allergies), food colouring, shaving foam
 - Natural materials like stones, pebbles, twigs,

- Enhanced Provision - Provocations to Play**
(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)
- **Add ice cubes to a tray and some toys frozen inside blocks.** Children can investigate the feel of the ice and see how it changes in their hands and over time. They can use simple tools to chip or scrape the ice to get to the toy. They could use salt shaker to investigate the effect on the ice. Learners will likely use topic vocabulary to describe the feelings etc. Links with science and literacy.
 - **Punch holes in the bottom of milk cartons. Create different numbers or sizes of holes for different effects.** The learners will likely explore how the water pours out of the different holes and variations. Links with science.
 - **On a snowy day add snow to the tray.**
 - **Add washing liquid to the water and provide whisks etc.** The children will likely explore the effect the soap has in the water when agitated. Links with science.
 - **Provide a range of objects some which float and some which don't.** Observe how the children explore and predict outcomes. Links with science.
 - **Add dolls, towels, hair brushes, soap etc, clothes, washing line and pegs.** Children will likely bath and care for the babies in a nurturing way and show their understanding of care and gentleness. Links with HWB.
 - **Provide different tubs of water with food colouring in. Provide beakers, test tubes, jars etc with pipettes, syringes etc.** Learners are likely to enjoy mixing the colours and creating "potions" or recipes. Links with expressive arts and science.
 - **Make a sensory "soup" adding things like water beads, flower petals, fruit slices, mini pom poms, twigs etc.** Learners will enjoy exploring the different textures and the affect water has on them. Links with science.
 - **Add teapot and cups, or jug and cups to encourage pouring and accuracy.**

- Potential CfE Es & Os**
- Literacy**
- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
 - Share ideas and opinions (LIT 0-09a)
 - Use new vocabulary and phrases in different contexts (LIT 0-10a)
 - Building stories around props (LIT 0-26a)
- Numeracy/Maths**
- Measurement (MTH 0-11a)
 - Sorting and exploring shapes and their properties and use of positional language (MTH 0-16a) (MTH (0-17a)
- Other Curricular Areas**
- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
 - Explore forces and their affect (SCN 0-07a)
 - Explore materials and properties (SCN 0-15a)
 - Investigate freezing and melting (SCN 0-05a)
 -

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary
Sink, float, pour, full, empty, half, less than, more than, bubbles, waves, volume, amount, liquid, solid, ice, melting, freezing, measure



Open ended questions

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Creative Area



The creative area allows learners to explore their creativity and imagination. Engaging and exploring with resources helps develop fine motor skills, develop problem solving activities and collaborating with peers helps develop social skills. Creativity is not just about art it encompasses various forms of expression including music, dance, and storytelling.



Physical Skills - squeezing, pinching, drawing, cutting, folding



Emotional Skills - resilience, self control, confidence



Creative Skills - inventing, building designing, experimenting, writing, drawing, curiosity, modelling



Social Skills - sharing, listening, speaking, taking turns, personal space, teamwork



Cognitive Skills - Solving Problems, focusing, thinking, reasoning, recognising patterns



Potential CfE Es & Os

Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Share ideas and opinions (LIT 0-09a)
- Building stories around props (LIT 0-26a)

Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Explore symmetry (MTH 0-19a)

Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Design and construct models and solutions and explore properties of materials (TCH 0-09a, TCH 0-10a)
- Create imaginary settings (TCH 0-11a)
- Discover and choose materials (EXP 0-02a)
- Express and communicate ideas (EXP 0-05a, 0-09a, 0-13a, 0-18a)
- Create visual representations to help me understand the world (EXP 0-04a, 0-14a)

Continuous Provision Resources

- Assortment of paper, card, envelopes, textured paper, tissue paper, sticky paper, shiny paper, cellophane, etc.
- Variety of mark making materials, organised and labelled e.g. pencils, crayons, pens, chalks, charcoal, paints
- Fabric, felt, scraps of ribbons, buttons, bows, googly eyes, sparkly bits, decorations etc.
- Junk modelling materials such as boxes, lids, yogurt pots, tubes
- Sewing equipment e.g. lacing, plastic needles and fabric with holes, sewing machine (if adult available)
- Items to make noise and explore instruments
- Listening centre to listen to music
- Space to dance or act out a story. Mirrors.

Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Set up a microphone stand and stage (this can just be a box for children to stand on and a pole to act as microphone stand.)** Learners will have great fun taking turns to perform or just pose on the stage. Links to expressive arts and HWB.
- **Paint mix station - provide the 3 primary colours plus white in soap dispenser bottles. Allow children to mix to get the colour they want, use small containers like plastic shot glasses so they don't put too much paint out at a time.** Encouraging learners to create their own colours sometimes rather than premixed colours allows them to explore and learn about mixing and shades through their own exploration.
- **Use famous artists as a stimulus and put pictures out as inspiration to invite similar styles, or if exploring a theme put out pictures of art work on that theme e.g. the seaside.** These types of provocations work well along with a pre taught lesson about an artist or a technique and then children can explore independently.
- **Skills practice - after teaching children a specific skill e.g. lacing or simple sewing stitch, or fastening and joining techniques with paper, provide lots of materials and opportunities to explore and practice on their own.** Some skills need to be explicitly taught but then the deep learning happens when children can apply these skills independently.
- **Set up a provocation based around 1 colour e.g. blue. Have shades of blue materials to use, include stimulus like picture with shades of blue, objects in shades of blue, stories about the sea or sky etc.** Limiting choice can help give a focus and allow more creativity to develop through the narrowed criteria.
- **Provide empty frames and a variety of resources.**
- **Set up a sounds provocation with simple instruments as well as other objects that make noise. Add books about or pictures of instruments.** Children can explore and create their own ways of making noises. Fill containers with different objects and notice difference etc.
- **Simple wooden dolly peg and scraps of fabric, decorations etc. Include a few examples of dressed doll either in picture or created as a stimulus.** Children may like to create their own doll with outfit, exploring ways to secure the materials etc.

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary

Artists names. Correct names for equipment, materials and techniques.



Open ended questions

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Malleable Area



Malleable play, like using dough or clay, supports children's creativity and fine motor development through hands-on exploration. It helps strengthen hand muscles and coordination while offering a calming, sensory-rich experience. This type of play also encourages problem-solving and imaginative thinking in a relaxed, open-ended way.



Physical Skills - squeezing, pinching, cutting, folding



Emotional Skills - resilience, self control, confidence



Creative Skills - inventing, designing, experimenting, curiosity, modelling



Social Skills - sharing, listening, speaking, taking turns, personal space, being gentle



Cognitive Skills - Solving Problems, focusing, thinking, pretending, recognising patterns



Potential CfE Es & Os

Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Share ideas and opinions (LIT 0-09a)
- Building stories around props (LIT 0-26a)

Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Explore measure (MTH 0-11a)

Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Design and construct models and solutions and explore properties of materials (TCH 0-09a, TCH 0-10a)
- Create imaginary settings (TCH 0-11a)
- Discover and choose materials (EXP 0-02a)
- Express and communicate ideas (EXP 0-05a, 0-09a, 0-13a, 0-18a)
- Create visual representations to help me understand the world (EXP 0-04a, 0-14a)

Continuous Provision Resources

- Playdough or salt dough (bought or homemade), clay (air-dry or modelling clay), kinetic or modelling sand, cornflour and water, slime (bought or safely homemade)
- Rolling pins, cutters, and moulds, plastic knives and scissors, stamps, textured rollers, and pattern tools, small containers, scoops, and spoons.
- Natural items like leaves, sticks, and stones for imprinting
- Food colouring or natural dyes
- Essential oils (check allergies)
- Glitter, beads, buttons, and sequins

Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Add a texture or a smell to the dough to see how that affects what learners do with it.**
- **Add resources which change the dough e.g. extruders, garlic press, colander.** Many children will like pushing it through over and over again but some may then begin to use what has been created to enhance a design e.g. to create hair. Links with creativity and expressive arts.
- **Add scales or two pan balance.** Learners will need to know how to use these so after a lesson on weight and measure these could be left in the area to see how learners will use them to perhaps compare or weigh balls of dough. Links with numeracy.
- **Provide books for a stimulus and supporting resources e.g. The Gingerbread man, baking sheets, suitable decorations etc.** The learners may decide to recreate character or retell the story. Links with literacy.
- **Add a basket or sectioned tray with loose parts. Have different themes e.g. one day natural loose parts, another day a theme like all blue and yellow. Add picture and/or books**
- **Add letter or number stampers or cutters.** The children may try to create words or number patterns or sums. Links with literacy and numeracy.
- **Provide opportunities to use malleable resources at different heights, e.g. sitting at a table, standing around a tuff tray, on a mat on the floor.** One of the main benefits of malleable resources is the development of fine motor skills, providing these in different positions strengthens gross motor skills too.
- **Add different resources for comparing length e.g. rulers, numbered and non-numbered lollipop sticks or pegs, sticks of different lengths, measuring tapes, lengths of string etc.** Children may use the materials to measure or compare "sausages", "snakes" etc. Links with numeracy and mathematics.
- **Add malleable material to another area e.g. in home corner with muffin tins and cupcake cases or in ice cream role play shop with cones etc.**
- **Provide background/scene mats to act as a stimulus for children to create characters or tell stories.** Links with literacy.

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary

Push, pull, pat, squeeze, press, bend, twist, roll, stretch, squash, flatten, pinch, print, poke, ball, round, fold. Drop, cut out, build, make, mix, shape. Smooth, soft, squishy, warm, cold, hard, shiny, dry. Colour names. Modelling dough, dough, clay, modelling clay, salt dough. Big/bigger, small/smaller, long/longer, tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner, flat/flatter.