



**A practical guide to our policy and practice  
in organising and planning the indoor learning environment**

**Learning Through Play**

**Intent**

Our aim is to give children the opportunity:

- To discover and explore
- To express and create
- To develop and excel

In a safe, inclusive and caring environment, encouraging all children to reach their full potential.

**Rationale**

Play is a powerful tool for learning. By observing children playing we learn about them; by listening to the child's voice we support them in expressing their theories about life. We enable them to communicate, represent and express their desires.

Play is a reflection of their immediate concerns, beliefs, knowledge, understanding and skills. Play is very important to a child, in their play children learn at their highest level

**Our Aims**

By planning and using continuous provision we aim:

- For children to feel secure in the knowledge they can access familiar provision on a daily basis
- For children to have time and space to play alone or with others
- For children to have adults who can support and extend their learning
- For children to be autonomous and independent in their selection and storing of resources for play
- For children to have the opportunity to revisit and build on their play
- For children to have confidence in selecting interesting and relevant resources.
- For children to have time and space to play, indoors and outdoors

**Aims into practice (Implementation)**

How is this achieved?

- By offering choice through carefully planned and evaluated areas of provision
- By offering the opportunity to revisit and consolidate
- By supportive practitioners understanding the value of open-ended resources, enabling them to react spontaneously and extend children's learning in meaningful ways
- By allowing children's learning to be meaningful and personal to their own interests, children become active participants in their own learning
- By offering and maintaining a cross curricular environment
- The resources are enhanced using the power of observation, an essential part of our every day practice
- Children's ideas, interests and schemas are identified through observation and this informs group and individual planning
- The link to outdoor learning in the nursery garden is strong and continuous. We promote and practice free flow indoor and outdoor play.

**Adult Role**

- Staff help children to become aware of the world around them through allowing them to explore the provision, stimulating their interest and responding to their reactions
- Staff teach children the skills of using tools and equipment and materials safely and with care.
- Staff provide a secure and safe environment in which children can take risks and challenge themselves.
- Staff build on children's experiences at home and in other settings.
- Staff plan and observe next steps for children's development using the indoor and outdoor environment.

- Staff foster and promote a sense of responsibility for caring for the environment and each other.
- Staff introduce the correct terminology of tools, equipment, processes.
- Staff encourage children to explore and investigate.
- Staff model and demonstrate exploration of the provision, its equipment and appropriate tools and clothing.
- Staff assist children in accessing the provision to practice and develop their individual skills.
- Staff encourage children to work collaboratively, sharing skills, knowledge and enjoyment.
- Staff participate with enthusiasm in children's play.
- Staff should care for and maintain resources.
- Staff are mindful of children's level of well-being and promote a positive sense of self.

### **Parent Carer Involvement**

Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.

- Parents/carers are invited to join in with celebrations and projects e.g., singalongs, celebration days
- Parents/carers are encouraged to share children's interests and home learning through the settling in process, Key Person relationship and online learning journal.
- Parent/carers are invited to join the Caverstede Official Facebook group, and/or follow the school Instagram account, where ideas, events and news are shared.

### **Planning**

Planning incorporates a balance between adult and child initiated activities and experiences taking account of children's interests and experiences. Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice.

This planning always follows the same pattern – observe, analyse, and use what you have found out about the children in your group so that you plan for the next steps in their learning.

### **Continuous Provision (Implementation)**

In planning and providing the continuous provision we consider the following-

- Access to the areas and furniture and shelving
- Ensuring learning opportunities are inclusive and enable children to learn together
- The provision reflects our diverse society
- Differentiation, a consideration of all children's needs to ensure progression in their learning and development
- The use of artefacts and experiences that reflect our diverse society, to motivate and enhance children's creative thinking and active learning
- All children have access to continuous provision - the nursery is resourced and planned so that children can be involved in play activities which they have chosen.
- Planning focuses on the needs of individual children
- Where possible we work closely with Parents/carers, physiotherapists, speech and occupational therapists to ensure all children have access to vigorous activity and movement play indoors and out
- We ensure the space within the School is organised to facilitate free access and independent movement
- Ensure all learning opportunities, experiences and resources are inclusive and enable children to learn together
- Children's communication both verbal and nonverbal is valued; children are able to communicate using signing, symbols, gestures and spoken language
- Staff value and where possible use phrases from children's home language
- Children are given time to explore and play at their own pace. In some individual circumstances children are given a structure to support them in the ownership of their "timetable".

### **Evaluation and assessment (Impact)**

Evaluation of areas of provision is through discussion and dialogue at team meetings, teachers meetings, observations and planning.

## The Caverstede Experience

### Continuous Provision for Learning Through Play

#### **GUIDE**

##### Organisation and Maintenance

- All three classrooms have their own continuous provision so that children can explore all areas from a secure, familiar base.
- The provision areas may be adapted to make the provision suitable for different aged children for example provision for two year olds, however the principles behind the provision remain the same.
- Enhanced provision is included in addition to the continuous provision and in some cases i.e. cookery equipment can be shared by all classes.
- Plants and foliage are used to enhance the aesthetics in each room.
- Lighting is considered and where possible soft lighting and natural light are used.
- Calm and neutral colours are used in the décor and displays to avoid over stimulation.
- Tidying up is incorporated into the provision with the recognition that children (like adults) like some jobs but hate others.
- The provision needs to be clearly labelled and the children taught how to put resources away and given particular responsibility. Tidy up time also becomes a natural sorting, word matching, one to one correspondence, mathematical opportunity.
- The continuous provision is clearly labelled using photographs, text and outline templates where appropriate to enable effective management of the provision by adults and children. Where possible natural baskets and containers are used and open shelving is preferred.

##### Areas of opportunity

Area	
Water/	
Sand	2 year old room
Design and Technology/Recycled Materials	3 year old rooms
Blocks	
Construction	
Information and Communication Technology	
Mark Making	
Role Play	
Book area	
Painting	
Tactile	
Quiet Area	Sensory area in 2 year old room
Music	
Learning Displays	
Snack	
Small World	
The Nursery Garden	See separate policy and guide
The Woodland Garden	See forest school handbook See separate policy and guide.

## Area of Provision: Water

Continuous provision is built upon over the year reflecting children's ability and experiences.		
Item	Details	Differentiation
Mop/bucket	Adult/child size	
3 tier shelving unit		
4 Aprons	Tabard aprons	Sleeved aprons
3 graded cylinders	Large, medium, small	
3 graded colanders	Large, medium, small	
3 graded funnels	Large, medium, small	
3 graded beakers	Large, medium, small	Pots of various sizes in a basket
2 graded boats	Large, small	
3 graded jugs	Large, medium, small	
Container of cleaning materials	Cloths, sponges, brushes	
1 water wheel		Enhancement
Containers of natural materials – corks, fir cones, shells, pebbles	Can be separated	
Clear plastic bottles	Various sizes	
Container of sea creatures		
Container of people		Enhancement
<i>Enhanced provision</i>		
<i>Enhance with bubbles, colouring, glitter</i>		
<i>Enhance with dolls for bathing</i>		
<i>Enhance with tubes and pipes</i>		
<i>Enhance with different pouring vessels eg. Watering cans, teapots</i>		

<b>WATER</b>		
<b>Personal, Social &amp; Emotional development</b>		
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self-chosen challenges and achievements</li> <li>Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to develop self-help skills such as finding equipment, putting on aprons, tidying resources, rolling up sleeves</li> <li>Opportunities to understand their own needs and those of others - passing, sharing, taking turns</li> </ul>	
<b>Communication &amp; Language</b>		
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link with stories/rhymes – The Rainbow Fish, 12345 Once I Caught A Fish Alive, Peace Pudding Hot</li> <li>Opportunities for pretend play – pouring drinks, imaginative storylines</li> </ul>	
<b>Physical Development</b>		
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through pouring, filling, emptying, reaching, stretching</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> </ul>	
<b>Mathematics</b>		
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to solve real life problems – how many beakers do we need?</li> <li>Talley charts, graphs and child involvement with data collection, recording experiments and surveys</li> </ul>	

<ul style="list-style-type: none"> <li>• Opportunities to count, sort and match shapes, spaces, sizes</li> <li>• Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous opportunity for counting, ordering, weighing, volume, capacity, comparing and evaluating</li> <li>• Opportunities to refer to numbers and number lines in context e.g. 2 beakers</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>• Continuous opportunity to explore, investigate and discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity for children to satisfy their own personal investigations and schema which may include pouring, filling, sinking, connecting tubes and funnels, water wheel, mixing, bubbles, squirting, whisking, wind up toys, trigger mechanisms and taps</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• Opportunity for children to explore media and materials (improvisation)</li> <li>• Respond to their experiences by communicating their ideas and fantasy</li> <li>• Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to respond to what they see, hear and smell e.g. different colours, materials or fragrances in the water</li> <li>• Opportunities to link to stories and songs</li> </ul>

<b>WATER</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>• Recognition of script, resources to be labelled with pictures, words</li> <li>• Children to have consistent access to relevant words, laminated stories and reference books and interactive display</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop phonological awareness – listening to and distinguishing between sounds – dripping, splashing</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>• Consider access to shelving and water tray – height, space, opportunities for floor play or use of raised trays</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure resources reflect interests and experiences eg. Popular culture, gender and racial representation</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Recognition that some children need to work on a sensory motor level – splashing, submersing</li> <li>• Trajectory-pouring, squirting, squeezing sponges</li> <li>• Rotation- water wheels, whisks, mixing</li> <li>• Enveloping- submersing, wiping</li> </ul>	<ul style="list-style-type: none"> <li>• Enclosure- nets, bubbles</li> <li>• Connecting- tubing</li> <li>• Transporting- transporting water, transferring containers</li> <li>• Filling, emptying, containing using a variety of containers</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• Opportunity to experience and create sound, feeling, smell, taste and visual representations</li> <li>• Opportunity to feel weight and texture and experience temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Discuss baths, showers, washing, cleaning, food preparation, rain, thunder storms, visits, extra curricular activity</li> </ul>	

### Area of Provision: Sand

Continuous provision is built upon over the year reflecting children's ability and experiences.		
Item	Details	Differentiation
3 Tier Shelving Unit		
Dust pan and brush, brush		
3 graded cylinders	Large, medium, small	
3 graded colanders	Large, medium, small	
3 graded funnels	Large, medium, small	
3 graded beakers	Large, medium, small	Selection of tubs and pots
2 sieves	Large, medium	

3 graded measuring scoops	Large, medium, small	Selection of spoons and scoops
Containers of natural materials – corks, fir cones, shells, pebbles	Can be separated	
Container of vehicles	Plastic cars, diggers, trucks	Enhancement
1 sand wheel		Enhancement
Container of animals/dinosaurs		Enhancement
2 buckets		Enhancement
2 spades/scoops		Enhancement
Container of people		Enhancement
Container of utensils	Spoons, fish slice, slotted spoon	Enhancement
<i>Enhanced provision</i>		
<i>Enhance with different containers for emptying, filling and pouring – with and without lids</i>		
<i>Enhance with mark making tools eg. Forks, combs</i>		
<i>Enhance with wet/dry sand</i>		

<b>SAND</b>		
<b>Personal, Social &amp; Emotional development</b>		
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to develop self help skills such as finding equipment, sweeping up</li> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> </ul>	
<b>Communication &amp; Language</b>		
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning,</li> <li>Opportunity for children to relate and recall their experiences/ideas and for adults to scribe for them</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link with stories/rhymes, Bob the Builder. Peace Pudding Hot</li> <li>Opportunities for pretend play – pouring drinks, imaginative storylines</li> </ul>	
<b>Physical Development</b>		
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through pouring, filling, emptying, reaching, stretching. Patting, scooping, sprinkling</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> </ul>	
<b>Mathematics</b>		
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>Opportunities to count, sort and match shapes, spaces, sizes</li> <li>Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to solve real life problems-is the bucket full yet? How many more scoops will we need?</li> <li>Talley charts, graphs and child involvement with data collection, recording experiments and surveys</li> <li>Continuous opportunity for counting, ordering, weighing, volume, capacity, comparing and evaluating</li> <li>Opportunities to refer to numbers and number lines in context e.g. 2 diggers</li> </ul>	
<b>Understanding the World</b>		
<ul style="list-style-type: none"> <li>Continuous opportunity to Explore, Investigate and Discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work e.g. can we build sandcastles with the sand? What if I pour the sand from higher up?</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for children to satisfy their own personal investigations which may include pouring, filling, funnels, sand wheel, mixing, textures</li> </ul>	
<b>Expressive Arts and Design</b>		
<ul style="list-style-type: none"> <li>Opportunity for children to explore media and materials e.g. sand collage</li> <li>Creation of mark making, pattern, three dimensional shape and personal symbols in the sand</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to respond to what they see, hear and smell e.g. different colours, materials or fragrances in the water</li> <li>Opportunities to link to stories/songs e.g. Pease Pudding Hot, We're going on a Bear Hunt, Where is....- hiding games</li> </ul>	

<ul style="list-style-type: none"> <li>Respond to their experiences by communicating their ideas and fantasy</li> <li>Confidence in selecting/requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for pretend play - cooking, gardening, building, transport</li> </ul>
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<b>SAND</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>Recognition of script, resources labelled with pictures, words,</li> <li>Children to have consistent access to relevant words, laminated stories/reference books, and interactive display</li> <li>Extend learning by book making, research and investigation eg deserts, Australia, Africa, creatures, building sites, moon dust.</li> </ul>	<ul style="list-style-type: none"> <li>Create marks, script, letters, images in the sand</li> <li>Opportunities to develop phonological awareness- listening to and distinguishing between sounds scraping scratching</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>Consider access to shelving and sand tray- height, space, opportunities for floor play or use of raised trays</li> <li>Ensure resources reflect interests and experiences e.g. popular culture, gender and racial representation</li> </ul>	<ul style="list-style-type: none"> <li>Maximise opportunities to stimulate boys interests in mark making</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Recognition that some children need to work on a sensory motor level – touching, feeling, covering</li> <li>Trajectory- pouring, sprinkling, digging, using vehicles, sweeping</li> <li>Enveloping- burying, covering</li> </ul>	<ul style="list-style-type: none"> <li>Enclosure- pattern making</li> <li>Containing, filling emptying using different containers, making sandcastles</li> <li>Rotation-sand wheels, mixing, patterns</li> <li>Transporting- using different containers</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>Opportunity to experience and create sound, feeling, smell, taste and visual representations- try bare feet in trays</li> <li>Opportunity to feel weight and texture and experience temperature for example wet/ dry, heavy/ light</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space.</li> <li>Opportunities for floor play- trays/sheets on the floor</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>Discuss use of sand at home, visits to the beach, holidays, building sites, sand sculpture and collage</li> </ul>	

### Area of Provision: Design and Technology/ Recycled Materials.

Continuous provision is built upon over the year reflecting children's ability and experiences.	
<b>Resources</b>	
<b>Item</b>	<b>Details</b>
3 tier open shelving unit	
Container of Pritt stick	
Pots of PVA and glue spreaders	2
Container of tape and dispense	Sellotape, masking tape, coloured tape
Container of scissors	Left and right handed, trainer sprung scissors
Container of tools eg. Hole punch, stapler	
Containers of recycled collage materials	Separated as appropriate – boxes etc of different sizes, string, birthday cards, sweet wrappers, bottle tops, shiny papers, stickers, lolly sticks
Selection of different sized paper and card	
Container of pencils	
<i>Enhanced areas – Clay table</i>	Grey clay, self hardening, sponges, tools
<i>Enhanced area – Woodwork table</i>	Wood, hammers, nails, sand paper

<i>Enhanced area- sewing table</i>	Binca, plastic needles, thread, holey fabric, beads, straws
<i>Enhanced area-cookery equipment</i>	
<i>Seasonal resources ie. Christmas cards, sequins</i>	

## DESIGN AND TECHNOLOGY/RECYCLED MATERIALS

<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>Opportunities to make links and share experiences and form relationships with other children who share similar interests</li> <li>Time and space to persevere with problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment and tools, playing together</li> <li>Opportunities to develop self help skills such as finding equipment</li> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> <li>Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> <li>Opportunities to express friendships or affection by creating things for other people</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>Opportunities to link with stories and rhymes- eg making humpty dumpty, making own books</li> <li>Opportunities for pretend play- making parcels, cards, invitations</li> <li>Links to stories, rhymes and role play e.g. making models and props – light sabres, trains,</li> </ul>	<ul style="list-style-type: none"> <li>Create marks, script, letters</li> <li>Recognition of script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>To express satisfaction or frustration</li> <li>Opportunities to learn new vocabulary e.g. hole punch, sprinkle, shiny, sculpture</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through positioning, touching, pinching, sprinkling, cutting, spreading, pressing, folding etc.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> <li>Opportunities to use and be taught to use tools and equipment appropriately and safely e.g. scissors, hole punch, saw, hammer, glue, needles</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>Opportunities to count, sort and match shapes, spaces, sizes</li> <li>Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> <li>Opportunities to solve real life problems-what size does the box need to be?</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to refer to numbers and number lines in context e.g. 2 buttons</li> <li>Opportunities to learn and be taught mathematical vocabulary – position, size, comparison, shape</li> <li>To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>Continuous opportunity to Explore, Investigate and Discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work</li> <li>Opportunities to learn about the construction process- thinking of ideas, planning and adapting ideas</li> <li>Opportunities to investigate properties of materials- textures of glue, leaves, fabrics, paper, cardboard, glitter</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught how to use different tools and materials effectively and safely- cutting, joining using tape, glue, PVA glue, hole punches, card, paper, fabric</li> <li>Opportunities to participate in creating artefacts for cultural celebrations- birthdays, Christmas decorations, Diwali cards, diva pots</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>Opportunity for children to explore media and materials in 2D and 3D</li> <li>Respond to their experiences by communicating their ideas and fantasy</li> <li>Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> <li>Opportunities to respond to what they see, hear and smell e.g. different colours, materials textures</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link to stories, songs and pretend play</li> <li>Opportunities to respond to stimulus such as natural objects, pictures or work by other artists</li> <li>Opportunities to work alongside adults, artists</li> <li>Creation of mark making, pattern, three dimensional shape and personal symbols</li> <li>Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>

DESIGN AND TECHNOLOGY/RECYCLED MATERIALS	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>Recognition of script, resources to be labelled with pictures, familiar phrases and words, e.g. happy birthday, love from</li> <li>Children to have consistent access to relevant words, laminated stories and reference books, and interactive display</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop phonological awareness- listening to and distinguishing between sounds-scrunch, tear</li> <li>Children to have consistent access to relevant words, laminated stories/reference books</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>Consider access to shelving and tables/benches-height, space</li> <li>Include tools that provide support e.g. training scissors, and tools and materials that provide appropriate challenge e.g. double sided tape</li> </ul>	<ul style="list-style-type: none"> <li>Signs and symbols</li> <li>Include resources from a range of communities and cultures</li> <li>Allow time to explore properties of materials rather than emphasising an end product</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Recognition that some children need to work on a sensory motor level, dripping, spreading, snipping</li> <li>Trajectory: towers, long tubes, strips of paper, tape, string</li> <li>Rotation: Winding, spirals, tins, lids, spools, reels</li> </ul>	<ul style="list-style-type: none"> <li>Enveloping: covering paper with glue, tissue, wrapping, folding</li> <li>Enclosing: Making enclosures with small collage material</li> <li>Connecting- joining using glue, tape, staplers</li> <li>Transporting- using boxes as containers</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>Opportunity to experience and create, feeling using visual representations</li> <li>Opportunity to feel weight and texture for example smooth/rough using stretchy, shiny and furry materials etc.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>Collect resources at home</li> </ul>	<ul style="list-style-type: none"> <li>Share creations made at home</li> </ul>

### Area of Provision: Blocks

Continuous provision is built upon over the year reflecting children's ability and experiences.		
<b>Resources</b>		
Item	Details	Differentiation
1 fixed shelving unit – school set	Blocks named and labelled, for unit blocks	Turned around when children have the skills to use safely 3 block baskets – 2 community play, 1 Duplo
1 block cart	For mini hollow blocks	Enhancement
Set of mini hollow blocks		
Set of hollow blocks	Outside for all to play with	
1 Artic truck	Community playthings	
Small trucks	Community playthings	
Building boards/ Roof boards		Enhancement
<i>Photographs – buildings</i>		
<i>Ref books</i>		Enhancement
<i>Small world</i>		
<i>Chair/ stool to stand on</i>		Enhancement
<i>Tape measure</i>		Enhancement
<i>Clipboards, pencil</i>		Enhancement
<i>Toolbox</i>		Enhancement
<i>Mini block set</i>	In specially designed storage box	

### BLOCKS

#### Personal, Social & Emotional development

- Consistent opportunities to revisit and follow interests and
- Opportunities to learn and be taught rules and boundaries using

<p>schemas at an individual time and pace with minimum interruptions</p> <ul style="list-style-type: none"> <li>• Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>• Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	<p>equipment, playing together</p> <ul style="list-style-type: none"> <li>• Opportunities to develop self help skills such as finding equipment</li> <li>• Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> <li>• Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> </ul>
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### Communication & Language

<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning,</li> <li>• Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>• Opportunities to link with stories and rhymes- e.g. making Humpty Dumpty, making books</li> <li>• Opportunities for pretend play-</li> <li>• Links to stories, rhymes and role play e.g. making Humpty Dumpty's wall, a zoo, castles, songs- build a tower big and tall, - make up own</li> </ul>	<ul style="list-style-type: none"> <li>• Create marks, script, letters</li> <li>• Recognition of script, resources to be labelled with pictures, words,</li> <li>• Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>• Opportunities to learn new vocabulary e.g. tall, curved, balance, build, cylinder</li> </ul>
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### Physical Development

<ul style="list-style-type: none"> <li>• Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through positioning, arranging, lifting, transporting, balancing</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> <li>• Opportunities to use and be taught to use tools and equipment appropriately and safely e.g. taking care of the blocks</li> </ul>
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### Mathematics

<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>• Opportunities to count, sort and match shapes, spaces, sizes, symmetry and tessellation</li> <li>• Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> <li>• Opportunities to solve real life problems-will this block fit or balance in here?</li> <li>• Opportunities to refer to numbers and number lines in context eg 3 big cylinders</li> <li>• Opportunities to learn and be taught mathematical vocabulary – position , size, comparison, shape</li> </ul>	<ul style="list-style-type: none"> <li>• To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> <li>• Recognition of numbers and script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> <li>• Children to have consistent access to relevant words, reference books, number lines, number cards and interactive display</li> <li>• To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> </ul>
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### Understanding the World

<ul style="list-style-type: none"> <li>• Continuous opportunity to Explore, Investigate and Discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work</li> <li>• Opportunities to learn about the construction process- thinking of ideas, selecting materials, planning and adapting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to investigate properties of shapes eg rolling, balancing, fitting, wobbling</li> <li>• Opportunities to record their creations using digital videos or cameras</li> </ul>
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### Expressive Arts and Design

<ul style="list-style-type: none"> <li>• Opportunity for working on three dimensional levels.</li> <li>• Respond to their experiences and imagination by communicating their ideas and fantasy through their creations</li> <li>• Confidence in selecting/requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> <li>• Opportunities to link to stories, songs and pretend play</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to respond to stimulus such as natural objects, pictures or work by other artists</li> <li>• Creation of mark making, pattern, three dimensional shape and personal symbols</li> <li>• Confidence in selecting/requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> <li>• Creation of mark making, pattern, three dimensional shape and personal symbols</li> </ul>
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## BLOCKS

### Literacy

<ul style="list-style-type: none"> <li>• Children to have consistent access to relevant words, laminated stories and reference books, and interactive display</li> <li>• Opportunities to develop phonological awareness- listening to and distinguishing between sounds-crash. tap</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to incorporate mark making into their play e.g. drawing plans, measuring constructions</li> </ul>
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### Inclusive Practice

<ul style="list-style-type: none"> <li>• Consider access to shelving and blocks</li> <li>• Allow plenty of space for patterning and building</li> </ul>	<ul style="list-style-type: none"> <li>• Consider some children's level of development that shows a need for building up and knocking down and others that may involve creating more detailed structures- allowing ways for both to develop their learning</li> <li>• Include pictures/stimulus from a range of cultures and communities.</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Recognition that some children need to work on a sensory motor level for example build a tower/ knock it down</li> <li>• Trajectory: towers, pathways, roads, horizontal, vertical structures, ramps</li> </ul>	<ul style="list-style-type: none"> <li>• Rotation: reels, spools, tubes, cylinders</li> <li>• Enveloping: dens, tents, caves</li> <li>• Enclosing: circular, square, rectangular walls and boundaries</li> <li>• Transporting/ Scattering</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• Opportunity to experience and create, feeling using visual representations</li> <li>• Opportunity to feel weight and texture for example smooth/ rough</li> <li>• To push, pull, balance and wobble</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space.</li> <li>• Tapping, scraping, banging</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Collect resources at home</li> <li>• Share creations made at home</li> </ul>	<ul style="list-style-type: none"> <li>• Involve parents with specific skills</li> <li>• New extensions, camping, moving house etc.</li> </ul>

## Area of Provision: Construction

Continuous provision is built upon over the year reflecting children's ability and experiences.	
<b>Resources</b>	
<b>Item</b>	<b>Details</b>
Containers of construction kits	Duplo, Lego, stickle bricks, mobilo, interstar etc
Puzzles	Inset puzzles, jigsaw puzzles, varying grades of complexity
Threading laces and beads	Varying sizes and thicknesses to allow for differentiation
Islamic blocks	

<b>CONSTRUCTION</b>	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>• Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>• Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>• Opportunities to develop self help skills such as finding equipment</li> <li>• Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> <li>• Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning,</li> <li>• Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>• Opportunities for pretend play-</li> </ul>	<ul style="list-style-type: none"> <li>• Links to stories, rhymes and role play e.g. making humpty dumpty's wall, a zoo, castles, songs- build a tower big and tall, - make up own</li> <li>• Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>• Opportunities to learn new vocabulary e.g. tall, curved, balance, build, cylinder</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through positioning, arranging, lifting, transporting, balancing</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> <li>• Opportunities to use and be taught to use tools and equipment appropriately and safely eg taking care of the puzzles</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>• Opportunities to count, sort and match shapes, spaces, sizes, symmetry and tessellation</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to learn and be taught mathematical vocabulary – position, size, comparison, shape</li> <li>• To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> </ul>

<ul style="list-style-type: none"> <li>• Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> <li>• Opportunities to solve real life problems-will this t shape fit or balance in here?</li> <li>• Opportunities to refer to numbers and number lines in context eg 3 big bricks</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of numbers and script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> <li>• Children to have consistent access to relevant words, reference books, number lines, number cards and interactive display</li> <li>• To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> </ul>
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### Understanding the World

<ul style="list-style-type: none"> <li>• Continuous opportunity to Explore, Investigate and Discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work</li> <li>• Opportunities to learn about the construction process-thinking of ideas, selecting materials, planning and adapting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to investigate properties of shapes e.g. rolling, balancing, fitting, wobbling</li> <li>• Opportunities to record their creations using digital equipment</li> <li>• Opportunities to push and pull things</li> <li>• Opportunities to join things together and to build and balance</li> </ul>
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### Expressive Arts and Design

<ul style="list-style-type: none"> <li>• Opportunity for working on three dimensional levels.</li> <li>• Respond to their experiences and imagination by communicating their ideas and fantasy through their creations</li> <li>• Confidence in selecting/requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to link to stories, songs and pretend play</li> <li>• Opportunities to respond to stimulus such as natural objects, pictures or work by other artists</li> <li>• Creation of mark making, pattern, three dimensional shape and personal symbols</li> </ul>
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## CONSTRUCTION

### Literacy

<ul style="list-style-type: none"> <li>• Children to have consistent access to relevant words, laminated stories and reference books, and interactive display</li> <li>• Opportunities to link with stories and rhymes- eg making humpty dumpty, making books</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop phonological awareness- listening to and distinguishing between sounds-click, clack</li> <li>• Create marks, script, letters</li> <li>• Recognition of script, resources to be labelled with pictures, words,</li> <li>• Opportunities to incorporate mark making into their play e.g. drawing plans, measuring constructions</li> </ul>
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### Inclusive Practice

<ul style="list-style-type: none"> <li>• Consider access to shelving and equipment</li> <li>• Consider some children's level of development that shows a need for building up and knocking down and others that may involve creating more detailed structures- allowing ways for both to develop their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Include pictures/stimulus from a range of cultures and communities e.g. churches, mosques, bridges</li> </ul>
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### Schema

<ul style="list-style-type: none"> <li>• Recognition that some children need to work on a sensory motor level for example build a tower/ knock it down</li> <li>• Connecting- joining duplo, mobilo, sorting puzzles</li> <li>• Enclosing- creating enclosure structures with duplo, interstar, mobilo</li> </ul>	<ul style="list-style-type: none"> <li>• Trajectory- building long/tall structures using duplo, mobilo, stickle bricks, magnetic blocks</li> <li>• Rotation- cogs and wheels</li> <li>• Enveloping- covering duplo boards with bricks</li> </ul>
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### Sensory Integration

<ul style="list-style-type: none"> <li>• Opportunity to feel weight and texture for example smooth/rough, bumpy</li> </ul>	<ul style="list-style-type: none"> <li>• To push, pull, balance and wobble</li> </ul>
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### Working with Parents/Carers and links with home

<ul style="list-style-type: none"> <li>• Share creations made at home</li> </ul>	<ul style="list-style-type: none"> <li>• Involve parents with specific skills</li> </ul>
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## Area of Provision: Small World

Continuous provision is built upon over the year reflecting children's ability and experiences.

Item	Details	Differentiation
Dolls house		
Basket of people/figures	Include range of ages, cultures, disabilities.	

Open shelving unit	Community playthings/early excellence	
Containers- baskets or sturdy tubs	Aiming to have natural baskets or transparent boxes.	
Vehicles/ transport and road mats		Large chunky vehicles and basket of small vehicles.
Train track and engines	Brio	
Wild animals	Adult and young pairs	Large animals
Farm animals		Large animals
Dinosaurs		Large dinosaurs
<b>Enhanced provision</b>		
<i>Pirate ship</i>		
<i>Fairy castle</i>		
<i>Own made environments e.g moonscape, caves, jungles etc</i>		
<i>Elf house/ wooden house</i>		

<b>SMALL WORLD</b>		
<b>Personal, Social &amp; Emotional development</b>		
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to develop self help skills such as finding equipment</li> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> <li>Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> </ul>	
<b>Communication &amp; Language</b>		
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning,</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>Opportunities for pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Links to stories, rhymes and role play e.g. making Humpty Dumpty's wall, a zoo, castles, songs- build a tower big and tall, - make up own</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>Opportunities to learn new vocabulary e.g. tall, curved, balance, build, cylinder</li> </ul>	
<b>Physical Development</b>		
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through positioning, arranging, lifting, transporting, balancing</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> <li>Opportunities to use and be taught to use tools and equipment appropriately and safely e.g. taking care of the puzzles</li> </ul>	
<b>Mathematics</b>		
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>Opportunities to count, sort and match shapes, spaces, sizes, symmetry and tessellation</li> <li>Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> <li>Opportunities to solve real life problems-will this t shape fit or balance in here?</li> <li>Opportunities to refer to numbers and number lines in context e.g. 3 big bricks</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught mathematical vocabulary – position, size, comparison, shape</li> <li>To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> <li>Recognition of numbers and script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> <li>Children to have consistent access to relevant words, reference books, number lines, number cards and interactive display</li> <li>To be encouraged to label, record use positional language and understand length weight, area, space, correspondence and ordering</li> </ul>	
<b>Understanding the World</b>		
<ul style="list-style-type: none"> <li>Continuous opportunity to Explore, Investigate and Discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work</li> <li>Opportunities to learn about the construction process-</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to investigate properties of shapes e.g. rolling, balancing, fitting, wobbling</li> <li>Opportunities to record their creations using digital equipment or cameras</li> <li>Opportunities to push and pull things</li> </ul>	

thinking of ideas, selecting materials, planning and adapting ideas	<ul style="list-style-type: none"> <li>Opportunities to join things together and to build and balance</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>Opportunity for working on three dimensional levels.</li> <li>Respond to their experiences and imagination by communicating their ideas and fantasy through their creations</li> <li>Confidence in selecting/requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link to stories, songs and pretend play</li> <li>Opportunities to respond to stimulus such as natural objects, pictures or work by/with other artists</li> <li>Creation of mark making, pattern, three dimensional shape and personal symbols</li> <li>Opportunities to develop imaginative play with characters and storylines</li> </ul>
<b>SMALL WORLD</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>Children to have consistent access to relevant words, fiction &amp; non-fiction books, and interactive display</li> <li>Opportunities to develop phonological awareness- listening to and distinguishing between sounds-trip trap</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of script, resources to be labelled with pictures, words</li> <li>Opportunities to incorporate mark making into their play e.g. drawing characters, landscapes</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>Consider access to shelving and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Include representation of and opportunities to explore a range of cultures and communities e.g. figures, animals, pictures, gender roles, abilities/disabilities</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Connecting- joining train tracks, road plans, lining up vehicles, animals</li> <li>Enclosing- creating enclosure structures with small world figures inside</li> </ul>	<ul style="list-style-type: none"> <li>Trajectory- dynamic play with vehicles, lining up figures/animals</li> <li>Rotation- wheels</li> <li>Enveloping- covering and containing figures</li> <li>Transporting- carrying and moving vehicles and figures in play</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>Opportunity to engage in floor play- lying on tummy</li> </ul>	
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>Share creations/stories/photo's made at home</li> </ul>	<ul style="list-style-type: none"> <li>Involve parents with specific interests</li> </ul>

## Area of Provision: Information and Communication Technology

Item	Details
Provision for all three rooms	
Throughout other provision – items such as disused mobile phones (batteries removed), keyboards, phones, torches, cause and effect toys, Tapestry	
<b>Enhanced provision</b>	
<i>Enhance with programmable robot –Beebot ,metal detectors, walkie talkies, interactive whiteboard, laptops, printer, easi speak voice recorders, easi rechargeable torches, iPod, iPad, talking buttons,</i>	

## INFORMATION AND COMMUNICATION TECHNOLOGY

Personal, Social & Emotional development	
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Opportunities to discover more about their own personal characteristics e.g. looking at photos or film of themselves</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> <li>Opportunities to explore material – photos, video/film clip, DVD that reflects their own experiences and some that may be beyond their experiences</li> </ul>

<ul style="list-style-type: none"> <li>• Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning,</li> <li>• Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, follow and give instructions</li> <li>• Use of photography, iPad and photocopier by children, parents and practitioners to provide visual stimulus for revisiting, recalling and observation</li> <li>• Listen to story tapes</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through pointing, pressing, making marks, using a mouse or switch or roller ball to control the cursor</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>• Opportunities to count, sort and match shapes, spaces, sizes, numbers words and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to learn mathematical vocabulary around number, shape, space and measure</li> <li>• Opportunities to solve problems-how far does pixie need to go?</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>• Opportunities to learn how technology is used in real life</li> <li>• Opportunities to learn how to operate cause and effect toys, ICT equipment, games with switches</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to complete simple programs</li> <li>• Opportunities to use ICT to support their learning</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• Creation of mark making, pattern, personal symbols on the screen</li> <li>• Respond to their experiences by seeing and recording pictures, images and sound</li> <li>• Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to respond to what they see, hear</li> <li>• Opportunities to link to stories and songs eg recording songs, stories using photos</li> <li>• Opportunities for pretend play- using telephones, cookers, tills, cameras</li> </ul>

<b>INFORMATION AND COMMUNICATION TECHNOLOGY</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>• Recognition of script, resources to be labelled with pictures, words,</li> <li>• Opportunities to create own stories</li> <li>• Opportunities to mark make</li> <li>• Opportunities to listen to interactive stories- taking stories</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop phonological awareness- listening to and distinguishing between sounds-leaps and bounds, rhyming games, alphabet games</li> <li>• Extend learning by researching the internet</li> <li>• Use letters and words to Create and record by word processing</li> <li>• Begin to recognise and distinguish upper and lower case letters</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>• Consider access to equipment- opportunity not dominated by groups or individuals, space, height</li> <li>• Opportunities to learn using all of the senses- toys that respond/ change with movement, light, sound</li> </ul>	<ul style="list-style-type: none"> <li>• Consider use of switches and big Mac switches to make choices and communicate</li> <li>• Adapt keyboard- lower/upper case/large keys</li> <li>• Appropriate use of touch screen</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Use when identifying schema to share with parents and carers</li> <li>• Move in a schematic way to the musical opportunities the ICT brings</li> <li>• Trajectory- metal detectors, programmable toys, cameras, printing</li> </ul>	<ul style="list-style-type: none"> <li>• Transporting- mobile phones, carrying equipment</li> <li>• Connecting- understanding cables etc.</li> <li>• Enveloping- photocopying, laminating</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• Opportunity to experience and create, feeling using visual and sound representations</li> <li>• Opportunity to listen and respond to a variety of sound, rhythms, tones and speed</li> </ul>	<ul style="list-style-type: none"> <li>• Experience loud/quiet, high/ low</li> <li>• To move to the music</li> <li>• Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Involve parents with specific skills</li> </ul>	<ul style="list-style-type: none"> <li>• Involving parents and carers in their children's learning with photography, video and learning stories</li> </ul>

## Area of Provision: Mark Making

Continuous provision is built upon over the year reflecting children's ability and experiences.		
Resources		
Item	Details	Differentiation
Letter rack/tray		
Envelopes of various sizes		
Selection of notepads, diaries, calendars, post its		
2 clipboards		
Tray of different sized paper	Plain, graph, lined, colours	
Calculator		Enhanced later in the year
Container of rulers, sharpener, rubber		Enhanced later in the year
Container of scissors	Sprung, left and right handed	Enhanced later in the year
Container of pencils		
Container of coloured pencils		
Container of crayons	Thick/thin	
Container of felt pens	Thick/thin	
Container of numbers and shapes	Square, triangle, circle	
Display of marks, words, different texts		Basket of name cards
Whiteboard	Whiteboard markers, rubber	
Magnetic wedge		Enhanced later in the year
<b>Enhanced provision</b>		
<i>Can be enhanced with hole punch, stapler</i>		
<i>Chalk and chalk board</i>		
<i>Magnetic letters and boards</i>		
<i>Old cards</i>		
<i>Name cards easily accessible</i>		
<i>Catalogues, brochures</i>		
<i>Popular culture</i>		
<i>Core story</i>		
<i>Word book</i>		
<i>Different grades of pencil</i>		

<b>MARK MAKING</b>	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> <li>• Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>• Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>• Opportunities to make links and share experiences with other children who share similar interests</li> <li>• Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop self help skills such as finding equipment, Opportunities to understand their own needs and those of others-passing, sharing, taking turns etc.</li> <li>• Opportunities to express friendships or affection by creating things for other people</li> <li>• Opportunities to find out about how print and text is used for a purpose socially in communities and cultures e.g. celebration cards, social conventions-invitations, thank you letters</li> <li>• Opportunities to find out about cultures and beliefs through mark making – different scripts, symbols, art work</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing,</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to link with stories and rhymes-making own books,</li> </ul>

<ul style="list-style-type: none"> <li>questioning, sharing investigations and planning,</li> <li>• Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> </ul>	<ul style="list-style-type: none"> <li>mark making in response to illustrations</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through making small and large movements- up and down, side to side, round and round</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore using their senses and making connections between new and previous knowledge and experience</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>• Opportunities to count, sort and match shapes, spaces, sizes of marks, patterns and letters</li> <li>• Selecting shapes and sizes of mark making tools or paper</li> <li>• Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure e.g. long lines, round circles</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to solve real life problems-how many pen's need lids? Where do the blue crayons go?</li> <li>• Opportunities to refer to numbers and number lines in context e.g. 2 eyes, I've got two l's in my name</li> <li>• Beginning to represent numbers using objects and marks or numerals</li> <li>• Beginning to recognise numerals using calendars and notebooks and lists</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>• Opportunities to respond to different scripts e.g. Chinese symbols, Islamic script</li> <li>• Opportunities to explore pattern in pictures and artefacts using mark making e.g. Australian aboriginal patterns, flags, fabrics from India</li> </ul>	<ul style="list-style-type: none"> <li>• Using mark making as a way of recalling experiences or events</li> <li>• Use mark making to create maps of real or imagined places</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• Opportunity for children to explore media and materials e.g. different types of paper-colour, size, texture, different mark making tools-pens crayons, pastels, pencils</li> <li>• Creation of mark making, pattern, and personal symbols</li> <li>• Respond to their experiences by communicating their ideas and fantasy</li> <li>• Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> <li>• Opportunities to respond to what they see</li> <li>• Opportunities to link to stories and songs e.g. illustrations, bookmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity for children to explore and gain confidence in their individual marks</li> <li>• Opportunity to use mark making in their everyday experiences, role play, art and construction work</li> <li>• Creation of mark making, pattern, two dimensional shape and personal symbols through word processing.</li> <li>• Respond to their experiences and imagination by communicating their ideas and fantasy through their marks</li> <li>• Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> <li>• Adults to respond and extend the play and learning with mark making</li> </ul>

<b>MARK MAKING</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>• Recognition of script, resources to be labelled with pictures, words,</li> <li>• Children to have consistent access to relevant words, laminated stories and reference books, and interactive display</li> <li>• Opportunities to develop phonological awareness-listening to and distinguishing between sounds in words letters, making links between sounds and letters</li> <li>• Create marks, script, letters, images personal symbols</li> </ul>	<ul style="list-style-type: none"> <li>• To be encouraged to mark make in meaningful, practical ways for example signing in at registration and snack, naming own work, writing envelopes, lists</li> <li>• Making random marks, ascribing meaning to marks, distinguishing between text and pictures</li> <li>• Mark making horizontal lines- top to bottom, left to right, clockwise and anticlockwise</li> <li>• Using names as a starting point</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>• Consider size of mark making tools and paper</li> <li>• Allow opportunities to mark make on the floor, on table height and vertically</li> </ul>	<ul style="list-style-type: none"> <li>• Allow opportunities to develop appropriate and comfortable positions for writing</li> <li>• Provide resources and scripts from a range of cultures</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Use when identifying schema to share with parents and carers in the form of sample of child's mark making, photographs and video</li> <li>• Provide range or resources to promote schematic interest</li> <li>• Trajectory/Reels of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting/Graph paper, stapler, treasury tags</li> <li>• Enclosure/ envelopes, post box</li> <li>• Transporting- clipboards, notepads</li> <li>• Patterns to stimulate interests- circles, lines, grids etc.</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• Recognition of a child's need for movement</li> <li>• Use of sensory integration techniques to improve hand eye coordination and fine motor control</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to have large paper on the floor</li> </ul>

Working with Parents/Carers and links with home	
<ul style="list-style-type: none"> <li>Involving parents and carers in their children's learning with careful explanations of their mark making use photography, video and learning stories to show progression</li> </ul>	<ul style="list-style-type: none"> <li>Develop a shared understanding with parents and carers of meaningful mark making and developmental awareness</li> </ul>

## Area of Provision: Role Play

Continuous provision is built upon over the year reflecting children's ability and experiences.		
Resources		
Item	Details	Differentiation
Home corner furniture, cupboards, sink, cooker, fridge, washing machine at child height		
Small table and 2 chairs	Community playthings	Community playthings 3-4 stools
Open shelving unit with pegs	For dressing up	
Kitchen utensils – spoons, ladle, saucepans	From a range of cultures which may change over the course of the year.	
Tea set – cups, bowls, plates, teapot		
Cutlery		
Mirror		
Telephone and mobile phone, old camera	Batteries removed	
Selection of dressing up clothes – dresses, jackets	From a range of cultures	Enhanced later in the year
Selection of shoes		
Selection of hats		
Selection of bags		
Selection of accessories	Jewellery, hair clips, scarves	
Dolls		
Dolls clothes and baby things	Potty, nappy, bottle	
Cot and blanket		
Sheet/blanket/tablecloth		
Notebooks and pencils		
<b>Enhanced provision</b>		
<i>Can be enhanced with tool box, first aid set/medical, hairdryers, pushchair, baby bath, vets resources, real tea set, microwave</i>		

<b>ROLE PLAY</b>	
Personal, Social & Emotional development	
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self chosen challenges and achievements</li> <li>Opportunities to make links and share experiences and</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop empathy for others in their role play-taking on caring roles, looking after baby, being different characters in stories,</li> <li>Opportunities to explore ideas of right and wrong by acting out scenarios from their own experience</li> <li>Opportunities to understand their own needs and those of others-passing, sharing, taking turns etc.</li> </ul>

<ul style="list-style-type: none"> <li>make relationships with other children who share similar interests</li> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to develop self help skills such as finding equipment, dressing, using fastenings on clothes, bags</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> <li>Opportunities to learn and find out about the cultures and beliefs of others using their own experiences and interests as starting points e.g. food, babies, clothes</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>Opportunities for pretend play- talking on the phone, cooking, looking after baby, eating</li> <li>Opportunities to communicate non verbally, interact and talk to other children and adults</li> <li>Opportunities to recreate roles and experiences</li> <li>Opportunities to use talk and gesture to negotiate and request</li> <li>Opportunities to listen to and respond to other children</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to extend imaginative play by developing narratives</li> <li>Opportunities to extend their vocabulary- food, cooking,</li> <li>For children to have the opportunity to decide, plan and create new role play provision with the help of the adult</li> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and plans</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to engage and extend them</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through dressing and fastening clothes, manipulating bags, arranging objects, pushing trolleys/buggies, opening and closing cupboards and drawers</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>Opportunities to count, sort and match shapes, spaces, sizes food items, clothes, crockery</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> <li>Opportunities to solve real life problems-How many cups do we need? Which bag is the right size for the picnic?</li> <li>Opportunities to refer to numbers and number lines in context e.g. shopping lists, times, addresses,</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>Opportunities to link designing and making props to their role play</li> <li>Opportunities to explore ideas about babies and growing up e.g. when I was a baby</li> <li>Opportunities to recreate roles based on real life experiences- cooking, shopping</li> </ul>	<ul style="list-style-type: none"> <li>Respond to their experiences and imagination by communicating their ideas and fantasy through their role play</li> <li>Opportunities to begin to know about families and cultures through using a range of artefacts, clothing and pictures and stories</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> <li>Opportunities to link to stories and songs e.g. Miss Polly had a dolly, There was a Princess long ago,</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for pretend play- Opportunities for pretend play- talking on the phone, cooking, looking after baby, eating</li> <li>Respond to their experiences by communicating their ideas and fantasy</li> <li>Pretend, change situations, events and roles</li> </ul>

<b>ROLE PLAY</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>Opportunities to link to stories and songs- Miss Polly had a dolly, 5 currant buns, rock a bye baby</li> <li>Create and record by word processing making cards, invitations, notices</li> <li>Use of a range of mark making resources within their play for example booking forms, posting letters, writing telephone numbers, messages and lists, recipes and cookery books</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of environmental numbers and script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>Ensure resources and opportunities for play reflect the diverse experiences and backgrounds of the children especially around clothes, food and domestic life</li> </ul>	<ul style="list-style-type: none"> <li>Ensure individuals and groups don't dominate resources but allow individuals to revisit and build on experiences</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Enveloping: dressing up, wrapping in blankets, dressing dolls, hats, shoes</li> <li>Enclosures: Filling containers, saucepans, cupboards,</li> </ul>	<ul style="list-style-type: none"> <li>Transporting- baskets, bags, purses, buggies</li> <li>Rotation- turning taps, clock</li> <li>Connecting- linking experiences, arranging crockery/food</li> </ul>

jewellery-bracelets, capes, tiaras	
<ul style="list-style-type: none"> <li>• Trajectory: ironing, knobs, whisking, stirring, pouring</li> </ul>	
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• Opportunity to experience and create a range of sensory opportunity</li> <li>• Opportunity to touch, feel and move</li> <li>• To crawl on all fours</li> <li>• Textured materials, hair brushing</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying/ moving shopping and furniture</li> <li>• Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space.</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Use of a variety of culturally diverse resources</li> <li>• Share experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Use samples of familiar text and mark making</li> </ul>

## Area of Provision: Books

Continuous provision is built upon over the year reflecting children's ability and experiences.

Item	Details
Settee, cushions	
Open bookshelf	Displaying current books of interest
Range of fiction and non-fiction books	Include board books, lift the flap books, books made by/about children, photo albums
Props/puppets to support storytelling or songs	Finger puppets, glove puppets, storyboards Enhanced though the year according to development and core story

BOOKS	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>• Consistent opportunities to develop a sense of pride in their strengths and self-chosen challenges and achievements such as retelling stories, seeing their own made books</li> <li>• Opportunities to make links and share experiences with other children who share similar interests</li> <li>• Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop self-help skills such as finding and selecting resources</li> <li>• Opportunities to understand their own needs and those of others- passing, sharing, listening to others, taking turns developing empathy through story characters etc.</li> <li>• Opportunities to learn and find out about the cultures and beliefs of others using their own experiences and interests as starting points e.g. books on related themes, stories from around the world</li> <li>• Opportunities to begin to develop empathy and understanding the needs of others through story characters</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning,</li> <li>• Use experienced children as role models for adults and peers</li> <li>• A consistent variety of core texts</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and plans</li> <li>• Opportunity for children to relate and recall stories, facts and ideas and for adults to scribe and extend them</li> <li>• To express satisfaction or frustration and review the books they like and dislike</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through holding books, turning pages, tracking text and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>• Opportunities to count, sort and match shapes, spaces, sizes of books- fitting on the shelf, in the basket, pictures and stories e.g. Goldilocks, owl babies, counting books</li> </ul>	<ul style="list-style-type: none"> <li>• To use positional and directional language related to stories e.g. Rosie's walk, bear hunt, Jack and the beanstalk</li> <li>• Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure relating directly to stories, books and illustrations</li> <li>• Opportunities to refer to numbers and number lines in context e.g. how many books on the shelf? What page is that on?</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>• Opportunities to make links with experiences, stories,</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to see positive images of themselves and other</li> </ul>

interests and non fiction books <ul style="list-style-type: none"> <li>• Opportunities to explore ideas about time, place and communities linked to stories and non-fiction books</li> </ul>	cultures reflected in stories and nonfiction books
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• Opportunities to respond to what they see and hear</li> <li>• Respond to their experiences and imagination by communicating their ideas and fantasy influenced by their reading into their role play</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity and to foster their imagination</li> <li>• Pretend, change situations, events and roles in stories</li> <li>• Create their own stories and books individually or as part of a group</li> </ul>

<b>BOOKS</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>• Recognition of script, resources to be labelled with pictures, words</li> <li>• Opportunities to develop phonological awareness- listening to and distinguishing between sounds-rhymes, songs, names sound effects in stories and songs</li> <li>• Opportunities to track text left to right</li> <li>• Opportunities to learn and be taught how to handle books</li> <li>• Opportunities to develop awareness of the link between spoken words &amp; text</li> <li>• Opportunities to develop awareness of letters and words and sentences</li> <li>• For children to feel secure in the knowledge they can choose to access opportunities for reading and researching their interests every day</li> <li>• For children to be autonomous and independent in their selection, use, respect and storage of books and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence in selecting interesting and relevant books and using them appropriately</li> <li>• Opportunity to revisit favourite stories</li> <li>• Adult input when requested and as extended learning opportunities</li> <li>• Create and record by word processing making books, articles and notices</li> <li>• Recognition of environmental numbers and script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> <li>• Opportunities to use a made book</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>• Ensure books and resources reflect the diverse backgrounds of the children and show positive self-images and challenge their thinking to help them to embrace differences in gender, ethnicity, language, religion, culture, and disabilities.</li> </ul>	
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Schematic knowledge of individual children is an essential tool for choice of subject in the book area</li> <li>• Trajectory examples include Whatever Next, Space reference books, On the Way Home, The Enormous Turnip, Jack and the Beanstalk, Chicken Licken, Preston Pig</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting: The Gingerbread Man, When the Wind Blew, SSSh!, Insect reference books</li> <li>• Enveloping: Ten in a Bed, Lift the flap books, The Jolly Postman</li> <li>• Rotation: Thomas, The Train Ride, Transport reference books</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• To sit in a comfortable way individual to the child's need when listening to a story</li> <li>• Opportunity to touch, feel, move and participate for example with story sacks</li> </ul>	<ul style="list-style-type: none"> <li>• Textured materials in books</li> <li>• Stories set to music/ headphones</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Use of a variety of culturally diverse resources</li> </ul>	<ul style="list-style-type: none"> <li>• Share favourite stories and popular culture interests in the setting</li> </ul>

## Area of Provision: Art

Continuous provision is built upon over the year reflecting children's ability and experiences.		
<b>Item</b>	<b>Details</b>	<b>Differentiation</b>
Painting Easel	Clips/magnets at different heights, for use with ready mixed paints Paint pots Coloured paper of different sizes	

	Selection of thick and thin brushes	
Shelving unit		
Aprons		
Small table		Mark making table used
Chairs		As appropriate chairs are used at the mark making table
Water pots		
Drying rack		
Container of short & long handled brushes	Range of thicknesses	Enhanced activity with adult for selection of brushes
4 painting palette	6 hole	Pots of pre-mix paints. Adult focus activity later in the year with block and water colour paints
4 painting palettes	Round silver tray	Enhanced later in the year
4 sets of block paints		Enhanced later in the year
2 sets of watercolours		Enhanced later in the year
Paper	Different sizes/colours/shape available	
Printing materials	e.g. rollers, natural shape sponges/corks, circle, triangle, square, rectangle	Enhanced throughout the year
<i>Enhanced provision</i>		
<i>2 sets of primary colour powder paints</i>	<i>6 small pots in each – brilliant red, brilliant yellow, brilliant blue, yellow ochre, Prussian blue, crimson. Restrict or expand as appropriate</i>	
<i>Resource pictures/patterns</i>		

<b>ART</b>		
<b>Personal, Social &amp; Emotional development</b>		
<ul style="list-style-type: none"> <li>For children to feel secure in the knowledge they can choose to access opportunities for art every day using a variety of media</li> <li>Opportunity for children to recognise, explore, feeling acceptance and pride in their own work and creations</li> <li>For children to have the opportunity to decide, plan and create which media and stimuli they would like to work with</li> <li>For children to be autonomous and independent in their selection, use, respect and be taught carefully how to do this</li> <li>To be given the opportunity to start again</li> <li>Opportunity to revisit favourite stimuli again and again</li> <li>Initial adult instruction and as extended learning opportunities for technique</li> <li>Use experienced children as role models</li> <li>To be given time</li> <li>Not to be asked what is it?</li> </ul>	<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self-chosen challenges and achievements</li> <li>Opportunities to make links and share experiences with other children who share similar interests</li> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to develop self-help skills such as finding equipment, putting on aprons, tidying resources, rolling up sleeves</li> <li>Opportunities to understand their own needs and those of others-passing, sharing, taking turns, collaborative projects</li> <li>Opportunities to express friendships or affection by creating things for other people</li> <li>Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> </ul>	
<b>Communication &amp; Language</b>		
<ul style="list-style-type: none"> <li>Opportunities to listen, speak, communicate using gestures and expressions and use these interactions to develop their creative ideas and actions</li> <li>Opportunities to use talk to imagine, clarify thinking, recall make connections, describe intentions and actions</li> <li>Consistent opportunity for vocalising, describing, questioning, sharing ideas and stimuli with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of environmental script, resources to be labelled with pictures, words, with recognition of different languages and scripts</li> <li>Opportunity for children to relate and recall their work, facts and ideas and for adults to scribe and extend them</li> <li>Acknowledge responses to other artists through opinion and ideas</li> </ul>	
<b>Physical Development</b>		
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections</li> </ul>	

coordination, control, manipulation and movement through making small and large movements- up and down, side to side, round and round	<p>between new and previous knowledge and experience e.g. textures of different paints</p> <ul style="list-style-type: none"> <li>• Opportunities to develop skills using a range of tools- brushes, rollers, printing blocks</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>• Opportunities to count, sort and match shapes, spaces, sizes of marks, patterns</li> <li>• Selecting shapes and sizes of tools or paper</li> <li>• Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure e.g. long lines, round circles</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to solve real life problems- do we need more yellow? Is the paper big enough?</li> <li>• Opportunities to refer to numbers and number lines in context</li> <li>• Beginning to represent numbers using objects and marks or numerals</li> <li>• Opportunities to look at and respond to, talk about and recreate patterns in the environment and artefacts e.g. zigzags on the fabric, dots on the tiles</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>• Opportunities to respond to different patterns, artefacts and symbols e.g. Chinese symbols, Polish eggs</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore pattern in pictures and artefacts using mark making e.g. fabrics from India, leaves from the garden, flowers in a vase</li> <li>• Using mark making as a way of recalling experiences or events</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• To explore a wide range of media and materials which motivates and stimulates creativity</li> <li>• Respond to their experiences and imagination by communicating their ideas and fantasy influenced by their reading into their art work</li> <li>• Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity and to foster their imagination</li> </ul>	<ul style="list-style-type: none"> <li>• To be given time, space and opportunity to revisit</li> <li>• To structure the session to enable children to feel they have time to access painting and not rush at the end of the session</li> <li>• To explore and find out about colour, texture shape space and form</li> <li>• Have opportunities to sketch, plan and reflect</li> <li>• Use paint as a means of personal expression, communication and feeling</li> </ul>

<b>ART</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>• Opportunities to make links with stories and rhymes and non-fiction- illustrations, books about artists</li> </ul>	<ul style="list-style-type: none"> <li>• Write their names on paintings to take ownership</li> <li>• Create and write titles for their own paintings</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>• Consider access to easel or art table- height, space</li> <li>• Consider scale of work-large/small/individual/joint</li> <li>• Consider size of paper, position of paper- long, wide, high, low, on the floor, vertical</li> <li>• Consider size and type of tools- thick brushes, thin brushes, use of hands, feet</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the significance of working at a sensory motor level before progressing to skilled technique</li> <li>• Provide stimulus that acknowledges children's particular cultural backgrounds and experiences and those that may be unfamiliar e.g. fabrics from different countries</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Use when identifying schema to share with parents and carers in the form of sample of child's mark making, photographs and video</li> <li>• Provide range of resources to promote schematic interest</li> <li>• Trajectory large paper, splatter painting, squeeze painting</li> <li>• Connecting/ joining paper together, sequences e.g. printing, folding</li> </ul>	<ul style="list-style-type: none"> <li>• Enclosure/ looking at patterns e.g. concentric circles</li> <li>• Transporting- carrying equipment, painting on the move e.g. at the park, collecting items to paint</li> <li>• Rotation- rollers, marble printing</li> <li>• Enveloping- covering hands, watercolour washes, layering paint,</li> <li>• Patterns to stimulate interests- circles, lines, grids etc.</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• To work in a comfortable way individual to the child's need when painting</li> <li>• Opportunity for working on a sensory motor level as well as skilled technique</li> <li>• Opportunity to touch, feel, move working on a large scale</li> <li>• Opportunity to say no to messy activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity for gradual integration into sensory feelings and experiences</li> <li>• Opportunity for hand washing</li> <li>• Exploration of different textures</li> <li>• Introduction to more personally preferable media</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Use of a variety of culturally diverse resources</li> <li>• Visits/ Outings</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a shared philosophy on children's creativity and representation. It's not the finished result it's the process</li> </ul>

## Area of Provision: Tactile

Continuous provision is built upon over the year reflecting children's ability and experiences.	
Item	Details
<b>Playdough</b>	
3 tier open shelf	
Lidded container of dough	
Small table	
Recipe books	Include recipes for different types of dough
Weighing scales	
Container of rolling pins	Smooth, textured, patterned
Container of cutters	Regular shapes, gingerbread boy
Container of tools	Rollers, plungers, pizza wheels
Container of utensils	Fish slice, slotted spoon, spoons, knife
2 cake boards	Round, square
Selection of cake tins	Loaf tin, 6 hole, 12 hole
Container of objects to stick in dough	Eg. Buttons, glass beads, lolly sticks
Apron and oven gloves	
Oven/microwave	Community playthings
<b>Tactile</b>	
Shallow black tray	Available for tactile materials –e.g. cornflour, dried pasta, jelly, shaving foam
Range of resources can be used	e.g. selection of small containers and spoons, small world animals, vehicles

<b>TACTILE</b>	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self-chosen challenges and achievements</li> <li>Opportunities to experience new sensations or experiences</li> <li>Opportunities to make links and share experiences with other children who share similar interests</li> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together</li> <li>Opportunities to develop self-help skills such as finding equipment, putting on aprons, tidying resources, rolling up sleeves, washing hands</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to understand their own needs and those of others-passing, sharing, taking turns etc.</li> <li>For children to feel secure in the knowledge they can choose to access tactile opportunities every day using a variety of tools</li> <li>For children to have the opportunity to decide, plan and create which tactile experience they enjoy and choose the tools they would like to work with</li> <li>For children to be autonomous and independent in their selection, use and respect and be taught carefully how to do this</li> <li>Opportunity to revisit favourite tactile stimuli again and again</li> <li>Use experienced children as role models</li> <li>To be given time</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing ideas and stimuli with adults and peers</li> <li>Opportunity for children to relate and recall ideas and experiences and for adults to scribe and extend them</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to use talk and gestures to respond to what they see, touch, smell</li> <li>Use dough/ materials as a means of personal expression, communication and feeling</li> <li>Acknowledge responses to other stimuli through opinion and ideas</li> <li>Opportunities for pretend play- based around cooking, food</li> <li>Opportunities to use fantasy and imagination</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through making small and large movements- up and down, side to side, round and round, squeezing, patting, cutting, pinching</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge and experience</li> <li>Opportunities to experience differences in texture and consistency- wet dry, soft, hard, sticky, smooth, cold</li> </ul>

<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>Opportunities to count, sort and match shapes, spaces, sizes of marks, patterns and letters</li> <li>Opportunities to discover and learn about shape, space and measures- quantities, size, fractions</li> <li>Selecting shapes and sizes tools or material</li> <li>Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure e.g. long lines, round circles</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to solve real life problems- sharing dough with everyone, comparing sizes, measuring dough mixture</li> <li>Opportunities to refer to numbers and number lines in context e.g. 2 spoonfuls, following recipes</li> <li>Beginning to represent numbers using objects and marks or numerals</li> <li>Beginning to recognise numerals using measuring jugs, recipes, timers</li> <li>Opportunities to develop an awareness of the relationship between numbers and amounts- adding together, taking away, sharing, halves, quarters</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>Opportunities to explore and investigate materials and their properties- learning about changes to consistency, texture, comparisons similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to solve problems, make predictions, make decisions</li> <li>Opportunities to learn new vocabulary</li> <li>Opportunities to find out about assembling materials e.g. dough, clay</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>To access a wide range of media which motivates and stimulates tactile responses</li> <li>Respond to their experiences and imagination by communicating their ideas and fantasy influenced by their tactile experiences</li> <li>Confidence in selecting and requesting resources that meet their needs, interests and requirements and fosters their imagination and models their experiences</li> </ul>	<ul style="list-style-type: none"> <li>To be given time, space and opportunity to revisit</li> <li>Opportunities to explore a range of media independently and with an adult</li> <li>Opportunities to create in 3D</li> <li>Opportunities to link to stories</li> <li>Opportunities to learn how to use tools- scissors, rolling pins, cutters, knives</li> </ul>

<b>TACTILE</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>To extend their learning writing recipes, contributing to making, following a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link to stories rhymes and non-fiction- 5 Currant buns, The Gingerbread Man, recipes</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>Consider access to table/ area- height, space, use of trays</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to build confidence in messy play- gloves, materials in a bag</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Tactile provision provides opportunity to include all schemas</li> <li>Adult observation and analysis of work</li> <li>Trajectory- squashing, squeezing, cutting, pressing</li> </ul>	<ul style="list-style-type: none"> <li>Rotation- mixing, making patterns, pizza, rolling</li> <li>Transporting- putting things in and out of oven, baking trays</li> <li>Enveloping- burying, covering, putting in oven</li> <li>Connecting- joining material together, sequences e.g. recipes</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>To work in a comfortable way individual to the child's need</li> <li>Opportunity for experiencing and addressing sensory as well as skilled technique</li> <li>Opportunity to touch, feel, move, working on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to say no to messy activities</li> <li>Opportunity for gradual integration into sensory feelings and experiences</li> <li>Opportunity for hand washing</li> <li>Exploration of different textures</li> <li>Introduction to more personally preferable media</li> <li>To squeeze, pull, push, grasp, shake</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>Use of a variety of culturally diverse resources</li> <li>Establish a shared philosophy on children's need to access tactile and sensory stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Establish a shared philosophy with parents regarding clothing</li> </ul>

### Area of provision: Quiet Area

Continuous provision is built upon over the year reflecting children's ability and experiences.	
<b>Item</b>	<b>Details</b>
<b>Quiet Area</b>	
Screened area	

Rug	For soft flooring
Floor cushions and bean bags	
1 sleep mat	
1 sheet	Must be washed after use
1 blanket	
Soft fabrics to furnish area	Eg. voile, curtains as appropriate
Cause and effect toys	Rotating selection
Sensory baskets	Appropriate to development levels of children in the class
Heuristic Play bags	For use in the quiet area or other quiet available space in the school
Wicker basket	Small space for children to relax/ have alone time
Den	Small space for children to relax/ have alone time
Plants	To create a homely atmosphere

<b>QUIET AREA</b>	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to self-regulate calm quiet times- to contribute to their own well being</li> <li>• Opportunities to “snuggle” and gain security from familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop sensitivity to others e.g. if they are being quiet or asleep</li> <li>• Opportunities to learn appropriate behaviour, follow boundaries and rules</li> <li>• Opportunities to develop an awareness of their own needs- e.g. if they are tired or want to be quiet</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>• Quiet calming songs- Twinkle Twinkle, Rock-a-bye baby</li> </ul>	
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>• Opportunities to develop an understanding of their own health and bodily awareness- how rest promotes good health and wellbeing</li> </ul>	
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Opportunities to begin to understand and anticipate daily routines</li> </ul>	
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>• The quiet area can provide opportunities to learn about different parts of the body and the effects of rest and activity on the body</li> </ul>	
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• The quiet area can promote aesthetic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• The quiet area provides time and space to contemplate ideas</li> </ul>

<b>QUIET AREA</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>• Sometimes children may enjoy a quiet story in the enclosed space</li> </ul>	
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>• The quiet area is always available for children to access for rest, calm and quiet time. It provides space for children to be passive</li> <li>• Clear expectations on the use of the quiet area are communicated to children and modelled by adults e.g. shoes off, quiet voices, staying calm and still</li> </ul>	<ul style="list-style-type: none"> <li>• Some children will need an adult to initiate use of the quiet area to develop their physical and emotional well being</li> <li>• The quiet area is not just a place to sleep, it allows time to think, time to “be”, time to be alone, it allows space to be calm</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>• Opportunities for envelopers. - blankets</li> </ul>	<ul style="list-style-type: none"> <li>• Appeal for enclosures- contained space</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>• Opportunities for calming sensory integration wrapping, brushing, massage, squeezing and sucking. Children can be taught to use these strategies independently.</li> </ul>	
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>• Sharing experiences of patterns of behaviour regarding rest and activity and sensory preferences</li> </ul>	

## Area of Provision: Music

Continuous provision is built upon over the year reflecting children's ability and experiences.	
Item	Details
Basket	
Variety of instruments e.g. Small drum, castanets, claves	
iPads/iPod	
Bluetooth speakers	
<i>Enhanced musical instrument provision available in music room</i>	

MUSIC	
Personal, Social & Emotional development	
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self-chosen challenges and achievements</li> <li>Opportunities to experience new sounds or experiences</li> <li>Opportunities to make links and share experiences with other children who share similar interests</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together, turn taking songs e.g. Sandy girl</li> <li>Opportunities to develop self-help skills such as finding equipment,</li> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns, listening to others etc.</li> <li>Opportunities to experience music and musical instruments from a range of cultures</li> </ul>
Communication & Language	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing ideas and stimuli with adults and peers</li> <li>Opportunities to develop listening skills</li> <li>Opportunities to become familiar with, join in and make up their own songs, rhymes, poems and musical stories</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for children to relate, recall and revisit their work and ideas and for adults to scribe and extend them</li> <li>Use music as a means of personal expression, communication and feeling</li> <li>Acknowledge responses to other stimuli through opinion and ideas</li> <li>Create and write titles for their musical compositions</li> </ul>
Physical Development	
<ul style="list-style-type: none"> <li>Opportunities to move in response to songs and games</li> <li>Opportunities to develop an awareness of space</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop control over tools and equipment e.g.- beaters, shakers</li> </ul>
Mathematics	
<ul style="list-style-type: none"> <li>Opportunities to learn about numbers and counting through songs and music-e.g. number rhymes, beats and rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop an awareness of sequences and patterns in rhythm</li> </ul>
Understanding the World	
<ul style="list-style-type: none"> <li>Opportunities to investigate instruments and sounds- changes in pitch, volume, distance, how things work</li> <li>Opportunities to use ICT equipment to explore sound- CD players, headphones, microphones iPads</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to listen to music and musical instruments for a range of cultures</li> <li>Opportunities to use music in celebrations- e.g. celebration songs at Christmas, Diwali, birthdays, dancing games</li> </ul>
Expressive Arts and Design	
<ul style="list-style-type: none"> <li>To access a wide range of media which motivates and stimulates musically creative responses</li> <li>Respond to experiences and imagination by communicating ideas, fantasy and feeling influenced by reading into their musical experiences</li> <li>Confidence in selecting and requesting resources that meet personal needs, interests and requirements, fosters imagination and models experiences</li> <li>To be given time, space and opportunity to revisit</li> <li>Opportunities to use music and movement as a way of expressing their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to respond to what they see and hear or do, e.g. by making sounds, making up songs</li> <li>To independently explore sound, music &amp; movement</li> <li>Opportunities to learn and be taught about sound, music and movements</li> <li>Opportunities to make a range of sounds using instruments</li> <li>Opportunities to find out how sounds can be changed e.g. loud/soft, high, low</li> <li>Opportunities to learn, join in with and make up own songs and tunes</li> <li>Opportunities to express satisfaction or frustration</li> </ul>

MUSIC	
Literacy	
<ul style="list-style-type: none"> <li>• Opportunities to distinguish between sounds</li> <li>• Opportunities to become familiar with rhyme, rhythm and alliteration</li> <li>• Opportunities to make connections between sounds and symbols</li> <li>• Opportunities to follow sequences written or physical movements left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of environmental script, resources to be labelled with pictures, words, musical script with recognition of different languages and scripts</li> <li>• To extend their learning writing songs, contributing to making, following a sequence/ rhythm</li> </ul>
Inclusive Practice	
<ul style="list-style-type: none"> <li>• For children to feel secure in the knowledge they can choose to express their thoughts and feelings through sound.</li> <li>• For the adults in their world to understand the significance of working at a sensory motor level before progressing to skilled technique</li> <li>• Opportunity for children to recognise, explore and balance their own sensory levels – some children with hearing impairments enjoy feeling vibrations from drums, cymbals etc.</li> </ul>	<ul style="list-style-type: none"> <li>• For children to be autonomous and independent in their selection, use and respect of resources and be taught carefully how to do this</li> <li>• Opportunity to revisit favourite musical stimuli again and again</li> <li>• Use experienced children as role models</li> <li>• To be given time</li> <li>• Some children are sensitive to noise and may need to be introduced gradually to music and singing activities</li> </ul>
Schema	
<ul style="list-style-type: none"> <li>• Musical provision provides opportunity to include all schemas</li> <li>• Adults to research musical connection with schema</li> <li>• Trajectory- banging, shaking, drums, tambours, cymbals</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting- sequences and patterns, arranging chime bars</li> <li>• Rotation- stirring drum, using ribbons as accompaniment</li> <li>• Transporting- carrying drums/tambours/shakers</li> </ul>
Sensory Integration	
<ul style="list-style-type: none"> <li>• To work in a comfortable way individual to the child's need</li> <li>• Opportunity for experiencing and addressing sensory requirements as well as skilled techniques</li> <li>• Opportunity to touch, feel, move working on a large or small scale</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity for gradual integration into sensory feelings and experiences for example loud, soft</li> <li>• Exploration of different textures, vibrations</li> <li>• To squeeze, pull, push, grasp, shake, bang, strum</li> </ul>
Working with Parents/Carers and links with home	
<ul style="list-style-type: none"> <li>• Use of a variety of culturally diverse resources</li> </ul>	

## Area of Provision: Learning Displays

Continuous provision is built upon over the year reflecting children's ability and experiences.			
Resources			
Item	Size	Quantity	Details
Display board			

### Additional Opportunity for Enhancement

- Additional table/tray
- Boxes for 3D effect

#### Presentation

Display boards should be backed using cream backing paper / hessian.

Fixed using staples

Displays should include

A title

Examples of children's work, the child's voice, reference to learning and development

Displays may include photographs, quotations, stimulus materials, children's mark-making

## Area of Provision: Snack

Continuous provision is built upon over the year reflecting children's ability and experiences.

Item	Details
Jug of fresh water available throughout the session	Confidential but accessible list of allergies/cultural requirements
Table	
Chairs	
Cups	
Plates	
Bucket	For dirty plates/cups
Storage for clean plates/cups	
Basket for name cards	
Serving bowls/plates	
<i>Enhanced provision</i>	
<i>Symbols, signs</i>	
<i>Photographs and names of food – different text if appropriate</i>	

SNACK	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>Opportunities to make links and share experiences with other children who share similar interests</li> <li>Opportunities to learn and be taught rules and boundaries using equipment, playing together, turn taking, sharing, waiting, table manners</li> <li>Opportunities to develop self-help skills such as finding items, washing hands</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns, listening to others etc.</li> <li>Opportunities to make choices i.e. when to have snack, what to have</li> <li>Opportunities to gain confidence in own abilities e.g. spreading, pouring</li> <li>Opportunities to learn about the need for hygiene</li> <li>Opportunities to enjoy group customs and rituals e.g. preparing snack table, stacking dishwasher</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing ideas and stimuli with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop listening skills</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>Opportunities to develop their own likes and dislikes in food and drink</li> <li>Opportunities to begin to communicate and understand their own needs with regard to eating and drinking</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to use tools for particular purposes e.g. jug for pouring, knife for spreading</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>Opportunities to develop 1-1 correspondence- 1 cup, 1 plate, 1 cracker</li> <li>Opportunities to develop concepts and use language of more, enough</li> <li>Opportunities to use number names and to count people or objects</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to solve problems e.g. are there enough chairs? Is there enough apple left?</li> <li>Opportunities to explore ideas of volume and capacity- pouring milk or water</li> <li>Opportunities to explore ideas and make comparisons between different quantities and sizes.</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>Opportunities to describe and talk about different foods</li> <li>Opportunities to use tools for a purpose- knives for spreading and cutting</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to participate in daily routines</li> <li>Opportunities to participate in a social ritual</li> <li>Opportunities to use vegetables grown in the vegetable garden e.g. herbs, beans, potatoes, carrots, tomatoes</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>Opportunities to respond to what they see, touch and taste.</li> </ul>	

SNACK	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>Opportunities to become familiar with rhyme, rhythm and alliteration e.g. cheese please</li> <li>Opportunities to make connections between sounds and</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of environmental script, resources to be labelled with pictures, words</li> <li>Opportunities to develop interest in reading names and recognising</li> </ul>

symbols e.g. referring to name cards or menu	familiar letters on name cards
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>To be aware of children's level of development in initiating their own snack- some children need prompting</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of dietary requirements and food allergies</li> <li>To support children in communicating choices through words, gestures, signs and symbols</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Trajectory- pouring, biting, crunching</li> <li>Enveloping- spreading butter, cheese spread</li> </ul>	<ul style="list-style-type: none"> <li>Connecting- sequences of actions</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>Different textured food- crunchy, chewy, wet, dry, cold</li> </ul>	
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>Sharing developing self-help skills</li> <li>Sharing preferences of food and drink</li> </ul>	<ul style="list-style-type: none"> <li>Sharing good practice with regard to healthy eating</li> </ul>

## Area of Provision: Cookery

Enhanced provision is built upon over the year reflecting children's ability and experiences.	
<b>Item</b>	<b>Details</b>
Cookery trolley	
Child sized chef outfits	Hat and chef's whites x 6
Child sized utensils	Spatulas, bowls, spoons, knives, weighing scales, measuring jugs x 6
Adult aprons	X 6
Chopping boards	Selection of colours for various uses.
Children's oven	

<b>COOKERY</b>	
<b>Personal, Social &amp; Emotional development</b>	
<ul style="list-style-type: none"> <li>Consistent opportunities to revisit and follow interests and schemas at an individual time and pace with minimum interruptions</li> <li>Consistent opportunities to develop a sense of pride in their strengths and self-chosen challenges and achievements</li> <li>Opportunities to make links and share experiences and form relationships with other children who share similar interests</li> <li>Time and space to persevere with problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to learn and be taught rules and boundaries using equipment and tools, playing together</li> <li>Opportunities to develop self-help skills such as finding equipment</li> <li>Opportunities to understand their own needs and those of others- passing, sharing, taking turns etc.</li> <li>Opportunities to express satisfaction or frustration and develop strategies to cope with these challenges</li> <li>Opportunities to express friendships or affection by creating things for other people</li> </ul>
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>Opportunities to link with stories and rhymes- e.g. making Humpty Dumpty, making own books</li> <li>Links to stories, rhymes and role play e.g. making models and props – light sabres, trains,</li> <li>Create marks, script, letters</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of script, resources to be labelled with pictures, words, mathematical vocabulary and numbers with recognition of different languages and scripts</li> <li>Opportunity for children to relate and recall their experiences and ideas and for adults to scribe for them</li> <li>To express satisfaction or frustration</li> <li>Opportunities to learn new vocabulary e.g. hole punch, sprinkle, shiny, sculpture</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>Opportunities to develop and persist in developing skills of coordination, control, manipulation and movement through positioning, touching, pinching, sprinkling, cutting, spreading, pressing, folding etc.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore using their senses and making connections between new and previous knowledge or experience</li> <li>Opportunities to use and be taught to use tools and equipment appropriately and safely e.g. knives &amp; oven.</li> </ul>
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>Consistent opportunity for vocalising, describing, questioning, sharing investigations and planning, seeking patterns, making connections and making relationships</li> <li>Opportunities to count, sort and match shapes, spaces, sizes</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to solve real life problems-what sized cake cases do we need to have enough for everyone?</li> <li>Opportunities to refer to numbers and number lines in context e.g. recipes</li> <li>Opportunities to learn and be taught mathematical vocabulary –</li> </ul>

<ul style="list-style-type: none"> <li>Opportunities to learn and be taught mathematical vocabulary around number, shape, space and measure</li> </ul>	<p>position, size, comparison, shape</p> <ul style="list-style-type: none"> <li>To be encouraged to label, record use positional language and understand weight, area, space, correspondence and ordering</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>Continuous opportunity to Explore, Investigate and Discover objects, materials and their properties, learn about change, patterns, similarities and differences and question how and why things work</li> <li>Opportunities to learn about the construction process- thinking of ideas, planning and adapting ideas</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to investigate properties of ingredients</li> <li>Opportunities to learn and be taught how to use different tools and materials effectively and safely.</li> <li>Opportunities to participate in creating food for special/ cultural events.</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>Opportunity for children to explore foods.</li> <li>Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link to stories, songs and pretend play</li> <li>Opportunities to respond to stimulus such as core stories/ celebrations.</li> <li>Opportunities to work alongside adults.</li> <li>Confidence in selecting and requesting resources that meet their needs, interests and requirements for personal and diverse creativity</li> </ul>

<b>COOKERY</b>	
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>Recognition of script, resources to be labelled with pictures, familiar phrases and words, e.g. happy birthday, love from</li> </ul>	<ul style="list-style-type: none"> <li>Children to have consistent access to relevant words and reference books.</li> <li>Opportunities to develop phonological awareness.</li> </ul>
<b>Inclusive Practice</b>	
<ul style="list-style-type: none"> <li>Consider access to shelving and tables/benches-height, space</li> <li>Include tools that provide support</li> <li>Signs and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Include recipes/resources from a range of communities and cultures</li> <li>Allow time to explore properties of materials rather than emphasising an end product</li> </ul>
<b>Schema</b>	
<ul style="list-style-type: none"> <li>Recognition that some children need to work on a sensory motor level, dripping, spreading,</li> <li>Trajectory: pouring out ingredients for measuring</li> <li>Rotation: Mixers, stirring.</li> </ul>	<ul style="list-style-type: none"> <li>Enveloping: folding mixtures.</li> <li>Enclosing: filling cake cases</li> <li>Transporting- carrying cake tins to the oven.</li> </ul>
<b>Sensory Integration</b>	
<ul style="list-style-type: none"> <li>Opportunity to feel weight and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to experience movement and the impact it creates regarding use of tools, materials and sense of space</li> </ul>
<b>Working with Parents/Carers and links with home</b>	
<ul style="list-style-type: none"> <li>Collect resources at home</li> <li>Share creations made at home</li> </ul>	

## Glossary

<b>Child's Voice:</b>	Listening to children and respecting their views
<b>Continuous:</b>	All the time
<b>Cross Curricular:</b>	Resources that can be used to promote play and learning across all areas of the Foundation Stage
<b>Diversity:</b>	Recognition and understanding all children are different
<b>Educational Visits:</b>	Opportunity for small groups of children to have their learning enriched by real experiences based on their interests and schemas.
<b>Empowerment:</b>	Recognition and promotion of children's rights to be heard, protected and challenged
<b>Enhanced:</b>	Additional resources added in response to children' interests and schema
<b>Impact:</b>	Knowing what our children have achieved and measure how effective this has been
<b>Implementation:</b>	Knowing how to deliver the learning
<b>Intent:</b>	Knowing what we want our children to learn
<b>Provision:</b>	Attractive, open-ended resources
<b>Revisit:</b>	Daily opportunity to recreate and return to learning situations to consolidate and extend learning
<b>Schema:</b>	Patterns of linked behaviour which a child can generalise and use in a variety of situations.
<b>Sensory Integration:</b>	An individual's ability to choose actions and activities to balance and enhance the senses