

Medium Term Planning for Continuous Provision in Reception

This outline planning has been developed to support settings in developing practitioner awareness of appropriate and effective provision in reception classes and foundation stage units for children aged 4 to 5 years. The learning potential of each area of provision has been identified using Development Matters from the Revised EYFS Framework 2012. Statements are taken primarily from the section relating to 40 to 60 months.

The planning documents can be used to suit the needs of practitioners and children in different settings. Ongoing experiences throughout the reception year will allow children to develop new skills, knowledge & concepts, whilst practising & consolidating previous learning

NB. The statements in the seven areas of learning & development relate to the stages of learning & development from the EYFS Framework. The formats provide a starting point for practitioners to develop their own planning for continuous provision which will vary in different settings in its presentation, the way children's play is supported and the quality of that adult support. If shared the documents can support the development of less experienced practitioners and evidence the learning potential of areas of continuous provision.

The print in bold relates to the Early Learning Goals.

Area of Provision: Construction

<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems. They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area is meeting the needs of the children and EYFS & to inform EYFS Profile • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another.</p>
<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Language of 2D shapes eg. square, circle, triangle, oblong, rectangle etc • Language of 3D shapes eg. cube, cuboid, sphere, pyramid etc • Language of position eg. before, after, on top of, behind, in front of etc • Language of size eg. small, smaller, smallest, big, bigger, biggest, tall, taller, tallest, wide, wider, widest, heavy, heavier, heaviest etc • Language of direction eg. forward, backwards, up, down, left, right • Cardinal number eg. 1, 2, 3, 4.... • Ordinal numbers eg. 1st, 2nd, 3rd, 4th.... • Name of construction kit & component parts • What are you going to make? • What will you need for ...? • Which construction kit are you going to use? • What did you use to make your model? • How did you ...? • What do you think about your ...? • What do the instructions/plans show us? • How could we ... make the car move ...? add the planes wings ...? put windows in the house ...? • Is the bridge strong enough? How could we make it stronger? 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through design and technology.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Carpeted area • Shelving and display area • Labelled storage boxes • Unit blocks • Hollow blocks • Large construction • Range of small construction eg. duplo, lasi, stickle bricks, magnetic blocks etc. • Plans and pictures of models <p>Possible Enrichments:</p> <ul style="list-style-type: none"> • Photographs of buildings • Clip boards, paper and pens • Digital camera • Maps and aerial photographs of familiar places eg. local church, hospital etc. 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

Area of Provision: Creative Workshop

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw & write. • Writes own name & other things such as labels, captions. 	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model putting on aprons and encourage children to help each other in this process • Model use of materials in area to encourage interest eg. adult could make their own collage, paint their own picture and talk though what they are doing • Model cleaning of area and equipment and encourage the children to follow suit • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to places, objects, materials & living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations & explain why some things occur, & talk about changes.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Names of materials & equipment, eg brush, printer, stamper, roller, ink, fabric, glue, charcoal.... • Pattern, print, mark, paint, scrape, tear, stick, shape, mould, squeeze, trickle, pour, scratch, dab, shade, colour • Splash, spray, spatter, score, push, pour, slip, slide, dribble, spurt, squirt, • Imaginative/descriptive language – when children are talking about creative work • Positional vocabulary associated with weaving – under, over, through, behind • Vocabulary associated with patterning, line and shape – round, curved, bendy • What are you going to make? What did you use to make your painting, printing, model, weaving, collage? How did you ...? What do you think about your ...? Will you change it/ add anything else? What do you like best about it? What will you need for ...? What do the objects/posters/photographs show us? <p>What patterns can you see? What colours can you see? What textures can you see or feel? How will you stick or fasten it? How will you shape or mould it?</p>	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through design and technology & art.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Table & chairs for the area • Shelving / storage for different equipment & resources for independent access of materials • Access to water • Access to different surfaces – horizontal/vertical • Sprung painting rack for drying pictures etc. • Trays of different sizes, eg; cement tray, seed tray • A wide range of graphic and mark making tools; pencils, crayons, felt pens, charcoal, paints – powder, finger, ready mix, ICT. • Wide range of different surfaces, sizes, textures, colours of paper/card to draw or paint on; corrugated card, sandpaper, shiny paper, chalk boards • Wide range of types of brush, sponges, dabbers & tools to paint with • Textiles, boxes, glue, different types of fastenings, for modelling/weaving • Display space for creative work, notices, pictures, objects linked to theme 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

Area of Provision: Fine Motor

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, position, distance, to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Names of equipment eg. peg board, pegs, needles, eye of needle, thread, inset tray etc • Language of activity eg. in, out, through, insert etc • Model language of process eg. inset tray complete, take out pieces, look at the shape, where do think this piece will go, does it fit etc • What are you going to do today? • How did you ...? • What do you think about your ...? • Will you change it/ add anything else? • What will you need for ...? • What patterns can you see? • What colours can you see? 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment & tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through design and technology.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Table and chairs • Shelving for storage of resources • Lacing / threading equipment of various kinds • Pegs and peg boards • Rubber bands and pointed boards • Inset trays and simple jigsaws • Posting equipment <p>Possible Enrichments:</p> <ul style="list-style-type: none"> • Plastic canvas, needles and thread • Hammer, composite board, shapes and nails 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to places, objects, materials & living things.</p> <p>They talk about the features of their own immediate environment.</p> <p>They make observations and explain why some things occur, & talk about changes.</p>

Area of Provision: Malleable

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Use talk to identify thought process when working with materials • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Name of malleable & tactile materials. • Names of additional tools and equipment. • 2D shapes – circle, square, oblong, triangle • 3D shapes – sphere, cube, cuboid, cone • Big/bigger, small/smaller, long/longer/ tall/taller, high/higher, heavy/heavier, wide/wider, fatter/thinner. • Language of capacity. • Positional vocabulary – in front, behind, beside, underneath, above, below • Directional language – up, down, around, left, right. • What materials are you using? • How did you? • What does it feel like? • What do you think about your? • What are you going to make ? • What will you need for? 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters.. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Plays alongside other children who are engaged in the same theme. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Table & chairs on non carpeted flooring. • Plastic trays in different sizes to contain materials on tables. Eg. Concrete mixing tray, seed tray, plant pot saucers. • Range of malleable & tactile materials stored in plastic buckets with lids, ideally on shelving near malleable area. Eg. play doh, clay, sand, coloured sand, shells, salt, soap, pasta, pebbles, compost, lentils, oatmeal, rice, glitter. • Range of materials which need to be prepared just prior to use. Eg. ice, corn flour, cooked pasta, soap flake slime, jelly. • Range of materials & tools needed to extend activities. Eg. rolling pins, food colouring, cutlery, plates and bowls, weighing balance, scissors, knives, clay tools, pattern making implements, play doh extruder, buttons, pipe cleaners, sieves, colanders, cutters of various shapes and sizes, sequins, buttons. • Display area for children's work/unfinished models. • Signing in system. • Dust pan and brush, cloths to encourage children to tidy up. 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences. They talk about the features of their own immediate environment. They make observations and explain why some things occur, & talk about changes.</p>

Area of Provision: Mark Making

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw & write. • Begins to break the flow of speech into words. • Hears and says the initial sound in words. • Can segment the sounds in simple words & blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence. • Writes own name & other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Table and chairs in bay area if possible • Shelving or storage devices for papers, pens etc • Range of mark making equipment eg. pencils, pens, felt tip pens, crayons, pastels, chalks, novelty stampers etc • Range of material to make mark on eg. white paper, lined paper, card, white board, black board, post it notes, post cards, envelopes, zig zag books, writing books • Other equipment including scissors, sellotape, stapler, split pins, erasers, rulers, glue pens, pencil sharpener, magnetic letters & board, rubber bands • Examples of text eg. name cards, alphabet frieze, newspaper, magazine, recipe book & cards, nursery rhyme cards, word bank • Display board for children to put own work <p>Possible enrichments:</p> <p>Old Christmas & birthday cards, party invitations, thank you cards, old typewriter, keyboard, post box</p> <p>Others to promote mark making:</p> <p>Ribbon sticks, sand in trays, shaving foam in trays, treacle spread on table</p>	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences.</p> <p>They talk about the features of their own immediate environment. They make observations & explain why some things occur, & talk about changes.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <p>Children need to find out about and use the following words:</p> <p>Writing, story, letters, words, capital letter, sentences, numbers, write, read, send, listen, talk, hear, say, tell, show, pages, print, alphabet, sound, beginning, end, story, cover, label, sign, poster, ticket, pictures.</p> <p>They will also begin to be familiar with:</p> <p>Letter and number names (some or all). The language used when 'talking through' letter formation & shared/individual writing. Planning & story language. Vocabulary related to equipment, materials & bookmaking eg pens, pencils, crayons, envelope, sellotape, stapler ...</p> <ul style="list-style-type: none"> • Can you write a letter/card/note to your friend/parent/toy/visitor? • Who is your letter from? • What will you write on the envelope? • What would you like to write? 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through design and technology, art and stories.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems. They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>

Area of Provision: Music

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area is meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences.</p> <p>They make observations and explain why some things occur, & talk about changes.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. <p>Children use everyday language to talk about size, weight, capacity, position, time to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Correct names of musical instruments • Language of music eg. notes, annotations etc • Which instrument are you going to play today? • Are you composing your own music? • Shall we sing? • I'm playing fast... slow.... loud....quietly etc • Shall we take turns? • I can copy your music... • Shall we sing some songs together? • Which rhymes shall we sing today? 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes. • Handles tools, objects safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control and co-ordination in large & small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment & tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. <p>Children sing songs, make music and dance, & experiment with ways of changing them.</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through music, dance, role play and stories.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Carpeted area away from quieter areas of provision • Storage for musical instruments eg. shelving, basket etc • Range of simple musical instruments eg. shakers, scrapers, maracas, castanet's, bells, triangle, clave, drums etc • Books of songs & rhymes • Pictures of musical instruments, people playing instruments etc. • Examples of sheet music laminated 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

Area of Provision: Quiet and Reading

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p> <ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together & knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books & computers. <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of books in area to encourage interest eg. talk about pictures, track across words as you read, points to title & read it, point to name of author etc. • Share books with individual / groups of children • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Book language – cover, title page, contents, index, author, illustrator, fiction, non-fiction, text, picture, illustrations, character, publisher, printer • Letter, upper case, lower case, word, sound, phoneme, sentence, rhyme, story • Full stop, capital letter, question mark, exclamation mark, colon, semi-colon • Sign, label, poster • What made you choose this book? / poem/rhyme..... • What did you like about the book? What was your favourite part? • Shall we read the book together? • Which character in the story did you like the most? What did you like about...? • Let's think of a new ending for the story? • Let's look at the letter on this page? • Let's look at the words together? 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Children talk about past and present events in their own lives & in the lives of family members. They know about similarities & differences between themselves and others, & among families, communities and traditions.</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to places, objects, materials & living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals & plants and explain why some things occur, & talk about changes.</p>
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through stories.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Carpeted area with comfortable seating for adults & children to sit together • Book storage which makes books easily accessible for children • Range of good quality children's books (limited number eg. around 20 books altogether) eg. fiction, information books, rhyme books, alphabet books. • Change books at times (half termly), books in area should relate to those being read at story times, and be based on needs & interest of children & themes being followed in activities • Display area to focus on books relevant to topic or theme • Access to story tapes/tape recorder • Display space to create a print rich environment, display posters and children's work 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Shows a preference for a dominant hand. • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport & store equipment safely. • Practices some appropriate safety measures without direct supervision.

Area of Provision: Role Play

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • A specific space or area designated for role play activities • Tables, cupboards, screens to mark area and incorporate as part of the 'furniture' for different role play themes • Suitable storage for resources & equipment – clear plastic boxes with resources linked to specific themes • Easy access to materials, equipment and additional resources & props • Display space for posters, notices, pictures, objects linked to theme • Material, fabric, cushions, baskets, mirrors, lights, to enhance area • Dolls, puppets, beanies, soft toys linked to themes • Resources to enable children to read and write – signs and notices, brochures & magazines, posters & pens, pencils, post-it notes, clip boards, etc. • Dressing up clothes and props linked to theme, including hats, bags, shoes etc • Books, catalogues, brochures, photographs, pictures linked to theme • Different sized / shaped boxes to use as props in play – space rocket, cave, etc. • Specific props linked to role play activity or theme – shop, doctors, garden centre, cave, house, fairytale castle, etc. • Opportunities for links with ICT and everyday technology – digital camera, computer, remote control objects or vehicles, etc. 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <p>Children need to find out about and use the following words:</p> <ul style="list-style-type: none"> • Vocabulary associated with 'feelings' – 'happy', 'sad', 'angry', 'worried', 'frightened', etc • Vocabulary linked to props & resources related to theme – homes, rooms, shops, medical services, transport & travel, animals, etc • Vocabulary linked to rhymes & stories <p>Language associated with different roles – family members, different jobs, taking messages, using the telephone</p> <ul style="list-style-type: none"> • Giving instructions and directions • Language associated with different situations – sorting out problems, enquiring, complaining, etc. • Who do you think would live in a cottage, house in the woods / town? • What furniture would be in the house and how would it be organised? 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through dance, role play and stories.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges, & to inform EYFS Profile. • Observe use of provision to ensure the area is meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Children talk about past and present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves and others, & among families, communities and traditions.</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to places, objects, materials & living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals & plants and explain why some things occur, & talk about changes.</p>

Area of Provision: Sand

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Uses the language of 'more' & 'fewer' to compare two sets of objects. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Names of materials & equipment, eg spade, bucket, rake, plant pot, container • Fill up, dig out, empty, flatten out, level off, move about, pile up, sink in, smooth out, crumble, disappear, break, overflow, fall • Wet, dry, damp, soggy, soaked, squelchy, warm, cold, clammy, soft, hard, gritty, solid, level, lumpy, crumbly, rough, sharp, spiky, silky, smooth, swampy, runny, gooey, sticky, slimy • Pattern, print, mark, wave, ripple, shape, mould, squeeze, trickle, pour, scratch, drag, drop, slide • Full(er), empty, emptier, big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(ner), heavy, heavier, light(er), wide, narrow, space, edge, order, size <p>What do you think will happen if:</p> <ul style="list-style-type: none"> • We pour the sand onto the sand wheel? • We pour the sand from this container into that one? • We pour sand into this tube, funnel, bottle... • We lift up this end of the tube while the sand is inside? • We add a little/lot of water to the sand? <ul style="list-style-type: none"> • How many spadefuls, spoonfuls, scoops, jugfuls, cupfuls etc of sand will fill the bucket, container, plant pot 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control and co-ordination in large & small movements. They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through role play and stories.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Area with wipe clean floor surface • Sand trays of various shapes and sizes • Dust pan & brush for children's use • Buckets (opaque and transparent) spades, plastic containers with holes, sieves, transparent bottles (different sizes/same size), with holes in different patterns, sand/jelly moulds • Graded sets of jugs, measuring cylinders, beakers, bowls, buckets • Funnels, sieves, slotted spoons, ladles, plastic and cardboard tubes, drainpipes, guttering, sand wheel, tea strainer, colander • Wooden spoons, metal spoons, plastic spoons, measuring spoons, serving spoons, teaspoons, table spoons • Rakes, scrapers, pattern makers, paint brushes (different sizes) rollers <p>Possible enrichments:</p> <p>Small world equipment, natural materials,</p>	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to objects & materials. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of and explain why some things occur, & talk about changes.</p>

Area of Provision: Sensory

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Explore materials with children using appropriate language and questioning • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area l s meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to objects, materials & living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, & talk about changes.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. <p>Children use everyday language to talk about size, weight, capacity, position, to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Names of different sensory materials • Names of tools and equipment • Wet, dry, damp, soggy, soaked, squelchy, warm, cold, clammy, soft, hard, gritty, solid, level, lumpy, crumbly, rough, sharp, spiky, silky, smooth, swampy, runny, gooey, sticky, slimy • What materials are you using? • How did you? • What does it feel like? • What do you think about your? • What are you going to make ? • What will you need for 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with texture, form & function.</p> <ul style="list-style-type: none"> • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Area with wipe clean floor • Tables & chairs • Dustpan & brush • Aprons for children for really messy experiences • Range of trays of different sizes including cement tray (tuff spot) • Storage for different sensory materials & additional equipment • Sensory materials to explore eg. , clay, sand, coloured sand, shells, salt, soap, pasta (cooked & uncooked), pebbles, compost, lentils, oatmeal, rice, glitter, jam & bread, tinned tomatoes & real tomatoes, jelly, honey, cereals, fruit, vegetables etc • Range of materials and tools needed to extend activities. Eg. rolling pins, food colouring, cutlery, plates and bowls, weighing balance, scissors, knives, clay tools, pattern making implements, play doh extruder, buttons, pipe cleaners, sieves, collanders, cutters of various shapes and sizes, sequins. 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

Area of Provision: Small World

<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride.</p> <p>Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area is meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <p>Children need to find out about and use the following words:</p> <ul style="list-style-type: none"> • Vocabulary associated with 'feelings' – 'happy', 'sad', 'angry', 'worried', 'frightened', etc • Vocabulary linked to props & resources related to theme – homes, rooms, shops, medical services, transport & travel, animals, etc • Vocabulary linked to rhymes and stories • Language associated with different roles – family members, different jobs, taking messages, using the telephone • Giving instructions and directions • Language associated with different situations – sorting out problems, enquiring, complaining, etc. 	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. <p>They safely use & explore a variety of materials.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through role play and stories.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Carpeted bay • Shelving to store resources which should be labelled and easily accessible to children • Carpet mats with roads, castle base & moat etc. • Larger equipment eg. house, castle, garage etc. • Smaller equipment stored in labelled (with pictures) drawers or boxes eg. plastic & wooden play people (multi-cultural), vehicles, road signs, plastic & wooden farm animals, plastic & wooden wild animals, dinosaurs, train set etc. • Natural materials and resources – wood, logs, twigs, leaves, bark, grass, straw, moss, fruits, nuts, compost, soil, sand, gravel, stones, etc. • Different sized / shaped boxes to use as props in play – space rocket, cave, hospital etc. 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Children talk about past and present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves and others, & among families, communities and traditions.</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to places, objects, materials & living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals & plants and explain why some things occur, & talk about changes.</p>

Area of Provision: Water

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p>	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of materials in area to encourage interest, encourage children to help each other put on aprons and roll up sleeves • Encourage appropriate behaviour and use of area • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area is meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. <p>Children use everyday language to talk about size, weight, capacity, position to compare quantities & objects & to solve problems.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Names of materials and equipment, e.g. water wheel, jug, bottle, cup, bowl, spoon, teapot, watering can, tubes, pipes, sponge, hole • Drop, droplet, drip, puddle, thick, thin, change • Wet, dry, damp, soggy, soaked, squelchy, warm, cold, hot, freezing, lumpy, silky, smooth • Splash, spray, bubble, wave, ripple, squeeze, trickle, pour, slip, slide, soak, spread, leak, dribble, spurt, squeeze, squirt, run off, brim, wobble, drench, fountain, jet • Full(er), empty, emptier, big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(er), heavy, heavier, light(er), wide, narrow, space, edge, order, size, deep, deeper, deepest • Under, over, behind, next to, inside, through, tip, tilt, bob, float, capsize, drift • Vocabulary associated with imaginative and small world play – people and boats, pirates, under sea creatures, car wash... <p>What do you think will happen if: We pour the water onto the water wheel? We pour the water from this container into that one? We pour water into this tube? We lift up this end of the tube while the water is inside? We put pebbles into this jug of water? We put sponges into the water? We squeeze the sponge in the water? Can you find something that you think will sink? Were you right? Why do you think it sinks? Do you think the jug holds more or less water than the cylinder? How can we make water travel upwards? How can we make the boat move in the water without touching it? How many jugs full, cupfuls etc of water will fill the bucket?</p>	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control and co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Uncarpeted area with wipe clean floor, shelving and labelled storage • Mop and bucket for children to use to clear spills up plus cloths for wiping up • Water aprons • Various water trays (flat bottomed and with different base levels), shallow trays, washing up bowls and buckets. Wooden block to fit into tray to change levels • Water-sometimes coloured, scented, with or without bubbles (use food colouring, diluted paint, bubble bath/oils...) • Transparent plastic bottles (different sizes/same size), with & without holes in different places to make different flow and patterns • Funnels, sieves, slotted spoons, ladles, water wheel, watering cans, siphons, tubes, pumps, drainpipes, gutters, droppers. Colanders, straws, hose pipes of different lengths • Graded set of jugs, measuring cylinders, beakers & buckets • Natural materials such as sponges, corks, pebbles, pumice stones, shells, driftwood, fir cones and bark 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Children know about similarities & differences in relation to objects & materials. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, & talk about changes.</p>

Area of Provision: ICT

<p style="text-align: center;">C&L, L</p> <p>They give their attention to what others say & respond appropriately, while engaged in another activity.</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives & explanations by connecting ideas or events.</p> <ul style="list-style-type: none"> • Knows that information can be retrieved from books & computers. 	<p style="text-align: center;">Adult Role:</p> <ul style="list-style-type: none"> • Plan provision, provide a range of provision • Ensure provision is good quality & kept clean & tidy through out the day & on an ongoing basis • Model use of computer, digital camera etc. to encourage interest • Encourage appropriate behaviour and use of area • Where necessary work one to one with children to encourage confidence • Support and extend children's learning • Use appropriate language and questioning • Use open ended questions to promote sustained shared thinking • Observe children' learning to identify achievement and to inform planning for extending learning & challenges & to inform EYFS Profile • Observe use of provision to ensure the area is meeting the needs of the children and EYFS • Be reflective and develop provision on an ongoing basis 	<p style="text-align: center;">PSED</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say. • Explains own knowledge & understanding, & asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, & understand and follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride. Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p style="text-align: center;">MD</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. • Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Uses familiar objects & common shapes to create & recreate patterns & build models. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems.</p> <p>They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<p style="text-align: center;">Key Vocabulary / Questions</p> <ul style="list-style-type: none"> • Language relating to equipment eg. monitor, screen, tower, mouse, cursor etc. • Names of computer programmes and characters • Developing directional language using remote control vehicles. • Using specific technology related language e.g. logon to the computer, shutdown the computer. Search for a website. • Use language related to specific objects which the children are familiar with. • Shall we send a text message? Shall I see if there are any emails? Should we photocopy this picture? Shall we download the photographs from the digital camera? <p>Provide opportunities for the children to use this language in their role play by making available the different types of equipment which can be used in role play situations.</p>	<p style="text-align: center;">PD</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. <p>Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
<p style="text-align: center;">EA&D</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources and adapts work where necessary. <p>They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media & materials in original ways, thinking about uses purposes. They represent their own ideas, thoughts & feelings through technology, art, music, dance, role play and stories.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Computer in classroom away from sand & water, with flexes etc. safely out of the way • Mouse or larger mouse • Range of computer programmes designed for nursery age group with an initial focus on encouraging appropriate use of mouse • Beebot • Digital camera, digi blue video camera • Music making equipment • DVD / EA&D players/listening centres • Mobile phone without battery etc. for role play • Imitation ICT equipment for role play area • Recording sounds and voices using a range of non computer resources e.g. talking tins. • Use of other access devices e.g. switches to support children with special needs. 	<p style="text-align: center;">UW</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>