

West Ashton C of E Primary School : Reception
Long Term Planning for **Mud Kitchen** Area



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.



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<p><i>Key learning opportunities offered in this area of provision</i> <i>The characteristics of effective learning and EYFS aspects of learning and development</i></p>	
<p><i>Playing and Exploring: demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.</i></p> <p><i>Active Learning: being involved and concentrating, persevering and taking pride in achieving what they set out to do.</i></p> <p><i>Creating and Thinking Critically: having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.</i></p> <p><i>Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language</i></p> <p><i>Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design</i></p> <p><i>Key aspects promoted:</i></p> <p><i>Mathematics: shape, space and measures, UTW: exploration and investigation, EAD: exploring and using materials</i></p>	
<i>Learning experiences. Some of the things that children may do...</i>	<i>Adult response to support children's learning...</i>



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PSED:

Participating in new activities.

Selecting resources and making choices

Children may demonstrate curiosity, interest, enjoyment, enthusiasm.

Children may develop their confidence, co-operation and independence

Turn taking, sharing and co-operating and developing awareness of others.

Communication and Language:

Using language and conversation to: develop role play, sequence ideas and events and discussing.

Talk about what they are doing, sharing experiences with others.

Make up stories, using imagination when playing with small world and natural materials.

Begin to be interested and describe the texture of things.

Use language and other forms of communication to share the things they create or to indicate personal satisfaction or frustration.

Physical development:

Ensure children have time and space to problem solve and find things out for themselves.

Play alongside the child, following their interests.

Recognise that this is an area that children may return to frequently during the settling phase as it is a comfortable, quiet zone and enable children to build their sense of security from this base.

Observe, assess and plan tuning into children (OAP cycle.)

Demonstrate use of materials, tools and equipment and share enjoyment.

Model and support the children with sharing, taking turns and waiting.

Feed appropriate language, offering comments, suggestions and questions when appropriate - e.g.: I wonder what will happen if... when... how...

Respond to children's interests e.g.: by adding additional resources, introducing books etc.



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Enjoy sensory play and the physical sensation of mud against their skin, tickling, pressing, digging. Use gestures, expressions and words to describe these sensations.

Handling tools safely and with control

Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them.

Fill containers, make mud pies, mixing, pouring, shaping.

Press, compact, mould and smooth the mud.

Dig and make holes and tunnels; bury and hide objects.

Use materials to make imprints in mud.

Use tools to support play.

Make patterns using tools, equipment and hands.

Explore emptying, filling and pouring from a variety of containers.

EAD:

Exploring Colour, Shape, 2d and 3d form.

Respond to what they see, hear, smell, touch and feel.

Modelling and shaping materials.

Celebrate children's personal experiences linking it to their imaginative play. e.g.: making things/ baking at home with family.

Ask open ended questions; why, how, where, what and which?

Develop the use of descriptive words; soft, hard smooth rough, sloppy and slimy. Further vocabulary; shape, colour mix, stir, make, build, tall taller, tallest, wide, widest, round, flat, top, bottom, more, less, join, too much, not, enough, same, different, print, imprint.

Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interests.

Promote mathematical language around capacity, weight, number, quantity, size e.g.: I wonder what size it will be? How many will we need?

Introduce children to the use of mathematical names for solid 3d shapes and flat 2d shapes, and the mathematical term to describe shapes: straight, round, curved, bendy, corners, edge,



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Handling materials and objects safely and with control

Literacy:

Experimenting with writing through making marks and pictures.

Write recipes for the mud kitchen creations, including lists of ingredients and resources.

UTW:

Designing and making.

Manipulate materials to achieve a planned effect.

Compare the experience of using wet mud and dry mud - begin to find out about their properties.

Mathematics:

Distinguish between quantities, recognising that a group of objects is more than one.

Compare size, weight, volume, shape, colour and quantity using a range of equipment.

Count, notice quantities and make estimations.

Use some number language such as 'more' and 'a lot'.

sides, points, long, short, tall, short, taller, shorter

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Observe, assess and plan tuning into children (OAP cycle.)

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Model and support the children with sharing, taking turns and waiting.

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Begin to develop mathematical language and skills, to count, match, sort, measure and order.

Developing number rhymes to support awareness of simple addition and subtraction concepts using rhyme props.

*Respond to children's interests e.g.: by adding additional resources, introducing books etc.
Celebrate children's personal experiences linking it to their imaginative play. e.g.: making things/ baking at home with family.*

Ask open ended questions; why, how, where, what and which?

Develop the use of descriptive words; soft, hard smooth rough, sloppy and slimy. Further vocabulary; shape, colour mix, stir, make, build, tall taller, tallest, wide, widest, round, flat, top, bottom, more, less, join, too much, not, enough, same, different, print, imprint.

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Provide a range of resources which are attractive and easily accessible for children. Make time and space for children to express their curiosity and explore the environment using all their senses.

Justify and explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.

Introduce children to appropriate tools for different materials.

WEST ASHTON



SCHOOL

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Talk to children about what they have been doing and help them to reflect upon and explain so that they may wish to evaluate and modify their work.