

Continuous Provision Progression Reception



Progression of Resources and challenges

Long term objectives, vocabulary, questioning and role of the adult.

Continuous Provision Progression

The continuous provision in our Early Years classes is progressive across the year. We consider the developmental stages of the children and always insure that areas are differentiated to suit differing needs and abilities. We start the year with basic resources to enable children to become familiar with their environment. We use familiar resources in each continuous provision classroom area, which consists of many plastic resources. Resources that are not plastic are modelled carefully by teaching staff. During Spring term, resources start to change. Open ended resources are introduced including wood, tubes etc. Further challenge in areas is linked to their stage of learning. Summer term resources are very open ended and unfamiliar. By this stage we see that through progression of what they have previously been introduced to, their imagination, creativity and becoming risk takers, shows in their play. Consideration is still given to differentiation and scaffolding can be seen throughout the classrooms.

Area	Resources & challenges	Objectives	What should see?	Vocabulary/Questions	Role of the Adult
Construction <i>(area to be fully labelled using Communication in Print)</i>	Autumn Term Basket of large bricks (variety of different shapes and sizes), fine motor resources. Train track and trains, Vehicles (cranes, diggers, cars), Photos of different buildings <i>Challenge – Can you build a model and talk about it?</i>	<ul style="list-style-type: none"> • Learn and apply new vocabulary • Ask questions to find out more information • Articulate their ideas and plans • Use talk to help work out problems and organise thinking and activities • Build respectful relationships • Use a range of construction tools competently • Develop counting and Subitising skills • Talk about immediate family and community • Recognise similarities and differences between their environment and others • Create collaboratively sharing ideas, resources and skills • Develop storylines in their play 	<ul style="list-style-type: none"> • Link to developmental stages • Children applying topic vocabulary taught in class from texts and other resources • Children organising their play and sharing resources • Children beginning to solve minor disagreements • Children working towards an agreed goal • Children talking about their own lives and giving attention to others when they speak • Children acting in a role • Children beginning to write for a purpose e.g. lists • Children completing challenges to demonstrate their understanding. 	Vocabulary Core Build, make, fit, join, fix, mend, turn, spin, move, push, clip, balance Plan, draw, write, Tall, short, taller, shorter, big, small, bigger, smaller Wood, metal, plastic, cardboard, On top, underneath, next to, beside, inside, outside, behind, in front, between Strong, bendy, hard, soft, thick, thin, clear, House, tower, town, shop, building Walls, roof, windows, door, rooms, wheel Round, flat, pointed, corner, curved, Circle, square, rectangle, triangle, semi-circle Brick, piece, Top, bottom, middle Extended Fasten, attach, connect Measure, repair, design Stack, collapse, combine, slot, rotate, twist Wide, narrow, wider, narrower, high, low Transparent, flexible, weak, rough, smooth Overhang, supports, stable, Temple, church, mosque, landmark, shelter, Frame, bridge, arch, system, structure, hinge, handle Cube, cuboid, pyramid, cone, Horizontal, vertical	<ul style="list-style-type: none"> • To teach children's next steps. • To model appropriate and new vocabulary • To support children to manage minor conflicts appropriately where needed • To offer ideas and challenges to extend play • To ask questions about their family, past events • To pose mathematical language where necessary. • To model the use of construction resources properly
	Spring Term Basket of small plastic bricks, range of wooden bricks, tubes, idea booklets, stationary and drawing implements, sound mat, shapes, non-fiction books, construction kits, magnetic tiles, marble run, road mat/track, number or letter blocks, cardboard boxes. <i>Challenge – can you build a model and write a name label?</i> Can you follow the instructions or copy the picture? Can you make a pattern?			Possible Questions	

	<p>Summer Term Range of wooden blocks, tubes (different materials) wooden structures, scales, wooden numbers, wooden animals, fine motor, ideas booklet, reference books, stationary, sound mat, rulers, measuring tape, nuts and bolts, wheels, tools, Images or books about different cultural and religious buildings and famous worldwide landmarks, material, paper clips, string.</p> <p><i>Challenge</i> – Can you plan and design a model? Can you build a model and write a sentence on a label? Can you make the scales balance? Can you order the numbers? Can you fix the resources together?</p>	<ul style="list-style-type: none"> To begin to record labels and phrases with independence 		<ul style="list-style-type: none"> Can you tell me about what you have decided to make today? Who/what/where/why in relation to model I wonder if you can make a ____? What will you need to make it? Can you tell me about the plan for ____? I wonder how we can make this sturdier. How can you make your model even better? What else could you add to it? I heard you went to ____ at the weekend. Can you tell me about it? What do you need to include in your plan? Can you label it? 	
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Writing <i>(area to be fully labelled using Communication in Print)</i>	<p>Autumn Term Alphabet display, pencil control sheets, Mark-making equipment (such as pencils) word prompts. Mark-making trays (sand, eco-friendly glitter, foam or coloured rice) Different surfaces (windows, easels, mirrors, tiles, wallpaper, whiteboards, blackboards, large clear shower curtains, cling film, tinfoil)</p> <p><i>Challenge</i> – Can you write your name? Can you copy some graphemes?</p> <p>Spring Term Sound mat (phase 2 and 3), tricky words, clipboards with paper, CVC words, captions displayed, examples of adult writing, washing line to display writing, pencils, whiteboard pens. Paper varying in size, colour, type and thickness (plain/coloured paper, cards, invitations, postcards, notepads, shopping lists, diaries, envelopes of different sizes, old stamps, paper-lined trays/tables, rolls of paper) Lower-case and upper-case magnetic letters, stones, wooden letters Topic word cards and tricky words Books, including fiction and non-fiction (such as simple word books) Stampers and ink pads</p> <p><i>Challenge</i> – Can you copy the caption? Can you write some words to match the pictures? Can you write a shopping list? Can you write a letter? Can you make some labels for role play?</p>	<ul style="list-style-type: none"> To identify initial sounds To blend sounds into words Form lower case letters correctly Spell CVC words by identifying sounds Use a range of tools competently and appropriately To show good posture (core strength) when sitting at a table To record their name independently To begin to record labels and phrases with independence using segmenting fingers To use a sound mat to support their writing. To write a word, caption, sentence on a line, using fingers spaces if appropriate. 	<ul style="list-style-type: none"> Children working on their next steps. Children recording their name independently Children forming lower case letters more accurately Children recording words, captions and sentences Children labelling their drawings and models Children beginning to write for a purpose e.g. lists Using a range of writing implements to record marks. Children completing challenges to demonstrate their understanding. 	<p>Vocabulary Core Write, writing, draw, drawing, picture, squiggle, dot, hold, marks, line, shape, pattern, letter, word, letter sound, letter shape, name, talk. Writing genres: book, list, story, letter, instructions, postcard, poster, diary, note, recipe, fiction, non-fiction. The language used when ‘talking through’ forming different movements, patterns and lines (straight, up and down, curved, spot, round, circle, wavy, cross) and shared/individual writing. Letter and number names (some or all).</p> <p>Extended Grip, sentence, caption, finger space, line, upper case, capital letter, lower case, full stop, phoneme, alphabet, spell, explain, discuss, describe, pinch, trace, curved, straight, zigzag, spiral, read, reread, check.</p> <p>Possible Questions</p> <ul style="list-style-type: none"> Can you tell me about what you are writing? Your marks look really interesting. I wonder what it says... I wonder if you can try to use our new phoneme/tricky word in your writing. Can you use any other tools to make similar marks? Who are you writing to? How could you make this part of your writing even better? 	<ul style="list-style-type: none"> To teach children’s next steps. Explore mark making/letter recording/name writing using a range of tools alongside the children. Support children with their early writing. E.g. letter formation, segmenting and blending Encourage children to make something or write about something that they will be proud to share on the writing wall. Model writing for a purpose. Model new language in conversation for children to use in their writing. Encourage children to share their work with others.

	<p>Summer Term Sound mat (phase 2 and 3), tricky words, clipboards with lined paper, small notepads, CVC words an sentences displayed, examples of adult writing, story and sentence starters, washing line to display writing. Pencils, handwriting pens. Story resources (such as story stones) to encourage storytelling and writing Themed books for children’s interests, magazines or images for children to cut and stick to create their own story/book Recordable devices for the children to record their story before they write it</p> <p><i>Challenge</i> – Can you copy the sentence? Can you sequence/ write a story? Can you write the graphemes correctly? Can you make and write a book? Can you write a letter with an addressed envelope?</p>			<ul style="list-style-type: none"> • Can you remember our punctuation pirates? • Where could we look if we are unsure of a grapheme or tricky word? • Are there any letters or shapes in your marks? • Which resources will you need? • What letters do you need to write? • Can you write about...? • How would you describe...? • What else could you add to this? • Which sounds can you hear? • How would you organise your writing? • How could you make it even better? • How would you change your writing to create a different...? 	<ul style="list-style-type: none"> • Facilitate scaffolding for the children.
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Reading /Thrive <i>(area to be fully labelled using Communication in Print)</i>	<p>Autumn Term Recognisable story books, including picture books, Books reflecting diversity, inclusion and different cultures, basket of sensory items. cushions, rugs, beanbags, comfy chairs, good lighting, cuddly toys, Key vocabulary displayed, Environmental print including logos and icons, signs, photos</p> <p><i>Challenge</i> – Can you tell a story to the cuddly toys?</p>	<p>Reading</p> <ul style="list-style-type: none"> •To learn new vocabulary •To ask questions to find out more information •To understand why listening is important •To engage in story time •To listen to and talk about stories to build familiarity and understanding •To retell a story, some from own memory, using own words and some from repetition •To identify the key themes of a story •To read for pleasure <p>Thrive</p> <ul style="list-style-type: none"> •Express feelings appropriately and recognise the feelings of others •Identify ways to moderate their own feelings •Consider another child’s perspective •Articulate needs by initiating conversations with familiar adults or peers •Use talk to organise thinking 	<p>Reading</p> <ul style="list-style-type: none"> • Children working on their next steps. • Children using the images in books to retell less familiar stories • Children to retell familiar stories by using repetitive key phrases • Children listening attentively to stories • Children using new vocabulary in their talk • Children asking questions to find out more • Children talking about which texts they enjoy • Children using their phonic knowledge to decode some words and identify common tricky words • Children completing challenges to demonstrate their understanding. 	<p>Reading Vocabulary Core Book, story, nursery rhyme, rhyme, rhythm, listen, read, bookshelf. Writer, writing, write, drawing. Pictures, page, front/back cover, title, page number, turn, top, bottom. Sounds, letter sound, letter, word. Setting, character, simple character descriptions (such as good, bad). Beginning, middle, end. Who, what, where, when, why. Fairy tale, tale.</p> <p>Extended Text, non-fiction, fiction, spine, factual, information. Author, illustrator, publish. Blurb, illustrations, print, contents, index, glossary, heading, caption, label, diagram, information, facts, upper case, lower case. Sentence, phonemes, alphabet, full stop, capital letter, finger space, digraphs, trigraph, syllable, tricky word. Poem, rhythm, repetition. Sign, poster, logo, symbol, brand. Sequence, order, Imagine Types - fantasy, mystery, adventure, science fiction, myth, traditional tale, atlases.</p> <p>Possible Questions</p> <ul style="list-style-type: none"> • Which book would you like to share? • Do you think you can tell me the story today? • What do you like about this book? 	<p>Reading</p> <ul style="list-style-type: none"> • To teach children’s next steps. • To share stories and texts with children • To pose questions to check understanding • To encourage children to repeat key phrases and talk about texts they have read • To model looking after books by holding them correctly and turning the pages carefully <p>Thrive</p> <ul style="list-style-type: none"> • To support children in moments of need when they are feeling sad, anxious, cross, frustrated. • To encourage children to use talk to explain
	<p>Spring Term Variety of fiction and non-fiction books, Range of different print-based material (comics, magazines, catalogues, menus, leaflets) shape and number books, puppets, teddies, sensory items, cushions, blankets Story sacks, story stones YOTO stories, Multilingual books to reflect languages spoken in your setting</p> <p><i>Challenge</i> – Can you read a story to the cuddly toys using Prosody? Can you reinact a story with the puppets? How do you feel today?</p>				

	<p>Summer Term Larger selection of fiction and non-fiction books, child dictionaries (children to choose from library, some to match phonics approach – label genre) Shape, number books. Range of emotion images, Colour monster display. Cushions, blankets. Parts of a book and genre word cards</p> <p><i>Challenge</i> – Can you rate the story you have read? How does the character in the story feel? Can you use the books to find out a fact and tell a peer? Can you find a character that feels like you do?</p>	<ul style="list-style-type: none"> • To access quiet/sensory space appropriately and identify when they need it 	<p>Thrive</p> <ul style="list-style-type: none"> • Children seeking out quiet time as a way to moderate feelings and find calm • Children sharing with familiar adults or their peers why they need some quiet time • Considering why another child may be using the quiet space • Identify ways to move through a problem • Children completing challenges to demonstrate their understanding. 	<ul style="list-style-type: none"> • How do you think they are feeling? • What do you think will happen next? • I wonder how they will solve that problem? • Can you tell me what you know about ____? • What do you think ____ is saying? <p>Thrive Vocabulary Calm, Quiet, Relax, Feelings related vocab E.g. Angry, cross, upset, frustrated, Overwhelmed, Breathing, Worry</p> <p>Possible Questions</p> <ul style="list-style-type: none"> • I can see that you are feeling _____. Would you like to talk to me about it? • Is there a reason you are using the quiet space at the moment? • Is there anything I can do to help you? • Would you like to share a story? • Colour monster: Can you point to the colour that shows how you are feeling? 	<p>how they are feeling or the reason why they are using the quiet space.</p> <ul style="list-style-type: none"> • To access sensory resources alongside children. • To read picture books with children as a way to help them calm. • To support children with breathing techniques.
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<p>Maths <i>(area to be fully labelled using Communication in Print)</i></p>	<p>Autumn Term Puzzles to 6, number resources, basic 2D shapes and pictures. Jigsaws Interlocking cubes Counters, Number shapes Sorting hoops Natural materials (for sorting, comparing and counting) Small world toys (for sorting, comparing and counting) Matching cards Number lines and number tracks Washing line Magnetic numbers Numeral cards, Dot cards, Number rhymes props, Pegboards Number and information books, Beads, cotton reels, threading materials Measuring containers, 1-6 dice Dominoes Clipboards, paper, pencils Mini whiteboards and pens</p> <p><i>Challenge</i> –Can you match the socks? Can you represent 1 -5? Can you order the numbers? Can you make a picture with shapes? Can you put the bear in the correct position?</p>	<ul style="list-style-type: none"> • To Sort and compare amounts/ size/ mass/ capacity including using scales. • Make simple patterns • Represent, compare, order numbers to 10 including number bonds. • Recognise different compositions and understand Subitising with numbers to 10 including use of a ten frame • Count beyond 10 including number bonds to 20 • Solve One more, one less problems • Understand add and take away, doubling and sharing equally • Verbally count to 100 • Name and explore properties of shapes (2D and 3D) • Understand and use positional language • Sequence time (e.g. timeline, months, days of week) 	<ul style="list-style-type: none"> • Children working on their next steps. • Children accessing practical resources to support calculations • Children using mathematical vocabulary in their play • Children using 5/ 10 frames to identify number and quantities, count forwards and backwards and compare amounts to 5/10 • Children accessing resources • Independently with peers. • Children completing challenges to demonstrate their understanding. 	<p>Vocabulary Core Number names, numbers, numeral. Count, count on, count back. Compare, amount, more, less, fewer, same. Higher, lower, full, empty, big/bigger, small/smaller, long/longer, tall/taller, short/ shorter, heavy/heavier, light/lighter, wide/wider, fatter/thinner, too much, big, little. Match, sort, same, different. Balance, measure, weigh, scales. 2D shape names (such as circle, triangle, square, rectangle), round, flat, straight, curvy, pointy, pointed. 3D shape names (cube, cuboid, cylinder, cone, sphere). Days of the week, months of year, clock, time, day, Pattern, repeat, first, next, before, after, continue, copy, create, sequence, order. Positional language words (such as in, on, under, next to, between, in front of, behind).</p> <p>Extended Quantity, Add, addition, take away, subtraction, altogether, equals. Coin, pound, pence, penny. Sides, corners, edges, vertices, faces, rotate, manipulate, combine, and decompose. Route, direction, forwards, backwards, right, left. Routine, events, calendar, o'clock, today, tomorrow, yesterday, week.</p>	<ul style="list-style-type: none"> • To teach children's next steps • To pose questions to encourage children to use mathematical language • To model the correct use of mathematical language • Facilitation resources to explain strategies • To model correct use of resources E.g. counting on or back using a number line • To weigh items using weighing scales. • To support children with challenge calculations
	<p>Spring Term Days of the week displayed, ten frame, selection of objects to sort by criteria, pipe cleaners and beads, dice, 2D and 3D shapes, pattern cards, numerals to 10. Sand timers Visual timetable Coins, Playing cards, Five-frames and ten-frames Double-sided counters Maths games, Number formation card, Items of different lengths (for children to compare and measure using non-standard units or rulers) Numbered baskets and bowls Repeating pattern cards and accompanying resources Numeral dice 0-9 dice</p>				<p>Possible Questions</p>

	<p><i>Challenge</i> – Can you match pairs of different items? Can you represent numbers 0-10? Can you make a number bond to 10? Can you sort the shapes into 2D and 3D? Can you make a pattern using the beads? Can you order the days of the week? Stationary including whiteboards and pens.</p>			<ul style="list-style-type: none"> • Can we compare these amounts/numbers? • How many? Which has more? Which has fewer? • What pairs did you find? • Which item weighed more/less? Taller/shorter? • I love how you have tried our challenge calculations today. What did you use to help you solve this calculation? Can you show me how you worked it out? • Can you represent a number using objects? • Which shape has more/ less corners, sides? • What is the name of this shape? • Can you tell me some number bonds? How can we prove it? • How did you...? • Show me how you... • I wonder what would happen if... • What do you notice when we...? • How much more do you have? • Can you find the number to match this set? • Can you subitise? • Can you make a repeating pattern? 	
	<p>Summer Term Ten frame, number line, selection of objects to sort and compare, numeral cards to 20, plus, minus and equals symbols, pots, criteria cards, pattern cards. Stationary, whiteboards and pens. Scales and objects to use to compare weight, Clock, Calendar, Diaries, Tangrams, Calculator Addition and subtraction calculation cards Dice with addition, subtraction and equals symbols Part-whole models, Hundred square, Shape/model cards (for the children to copy) Resources to explore capacity (such as bottles, jugs and containers)</p> <p><i>Challenge</i> – Can you order the objects using your own criteria? Can you order numbers to 20? Can you represent numbers to 20? Can you add and takeaway the objects? Can you double the counters? Can you share the resources equally? Can you label the shapes with their properties?</p>				

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Discovery <i>(area to be fully labelled using Communication in Print)</i>	<p>Autumn Term Pictures of people, houses and families from home. Body parts. Magnifiers, magnifying glass Viewers, Kaleidoscopes Timers, Sorting trays, baskets Tongs, tweezers, Beakers, different-sized containers Pictures and posters Sound telephones Torches Perspex blocks, Coloured paddles, discs, gel pads Spinners, windmills, spinning tops, Range of objects made from: foil, fabric, plastic, metal, rocks, wooden discs Wool, ribbons, elastic Objects to support enquiry, such as pine cones, sticks, feathers, bark, shells, corks, tubes, keys, Puzzles Curiosity cubes, Items collected by the children</p> <p><i>Challenge</i> – Can you make a face using stones? Can you name your features by looking in the mirror? Can you sort the textures? Can you describe what you see?</p> <p>Spring Term World map, Atlases, globe, flags, books, photographs of places visited, stationary, spring flowers, seeds, bulbs, lifecycles, butterflies, curiosity cube, child made labels. Words linked to pictures/ resources. Stopwatches Binoculars Mirrors Pipettes Colour charts Photos of investigations carried out by children Resources for</p>	<ul style="list-style-type: none"> • Learn and apply new vocabulary • Ask questions to find out more information • Use talk to help work out problems and organise thinking • Talk about immediate family and community • Recognise similarities and differences between their environment and others • Build constructive and respectful relationships • Talk about members of their family or people who are close to them • Show interest in different occupations • Recognise that people have different beliefs and celebrate different things • Understand why things happen and change. 	<ul style="list-style-type: none"> • Children applying topic vocabulary taught in class from texts and other resources • Children talking about their own lives and giving attention to others when they speak • Children asking questions to find out more • Children beginning to write for a purpose e.g. lists • Children completing challenges to demonstrate their understanding. 	<p>Vocabulary Core Names of materials, such as plastic, metal, rubber, wool, leather, elastic, paper, Names of colours, See, hear, touch, smell, feel, notice, look, think, play, Size, long, short, big, small, longer, shorter, bigger, smaller, wide, narrow Shape names, such as square, circle, pyramid, cone Straight, curved, round, flat, pointed, corner, Similar, different Push, pull, slide Light, dark, shadow, On top, underneath, beside, next to, inside, outside, between, in front</p> <p>Extended Natural, man-made, Explore, investigate, describe, explain, examine, observe, discover, experiment, invent, evaluate, curious, Measure, repair, dismantle, attach, fasten, connect, arrange Collaborate, independent, cooperate Dissolve, dry, evaporate, Stretch, squash, snap, bend, magnetic, attract, repel, Transparent, translucent, opaque, flexible, weak, smooth, texture, magnify, reflect, reflection, object, artefact</p>	<ul style="list-style-type: none"> • To teach children’s next steps. • To model appropriate and new vocabulary • To share texts with children • To pose questions to check understanding • To initiate conversation about children’s lives/past events/lives of others from different communities • To offer ideas and challenges to extend knowledge

<p>exploration of mixtures and flow, such as glitter sticks, containers, funnels Interesting artefacts, such as a model eye, skull, teeth Seasonal materials, such as plants, leaves, seeds Different materials for categorising, such as shiny, dull, hard, soft, manufactured and natural materials</p> <p><i>Challenge</i> – Can you name simple objects on a map (sea, land)? Can you match the flags? Can you label the plant? Can you make the lifecycle? Can you sort what a plant may need to grow?</p>	<p>Summer Term Occupation books, display of family member and jobs, examples of recycling Cameras, Telescope, ID cards, non-fiction books, leaflets Measuring equipment, such as thermometers, compasses, tape measures, rulers, Magnets, such as paddles or horseshoes Metallic and non- metallic objects Springs, Pendulums, clocks, cogs, mechanisms Insects or plants in resin blocks Objects to dismantle, including appropriate tools, Selection of resources to support the creation of labels, signs, annotated drawings</p> <p><i>Challenge</i> – Can you find out about what you want to be? Can you sort the materials to recycle? Can you write down some facts? What can you feel, see, and hear? Can you take the object apart using the tools?</p>	<ul style="list-style-type: none"> • Sequence events that they have experienced or that they have recently learnt about. • Show care and concern for environments • To begin to record labels and phrases with independence 		<p>Possible Questions</p> <ul style="list-style-type: none"> • Can you tell me more about... ? • Can you describe the different parts? • What have you found out? • How do you think this works? • What can you see that is the same/ different? • I wonder what would happen if you put this here. • Can you draw a picture or make a sign to show what you discovered? • What do you notice? • When/where have you seen one of these before? • I've not noticed that before. How might I... ? • Can you tell me what you are doing? • What are you going to try next? • What do you think about... ? • Why do you think that happened? • I wonder how that could be done safely. • Why might that not work? • How does this make you feel? • I wonder what you found out. • What are you going to take a photo of? Why? • How would you use this? • What does it feel/smell/look/sound like? • Can you see anything that could help us to do that? • What else do you need? • I wonder how we could find out...? 	
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<p>Role Play (area to be fully labelled using Communication in Print)</p>	<p>Autumn Term A range of role-play pots and pans, plates, bowls, spoons and cutlery Table and chairs Role-play kitchen equipment (such as sink, oven, toaster and fridge) Plastic role-play food items (such as fruits, vegetables, cakes) Dressing-up accessories (such as hats, coats, bags, aprons)Dolls, cots and pushchairs</p> <p><i>Challenge</i> – Can you make a meal for the baby? Can you use the right equipment? What do we need to wear in Autumn?</p>	<ul style="list-style-type: none"> • Develop a storyline in their pretend play • Talk about members of their family or people who are close to them • Show interest in different occupations • Recognise that people have different beliefs, likes and dislike and celebrate different things • Express their feelings and consider the feelings of others • Build constructive and respectful relationships 	<ul style="list-style-type: none"> • Children working on their next steps. • Children acting in role as a character • Children using talk to organise their roles/share resources • Children acting in role as people from different occupations • Children using their knowledge of different celebrations in their play • Children being kind to one another and 	<p>Vocabulary Core House, home, room, kitchen, bedroom, sitting room, dining room, lounge. Window, door, walls, pictures. Family, mum, dad, sister, brother, baby, aunt, uncle, grandma, grandpa, step-mum, step-dad. Oven, fridge, toaster, table, chair, microwave, sink. Knife, fork, spoon, plate, bowl, cup. Box, tub, bottle. Dinner, lunch, breakfast, snack. Names of food items, fruit, vegetables. Dressing up, clothes, costume, hat, bag, coat, handbag. Vocabulary associated with feelings (such as 'happy', 'sad', 'angry', 'worried', 'frightened').</p> <p>Extended Home corner, role-play area. Grandparents, cousin, neighbour. Character, role, role play, pretend, imagination, imagine. Saucer, dish, cutlery. Recipe, ingredients, instructions. Packet, carton, tin. Jacket, shoes, jewellery, accessories, newspaper.</p>	<ul style="list-style-type: none"> • To teach children's next steps. • To observe the role that children take in their play • To introduce and model new language in relation to what is being taught • To take on a role to model appropriate use of the area • To support children to work through minor conflicts where necessary • To initiate conversation about children's lives/past events/lives of
	<p>Spring Term Wooden food, chopping boards, kettle, teapots, cutlery, utensils, babies, clothes and material, shopping list, recipes, phone book, telephone, computer, Writing opportunities (such as shopping lists or telephone messages) Other types of role-play kitchen equipment and utensils (such as sieves, whisks, chopping boards, rolling pins, jugs, cake tins) Party decorations, party hats, pretend cake, pretend candles</p>				

	<p><i>Challenge</i> – Can you follow the recipe to make a meal? Can you write a shopping list? Can you take a message? Can you phone a character? Can you share the meal out?</p>		<p>considering each other’s feelings</p> <ul style="list-style-type: none"> • Children reflecting on their own experiences and re-enacting in play • Children beginning to write for a purpose e.g. lists • Children completing challenges to demonstrate their understanding. 	<p>Possible Questions</p> <ul style="list-style-type: none"> • Can you tell me about what you’re doing? What are you busy planning for? • What is happening in the house today? • What are you making/eating? • What do we need at the shop? • Can you follow the recipe? • Can you compare the old and new technology? • Who are you pretending to be? • Who else is in the house with you? • What could we use? • How could we make...? • What are you wearing? • What do you know about...? • What might happen next? • Has everyone got a role? • Who do you think might live here? Who do you think would live in a cottage/ house in the woods/town? • How do you think this is used? • What is your role? • Who do you think is calling us on the telephone? Could you take a message? • What recipe shall we make? • What is for lunch/dinner/breakfast today? • Can you tell your friend how you set this up? 	<p>others from different communities</p> <ul style="list-style-type: none"> • To offer ideas and challenges to extend play
	<p>Summer Term Loose parts as food, chopping boards, cutlery, utensils, cake cases, bowls, recipes, shopping list (more advanced vocab) phonebook, telephone, washing line with pegs, cleaning supplies, historical items, clipboards with message pad, shopping list, stationary. Reading opportunities (such as recipe books, newspapers, books, catalogues) Clocks Weighing scales Calendar Materials for children to use to create their own props to support their play Photos, pictures or role-play versions of less familiar kitchen utensils (such as pasta makers, pestle and mortar, tagines and woks) Plants (real or artificial) Lengths of material to create their own dressing-up outfits or accessories for the home Photo frames for children to create pictures to hang on the wall</p> <p><i>Challenge</i> – Can you write a recipe and make a meal? Can you take a message? Can you write a shopping list for the recipe? Can you name the historical items and use them correctly? Can you half the food to share? Can you make your own costume?</p>				

Area	Resources & challenges	Objectives	What should see?	Vocabulary/Questions	Role of the Adult
Making (area to be fully labelled using Communication in Print)	<p>Autumn Term Basic colouring sheets, selection of colour pencils, paint, simple examples of art displayed, aprons, scissors, D&T display (joining materials) Aprons Mirrors, Junk modelling materials, such as cardboard boxes, cardboard rolls, bottles of different sizes, Glue sticks, sticky tape, masking tape and dispensers Scissors, Paper and card of different sizes and colours Cotton wool, Ribbon, wool Liquid colour paint Stencils, stamps Easel, Paintbrushes, sponges and paint dabbers Felt-tip pens, coloured pencils, wax crayons Stickers, paper and foam shapes, Pom-poms, pipe cleaners, lolly sticks</p> <p><i>Challenge</i> – Can you colour in the lines? Can you practice using scissors? Can you paint the picture displayed?</p> <p>Spring Term Colouring sheets, larger selection of coloured pencils, fat crayons, scissors, junk modelling, paper, paint, more advanced examples of art displayed, more advanced D&T display (joining materials) Colour mixing display. Paper bags, bottle tops</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make models • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To design purposeful, functional and appealing products for themselves and others • To generate, develop, model and communicate their ideas through talking, drawing, templates • To select from and use a range of tools to perform practical 	<ul style="list-style-type: none"> • Children working on their next steps. • Children using a range of materials to make models and designs • Children talking about what they have made with friends and adults • Children explaining why they have chosen particular tools or skills • Children making creations and using them in their play or coming back to them at a later time 	<p>Vocabulary Core Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush Colour names Mix, make Light, lighter, dark, darker Join, cover, fold, Cut, snip, stick, sticky Pattern, mark, colour, press Draw, drawing, lines, paint, colour in Bumpy, rough, smooth, wide, long, narrow Positional language words, such as on, next to, inside and under Extended Wrap, fix, combine, fasten, connect, build, create, decorate, details Describe, alter, amend, adjust Explore, investigate, trial and error, practise Spread, fill, swirl Dab, shade, tone, smudge, blend, Create, plan, design, method, strategy Texture Imagine, imagination Names of more advanced materials, such as pastels, charcoal</p>	<ul style="list-style-type: none"> • To teach children’s next steps. • To model how to use resources correctly • To model particular skills linked to objectives • To enquire about children’s designs and creations • To support children with difficult aspects of their work • Encouraging children to improve and further develop their work • To offer ideas and challenges to extend play

	<p>PVA glue, paper clips, elastic bands Thick card, thin hardboard, plastic trays, tubes, straws, cardboard tubes, Patterned scissors String, thin rope Textured materials, pebbles, pasta, buttons, Coloured powder paint, measuring spoons, mixing palette, water spray, Different-sized paintbrushes, rollers Coloured chalks, interesting items that children could draw, such as flowers Tin foil, wrapping paper, tissue paper</p> <p><i>Challenge</i> – Can you use the correct colour? Can you make a model using junk and describe it? Can you make any new colours with paint? Can you paint the picture displayed?</p>	<p>tasks. E.g. cutting, shaping, joining and finishing</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> • Children using a range of tools safely and appropriately • Children making a plan for their work before making it • Children sharing resources • Children beginning to write for a purpose e.g. lists • Children completing challenges to demonstrate their understanding. 		
	<p>Summer Term</p> <p>Mindfulness colouring sheets, coloured pencils including skin colours, small crayons, scissors, junk modelling, paper, mixed paint colours, more advanced examples of art displayed, more advanced D&T display (joining materials), art books, colour mixing display fasteners of different sizes, such as paper fasteners (split pins), paper clips, treasury tags Fabric cut-offs, including a variety of sizes, colours, patterns and textures Natural materials, such as leaves, pine cones Printing materials Pencils of different grades, charcoal, pastels</p> <p><i>Challenge</i> – Can you complete a colouring sheet? Can you use the skin colours? Can you make a junk model and label it? Can you paint the picture displayed? Can you find an image in a book you would like to create? Can you use the D&T techniques we have learnt? Can you mix new colours?</p>			<p>Possible Questions</p> <ul style="list-style-type: none"> • What would you like to create? • How do you think you can create it? • What colours can you use? • What textures can you feel? • What materials could you use? • What would happen if you mixed these colours together? • How could you plan your design? • How could you join these pieces together? • Can you add anything else to your picture? • If you made this again, what would you do the same/different? • What did you use to make your model? • Can you tell me about your creation? • How could you decorate that part? • Is that method working? What could we try instead? • Can you draw a picture/take a photo of your creation? • Tell me what you found out. 	

Area	Resources & challenges	Objectives	What should see?	Vocabulary/Questions	Role of the Adult
Snack	<p>Autumn Term</p> <p>Snack mats with images, fruit with labels displayed, books</p> <p><i>Challenge</i> – Can you get a snack and drink by yourself? Can you talk about the images on your mat? Can you put your things away?</p>	<ul style="list-style-type: none"> • Build respectful relationships • Talk about immediate family and community • To identify initial sounds • To blend sounds into words • To show good posture (core strength) when sitting at a table • Use talk to help work out problems and organise thinking • Develop mathematical problem solving. 	<ul style="list-style-type: none"> • Children talking about their own lives and giving attention to others when they speak • Children using new vocabulary in their talk • Children being kind to one another and considering each other's' feelings • Children completing challenges to demonstrate their understanding. • Children being independent in selecting snack and tidying away when finished. 	<p>Vocabulary</p> <p>Orange, apple, pear, banana, carrot, eat, healthy, manners, independent, drink, texture, taste, senses, feel, see, smell, like, dislike, sweet, sour, sharp, chewy, rough, soft, hard, red, yellow, green, orange, hygiene, wash, clean, dispose</p>	<ul style="list-style-type: none"> • To teach children's next steps. • To support their health and self-care. • To model appropriate and new vocabulary • To support children to manage minor conflicts appropriately where needed • To pose questions to check understanding
	<p>Spring Term</p> <p>Snack mats with graphemes (phase 2/3), books, introduction of paying for snack (relating to number focus), unusual food items with labels displayed.</p> <p><i>Challenge</i> – Can you pay for your snack? Can you read the graphemes on your snack mat?</p>	<ul style="list-style-type: none"> • Understand how to live a healthy lifestyle 		<p>Possible Questions</p> <ul style="list-style-type: none"> • I heard you went to ____ at the weekend. Can you tell me about it? • Can you tell me what you know about ____? • I love how you have tried our challenge calculations today. What did you use to help you solve this calculation? Can you show me how you worked it out? 	<ul style="list-style-type: none"> • To engage in discussion about thoughts and feelings • To support children with challenge calculations • To pose questions to encourage children to use mathematical language

	<p>Summer Term Variety of snack mats- graphemes (phase 2/3) and sentences, books, paying for snack (relating to number focus) more unusual food items with labels displayed.</p> <p><i>Challenge</i> – Can you pay for your snack? Can you read about your snack? Can you read the sentences on your snack mat? Can you talk about your food?</p>			<ul style="list-style-type: none"> • How are you keeping healthy? Have you washed your hands? Is that a healthy snack? What about your teeth? 	<ul style="list-style-type: none"> • To take on a role to model appropriate use of the area • To offer ideas and challenges to extend play
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Area	Resources & challenges	Objectives	What should see?	Vocabulary/Questions	Role of the Adult
<p>Small World <i>(area to be fully labelled using Communication in Print)</i></p>	<p>Autumn Term Small selection of people, animals, house and furniture, simple small world scenes set up for children. Words linked to scene. Small and large construction bricks, large activity trays, sand trays Coloured scarves and fabric Story books, Hand, stick and finger puppets with a puppet theatre, Cars and vehicles, such as boats, road, train track and road signs, Familiar buildings and places, such as a farm, zoo, park and rockets, Threading and posting toys Construction sets Dinosaurs Small world characters from familiar story themes, such as pirates, superheroes and emergency services Range of familiar animals, such as jungle animals, ocean animals, arctic animals and <i>pets</i></p> <p><i>Challenge</i> –Can you reenact a familiar scene? Can you tell a story? Can you put the resources away when finished?</p>	<ul style="list-style-type: none"> • Talk about immediate family and community • Develop a storyline in their pretend play • Talk about members of their family or people who are close to them • Show interest in different occupations • Recognise that people have different beliefs, likes and dislike and celebrate different things • Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> • Children working on their next steps. • Children applying topic vocabulary taught in class from texts and other resources • Children talking about their own lives and giving attention to others when they speak • Children being kind to one another and considering each other's' feelings • Children incorporating cross curricular knowledge (e.g. number, reading) 	<p>Vocabulary Core Build, building, make, join, fix, mend, change, together, tall, short, long, wide, deep, Pattern, shape, corner, side, wall Push, pull, pick up, carry, Travel, road, move, fly, drive, turn, Story, retell, first, once upon a time, end, Name of settings, e.g. airport, zoo, park, space, farm Inside/outside, light/dark, Feelings vocabulary, e.g. happy, sad, angry, worried Directional vocabulary, e.g. in, on, under, up, down, forwards, backwards, behind, high, low Character, people, animal, place, setting, job</p> <p>Extended Pretend, imaginary, adventure, retell, beginning, describe Design, construction, construct, assemble, connect, circuit, mechanic, separate, thread,</p>	<ul style="list-style-type: none"> • To teach children's next steps. • To model appropriate and new vocabulary • To ask questions about their family, past events • To take on a role to model appropriate use of the area • To offer ideas and challenges to extend play • To observe the role that children take in their play

	<p>Spring Term Books displayed, multicultural people, Small world characters from familiar stories, fairy tales, TV or films. larger selection of animals, houses, and scenery Foliage, artificial flowers (seasonal) Words linked to scene. Doll's house, doll's house furniture, such as tables, chairs, beds, bath or cooker, Photographs, including small photos of the children, Pictures of different settings as stimulation Artificial grass, lino, tin foil, carpet</p> <p><i>Challenge – Can you add to the small world scene? Can you recreate a story? Can you find some ideas in the books? Can you add to the scenery?</i></p>	<ul style="list-style-type: none"> • Build constructive and respectful relationships • Recognise that people have different beliefs and celebrate different things • Recognise similarities and differences between their environment and others • Show interest in different occupations 	<ul style="list-style-type: none"> • Children completing challenges to demonstrate their understanding. 	<p>unthread, attach, enclose, edge, border, fence, surround, entrance, exit Place, local, nearby Transport journey, manoeuvre, emergency Name of areas, e.g. town, village, hamlet, city, world Compass directions, left, right, besides, between, reverse, underneath, rotate, map, steer, track, route, path, course, footpath, bridleway, runway, plough, sail, float, orbit Language associated with different situations, e.g. sorting out problems, enquiring, complaining</p>	<p>Possible Questions</p> <ul style="list-style-type: none"> • Who are the characters in your scene? Where are they going? What are they doing? Can you describe them? • Where are they? What is the season? • Why do the characters look different or the same? • What ideas have you found in the books? • What story are you reenacting? • What jobs do the people have? What job would you like to have in the future? • Can you tell me about what you're doing? • How shall we set it up/where shall we put...? • How could we make...? • What might happen next? • Can we draw a map? • Do you recognise this character? • Do you know the story of...? • How could you make it even better? • What else could you add to that? • What do you think we could call this scene? Why?
	<p>Summer Term Large selection of multicultural people, Animals organised into animal groups, Open-ended resources, such as shells, pine cones, twigs, stones, log slices, pebbles, seaweed, moss, buttons, small pieces of material and lolly sticks, houses, more advanced books displayed. Words linked to scenes? Peg dolls, Themed small world resources, , Story cards and images from familiar stories, Clipboards, pens and paper, Recording devices, such as a camera or tablet</p> <p><i>Challenge – Can you create your own small world scene? Can you make up your own story? Can you find some ideas in the books? Can you take a photograph of your creation? Can you write the labels and signs?</i></p>				

Area	Resources & challenges	Objectives	What should see?	Vocabulary/Questions	Role of the Adult
Computing <i>(area to be fully labelled using Communication in Print)</i>	<p>Autumn Term Examples of old technology.</p> <p><i>Challenge – Can you talk about what you can see?</i></p>	<ul style="list-style-type: none"> • Explore and talk about different types of technology • Play on a touch screen app, typing letters with increasing confidence. • I can use a painting program and explore the paint and brush tools • Scan a QR code to listen to stories or rhymes • Take a photograph and discuss what has been done. • Recognise that information can be found online or in books. • Use a laptop to complete a program. • Enter a simple sequence of commands. • Follow a simple algorithm • Listen to stories on a YOTO player. 	<ul style="list-style-type: none"> • Children working on their next steps. • Children applying topic vocabulary taught in class from texts and other resources • Children using technology in different areas of the classroom • Children applying new learning to use technology. • Children being safe using technology or reporting issues to adults • Children completing challenges to demonstrate their understanding. 	<p>Vocabulary Log in, log on, numbers, letters, app, screen, photograph, QR codes, song, story, draw, paint, create, move, listen, dance, program, algorithm, interactive, safety, laptop, Ipad, YOTO, whiteboard, technology</p>	<ul style="list-style-type: none"> • To teach children's next steps. • To model appropriate and new vocabulary • To take on a role to model appropriate use of the area • To facilitate different technology. • To demonstrate accessing and using technology. • To keep children safe on technology and listen to children report issues. • To offer ideas and challenges to extend play
	<p>Spring Term Ipads, QR codes (nursery rhymes, WBD stories), YOTO player.</p> <p><i>Challenge – Can you log into the Ipad using the code? Can you listen to a nursery rhyme using the QR code?</i></p>			<p>Possible Questions</p> <ul style="list-style-type: none"> • What are you playing on the Ipad? How did you access it? • What are you creating? What tools did you use? • How long have you been on the Ipad? Is it healthy to be on there for a long time? 	

	<p>Summer Term Ipads, QR codes (stories), YOTO player (stories, songs), Bee-bots and mats, Purple Mash with laptop, IWB.</p> <p><i>Challenge</i> – Can you take a photograph using the Ipad? Can you listen to a story using a QR code? Can you complete a challenge on Purple Mash? Can you draw a picture using the paint program?</p>	<ul style="list-style-type: none"> • Understand how to live a healthy lifestyle and stay safe online. • Accessing technology independently (e.g. logging in) 		<ul style="list-style-type: none"> • Which stories did you enjoy listening to most • How can you stay safe online? • How could we find out more information about that? 	
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