

Mortimer Hall Pre-school – Weekly room plan (including continuous provision) – w/c 17.9.18

Notes / Comments from last week ... Continue to use key person support to settle children when parent leaves them. Start to add small group activities to encourage forming relationships between children/staff/peers.			
Continuous provision:- Our focus for this week will be encouraging the children to settle happily when left by parents. We will use key person support and our information from observation/talking to child/from parents about what the children like to do. By providing a wide range of activities we will ensure that all children have the opportunity to develop in all areas of learning. We will use our key person knowledge to ensure that children have the best possible chance to make developmental progress.		All areas	PSED/CL/PD/Lit/ Maths/KU/EAD
In order to....	We will provide.... (resources / equipment)	Area	Curriculum area
Encourage small motor skills and grip and to encourage sorting / matching / counting activities.	Play the Healthy Food game – using pegs to encourage grip and hand eye co-ordination.	Small groups with an adult	CL/Maths/ PD/EAD
Include mathematical language - to count and recognise numbers and talk/listen about more/ less, bigger/smaller,etc. Encourage children to describe what they are painting / drawing (write on the back). Promote independence and small motor skills by pegging own pictures on drying rack and using own picture pocket	Numbers on display in the environment – talk about, use number puzzles and books. Block paints. paper, adult to listen, line/rack and pegs for children to hang own pictures up to dry and putting in own picture pocket	Posters/displays/ Puzzles and books Painting and drawing/writing areas	Maths/PD, CL/PSED/KU CL/PSED/PD/ KU/EAD
Encourage physical development by squeezing, holding, cutting the dough and use imagination /descriptive language to talk about what they have made. Promoting large motor skills – climbing/ balance/etc	Dough, rollers, cutters, scissors Climbing frame / slide	Malleable Indoor physical play	CL/PD/Maths PD/CL/PS
Take part in role/imaginary play based on what they see in everyday life. Sharing/negotiating with each other.	Home corner / kitchen with resources to encourage playing together	Home corner	EAD/CL/PD/ PSED
Draw pictures and write/make marks for own name. Use the book area – hold books correct way up, turn pages carefully. Understand that written words have meaning. Use our book of the week for discussion/role play/ etc	Paper, pens, crayons, scissors and individual ‘pockets’ for own pictures. Variety of books, quiet comfortable area to sit and adult available. Use book of the week to encourage talking/listening and use props for role play	Mark making/ book area/ book of the week area/ display	Lit/CL/PD PSED/CL/PD/Lit
Build and handle construction items with increasing control. Using imagination and taking part in small world play.	Large wooden blocks, magnetic blocks, cars/garage. Loose parts with puppets in tuff tray Balance beams (outside)	Construction/ imagination/ exploring/ tuff tray	PSED/CL/PD/ KU
Use balance beam (indoors) to promote balance, moving, using imagination, turn taking and sharing.	Balance beam in garden	garden	PD/CL/PSED
Turn simple equipment on/off. Complete a simple age appropriate programme	Children’s tablet with adult support where/when required	I.T.	CL/KU/PD
Peddalling bikes, using scooters etc. + kicking/throwing/catching and chasing a ball for large muscle development.	Bikes, scooters, balls, etc. (outside)	Outside area	PD/CL/PSED
Notes / Comments (add during the week) Continue to develop / use tapestry for observations. All staff need to become familiar with Tapestry – discuss at staff meeting on 18.9.18			

