



Continuous provision inside.

| Area of provision Small world/loose parts | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|--|--|--|
| <p>Large coloured rainbow Assortment of wooden people that can be used as different characters Assortment of different sized blocks Assortment of different trees Assortment of hedges Wood slices Wooden house Cable reel Grass Nuts and bolts Clipboards and pens Train set Materials to make fences.</p> <p>Enhancements Natural resources Seasonal objects Celebration/cultural objects Selection of animals and wildlife</p> | <p>To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning- communities, celebrations, seasons, festivals, and family.</p> | <p>0-3-CL- Listen to other people’s talk with interest Generally focus on an activity of own choice CL-3-4-Use a wide range of vocabulary. Use talk to organise themselves and their play. PSED-0-3- Develop friendships with other children. Safely explore their emotions beyond their normal range through play and stories PSED-3-4-Play with one or more children extending and elaborating play ideas. Talk about their feelings using words such as happy/sad. PD-0-3-Develop manipulation and control. Explore different materials and tools. PD-3-4-Start taking part in group activities which they make up for themselves. Match their developing skill to tasks and activities. Choose the right resources to carry out their own plan. L-0-3- Develop play around favourite stories or books L-3-4-Engage in extended conversations about stories learning ne vocabulary M-0-3-Combine objects like staking blocks. Put objects inside and take them out again. M3-4- Understand position through words alone. Describe a familiar route. Discuss routes and locations using words like “in front” UW-0-3-Explore materials with different properties. UW-3-4-Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. EAD-0-3-Start to develop pretend play, pretending that one object represents another. EAD-3-4-take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment</p> | <p>To use their own ideas to make up stories and scenarios. To make decisions around resources they use. To build on their own experiences. Designs settings for story telling. To begin to listen to others. To retell familiar stories. To use a wide range of vocabulary. To use descriptive, prepositional, geographical language to describe characters and settings. To make up their own small worlds. To experiment and use new language. To work cooperatively with each other and share resources. To explore and experiment with different resources. Learn new vocab around houses, animals, transport, and family. Explore emotions. Develop fine motor skills.</p> |



Continuous provision inside.

| Area of provision Construction | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|--|--|---|
| <p>Train set Wooden blocks Clipboards and pens Saving mats Assortment of wooden blocks A range of wooden people that can be used as different characters. Metre stick Measuring tape Sticks Construction books Pictures of structures. Gloves, hard hat, building tools Building plans A range of wooden materials tubes</p> <p>Enhancements Natural materials selection of fabric pictures of structures Mark making tools Clipboards Junk modelling</p> | <p>To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning- size,comparison,different structures, geography, science and story telling</p> | <p>CL-0-3-Understand why questions Use talk to organise themselves. CL-3-4-Articulate their ideas and thoughts into well formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why PSED-0-3Develop friendships with other children. PSED-3-4-Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries PD-0-3-Build independently with a range of appropriate resources. Explore different materials and tools. PD-3-4-Choose the right resources to carry out their own plan. Match their developing physical skills to tasks and activities in the setting. L-0-3-Develop play around favourite stories using props. L-3-4-Engage in extended conversations about stories, learning new vocabulary. M-0-3-Build with a range of resources Compare sizes, weights etc. using gesture and language M-3-4-Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc UW-0-3-Explore materials with different properties UW-3-4-Use all their senses in hands-on exploration of natural materials. ■ Explore collections of materials with similar and/or different properties EAD-Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. ■ Use their imagination as they consider what they can do with different materials. ■ Make simple models which express their ideas EAD-3-4-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ■ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ■ Develop their own ideas and then decide which materials to use to express them. ■ Join different materials and explore different textures.</p> | <p>To select and experiment with materials to construct their own structures. To work cooperatively with their peers and share/take turns with resources To know they can leave their project and go back to it later. To improve their language skills to talk about what they are doing, learn vocab associated with construction and their finished product. To feel pride in their work. To create real and imagined structures. Adapt and modify their structures. To design a structure to use for story telling. Develop concentration Develop awareness of space. Explore balance Begin to understand safety rules Investigate the properties of a range of materials and construction materials and tools.</p> |



Continuous provision inside.

| Area of provision Water | Role of adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|---|---|--|
| Water tray Different sized jugs Different sized cylinders Whisks Pipettes Assortment of different sized funnels Aprons Bath books Selection of natural materials-stones, cork, shells,wood. Selection of sea creatures Tea set Enhancements Coloured water beads Coloured water Baffi Ice cubes, Boats, Floating and sinking resources,Bubbles, Glitter, Insects, Leaves, Tea pots, Pots and pans, Dolls Cloths, Soap | To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning- mathematical,science and descriptive eg floating, sinking, wet,warm, dripping, full, empty. | CLL0-3Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest, but can easily be distracted by other things. Can become frustrated when they can’t make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. CLL3-4-Use longer sentences of four to six words. PD-0-3-Develop manipulation and control. Explore different materials and tools. PD-3-4-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. UW-3-4-Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. EAD-0-3-Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. EAD-3-4-Explore different materials freely, in order to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. M-0-3-Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. M-3-4-Compare quantities using language: ‘more than’, ‘fewer than’. Make comparisons between objects relating to size, length, weight and capacity. | Pouring, filling ,tipping and measuring . Selecting and manipulating resources. Stirring, whisking, mixing water and observing what happens. Using resources to make up stories and scenarios. Talking about what they are doing. Dropping, pushing objects into the water to investigate what happens. To use the resources cooperatively and share. Count and sort resources. To experiment with new textures and descriptive language. To use new language to describe what they are doing. Develop concentration Develop vocabulary around water and resources. Make predictions Make comparisons Recognise the need for rules and appropriate clothing. |



Continuous provision inside.

| Area of provision Sand | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|---|---|--|
| Buckets Spades Shovels Different sized spoons Different sized bowls Diggers Stones Shells Sticks Different sized sieves Selection of books Dinosaurs Trucks/diggers Enhancements Selection of natural materials Selection of animals Tea set Different sized jugs Treasure Gems Glass stones Dolls Utensils | To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning- mathematical, science and descriptive language eg size,empty, full, crunchy, heavy,light etc | CLL0-3 Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest, but can easily be distracted by other things. Can become frustrated when they can’t make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. CLL3-4-Use longer sentences of four to six words. PD-0-3-Develop manipulation and control. Explore different materials and tools. PD-3-4-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. UW-3-4-Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. EAD-0-3-Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. EAD-3-4-Explore different materials freely, in order to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. M-0-3-Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. M-3-4-Compare quantities using language: ‘more than’, ‘fewer than’. Make comparisons between objects relating to size, length, weight and capacity. | Pouring, filling ,tipping and measuring . Selecting and manipulating resources. Deciding which resources to use and why Using resources to make up stories and scenarios. Talking about what they are doing and investigate how to manipulate the sand,building,scooping,flattening,mark making,digging, filling, emptying. To use the resources cooperatively and share. Care for the resources Count and sort resources. To experiment with new textures and language. To use new language to describe what they are doing. Talking about what they are doing. Make up stories around resources. Parallel play leading onto shared/ collaborative play Develop fine motor skills Develop listening skills and descriptive language |



Continuous provision inside.

| Area of provision Reading/Literacy | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|--|--|---|
| Selection of core books Cushions Blankets Soft toys Clipboards and pens Book basket Enhancements Story spoons Sequencing cards Story characters Selection of seasonal books Fiction books Non fiction books Objects to re-tell stories | To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Develop descriptive language Model reading books and how to hold them. Model how to use and look after books | L-0-3-• Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. L-3-4-Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. CL-0-3 Listen to simple stories and understand what is happening, with the help of the pictures. CL-3-4-Enjoy listening to longer stories and can remember much of what happens. | To gain a love of listening to stories and looking at books To begin to have their favourite books To begin to know that words have meaning To begin to retell familiar stories To give meaning to the marks they make To begin to understand stories To make up their own stories To talk about stories they enjoy To begin to hear rhyme To join in with repeated refrains To handle books carefully To begin to hold books properly, the right way and turn pages |



Continuous provision inside.

| Area of provision Maths | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|--|--|---|
| Counting objects Numerals Numicon Measuring sticks and tapes Weighing scales Height chart Number lines Shapes Dice Maths books Selection of loose parts Enhancements Dominoes Different sized objects to sort Coloured objects to sort Magnet shapes Measuring objects Objects to make patterns Sorting rings Insert puzzles displays | To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning- | M-0-3 <ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying ‘lots’, ‘more’ or ‘same’. • Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. • Notice patterns and arrange things in patterns. M-3-4-Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | Opportunities to count Explore using measuring tapes and sticks Ordering objects according to size Comparing amounts Explore weighing to find out what is heavy or light Complete simple insert puzzles Make patterns Explore the properties of shape Mark make to represent symbols Make links between number and amounts Share resources Learn to use the resources Talk about what they know and learn Compare length |



Continuous provision inside.

- Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Continuous provision inside.

| Area of provision Role play/Home corner | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|---|---|---|
| <p>Selection of tin pots and pans Cutlery Dinner set Place mats Table and chairs Pasta/rice Spice rack and spices Glass jars Telephone Radio Table cloth Teatowels Oven gloves Oven dishes Utensils Dolls Cot Blankets Dolls clothes Cook book</p> <p>Enhancements Seasonal and cultural objects and books Menus Money Till Leaflets Calendars Newspaper Telephone book Shopping bags Material Dressing up clothes Candles</p> | <p>To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning-</p> | <p>cl-0-3-Understand simple instructions like “give to mummy” or “stop”.</p> <ul style="list-style-type: none"> Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest, but can easily be distracted by other things. Can become frustrated when they can’t make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ <p>CL-3-4-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” <p>Psed-0-3-Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <ul style="list-style-type: none"> Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. | <p>To share and care for resources To recreate their own experiences and familiar scenarios such as feeding baby, cooking tea. To encourage and develop new language To create stories To look at recipes and lists To make marks that represent recipes or lists. Playing alongside and with other children Communicating with adults and peers To create independence. To experience real life resources. Develop an interest in cooking from role playing in home corner. Develop mathematical language Make believe play and explore fantasy worlds Create props and resources</p> |



Continuous provision inside.

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.• Develop friendships with other children <p>Psed-3-4-Play with one or more other children, extending and elaborating play ideas.</p> <ul style="list-style-type: none">• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <p>Pd-0-3-Develop manipulation and control.</p> <ul style="list-style-type: none">• Explore different materials and tools.• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. <p>PD-3-4-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none">• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing <p>UW-0-3-• Make connections between the features of their family and other families.</p> <p>EAD-0-3-Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>EAD-3-4-Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>UW-3-4-• Begin to make sense of their own life-story and family's history.</p> | |
|--|--|---|--|



Continuous provision inside.

| Area of provision Malleable/play dough | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|--|--|--|
| Playdough Rolling pins Selection of cutting tools Cupcake cases Cake stand Oven Table Stools Kitchen cupboard Containers Selection of Baking trays Scissors Enhancements Beads Pipe cleaners Googly eyes Glitter Shaped cutters Glass stones Herbs/spices Natural materials | To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What,why,how,who? Use language linked to key learning- | Pd-0-3-develop manipulation and control. Explore different materials and tools. PD3-4-Use one-handed tools and equipment, for example, making snips in paper with scissors. CL-0-3-Start to develop conversation, often jumping from topic to topic. CL-3-4-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns PSED-0-3-Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions PSED-3-4-Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. M-0-3-Compare sizes, weights etc. using gesture and language M-3-4-Make comparisons between objects relating to size, length, weight and capacity. UW-0-3-Repeat actions that have an effect. • Explore materials with different properties UW-3-4-Talk about the differences between materials and changes they notice. EAD0-3-Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas EAD-3-4Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. | Social interaction Sharing dough and tools Rolling,pinching.stretching,pounding, palming,kneading,manipulating playdough forming structures To use different tools Scissor skills Explore different media Mark making opportunities Use their senses to explore different materials. Opportunities to create. Opportunities to recreate real live scenarios Children to talk about what they are doing and learn/use new language to describe what they are experiencing through their senses. Compare size,weight, length Develop representational skills Self expression Creative development |



Continuous provision inside.

| Area of provision Creative/mark making | Role of the adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|--|--|---|--|
| <p>Clip boards, Name cards, Pencils, Pens, Dabbers, Crayons, Wax crayons Selection of different paper including plain, lined and coloured, Whiteboards, White board markers, Containers, Paint, Selection of brushes, Powder paint, Water container, Mixing containers, Scissors, Sellotape, Stapler, Hole punch</p> <p>Enhancements</p> <p>Seasonal objects and papers Celebration cards Ribbon String Masking tape Boxes Wool Envelopes Shaped paper Boxes, rolls, tubs, packaging Bubble wrap</p> | <p>To observe children and take note of their key interests. Respond to their interests and ideas Offer suggestions on how to extend their play Play alongside children to role model and move play forward. Model language Model and manage behaviour Raise questions to stimulate ideas and add challenge- What, why, how, who? Use language linked to key learning-</p> | <p>EAD-0-3 • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.-EAD-3-4- • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas L-0-3- • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. L-3-4- • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately</p> | <p>To experiment and explore with colour and colour mixing To experiment with mark making To join materials To experiment with different media To develop gross and fine motor skills Name writing Express their thoughts and ideas To share resources To begin to learn how to use resources To look after resources To communicate what they are doing Opportunities to use different tools Respond to comments and questions entering into dialogue about their creations. Work creatively on a small or large scale</p> |



Continuous provision inside.

| Area of provision | Role of adult | Area of learning- Intended learning opportunities | Focus – intended experiences |
|-------------------|---------------|---|------------------------------|
| | | | |