

# Lemington Riverside Primary School EYFS Long Term Planning Continuous Provision: Mark Making

Long Term Key Learning Opportunities	22-36 months	30-50months	40-60 months	Early Learning Goals
Personal Social Emotional Development	Communication and Language	Physical Development		
<ul style="list-style-type: none"> <li>*Interested in other's play and starting to join in.</li> <li>*Seeks out others to share experiences.</li> <li>*May form a special friendship with another child.</li> <li>*Expresses own preferences and interests.</li> <li>*Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>*Responds to the wishes and feelings of others.</li> <li>*Aware that some actions can hurt or harm others.</li> <li>*Shows understanding and cooperates with some boundaries and routines.</li> <li>*Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't.</li> <li>*Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>*Initiates play, offering cues to peers to join them.</li> <li>*Keeps play going by responding to what others are saying or doing.</li> <li>*Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>*Can select and use activities and resources with help.</li> <li>*Welcomes and values praise for what they have done.</li> <li>*Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>*Aware of own feelings, knows that some actions / words can hurt others' feelings.</li> <li>*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>*Can usually adapt behaviour to different events, social situations &amp; routine changes.</li> <li>*Initiates conversations, attends to and takes account of what others say.</li> <li>*Explains own knowledge &amp; understanding, asks appropriate questions of others.</li> <li>*Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>*Confident to speak to others about own needs, wants, interests and opinions.</li> <li>*Can describe self in positive terms and talk about abilities.</li> <li>*Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>*Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>*Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li><b>*Children play co-operatively, taking turns with others.</b></li> <li><b>*They take account of one another's ideas about how to organise their activity.</b></li> <li><b>*They show sensitivity to others' needs and feelings.</b></li> <li><b>*They form positive relationships with adults and other children</b></li> <li><b>*Children are confident to try new activities.</b></li> <li><b>*They can say why they like some activities more than others.</b></li> <li><b>*They are confident to speak in a familiar group.</b></li> <li><b>*They will talk about their ideas.</b></li> <li><b>*They will choose the resources they need for their chosen activities</b></li> <li><b>*Children talk about how they and others show feelings.</b></li> <li><b>*Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</b></li> <li><b>*They work as part of a group or class and understand and follow the rules.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Single channelled attention. Can shift to a different task if attention fully obtained – using child's name to focus.</li> <li>*Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.'</li> <li>*Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?)</li> <li>*Developing understanding of simple concepts (e.g. big/little)</li> <li>*Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>*Learns new words very rapidly and is able to use them in communicating.</li> <li>*Uses gestures, sometimes with limited talk, e.g. reaches toward toy saying 'I have it'</li> <li>*Uses a variety of questions (e.g. what, where, who).</li> <li>*Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>*Beginning to use word endings (e.g. going, cats)</li> <li>*Listens to others one to one or in small groups, when conversation interests them.</li> <li>*Understands use of objects (e.g. "What do we use to cut things?")</li> <li>*Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>*Responds to simple instructions, e.g. to get or put away an object.</li> <li>*Beginning to understand 'why' and 'how' questions.</li> <li>*Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>*Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>*Questions why things happen &amp; gives explanations. Asks <i>who, what, when, how</i>.</li> <li>*Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>*Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>*Uses vocab. focused on objects &amp; people that are of particular importance to them.</li> <li>*Builds up vocabulary that reflects the breadth of their experiences.</li> <li>*Uses talk in pretending that objects stand for something else in play, e.g. <i>"This box is my castle."</i></li> <li>*Two-channelled attention – can listen and do for short span.</li> <li>*Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>*Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>*Links statements and sticks to a main theme or intention.</li> <li>*Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>*Introduces a storyline or narrative into their play.</li> <li><b>*Children listen attentively in a range of situations.</b></li> <li><b>*They give their attention to what others say and respond appropriately, while engaged in another activity.</b></li> <li><b>*They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b></li> <li><b>*Children express themselves effectively, showing awareness of listeners' needs.</b></li> <li><b>*They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b></li> <li><b>*They develop own narratives &amp; explanations by connecting ideas or events.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Squats with steadiness to rest or play with object on the ground, rises to feet without using hands.</li> <li>*Turns pages in a book, sometimes several at once.</li> <li>*Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>*Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>*Imitates drawing simple shapes such as circles and lines.</li> <li>*May be beginning to show preference for dominant hand.</li> <li>*Beginning to recognise danger and seeks support of significant adults for help.</li> <li>*Draws lines and circles using gross motor movements.</li> <li>*Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>*Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>*Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>*Can copy some letters, e.g. letters from their name</li> <li>*Understands equipment &amp; tools have to be used safely.</li> <li>*Uses simple tools to effect changes to materials.</li> <li>*Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>*Shows a preference for a dominant hand.</li> <li>*Begins to use anticlockwise movement &amp; retrace vertical lines.</li> <li>*Begins to form recognisable letters.</li> <li>*Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>*Shows understanding of the need for safety when tackling new challenges. Considers &amp; manages some risks.</li> <li>*Shows understanding of how to transport and store equipment safely.</li> <li>*Practices some appropriate safety measures without direct supervision.</li> <li><b>*Children show good control and co-ordination in large and small movements.</b></li> <li><b>*Children move confidently in a range of ways, safely negotiating space.</b></li> <li><b>*They handle equipment and tools effectively, including pencils for writing.</b></li> </ul>		

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>*Distinguishes between the different marks they make.</p> <p>*Sometimes gives meaning to marks as they draw and paint.</p> <p>*Ascribes meanings to marks that they see in different places.</p> <p>*Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>*Writes own name and other things such as labels, captions.</p> <p>*Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>*They write simple sentences which can be read by themselves and others.</p> <p>*Some words are spelt correctly and others are phonetically plausible.</p>	<p>*Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.</p> <p>*Recites some number names in sequence.</p> <p>*Creates and experiments with symbols and marks representing ideas of number.</p> <p>*Begins to make comparisons between quantities.</p> <p>*Uses some language of quantities, such as ‘more’ and ‘a lot’.</p> <p>*Knows that a group of things changes in quantity when everything is added or taken away.</p> <p>*Notifies simple shapes and patterns in pictures.</p> <p>*Beginning to categorise objects according to properties such as shape or size.</p> <p>*Begins to use the language of size.</p> <p>*Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.</p> <p>*Uses some number names and number language spontaneously.</p> <p>*Uses some number names accurately in play.</p> <p>*Shows curiosity about numbers by offering comments or asking questions.</p> <p>*Counts up to three or four objects by saying one number name for each item.</p> <p>*Counts actions or objects which cannot be moved.</p> <p>*Counts objects to 10, and beginning to count beyond 10.</p> <p>*Counts out up to six objects from a larger group.</p> <p>*Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>*Counts an irregular arrangement of up to ten objects.</p> <p>*Says the number that is one more than a given number.</p> <p>*Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>*Recognise some numerals of personal significance.</p> <p>*Recognises numerals 1 to 5.</p> <p>*In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>*Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>*Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’.</p> <p>*Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>*Selects a particular named shape.</p> <p>*Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’.</p> <p>*Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>*They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>*In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>*Beginning to have their own friends.</p> <p>*Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>*Notifies detailed features of objects in their environment.</p> <p>*Remembers and talks about significant events in their own experience.</p> <p>*Shows interest in different occupations and ways of life.</p> <p>*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>*Enjoys joining in with family customs and routines.</p> <p>*Looks closely at similarities, differences, patterns and change.</p> <p>*Children talk about past and present events in their own lives and in the lives of family members.</p> <p>*They know that other children don’t always enjoy the same things, and are sensitive to this.</p> <p>*They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>*Experiments with blocks, colours and marks.</p> <p>*Beginning to use representation to communicate, e.g. drawing a line and saying that’s me’.</p> <p>*Beginning to make-believe by pretending.</p> <p>*Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>*Engages in imaginative role-play based on own first-hand experiences.</p> <p>*Uses available resources to create props to support role-play.</p> <p>*Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>*Create simple representations of events, people and objects.</p> <p>*Introduces a storyline or narrative into their play.</p> <p>*Plays alongside other children who are engaged in the same theme.</p> <p>*Plays cooperatively as part of a group to develop and act out a narrative</p> <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>*They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Permanent Resources	Possible Experiences	Adult's Role & Links to EYFS	
<p>Water proof aprons Child size broom, dust pan and brush Spray bottles Moulds Small world – cars, people, animals Decorator's brushes and buckets. Pattern making materials including natural and recycled materials such as twigs, pasta, wool, feathers, etc. Trowels, rakes Clipboards, paper and pencils Chalk boards, chalk and board wipers Paint, easel, paint brushes – different sizes Paper and envelopes and notepads of different sizes, colours, thickness and textures. Post-it notes, labels, cards Glue Malleable resources: play dough, corn flour, mousse, squirty cream, mud, sand Opportunities to bake – biscuit dough, pastry White board and pens and wiper Aquadraw String Templates, stencils, rubbing boards Crayons, pencils, felt-tip pens in different sizes and colours Rulers Hole punch and shapes Selotape, clips Clip-boards Letters and numbers, word labels and name cards Colouring books, dot-to-dot</p>	<p>Water painting Look how malleable changes – 'What happens when you add water, shingle, pebbles, pasta etc.?' Make water/sand patterns Exploring different textures Bubbles Negotiate and problem solve Adding water to sand, soil etc to observe the effect water has on other properties, and compare dry v wet and which is easier to make marks in; sand art Making patterns - wheeled vehicles, hand prints, bikes etc. Role play – taking phone messages, writing shopping lists, invitations Descriptive language and new vocabulary Mark making Experiment with thick/thin lines Curly, zig-zags, straight Letter orientation Name writing Story writing Label diagrams Book making, zig-zag books, (ordering)</p>	<p><b>Unique Child</b></p> <ul style="list-style-type: none"> <li>* Follow individual interests.</li> <li>* Promote access to all areas</li> <li>* Promote and encourage independence</li> <li>* Record mark making in action (using video recorders/cameras) and allow children to watch and reflect upon it.</li> <li>* Have respect and encourage children to have respect for each other.</li> <li>* Praise and acknowledge children's explorations and discoveries.</li> <li>* Support language development.</li> </ul>	<p><b>Positive Relationships</b></p> <ul style="list-style-type: none"> <li>* Respecting others feelings</li> <li>* Sharing and taking turns</li> <li>* Promote the value of the experience not the end product.</li> <li>* Use photographs and documentation to promote the importance of mark making to parents/carers.</li> <li>* Encourage collaborative work amongst peers.</li> <li>* Motivate children to concentrate and persevere.</li> <li>* Play and mark make alongside children.</li> <li>* Encourage children to listen and respond to each other.</li> </ul>
		<p><b>Enabling Environments</b></p> <ul style="list-style-type: none"> <li>* Organise mark making resources appropriately to allow all children to have free and easy access.</li> <li>* Observe children's interests and plan to enhance the area with additional resources.</li> <li>* Observe how children manipulate and control equipment</li> <li>* Provide resources to support children discovering different ways to make marks.</li> <li>* Demonstrate clear and consistent boundaries re. safety</li> <li>* Provide opportunities for children to revisit their mark making and extend their play.</li> <li>* Provide opportunities for children to add resources from different areas such as bring in objects from outside to paint or take paints outside to paint large scale.</li> </ul>	<p><b>Learning &amp; Development</b></p> <ul style="list-style-type: none"> <li>* Use a variety of mark makers</li> <li>* Model ways to mark make and letter/number formation</li> <li>* Encourage children to copy and try something new.</li> <li>* Encourage repetition of mark making movements.</li> <li>* Model language whilst mark making</li> <li>* Ensure children have time and space to revisit and complete started projects.</li> <li>* Recognise patterns and changes in patterns.</li> <li>* Discuss story lines during mark making.</li> </ul>