

## AREAS OF PROVISION AND LINKS WITH THE FOUNDATION STAGE CURRICULUM – WATER

Water Play: Angela and I both felt that this play was in the Cooperative domain

<p><b>1.45pm:</b> All three girls are scooping and pouring water. Girls A and B are also scooping small stones into their containers. Girl A says: ‘Let’s make that very watery’ and Girl B scoops more stones into A’s wide plastic basket as they discuss their activity. They both engage in silent and purposeful scooping and pouring.</p> <p>Girl B comments on action, she is now filling small containers with stones and discussing the imaginary contents. Alongside this, they continue to fill the larger plastic basket, reiterating ‘we need more stones to make it watery’. Girl B takes stones from small bottles to use in the plastic basket. This takes quite a time as the bottle neck is narrow; she perseveres until all are out.</p> <p><b>1.50pm:</b> Girl C is in Associative Play. She occasionally watches the other two and they glance at her. Girl C is filling small bottles with stones and arranging them on the sides of the water tray. Girl B takes a bottle from Girl C who snatches it back with a frown. B does not try again.</p> <p>Girls A and B are lining up bottles, with stones in them, along the sides of the tray. All 3 girls are playing in this way but Girl C is still in parallel play. Girl A takes a thin tube to place in a bottle saying: ‘This is the clean air’. Girl B nods. Girl B talks to Girl C about the disputed bottle and they agree to place it in a certain place. Girl C places it carefully, makes eye contact and smiles to B.</p> <p><b>2.00pm:</b> It is now clear that this is a perfume shop. Girl B has several times returned to filling and emptying bottles with stones although it takes a long time. She tries several methods, shaking hard, poking her finger in and shaking, poking a tube in and shaking, banging the bottom of the bottle. Her hair band keeps falling over her face, she keeps pushing it back and carrying on, very focussed, very absorbed.</p> <p><b>2.05pm:</b> Girl A says: ‘We need these, who needs these?’ and fetches thick pipes. It becomes an ice cream shop, serving orange juice (in the bottles). Girl B is pouring and announces the orange juice is blood. Girl A resists and there’s some discussion, then Girl A seems to relent and is willing to take up the blood theme.</p>	<p>Much eye contact and laughter between A and B throughout play. <b>PSE; KUW</b> Dialogue is activity related. A shared understanding of the goal is apparent with offering and accepting of physical help. <b>CLL</b></p> <p>A new theme emerging in the paired play although neither Angela nor I know what it actually is at this point.</p> <p><b>MD;KUW;PD</b></p> <p>Is this where Girl B got her idea from (above)? Altercation resolved quickly. <b>PSE</b></p> <p>A new theme (clean air) is evident. The altercation seems forgotten and this moves Girl C into the main play theme. <b>KUW; CD; PD;PSE</b></p> <p>There’s some discussion about the shop not yet being ready to open. Girl B remarks: ‘I haven’t finished it yet’.</p> <p><b>MD;PD;KUW;PSE</b></p> <p>New resources seem to change the play theme, The tray seems to look ‘a mess’ but all three girls are discussing what the bottles and pipes are for. Girl B is negotiating a new theme that perhaps reflects her train of thought as play has developed. <b>CLL</b></p>	<p><i>It may be helpful it have your Foundation Stage Curriculum (FSC) and your Foundation Stage Profile (FSP) available as you study this sheet.</i></p> <p><i>Each time you see an entry to link with the FSC (e.g. CLL means ‘Communication Language and Literacy’) look at the relevant section and identify one or several associated Stepping Stones.</i></p> <p><i>In addition, look at the nine points on the relevant Assessment scales in the FSP.</i></p> <p><i>What evidence can you use for locating the children across the nine points?</i></p> <p><i>Of course, you have only very partial evidence here. The purpose of the task is to connect with the documentation so as to help you become more familiar with it in the company of colleagues.</i></p> <p><i>We are not assessing these children on this evidence. Rather, we are considering the potential of Areas of Provision for locating assessment and evidence gathering activity.</i></p> <p><i>In turn, as the book explores, there is potential for developing Areas of Provision, based on <b>observations of children in your settings</b> and so as to extend their potential for supporting learning through play.</i></p>
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## AREAS OF PROVISION AND LINKS WITH THE FOUNDATION STAGE CURRICULUM – LARGE CONSTRUCTION

**Large construction: Catherine and I decided that this was in the Cooperative domain.**

<p><b>1.25pm:</b> Two girls and two boys playing as we sit to observe. Boy A says to B: ‘Hey, look’. Boy B looks at A’s design and smiles. Boy A asks: ‘Shall we make a helicopter?’ Boy B: ‘Yes’ and moves closer. They are playing with the Mobilo.</p> <p>Girl A remarks: ‘I’m trying to make a house’. She is locating bricks on the floor. Girl B looks over and then leaves the area.</p> <p><b>1.30pm:</b> Boy A calls to Boy B: ‘Look at my helicopter’. Boy B looks, nods and smiles. Boy A begins to build a tower and calls to Boy B: ‘Look at this’. Boy B nods and says: ‘Very nice’.</p> <p>The tower wobbles. Girl A goes and holds it for Boy A. She kneels to keep it stable whilst he adds bricks. It falls, they laugh and build it again. Boy B comes to watch and then helps. Girl A returns to her floor design and Boy A follows. Boy B continues with tower design but looks at them as Boy A adds bricks to the girl’s design.</p> <p><b>1.35pm:</b> Boy A and Girl A begin a second layer on the floor-based design. Girl A: ‘We’ll make it go in and out’. Boy A nods, places bricks. Girl A says to Boy B who is watching: ‘This is the Queen’s house and you can be the king’. He builds his design slightly apart. Boy A accidentally backs into B’s design and a little bit falls. Eye contact and Boy B laughs after Boy A laughs. Girl A smiles and takes a brick from Boy B’s design. Boy B says: ‘I’m making it bigger than yours’. Boy A remarks to girl: ‘We don’t care do we?’</p> <p>Boy C enters the play area and watches. Girl A says: ‘What shall we do here?’ Boy C replies: ‘Put these in here’ and gives her two bricks. Girl A takes them and smiles.</p> <p><b>1.45pm:</b> Boy B asks for another brick. Girl A gives him one and smiles. Boy A asks him: ‘what are you making?’ Reply inaudible.</p> <p>Boy C and Boy A are playing together on the floor. Girl A is making: ‘a road for the cars’. The two boys have developed a fire theme in their play. Play continues until tidy up time.</p>	<p>Eye contact and smiles plus instruction and positive response create an opportunity for closer proximity and socialisation begins between the two boys. <b>CLL;PSE</b></p> <p>Girl A’s comment on action invites a look from B but it does not progress further.</p> <p>Boy A is persistent in his social invitations. Boy B is responsive but does not take the initiative to fully connect with play. <b>CLL.</b></p> <p>Girl A points out where his design is weak: “it’s too thin”. <b>CLL;MD;KUW;CD;PSE</b></p> <p>Perhaps a play theme is emerging.</p> <p>Bricks are now in short supply. The ‘palace’ theme seems to becoming well-established as the building grows in size.</p> <p>Boy C negotiates successful entry by offering Girl A more bricks. <b>PSE.</b> Activity related dialogue continues. Explanations and descriptions. Momentum builds. <b>CLL;CD;PD;MD</b></p> <p>Object requested and given. Boy B never becomes Highly Social but he does connect in small ways with other players. Offering and accepting of physical help continues. The three players seem to share common goals. <b>PSE.</b></p>	<p><i>It may be helpful it have your Foundation Stage Curriculum (FSC) and your Foundation Stage Profile (FSP) available as you study this sheet.</i></p> <p><i>Each time you see an entry to link with the FSC (e.g. CLL means ‘Communication Language and Literacy’) look at the relevant section and identify one or several associated Stepping Stones.</i></p> <p><i>In addition, look at the nine points on the relevant Assessment scales in the FSP.</i></p> <p><i>What evidence can you use for locating the children across the nine points?</i></p> <p><i>Of course, you have only very partial evidence here. The purpose of the task is to connect with the documentation so as to help you become more familiar with it in the company of colleagues.</i></p> <p><i>We are not assessing these children on this evidence. Rather, we are considering the potential of Areas of Provision for locating assessment and evidence gathering activity.</i></p> <p><i>In turn, as the book explores, there is potential for developing Areas of Provision, based on <b>observations of children in your settings</b> and so as to extend their potential for supporting learning through play.</i></p>
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