

Unique child

All resources are appropriate for the all the stages and ages of our children.

The resources are made accessible for all.

Learning opportunities are planned to cater for all ages and abilities. Ongoing observations are made in order to plan for and meet the developing needs of each child and build on individual interests.

Outdoor Learning



Positive relationships



Turn taking and sharing are reinforced and encouraged. Children are encouraged to communicate and negotiate with their peers.

Outdoors supports & encourages social interaction and working together.

An adult is always on hand for support, participation and at times adult led activities.

Enabling Environments



We have a well resourced outdoor area which is easily accessible to the children.

Resources reflect all areas of the curriculum and allow for child initiated as well as planned activities across the curriculum.

We recognise the value of observations and assessments made during outdoor play and how these relate to children's learning & interests which is reflected back in our planning.

Outdoor activities are planned for and accessible everyday. Added resources/activities are planned and differentiated to offer a variety of experiences and learning outcomes.

Learning and development

All outdoor activities offer the potential and resources to extend play and learning.

Outdoor play incorporates all six areas of learning and a wide range of resources are available to provide exciting & stimulating learning experiences. Problem solving, Speaking & listening and Social skills are developed.

Knowledge & Understanding of the World and Physical Development are developed through practical hands-on real life experiences. Creative development is developed.

Outdoor basic provision



A safe, secure outdoor area that is attractive and welcoming.

Clear areas for creative, environmental, imaginative and physical play.

A shaded area for sunny weather, mats, seating, quiet area, natural features such as trees, bushes, logs etc

Literacy & Numeracy areas with easily assessable resources. Box of mark making materials- chinks, rolls of paper and blackboard. Word mats in areas.

A secure shed with shelving to store equipment

Raised beds for planting flowers and vegetables Small child sized gardening tools, wheelbarrow, brushes and spades, trowels, sieves

Large apparatus, wheeled vehicles- bikes, prams, wheelbarrows, balance equipment, obstacle course etc Beanbags, balls, space hoppers, bats, hoops, quoits- different shapes and sizes and textures. A range of large construction materials for big builds e.g., crates, bricks etc. A range of portable plastic boxes, clearly labelled

Natural materials- leaves, twigs, bark, gravel, stones, grasses, straw, seeds

Trucks, buckets and containers for transporting toys, materials and equipment

Outdoor music area. Mud kitchen: pots and pans, spades, sand, pasta, water bowls, kitchen utensils

Investigating equipment: magnifying glasses, bug pots, spoons

Umbrellas, raincoats, wellington boots, sun hats/caps

Enrichment/ Extension

Sand, water, wet peat, compost, gloop, paint, dough and other messy materials- squeeze bottles, squirters, hoses and watering cans

Balloons, scarves, bubbles and bubble machine, material and ribbons for weaving in and out of fences, shatterproof mirrors

Small world- various to coincide with theme

Outdoor pop up tent and tunnels, plastic guttering, rope, cardboard, wooden boxes, pieces of fabric

A range of dressing up clothes and props

Signs, maps, road signs to enhance play

Resource boxes related to various themes eg rainy day, snowy day, mark making, explores, mini beasts, weather,

Walkie talkies, digital cameras, mobile phones

Outdoor Play Key Learning Opportunities

To explore, investigate, enjoy and appreciate the outdoor area using all their senses.

To explore & find out about their environment.

Ask questions about Why things happen, How things work & about physical features. Express opinions

Look closely at similarities/differences & notice change.

To take risks and negotiate with others when using and sharing equipment. Work as part of a group.

Interact, take turns in conversations & negotiate plans.

Use talk to imagine & recreate roles & experiences.

Extend vocabulary and write for different purposes.

Show an awareness of space & others

Select & use activities & resources independently

Use a range of small & large equipment safely & with increasing control & co-ordination.

To explore & work on a larger scale

To recognise the importance of exercise and to show an awareness of the effects of exercise on their body.

To explore sounds, voices and musical instruments

Continuous Provision Outdoor Learning



To show the children how to take responsibility for selecting and tidying away resources and equipment...sing songs, use timers, count, make it fun

Teach children safety rules and how to use equipment and resources safely eg climbing and jumping off equipment, look carefully when running around, carrying/moving equipment, throwing balls and riding bikes etc. Support individual children to develop specific skills and to encourage independence in physical activities- extend and develop skills as appropriate

Encourage and develop language and vocabulary appropriate to actions, skills, equipment and play

Provide choices for children in different activities- role play, games, apparatus, sand, creative etc

Encourage the children to question and explore, observe and talk about the surroundings, environment, resources and equipment

To work alongside the children and support them in their activities, explorations and play.

Model behaviour, actions and language and encourage children to take a lead in activities, to take initiatives and develop spontaneity. Ask open ended questions." What if.....?"

Assessment *Look, listen & note*

PSED Can they work together, share and take turns? Are they able to select and return resources needed for a task? Do they take risks and tackle problems? Can they concentrate and persevere until a task is completed?

C&L Do they talk about activities and reflect on and modify what they are doing? Do they give and receive verbal instructions? Do they listen and take note of other people's ideas and thoughts? Do they write for different purposes?

Maths Do they use the appropriate vocabulary linked to size, shape and capacity? Can they estimate which container holds more? Do they count accurately and use language such as 1 more? Do they understand and use positional language? Do they recognise patterns in the environment?

UW Do they naturally explore the outdoors? Do they ask questions/ respond to suggestions? Are they able to suggest reasons for how and why things happen? Do they construct with a range of resources adapting were necessary?

PD Do they consider the safety of others as they move around? Do they make optimum use of the space available? Do they use the equipment safely and appropriately?

EA&D are they able to express their ideas in a variety of creative ways- music, art, dance.

Adult role





Unique child



All sand/water and added resources are appropriate for the stages and ages of our children.

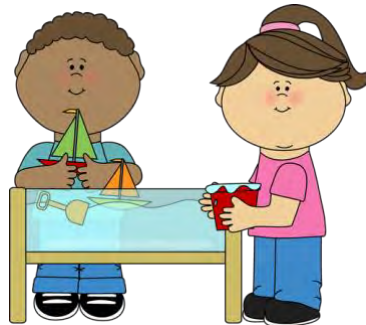
The sand, water and mud kitchen is made accessible for all.

Activities & resources encourage independent learning & exploration.

Children are encouraged and supported in washing their hands after play and water changed daily.

Sand, water and the mud kitchen offer on-going opportunities to make observations in order to plan for and meet the developing needs of each child and build on individual interests.

Sand, Water Mud Kitchen



Positive relationships

Turn taking and sharing are reinforced and encouraged.

Children are encouraged to communicate and negotiate with their peers.

Water chute and Mud kitchen activities provide opportunities to work as a team, share resources, plan & negotiate. An adult is always on hand for support, participation, and to ask open-ended questions in order to support the development to ideas. At times adult led activities focusing around sand/water.

Enabling Environments

We recognise the value of observations and assessments made during sand/water/ mud play.

Sand and/or water are made available indoor and/or outdoor everyday.

Added resources/activities with sand/water are planned and differentiated to offer a variety of experiences, challenges and learning outcomes.

Aprons and boots are made available



Learning and development



All sand/water and mud kitchen activities offer the potential and resources to extend play and learning.

Sand/water/ mud kitchen play incorporates all six areas of learning according to the activity. Problem solving and language skills are developed in the sand/water/ mud kitchen areas.

Activities develop both gross and fine motor skills.



Mud kitchen Basic Provision

Digging area
Sand pit.

Pots, pans, bowls, buckets, jugs, spades,
sieves, shovels, spoons in a variety of sizes.
Cake pans, cup case pans, cups, plates,
bowls, whisks, kitchen utensils.
Natural materials-sand, gravel, twigs, shells,
pebbles, logs, compost, stones, ice or water
Portable writing materials box
Aprons and wellington boots.



Enrichment/Extension

The provision of different props and resources
to influence the type of play
Introduce mark making tools & equipment to
develop early writing & pattern making skills.
Introduce recipe cards for children to follow the
make their own.
Introduce specific tools and equipment to
develop mathematical vocabulary and
understanding of different concepts eg various
moulds and containers
Introduce natural materials such as
grass, acorns, twigs, stones, shells
Introduce ingredients such as pasta,
rice, spaghetti, vegetables, herbs
messy play resources, gloop.



Mud Kitchen Key Learning Opportunities

Interact with others, sharing & taking turns fairly.
To investigate and explore equipment, materials
and change
To show curiosity, observe and manipulate
objects
To develop language skills and extend vocabulary
To use their senses then ask questions and talk
about what they see, feel, smell and hear
To make choices and develop independence
To link cause and effect to their own experience
To be creative and inventive-adding props,
developing stories etc.
Explore weight, capacity, texture, form and
develop associated vocabulary.

Continuous Provision Mud Kitchen

Adult role



Support play – Adopt different role, demonstrate how to share resources and take turns as well as interacting appropriately. Ask questions: What materials are you using? How did you? What does it feel like?
What are you going to make? What will you need for? What do you think about your

Extend play - Use additional/ new vocabulary, story language, introduce and model use of new resources.
Question= "What if....."

Be a good role model – Model use of materials and encourage interest, include technical language e.g. the names of equipment and materials, mathematical language. - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner. Language related to touch and actions:- cold, warm, hard, soft, squashy. pinch, twist, stretch, roll, squeeze, pat.

Talk about how much fits in the tubs, which is the biggest, holds more, which holds least. Look for patterns and shapes. Compare sizes and shapes. Sort items for different reasons. planning a project with the children- encouraging them to make decisions about which resources will be needed. Show them how to be polite, concern and care for resources. Join in conversations, encourage listening, listen to children's ideas- try to implement. Use open-ended questions to promote sustained shared thinking.

Encourage problem solving, making decisions, negotiating planning, asking questions, talking about observations,& experiences, expressing feelings appropriately and developing responsibility.

Assessment *Look, listen & note*

PSED Do they work as part of a team, taking turns and sharing?

Are they able to select and return resources?

Are they able to make choices and decisions?

Can they maintain concentration, preserve solve problems and adapt ideas.

C&L Do they know the names of the equipment they are using? Do they use descriptive language-trickle, pour, mould and squeeze?

Do they clearly communicate their ideas and listen to ideas of others. Can they talk about their observations?

Maths- counting, total in a set etc.

SSM- Do they use appropriate vocabulary related to capacity, 2D and 3D shape, length, weight, etc.

Do they use positional language?

UW- Are they developing an awareness of the properties of different materials? E.g. wet and dry sand, water and ice etc.

PD- Motor skills. Can they dig, mould, manipulate the different materials? Do they explore using tools safely and with control.

CD- How do they use the resources to develop and extend their imaginative play? Do they transform objects; using their imagination to turn one object into another? Do they explore texture and form?



Sand & Water Basic Provision



Buckets, pots, spades, sieves, shovels, spoons in a variety of sizes
Drain pipes, water stands, water channels.
Sand/ water wheel
Animals-minibeasts, dinosaurs, wild animals, fish and other underwater creatures
Play people
Vehicles- cars , boats etc
Trucks, diggers, road signs
Portable writing materials box
Natural materials-sand, gravel, twigs, shells, pebbles, logs, compost, stones, ice or water
Bricks and construction equipment to make houses
Recycled materials eg boxes and tubes etc.

Enrichment/Extension

The provision of different props and resources to influence the type of play
Create different settings- to develop creativity and imagination a desert, building site, under the sea, dinosaur wonderland, winter wonderland- use ice and observe the changes that take place, a road way, a tropical rainforest- use of natural materials such as grass and twigs etc
Introduce specific tools and equipment to develop mathematical vocabulary and understanding of different concepts eg various moulds and containers,
Introduce mark making tools & equipment to develop early writing & pattern making skills.

Sand and Water Key Learning Opportunities

Interact with others, sharing & taking turns fairly.
To investigate and explore equipment, materials and change
To show curiosity, observe and manipulate objects
To develop language skills and extend vocabulary
To ask questions and talk about what they see, feel, smell and hear
To make choices and develop independence
To link cause and effect to their own experience
To be creative and inventive-adding props, developing stories etc.

Continuous Provision Sand & Water Play



Adult role

Support play – Adopt different role, demonstrate how to share resources and take turns as well as interacting appropriately.
Extend play - Use additional/ new vocabulary, story language, introduce and model use of new resources
Be a good role model –include technical language e.g. the names of equipment and materials, mathematical language. Talk about how much fits in the tubs, which is the biggest, holds more, which holds least. Look for patterns and shapes. Compare sizes and shapes. Sort items for different reasons. planning a project with the children- encouraging them to make decisions about which resources will be needed. Show them how to be polite, concern and care for resources. Join in conversations, encourage listening, listen to children's ideas- try to implement.
Encourage problem solving, making decisions, negotiating planning, asking questions, talking about experiences, expressing feelings appropriately and developing responsibility ie taking the lead in different projects. Question= "What if....."

Assessment Look, listen & note

PSED

Do they work as part of a team, taking turns and sharing?
Are they able to select and return resources?
Are they able to make choices and decisions?
Can they maintain concentration, preserve solve problems and adapt ideas.

C&L

Do they know the names of the equipment they are using? Do they use descriptive language-trickle, pour, mould and squeeze?
Do they clearly communicate their ideas and listen to ideas of others.

Maths- counting, total in a set etc.

SSM- Do they use appropriate vocabulary related to capacity, 2D and 3D shape, length, weight, etc.
Do they use positional language?

UW- Are they developing an awareness of the properties of different materials? E.g. wet and dry sand, water and ice etc. Can they explore scientific concepts such as floating and sinking.

PD- Motor skills. Can they dig, mould, manipulate the different materials?

CD- How do they use the resources to develop and extend their imaginative play?



Unique child

Our role play area is accessible to all ages and stages of development and abilities and appeal to both genders. Our role play reflects diversity within a variety of communities. Role play offers on-going opportunities to make observations in order to plan for and meet the developing needs of each child and build on individual interests.

Role Play and Small World



Positive relationships

Our role play supports and encourages social interaction and working together. Role play and small world provides opportunities for speaking, listening and language development with others. Parents can play a part in supporting and contributing to our various role plays with resources and equipment. All adults are an integral part of supporting and engaging children within the role play area and helping support the extension of children's ideas. All children are encouraged to contribute ideas, help set up, make props and take part in role play and small world play. All ideas are valued and encouraged. Children are encouraged to listen to and take on board the ideas of others and show sensitivity to each other's thoughts, feelings and ideas.

Enabling Environments

We understand the value of observation within the role play related to children's learning and interests which is reflected back to our planning.

Access to role play is available both indoors and outdoors on a daily basis.

Our role play is planned according to our topics and trips within the community.

Small world and story trays related to our topics, the children's everyday experiences and interests are offered on a daily basis.

Added resources/ activities are planned & differentiated to offer a variety of experiences & learning outcomes.

Resources are easily accessible and available for children to make and add their own resources and props to support their play ideas.

Learning and development

Our role play offers a wide range of planned resources and offers opportunities to extend play based on children's learning and interests. Our role play supports and develops learning within all six areas of the foundation stage. Boys and girls role play is encouraged, and the role play opportunities are not gender specific. The children are involved in the planning and construction of our role play areas and story trays.

Basic Provision



Various large domestic role play equipment

Food, utensils, baskets,
Pots, pans, plates, serving spoons etc
Table cloth, flowers/pot plant
Cleaning/laundry equipment, Hoover
Cutlery/storage trays,
Phone, note pad & pens

Dolls house, car mat & vehicles, train set, farm, outdoor story tray with dinosaurs, minibeasts, fairies, animals

Enrichment ideas



For each topic there will be an indoor and/or outdoor role play area and small world or story tray linked to the theme for example, Flower shop, space rocket, Santa's workshop, Garage, Vets, fitness centre, castle.

Provide independent opportunities for numeracy & literacy learning – comics, books, magazines, phone, phone/ address book, calendar, match up place mats, clock, timer, shopping lists, phone messages, birthday cards, number lines, word mats, clip boards, order forms, log books, note pads
Creative link - Make props

Role Play & Small World Key Learning Opportunities

Engage in imaginative and role play based on own experiences
Express and communicate ideas and feelings through imaginative play
Use language to imagine/re-create roles and experiences
Develop self esteem, confidence and independence.
Share, take turns, and negotiate roles with peers

Continuous Provision Role Play & Small World

Adult role



Support play - adopting different roles, sharing resources, taking turns and interacting appropriately.

Extend play – additional/new vocabulary, story language, introduce/ model use of new resources

Be a good role model – a reader & writer of letters, shopping lists, phone numbers, etc. Show politeness, concern, care for resources.
Join in conversations, encourage listening, listen and respond to children's ideas

Encourage problem solving, making decisions, responsibility
Observe

Assessment *Look, listen & note*

PSED Can they work as part of a group, sharing & taking turns fairly? Can they express their own ideas & take into account the needs & ideas of others? Are they confident to take a part in role play?

C&L Do they use language to imagine & recreate roles & experiences? Do they interact with others, negotiating & taking turns in conversations? Do they speak clearly/ confidently showing awareness of listener? Do they attempt writing for a variety of purposes? Can they retell simple stories?

Maths Do they use appropriate vocabulary linked to size, shape, position and number?

UW Children talk about experiences in their own lives or lives of others they know. Children know about similarities & differences between themselves, others and among families, communities & traditions.

PD Do they show an awareness of space & others? Can they use small & large equipment safely & with control/ co ordination.

EA&D Can they use their imagination to capture & re-create experiences? Can they express & communicate their own ideas?



Long Term Planning: Continuous Provision Foundation Stage Langham Primary School

Unique child

There is a varied range of construction available to meet all the children's developmental ages and stages.

Our construction is accessible on the floor and at tables with choices to reflect children's varied abilities and interests.

The variety of construction resources available appeal to both girls & boys. Construction resources and equipment is checked for damage and safety.

Construction



Positive relationships

Our construction enables children to work together in small and large groups.

Construction activities provide opportunities to work as a team, share resources, plan & negotiate. An adult is available to participate and aid with activities if needed and to ask open ended questions in order to support the development of ideas.

Enabling Environments

Construction is available everyday indoors and is accessible within the outside area in the form of large and small equipment.

The building table & carpet areas for construction ensure continuous access.

Recycled materials, a wide variety of construction toys the children can access independently everyday. Puzzles available are differentiated to accommodate a range of achievements and challenges.

Planned construction activities offer a variety of experiences, challenges & learning outcomes.

Learning and development

Our construction challenges children's physical development with varied choices to build, thread, join etc. Construction enables children to be creative, solve problems and persevere to complete a challenge. Construction enables children ability to plan and adapt ideas.

We also incorporate construction with other activities and resources to challenge and extend learning, e.g. in the role play area to make a builders yard or houses for the 3 pigs. Large scale construction outside promotes gross motor development and physical strength.

Construction basic provision

Construction areas are freely accessible and well resourced both indoors and outdoors
Opportunities for construction using recycled materials and construction toys are made freely available both indoor and outdoor
Construction opportunities are planned for as well as child led.

Large set of wooden blocks-solid and hollow
A range of construction kits- equipment with connectors, cogs, wheels, screws and bolts
A range of easily accessible and organised reclaimed materials as well as fixings for children to select and use independently
Play tools Screw driver, drill, hard hat, hammer, nuts and bolts.
Clip boards, paper, mark making tools to label own work
Pictures of models, vehicles and buildings to use as a stimulus.
A range of appropriate fiction and non- fiction books.

Enrichment ideas

Small world people, zoo animals, dinosaurs, cars, diggers, fairytale characters, woodland creatures
Tape measure, rulers. Sheets and blankets
Architects plans, diagrams, photographs of construction
Folder with examples of children's work in
Natural materials- stones, rocks, twigs, leaves
Construction from recycled materials enhanced with the addition of special things at different times of the year eg Christmas sparkly things
Examples of machinery- mechanical toys, clock working
Digital camera



Construction Key Learning Opportunities

To build & construct with a range of resources selecting appropriate tools, techniques and adapting work were necessary.
To investigate and explore the properties of different construction materials
To work as a team and take turns as well as having the opportunity to work independently
To develop language skills and extend vocabulary
To ask questions and talk about what they see
To make choices and develop independence
To link cause and effect to their own experience
To be creative and inventive-adding props, developing stories etc.
To take risks and develop problem solving skills
To follow instructions and simples plans

Continuous Provision Construction



Adult role

Provide good quality resources and organise the area.
Provide a variety of props to enhance play opportunities.
Work with the children, teaching skills, asking questions, modelling "building" behaviour and making suggestions to extend their learning.
Use open ended questions such as "How did you build that?"
Introduce key vocabulary and encourage children to respond to it and use it. Note the names of the different wooden blocks. Can they find the ones they need?
Make a note of children's ideas, thoughts and suggestions for different projects to inform assessments and future planning.
Encourage the children to discuss and plan what they are going to make- maybe encourage them to draw a plan after looking at real ones as a stimulus.
Introduce and use prepositional language eg Can you put this block *behind, in front of, next to, in between, underneath* etc
Make sure that you value what they create. Take a photograph! Encourage them to draw/ label/ write instructions of what they have built.

Assessment Look, listen & note

PSED Can they work together, share and take turns? Are they able to select and return resources needed for a task? Do they take risks and tackle problems? Can they concentrate and persevere until a task is completed?

C&L Do they talk about activities and reflect on and modify what they are doing? Do they give and receive verbal instructions? Do they listen and take note of other people's ideas and thoughts?

Maths Do they explore and compose as well as begin to use the language of solid and flat shapes? Do they count accurately and use language such as 1 more? Do they understand and use prepositional language?

UW Do they build with a purpose in mind/? Can they follow a plan? Do they understand the functions of certain parts and components?

PD Do they use fine and gross motor skills through handling a range of small and large construction equipment, both indoors and outside?

EA&D Do they use the resources to develop and extend their imaginative play and create stories? Do they apply their imagination & construction skills to construct?



Unique child

Our book corner gives children a place to relax, be calm and quiet when they need to as well as a place to share with a friend.

Children can choose from a range of books that reflect diversity within the family, the environment and other communities.

The children make their own/ group/ class books which are put in the reading corner.

Book Corner



Positive relationships



The book corner offers a chance for children to be alone or with friends to share stories and relax. The book corner also facilitates quality one-to-one time with an adult, friend or toy. Parents understand the value of books in children's development and often bring in favourite stories or props to share with the other children. Parents come into school to listen to the children read and a range of adults read to the children throughout the week. The home school reading diary and contact books gives parents information on their child's current reading as well as offers ideas to support their child's reading at home. It also allows parents to make comments on their child's reading. These comments are encouraged and welcomed by the school and provide important information that helps inform assessments.

Enabling Environments



Books are changed over to offer variety and relate to our themes and topics.

Books are displayed in different areas of the classroom related to learning. All areas of the classroom are labelled to encourage reading.

We appreciate that observing children in the book corner enables us to assess and plan for their learning and interests.

We visit the school library and children can select their own books to take home & share with their family.

Learning and development

We incorporate puppets within the book corner to aid communication, language and literacy development and stimulate their creativity, imagination and story telling.

We relate both fiction and non fiction books to our topics.

Children are given time to look at books and encouraged to share books with others.

Children read in school and this is supported by parents at home.

Reading area Basic Provision



Reading Area Key Learning Opportunities

A clear inviting book corner/ reading area inside & out with a good range of appropriate fiction and non-fiction, encompassing all areas of the curriculum and reflecting diversity of communities. A range of posters, labels and aids, such as letter cards, alphabets, signs, word mats
Comics, nursery rhyme books, song books, atlases etc for sources of different types of print.
Hand & finger puppets, story trays & felt board for story telling.
Small world story characters.
Story & Nursery rhyme puzzles
Rhyme time.
Phonic resources eg: phonic cubes, word building cards, Phonic monkeys.
Books in other classroom areas eg: transport books on car mat, make it books in creative area.

Enrichment/ Extension

Words and print collected from the local environment- use digital camera and display
Books available in role play/ outside areas.
Word games, Story boxes, Small world
A CD player & story CD's, listening games
Key vocabulary: Book language- Cover, title page, contents, index
Letter, Word, Sentence, rhymes, sign, label, poster, story, character, fiction, non-fiction
Word mats related to topics and curriculum areas.
Food packaging to sort. Can they recognise any words?
Puppet theatre and a range of different puppets.
Resources to make own puppets.
A welcoming library visited at least weekly with appropriately sized furniture for book storage and resources.
Comfortable seating such as a small padded sofa or bean bags

To foster a love of books
To develop an awareness of a wide range of books and other reading material
To retell stories in their own way
To develop and extend vocabulary
To express likes and dislikes and begin to give reasons for their choices
To develop an awareness of rhyme
To begin to read simple words
To begin to know the differences between fiction & non fiction books and how information can be found in non fiction texts.

Continuous Provision Reading/ Puppets



Adult role

Create an area which is inviting, interesting and ensures that children are confident to look and select books both with adult support and independently.
Read alongside children, modelling reading skills, introducing new vocabulary and encouraging children to tell stories, sequence stories, predict and recall.
Support individual children to develop specific skills, and work with children in small groups or pairs to ensure progression
Provide opportunities for children to make choices
Provide a wide range of opportunities for reading: forms, cards, invitations, magazines, comics, books
Provide the children with other audiences for their reading
Model reading in a variety of situations and for a variety of reasons

Key questions

Why did you choose this story? What is it about? What was your favourite part?
Can you tell me the story? Which character in the story would you like to be? Why?
Can you think of a new ending for the story?



Assessment *Look, listen & note*

PSED Are they enthusiastic? Do they want to read? Are they able to select resources independently? Do they treat the resources appropriately and with respect? Are they confident to apply the skills they have? Can they work as part of a group to tell stories? Do they listen to each others ideas and take them on board?

C&L Do they enjoy listening to stories and joining in with familiar rhymes and poems? Are they able to retell simple stories in their own words? Do they make use of the story boxes to enable them to retell stories with props? Can they tell a story using the pictures & or words? Can they apply their reading skills to their independent reading?

Maths Do they recognise and use numbers of personal significance? Are they able to distinguish numbers from letters? Are they able to explore mathematical language within books & stories?

UW Do they access a range of non-fiction books to support learning across the curriculum?

PD Can they handle books and resources safely, appropriately and with control? Can they move with control and imagination to action rhymes/ story, tapes and songs?

EA&D Do they make their own books which can also be included in the book corner? Do they explore and experiment with different resources to make lift the flap books, zig-zag books, big books, character puppets etc . Can they use story trays props or

Unique child

Both indoor and outdoors there are designated resources/ areas for mark making/writing activities that the children can freely access with a rich variety of resources.

Both areas have a wide range of resources appropriate for all the stages and ages of our children and allow mark making on different surfaces with different resources.

Children's independent writing in these areas is valued and used to inform assessments.

Within all areas of learning independent writing opportunities are made available.

Mark Making



Positive relationships

An adult is always on hand for support, participation & encouragement.

An adult is sometimes playing alongside children in the role play areas and will model & encourage writing opportunities.

Children's independent writing is always valued and often shared with the class. Children often choose to work with friends at the writing table and will share ideas and support each other. Children will often bring in writing they have done at home to share with the class.

Enabling Environments

The resources for mark making are easily & continuously available to the children in the indoor & outdoor writing areas. The children can take these resources to other areas of the classroom.

All areas of the classroom both indoors & outdoors have word rich environments & writing opportunities available.

We provide a range of writing surfaces and mark making tools. Independent writing opportunities are planned linked to the weeks learning focus across the curriculum.

Learning and development

Writing opportunities in all areas of the curriculum are planned for and appropriately resourced.

Children are given a range of writing opportunities to write for a number of different purposes.

Mark making on large as well as small scale encourage gross motor skills as well as fine.

A range of available resources means children can take writing materials to the different areas they are working in.

Mark Making Basic Provision



A designated writing area indoors & out for children to work at with enough space and easy access to equipment; as well as clip boards & white boards for children to use around the classroom. Chalk boards and easel in outdoor areas.

Suitable storage for resources and equipment- pencil pots, small boxes, boxes that can be easily transported to other areas.

Resources to encourage mark making- pens, pencils, crayons, felt pens, white board markers and boards, pencil sharpeners, rulers and erasers, paint brushes, paint, chalk, mark making tools.

A range of brush sizes for water mark making on playground and mark making tools for sand & paint.

Message boards, note pads, diaries, cards, envelopes, post cards, post it notes

Different types of paper- lined, square, plain, notelets, coloured, headed note paper

Materials for making own books- hole punch and treasury tags, stapler, paper clips, paper A variety of book or card making materials, zig zag strip books, tiny books, shaped books etc

Examples of different forms of writing- recipe cards, newspapers, comics, magazines and catalogues.

Equipment to encourage awareness of letters/words- alphabet strips, picture dictionaries, stencils, key words etc

Enrichment/ Extension

Use of simple words processing programs on the computer

Resources to develop fine motor skills through a multi sensory approach eg shaving foam, sand, gloop, lentils, slat cellars, spray and squirt bottles, marble and rolling activities, use of ribbons to wave about outdoors

Soft toys puppets, story characters to provide a stimulus for writing

All role play areas have writing opportunities and key vocabulary, word mats on display.

Mark Making Key Learning Opportunities

To look for print in the environment

To have opportunities to write for a variety of purposes. e.g cards, letters, notes postcards, plans

To understand that writing carries meaning and can be a way of communicating with others

To develop and extend their vocabulary and begin to use the following words: letter, word, capital letter, full stop, print, alphabet, story, rhyme, fiction, non-fiction, label, sign, list

To become familiar with letter sounds & names, planning and story book language

To consider some of the advantages of writing eg lists as a reminder, making appointments, making & recording plans.

To begin to form letters correctly and with control.

To develop gross & fine motor skills.

Continuous Provision Mark making



Adult role

Create areas which are inviting, interesting, celebrates children's writing and ensure that they are successful writers from the beginning e.g. word mats, stencils, range of resources. Ensure mark making equipment is in good order e.g. sharpened pencils, clip boards available with paper etc.

Provide a wide range of "real life" opportunities for writing forms, cards, invitations, books and use within the different role play areas e.g. making appointments in the hairdressers

Provide the children with other audiences for their writing e.g. send invitations to parents/ carers and other members of staff to come to special events

Model reading and writing in a variety of situations for a variety of reasons

Work with individuals and groups of children to develop and extend their writing skills

Enable children to develop fine motor skills through finger painting, use of play dough, paper tearing spraying and squeezing water from containers outside.

Use a variety of malleable materials to encourage them to want to make marks including sand in trays, lentils, shaving foam, gloop, compost etc.

Provide opportunities for gross motor skill development eg streamers, large paintbrushes on playground, big chalk boards, scarves.

Assessment *Look, listen & note*

PSED Are they enthusiastic? Do they want to write? Are they able to select and return resources needed for a task? Do they show respect for the work of others? Are they able to express feelings/emotions through mark making?

C&L Do they talk about what their writing? Can they explain what they have "written"? Are they beginning to use letters in their writing? Do they write letters, make story books independently? Do they apply their sounds & sight word knowledge to their own writing?

Maths Do they recognise and use numbers of personal significance? Do they represent numerals and shapes on clip boards? Can they recreate patterns using simple tools eg hole punch, stamps and stickers?

UW Do they use mark making tools safely and effectively? Can they select the appropriate resources for a task? Can they make plans, lists, instructions and maps? Do they explore and develop ICT skills i.e. control of the mouse, enter text?

PD Have they developed physical skills of control and co ordination- large arm movements and wrist movements as well as fine motor control and pincer grip?

EA&D Do they engage in a range of role play opportunities including office- taking notes of messages, orders, writing lists? Do they check their own ideas for writing? Do they explore different types of writing including illustrations? Do they explore and use a range of resources?

Long Term Planning: Continuous Provision Foundation Stage Langham Primary School

Unique child

There is a varied range of creative media, materials & tools available to meet all the children's developmental ages and stages.

Both indoors & outdoors there are designated resources/ areas that the children can freely and easily access with a rich variety of resources with choices to reflect children's varied abilities and interests.

Children's individual creative work is valued and shared with the class/ displayed.

The creative areas offer on-going opportunities to make observations in order to inform assessments and to plan for and meet the developing needs of each child as well as build on individual interests.

Creative Station



Positive relationships

Children's independent creative work is always valued and often shared with the class. Children often choose to work together sharing their ideas and helping each other. Children will often praise each other for their creative efforts and join in with their creative ideas. Creative activities provide opportunities to work together, share resources and ideas, plan & negotiate.

An adult is available to participate and aid with activities if needed and to ask open ended questions in order to support the development of ideas.

Children often bring in creative work they have done at home to share with the class.

Enabling Environments



Creative resources are available everyday indoors and is accessible within the outside area

The creation station is always well resourced to ensure continuous access.

Recycled materials, a wide variety of art & collage materials and resources the children can access independently everyday

Resources available are differentiated to accommodate a range of abilities e.g a range of scissors incl easy grip, left & right etc.

Planned creative activities offer a variety of experiences, challenges & learning outcomes.

Learning and development



Creative activities enables children to freely express themselves.

Creative activities enables children to be creative, explore their own thoughts and ideas, solve problems and persevere to complete a challenge.

Creative activities enables children ability to plan and adapt ideas.

It allows for the to share their thoughts and ideas with others

We also incorporate construction with other activities and resources to challenge and extend learning, e.g. in the role play area to make a builders yard or houses for the 3 pigs.

Large scale creative activities outside promotes gross motor development and opportunities to work as part of a team.

Creative Station Basic provision



A specific area or space designated to creative activities

A wide range of graphic and mark making tools, pencils, crayons, felt pens, charcoal, pastels, powder paints, ready mixed and ICT

A wide range of different surfaces, sizes, textures, colours of paper/ card to draw/ paint on- corrugated card, sandpaper, shiny paper, chalk boards, white boards etc

Textiles, boxes, glue, different types of fastenings for modelling, weaving indoors / outside- fences

Suitable storage areas for children to access resources independently

Table covers and aprons

Access to water

Access to different surfaces-horizontal and vertical

Access to the outdoors to enable children to be creative on a larger scale

Trays of different sizes eg cement tray, seed tray

Display space for creative work, notices, pictures, objects linked to the theme

Weaving area with variety of weaving materials, fabrics, ribbons in varying lengths, thickness, and colours.

Enrichment ideas



Increasing range of materials to collage- natural and man made eg shell, sand, seaweed, buttons, dried pasta etc

A range of natural/ man made items to print with- leaves, pine cones, twigs, bark, cotton reels, stampers

Dippers and droppers, marbling ink, tools for swirling and scraping paint to add textures

Materials to mix with paint to create different textures and effects e.g. sand, cereals, seeds, glue

Increasing range of materials to weave- wool, string, strips of plastic or foil, cellophane, fabric, wrapping paper

Range of domestic cleaning resources: brushes, mops, scourers, sponges

Creative Station Key Learning Opportunities

To investigate and explore colour, texture, shape, form and space in a variety of different creative materials in 2D and 3D

To express & communicate ideas, thoughts and feelings using a range of materials, suitable tools, designing & making.

Investigate objects & materials using all their senses.

Build & construct, selecting appropriate resources and adapting their work where needed.

Select tools & techniques they need to shape, assemble & join materials.

To look for and explore pattern, line and shape in the environment and recreate their own using a variety of media.

To explore what happens when colours are mixed.

To extend their imaginative and descriptive vocabulary when talking about their creative work

To use positional language associated with weaving- in, out, under, over, through, behind etc

To be able to name materials and equipment

Continuous Provision Creative Station



Adult role

Provide an area/space to support children in organising and developing exciting creative opportunities and ideas

Encourage children to be independent- putting on aprons, selecting equipment, tidying away and mopping up spills

Encourage children to experiment, explore possibilities and be creative in an uninhibited way

Plan to take learning experience outdoors in appropriate range in order that children may be creative on a larger scale

Work alongside children experimenting and modelling use of equipment

Support, develop and extend the children's own ideas

Listen, observe and participate in a range of ways to develop and extend thinking, skills and imagination

Organise and refresh resources regularly, to allow for wider experiences and progression



Assessment *Look, listen & note*

PSED Can they work together, share and take turns? Are they able to select and return resources needed for a task? Do they show respect for the work of others? Are they able to express feelings/emotions through creative work?

C&L Do they talk about what they are doing? Do they explore objects, experiment with patterns through mark making with tools, printing and arranging objects on a variety of surfaces- indoors and outside? Can they make pictorial representations of stories or objects?

Maths Do they explore shape and pattern in nature? Do they use positional language in their creativity? Do they investigate 2D shape through printing & 3D shape through model making?

UW Do they respond to /show an interest in sensory experiences within creative area and explore materials using a variety of creative techniques?

PD do they handle materials and tools with increasing control and develop co ordination through painting, printing, collage, modelling, weaving and mark making

EA&D Do they explore colour, shape and space in 2 and 3 dimensions? Do they experiment with colour, design, texture, form & function?

Do they represent their own ideas, thoughts & feelings?

Do they construct with a purpose in mind?

Do they experiment to create different textures?

Do they explore what happens when they mix colours?

Do they respond in a variety of ways to what they see, hear, touch and feel?

Do they use their imagination in art and design and explore materials independently?

Do they express and communicate their ideas by using a range of materials? Do they manipulate materials to achieve a planned effect? Do they use tools & techniques completely & appropriately? Do they select appropriate resources & adapt work where necessary? Do they select tools & techniques needed to shape, assemble & join materials?

Play dough Basic provision

Storage unit in clearly labelled

Selection of tools:

Rolling pins

Cutters

Modelling tools

Dough scissors

Boards

Dough - renewed at least every half term



Enrichment ideas

Change cutters to link to time of year or stories i.e. baby animals, angels, gingerbread man etc

Change dough: scented, coloured, glittery or textured dough at different times, make salt dough to cook, stretchy dough, clay, plastercine, mod rock

Add different resources such as straws, lentils, rice, beans, pegs & natural resources to adapt basic dough, play dough mats

Provide different tools and equipment such as real cutlery, baking sheets, bun trays, sweetie trays, ricer, garlic press, masher etc

Provide resources linked to different areas of learning: minibeasts, patterned plates, nursery/number rhymes, monsters, trees to make fruits/leaves, nuts etc

Make dough with children

Use other malleable materials i.e. clay

Play dough mats related to topic

Malleable Materials Key Learning Opportunities

Develop fine motor skills, hand/ eye co-ordination.

Manipulate and control i.e. pulling, rolling, stretching, and learning the techniques of twisting and flattening.

Develop self esteem, confidence and the ability to self organise.

Share and use equipment, work co-operatively and with respect.

Make choices, listen, respond and communicate ideas.

Develop and extend vocabulary.

Develop problem solving, observing, predicting and questioning.

Express and communicate ideas creatively.

Use a range of small tools.

Continuous Planning Malleable Materials



Promote confidence, supporting children's needs and allowing trial and error

Support and develop children's ideas through talking about their actions, what they are making, tools being used etc

Encourage imagination and use appropriate imaginative and descriptive vocabulary: stretchy, twisted, dimpled, smooth, rough, longer than, shorter than, scary, gruesome, delicate, etc.

Use questions: such as 'How can we....' 'What if...' 'What might happen if...' etc

Encourage children to help, share and talk to each other as they work

Refresh cutters, tools, resources & make new dough at least half termly,

Assessment Look, listen & note

PSED -Showing others where to find, tidy away dough, helping, chatting & tidying up after themselves, sharing

C&L - using a wider vocabulary linked to equipment, process and actions, role play and story telling

PD - dexterity, manipulation of dough & tools. Can children handle tools and malleable materials safely and with control? Can they use tools to effect changes to materials?

Maths- Shape vocabulary, ideas about counting, comparing length, height, dimensions, orientation. Can the child use positional, size, shape vocabulary?

EA&D - Developing story telling, role play and ability to represent one object as another i.e. fairy/birthday cakes, monsters, snakes etc Can the child safely use & explore materials, tools & techniques, experimenting with design, texture, form and function.

Can they represent their own ideas, and thoughts? Can they use what they have learnt about media and materials in original ways?

UW - observing changes to dough i.e. drying out, textured, smell: lemony

Adult role



Jigsaw basic provision:



Permanent area for puzzles to be stored so that children can self select and return
Wooden puzzles, easy first puzzles, selection of floor and table top puzzles, more difficult 24+ piece puzzle available
A range of sizes.

Jigsaws related to different areas of learning and children's interests.

Enrichment ideas

Extra puzzles stored together by difficulty or with topics such as, the weather, mini beasts, Bob the Builder, Literacy & Numeracy Refresh regularly and include in different areas linked to topic or if asked for

Puzzles put outside on mats or tables if weather allows

Children can make their own jigsaws - cutting cards and sticking pictures back together again

Take photos of setting, children, adults, good behaviour etc for making jigsaws

Give each child a piece of a home made puzzle and ask them to find all the other pieces & work together to complete it

Computer jigsaws.

Jigsaws

Key Learning Opportunities

To develop and extend vocabulary
To develop ideas about shape, orientation and space
To develop fine motor skills
To share and use equipment, work co-operatively and with respect.
To feel a sense of pride in own achievements
To make choices, listen and share ideas
To develop an ability to solve practical problems.

Continuous Planning

Jigsaws



Adult role

Promote confidence, supporting children's needs and allowing trial and error.
Support and challenge children's thinking through observation, participation, modelling behaviour, making suggestions and using appropriate vocabulary e.g. describing image on jigsaw piece, talking about content, shape of puzzle, orientation.
Encourage children to help each other but not dominate through modelling good 'helper' behaviour, encourage tidying once finished
Change puzzles on display every half term, retaining the most popular ones, increasing difficulty slightly each term but always have several easy ones that every child can complete
Broaden understanding linked to topics - provide linked puzzles for self selection

Assessment Look, listen & note

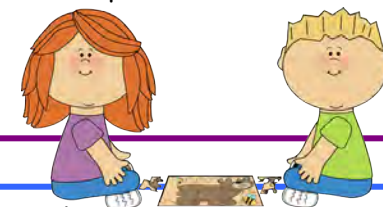
PSED Can the children preserve, maintain concentration to stay on task and complete the jigsaw? Can they work together or help each other to complete more challenging jigsaws?

C&L Are the children using a wider vocabulary linked to the scene on the jigsaws - nursery rhymes, story characters & settings, phonics, & letters.



Maths Number & shape puzzles. Are the children considering size, dimensions, orientation, developing shape & space vocabulary?

UW Are the children investigating pieces, making comparisons?





PD Are the children using their fine motor skills to manipulate the pieces?








Vocabulary Development for Continuous Provision

Objectives	<p>ELG: Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>In reception children will</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
Area	Key vocabulary	Key questions
<p>Mud kitchen</p>  <p>Malleable area</p>	<p>Names of malleable and tactile materials.</p> <ul style="list-style-type: none"> Names of additional tools and equipment. Language related to touch - cold, warm, hard, soft, squashy, bendy, stretchy Language related to actions - pinch, twist, stretch, roll, squeeze, squash, pat, trickle, mould Language related to size and shape - big/bigger, small/ smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner, round, circle, straight, curved 	<p>What materials are you using?</p> <p>What materials are you exploring?</p> <p>How did you?</p> <p>What does it feel like?</p> <p>What are you going to make?</p> <p>What will you need for?</p> <p>What do you think about your?</p> <p>What are you going to do next/</p>
<p>Water play</p> 	<p>Names of equipment. Measuring jug, cylinder, litre</p> <ul style="list-style-type: none"> Drop, drip, puddle, thick, thin, change Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing, lumpy, smooth. Splash, spray, bubble, wave, squeeze, trickle, pour, pouring, tip, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain, flow, liquid Full, empty, half full, half, empty, over flowing, nearly full/empty, more, less, big(ger), small(er), order, size, deep, deeper, deepest. float, sink. Vocabulary associated with small world play - people and boats, pirates, under sea creatures, car wash etc. 	<p>How many jugs/cups of water will fill the bucket?</p> <p>What do you think will happen if:</p> <ul style="list-style-type: none"> We pour the water onto the water wheel? We pour the water from this container into that one? We pour water into this tube? We put pebbles into this jug of water? We put sponges into the water? We squeeze the sponge in the water? <p>Can you find something that you think will sink? Were you right?</p> <p>Why do you think it sinks?</p>






Vocabulary Development for Continuous Provision

<p>Sand area</p> 	<p>Names of equipment.</p> <ul style="list-style-type: none"> • Fill, dig, empty, flatten, level off, pile up, sink, smooth out, crumble, and disappear. • Wet, dry, damp, soggy, soaked, squelchy, warm, cold, soft, hard, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy. • Pattern, print, mark, wave, shape, mould, squeeze, pour, scratch, drag, drop, slide. • Big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(ner), heavy(ier), light(er)full, empty, order, size 	<p>What do you think will happen if:</p> <ul style="list-style-type: none"> • We pour the sand onto the sand wheel? • We pour sand into this tube/funnel/bottle? • We add a little/lot of water to the sand? <p>How could we...?</p> <p>Why did that happen?</p>
<p>Creative station</p> 	<p>Names of art/ DT materials, equipment 7 techniques, e.g. brush, painting, printer, stamper, roller, scissors, glue, pastels, charcoal, chalk, crayons, watercolours, powder paint, collage, mosaic, paper-mache, sponge printing</p> <ul style="list-style-type: none"> • Imaginative/descriptive language - when children are talking about creative work e.g. pattern, print, mark, paint, dab, shade, colour, splash, spray, spatter, press, stick etc. • Vocabulary associated with line and shape - round, curved, bendy, wavy, zig-zag <p>Vocabulary related to recycled materials, boxes, 2D & 3D shapes, textures</p>	<p>What are you going to make?</p> <p>What do the objects/posters/photographs show us?</p> <p>What colours can you see? / What textures can you feel?</p> <p>What did you use to make your painting, printing, model?</p> <p>How did you ...?</p> <p>What do you think about your ...?</p> <p>Why did you choose to use that colour/shape/brush?</p>
<p>Construction area and builders yard</p> 	<p>Vocabulary related to buildings: house, tower, castle, garage etc</p> <p>Vocabulary related to equipment: brick, stickle brick, kid knex, Lego etc wood, plastic, wheel barrow, builders tools and safety equipment</p> <p>Build, building, design, make, join, construct</p> <p>Slide, roll, turn, push, pull</p> <p>Vehicle names</p> <p>Drive, travel, steer, move, fix, fly,</p> <p>Fast, slow, high, low, forward, backwards</p> <p>Colour names.</p> <p>2D shape names e.g. square, circle, triangle, rectangle etc.</p> <p>3D shape names e.g. cube, cuboid, sphere, pyramid etc.</p> <p>Language of position e.g. before, after, on top of, behind, in front of, in between, next to</p> <p>Language of size, height, length: Tall, short, long, wide, deep, taller, shorter, tallest, shortest</p> <p>Language of quantities.</p> <p>Cardinal number e.g. 1, 2, 3, 4...</p>	<p>What are you going to make?</p> <p>What will you need for ...?</p> <p>How does this work?</p> <p>Which construction kit are you going to use?</p> <p>What did you use to make your model?</p> <p>How did you ...?</p> <p>What do you think about your ...?</p> <p>How could we ... add the plane's wings?</p> <p>Put windows in the house?...</p> <p>Why did you...?</p> 









Vocabulary Development for Continuous Provision

<p>Role play Small world</p>	<p>Vocabulary related to props and resources related to theme: - homes, rooms, shops, medical, services, transport & travel, animals, City, zoo, farm, land, island, world, place, town, village, countryside</p> <ul style="list-style-type: none"> Animal, building & vehicles names associated with different small world environments. different roles: family members, occupations, taking messages, using the telephone. feelings: happy, sad, excited, worried, excited, frightened different situations: sorting out problems, enquiring, complaining <p>Vocabulary linked to rhymes and stories</p> <p>Giving instructions and directions.</p>	<p>Who do you think will live in a cottage, house, castle, town, country....</p> <p>How shall we set it up?</p> <p>What shall we put in...?</p> <p>Where shall we put....?</p> 
<p>Book corner</p> 	<ul style="list-style-type: none"> Book language - cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction., story, information Fairy-tale, dictionary, atlas, poems, Nursery rhymes Letter, word, sentence, rhyme, story, character. Sign, label, poster. 	<ul style="list-style-type: none"> Why did you choose this book/poem/rhyme...? What is it about? • What is your favourite part? Can you tell me the story? • What is happening in the picture? Which character in the story would you like to be? Why? Can you think of a new ending? Do you know any of the letters? • Do you recognise any words? How could you work out what the word says? Did you find out any new information from the book?
<p>Writing/ Mark making</p> 	<p>Writing, letters, line, full stop, capital letters, finger space, word, number, write sentence, read, alphabet, sound, phoneme, digraph, trigraph, blend, segment, picture, name, caption, speech bubble</p> <ul style="list-style-type: none"> Writing genres: list, letter, card, notice, story, instructions, recipe. post card Vocabulary related to equipment, materials and book making: pens, pencil, crayons, envelope, stapler, sticky tape, hole punch, paper clip, treasury tag. Language used when 'talking through' letter formation and shred/ guided writing 	<p>What are you going to write?</p> <p>What resources will you need?</p> <p>Can you write?</p> <p>Can you write a list/ letter/ story/ card/ note...?</p> <p>Who are you writing to?</p> <p>Which sounds can you hear?</p> <p>Can you see the letter you need?</p> <p>Can you read to me what you have written?</p> <p>Can you help me read those words?</p> <p>What could happen next?</p>
<p>Maths area</p> 	<p>Number names and number songs.</p> <ul style="list-style-type: none"> Number, numeral, count, add, more, less, take away, fewer, same. equal 2D shape names e.g. circle, triangle, square, rectangle, and terms sides/corners to describe. Pattern. 3D shape names e.g. sphere, cube, cuboid, cylinder, cone and terms faces and corners to describe. Names of other equipment available. Measuring vocabulary - tall(er) short(er), heavy/ heavier, light/lighter, long(er), thin, wide. Positional language - in front, behind, next to, under, above, on top etc. 	<p>Can you count...?</p> <p>Do you know / can you sing...?</p> <p>What could you do with these shapes?</p> <p>Tell me about these shapes...?</p> <p>Where shall we put...?</p> <p>How did you...?</p> <p>How could you make it longer/ shorter/taller?</p> <p>How can you find the total...?</p> <p>What comes next in the pattern...?</p> <p>How did you do that/work that out...?</p> 

Vocabulary Development for Continuous Provision

<p>ICT area</p>  <p>Listening area</p>	<p>Language relating to equipment e.g. monitor, screen, mouse, cursor etc.</p> <ul style="list-style-type: none"> • Names of computer programmes and characters. • Developing directional language using remote control vehicles. • Language related to toys e.g. press, button, turn, sound, move etc. • Use language related to specific objects which the children are familiar with. • Listening centre - on, off, play, stop, pause, eject, rewind, fast forward, skip, volume etc. names of stories, nursery rhymes, songs, loud, quiet, soft, fast, slow, language related to stories: once upon a time, character, setting, beginning, middle, end. 	<p>Shall we print your work? How do we print? Shall we send a text message? Shall I see if there are any emails? Should we photocopy this picture?</p> <p>Explain how you play / use it / work it. How do weturn it on? etc</p> <p>How do you make it...?</p> <p>Which program do you like?</p> <p>I wonder if you could have done it a different way?</p> <p>What are you listening to? What can you hear?</p> <p>Which do you like best? Why?</p> <p>Can you sing that song, recite that rhyme? Can you do the actions? Can you move to the music? Can you tell me the story?</p> 
<p>Music area</p> 	<p>Instrument names - drum, tambourine, maraca, bells, guitar etc.</p> <ul style="list-style-type: none"> • Loud, quiet, soft, hard, fast, slow, beat. • Rhythm, rhyme, pattern • Listen, copy. Shake, tap, scrape, bang, blow, hard, soft, gentle • Feelings vocabulary - happy, sad, excited etc. 	<p>Can you make a quiet/ loud/ soft/ booming noise?</p> <p>What can you hear?</p> <p>How many beats? How many left?</p> <p>How does this make you feel?</p> <p>Can you change the sound the instrument makes?</p>
<p>Investigation area</p> <p>Interest area</p> 	<p>Names of materials and equipment.</p> <ul style="list-style-type: none"> • Explore, investigate, see, hear, touch, smell etc. • Topic related vocabulary. • Language of shape/size when exploring objects e.g. curved, round, big, small. 	<p>How does this work?</p> <p>How did you ...? How could we...?</p> <p>What might happen if...?</p> <p>Why has that happened?</p> <p>What do you think about ...?</p> <p>What can you tell me about...?</p>
<p>Outdoor area</p>	<p>Run, jump, climb, hop, ride, throw, catch</p> <p>Find, explore, look, dig, build, Play, pretend, make believe</p> <p>Animal names: birds, minibeasts. Plant names. Parts of a plant</p> <p>Seasonal & weather vocabulary. Vocabulary related to equipment and resources: magnifying glass, spade, garden fork, seed, soil etc.</p>	<p>What can you see, feel, hear, smell?</p> <p>Where could we look for a ...?</p> <p>What is this called?</p> <p>What can you tell me about...?</p> 

Continuous Provision Vocabulary

Objectives	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p>	<p>1. Children express themselves effectively, showing awareness of listeners' needs.</p> <p>2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>3. They develop their own narratives and explanations by connecting ideas or events.</p>	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
<p>Outdoor Area</p> 	<p>Run, jump, climb, hop, ride, throw, catch</p> <p>Find, explore, look, dig, build</p> <p>Animal names: birds, minibeasts. Plant names. Parts of a plant</p> <p>Seasonal & weather vocabulary</p> <p>Play, pretend, make believe</p>	<p>Construction</p> <p>Small world Area</p> 	<p>Build, building, design, make, join, construct</p> <p>Tall, short, long, wide, deep, taller, shorter, tallest, shortest</p> <p>Slide, roll, turn, push, pull</p> <p>Vehicle names</p> <p>Drive, travel, steer, move, fix, fly,</p> <p>Fast, slow, high, low, forward, backwards</p> <p>Names of 2D & 3D shapes</p> <p>City, zoo, farm, land, island, world, place, town, village, countryside</p> <p>Animal, building & vehicles names associated with different small world environments.</p>
<p>Sand, water</p> <p>Mud kitchen</p> 	<p>Full, empty, half full, half empty, over flowing, nearly full/empty</p> <p>Pour/ pouring</p> <p>More/ less</p> <p>Heavier/ lighter</p> <p>Measuring jug, cylinder, litre</p> <p>Wet, water, ice, cold, warm</p> <p>Drip, splash, trickle, flow, liquid</p> <p>Float, sink</p> 	<p>Creative Area</p> 	<p>Names of colours</p> <p>Names of art/DT equipment & techniques as appropriate e.g. collage, mosaic, paper-mache, sponge printing, painting, paintbrush, paint, chalks, water colours, pastels, crayons, charcoal, glue, scissors, pencils, stencils</p>
<p>Reading area</p> 	<p>Book terms e.g. front/back cover, title, author, illustrator, blurb, pictures, print, letters, words, sentence, page, story, non-fiction, fiction, setting, characters, read, retell</p>	<p>Writing area</p> 	<p>Letter, names & sounds</p> <p>Letters, words</p> <p>Write, read</p> <p>Vocabulary related to equipment & materials</p> <p>Dictionary</p> <p>Lists, postcard, cards, letter, books, recipe, instructions</p>
<p>Malleable Area</p> 	<p>Roll, cut, press, stretch, squash, squeeze, pull, push, mould</p> <p>Gooney, sticky, soft, hard, firm, squishy, wet, dry</p> <p>Feels like..., looks like... smells like....</p>	<p>Role play Area</p>	<p>Vocabulary to be displayed which is relevant to the role play scenario</p> 