

Continuous Provision Progression Nursery/pre-school, Reception and Year



Progression of Resources, challenges, vocabulary,
questioning and role of the adult

Continuous Provision Progression

The continuous provision in Class One is progressive across the year. We recognise that children learn and develop at different rates and build from children's individual starting points. Provision is adapted responsively so that all children, including those with SEND, disadvantaged children and those facing other barriers to learning, can access an ambitious curriculum. The overview ensures that resources in each area provide purposeful opportunities to develop knowledge, skills and vocabulary from the planned curriculum. Continuous provision is carefully planned alongside teacher-led learning so children can revisit, practise, apply and deepen what has been taught with increasing independence. Responsive adaptation and scaffolding are used where needed to remove barriers while maintaining ambitious expectations for all children.

This document is the implementation companion to the Class One Long-Term Plan 2026-27. The long-term plan identifies the intended curriculum knowledge, skills and vocabulary; continuous provision gives children repeated opportunities to revisit, practise, apply and deepen that learning through purposeful play, adult interaction and appropriately sequenced challenge. Development Matters is used as non-statutory guidance to inform professional judgement, not as a checklist or assessment system. The Early Learning Goals (ELGs) are statutory end-of-Reception assessment statements and are not used as the curriculum. For Year 1, continuous provision supplements, rather than replaces, teaching of the National Curriculum.

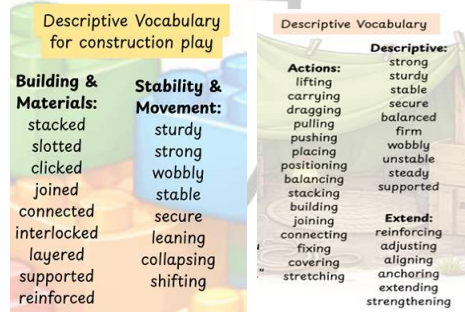
"Play is our
brain's favourite
way of learning."

=Diane Ackerman=

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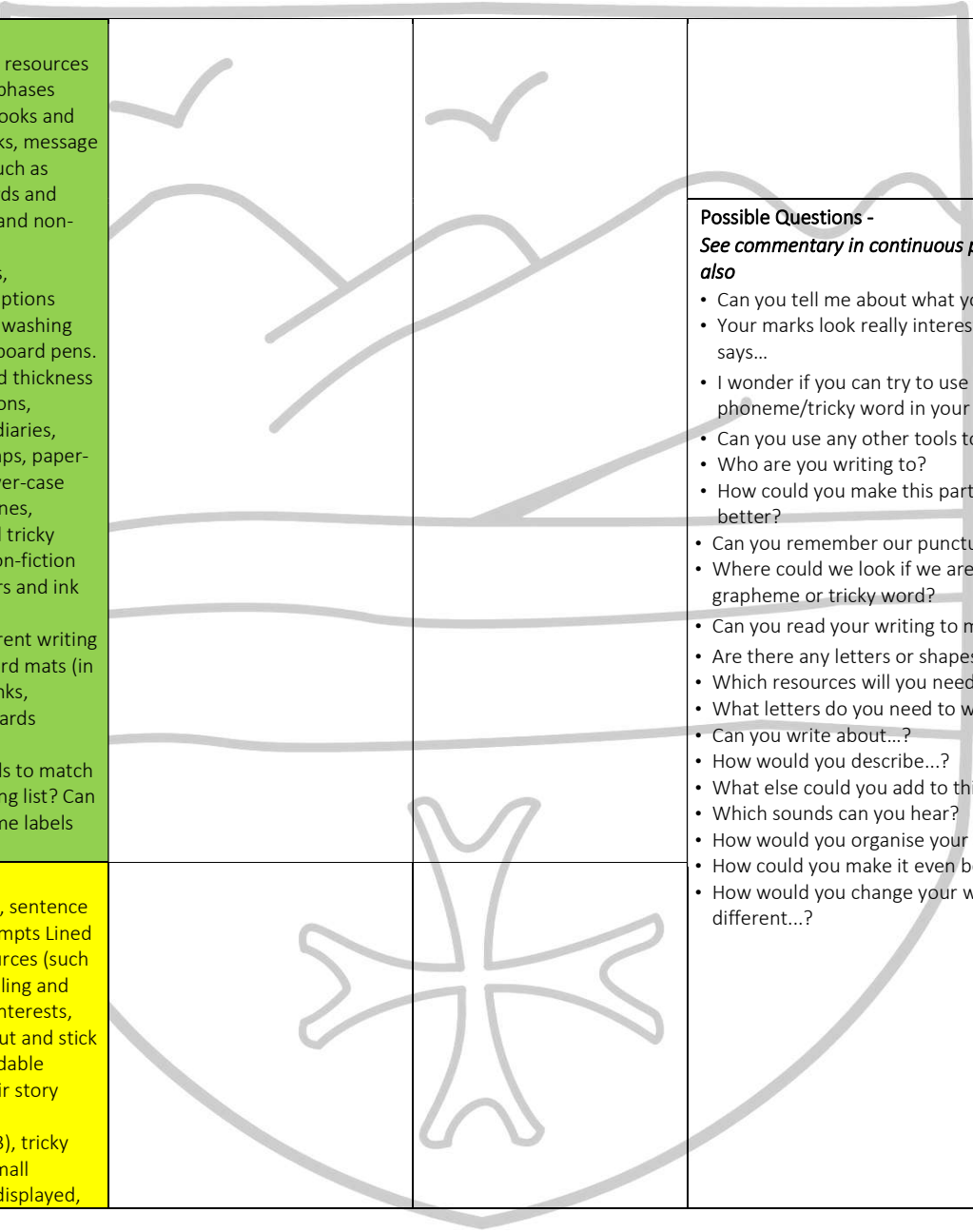
A **child's play** is
not simply a
reproduction of
what he has
experienced, but a
creative reworking
of the impressions
he has acquired.

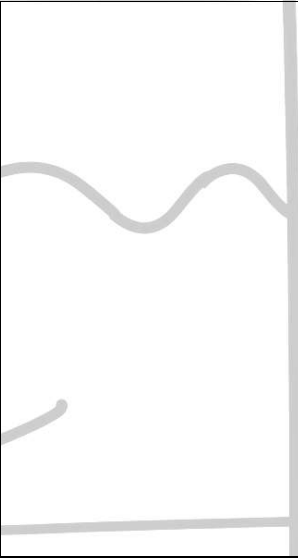
~Vygotsky

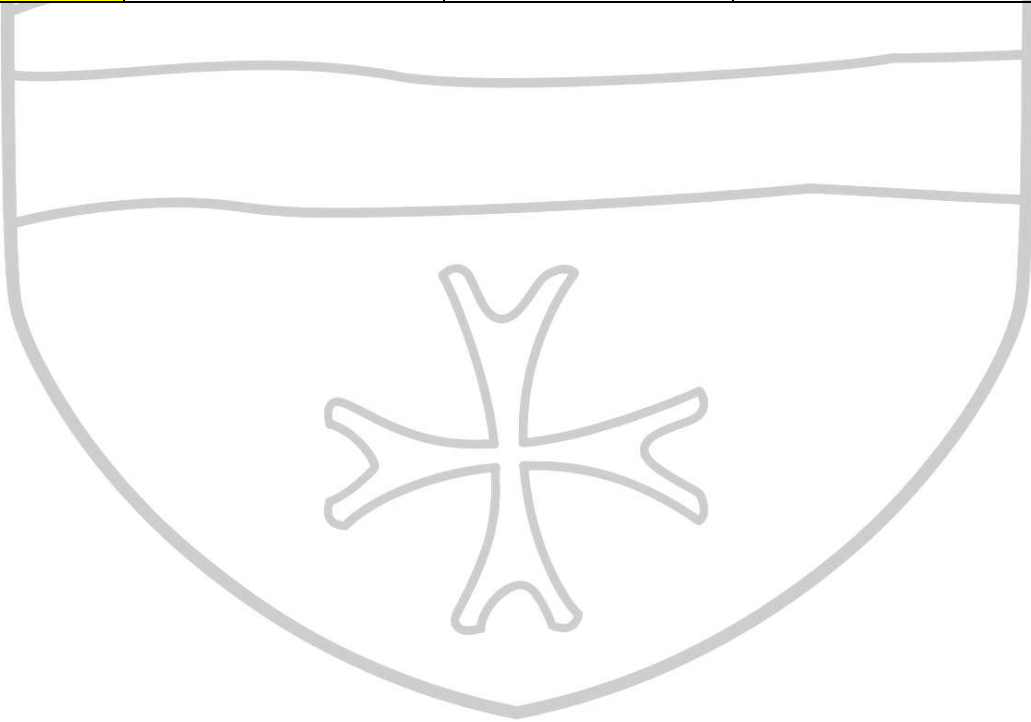
Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Construction - indoors and outdoors	Autumn Term Nursery/pre-school/Pre-school - Plastic building bricks Train track and trains Vehicles (cranes, diggers, cars), people, figures, Small world animals, dinosaurs, minibeasts and trees Tool belt, hi-vis jackets, hard hats, safety goggles, Cones, safety tape, photos of different buildings. Environmental print including logos and icons, signs Reception - 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 Year 1 – speech bubbles, writing materials, design and planning sheets <i>Challenge</i> – Can you build a model and talk about it?	Curriculum link: Physical Development, Communication and Language, PSED, Mathematics, Understanding the World and Expressive Arts and Design. Progression should revisit the long-term-plan knowledge and vocabulary, with increasing independence in planning, selecting, joining, measuring, explaining, evaluating and improving. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- 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 independently applying and extending previous learning through purposeful challenges. - Children working collaboratively on a project	Vocabulary Core (Nursery/pre-school & Reception) 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, pattern, layer, base, improve Extended (Reception & Year 1) 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, reinforce, brace, foundation, load, weight, assemble, disassemble, reinforce, fragile, rigid, evaluate 	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 - To Identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
	Spring Term Nursery/pre-school/Pre-school - Clipboards, plain paper, pencils and other drawing implements, Pipes, ramps 3D shapes Non-fiction construction themed books Variety of construction kits e.g. Magnetic tiles, Marble run, Road tiles/mat, Blocks with numbers or letters on, Large cardboard boxes and empty packaging, Sticky tape, sticky tack, scissors Reception - 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. Year 1 - speech bubbles, writing materials, design and planning sheets, evaluation sheets <i>Challenge</i> – can you build a model and write a name label?				

	Can you follow the instructions or copy the picture? Can you make a pattern?				
	Summer Term Nursery/pre-school/Pre-school - Nuts and bolts Wheels Spanner, screwdriver, hammer (child-safe tools) Simple instructions to follow Images or books about different cultural and religious buildings and famous worldwide landmarks Pieces of material Large construction resources such as crates, tyres, planks, cable reels Squared paper/design sheets and pencils Hole punch, string, paper fasteners, paper straws Reception - 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, fabric, paper, cellotape, paper clips, string. Year 1 – follow a set series of instructions to build, ingredients lists required for the planning stage before construction, an area for children to modify and adapt <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?			Possible Questions • 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? • Where did you get the idea to make this? • How did you join the pieces? • What might happen if you use different materials? • What makes it work?	

Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult																						
Writing (Workstation)	Autumn Term Nursery/pre-school - Mark-making equipment (such as pencils, felt tips, ballpoint pens, gel pens, whiteboard pens, paintbrushes, and crayons and chalk of differing thickness) . Different surfaces (windows, easels, mirrors, tiles, wallpaper, whiteboards, blackboards). Lower-case and upper-case magnetic letters, stones, wooden letters ‘On the go’ mark-making resources (mini clipboards, writing bags, backpacks or buckets). Paper varying in size, colour, type and thickness (plain/coloured paper, cards, invitations, postcards, notepads, shopping lists, diaries, Name cards, name lists (role-play registers) sound mats, alphabet arcs and number lines Reception - 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), scratching boards, drawing tablets, magnetic drawing tablets, Year 1 – phonics mats, talking tin lids/ ipad to record sentences, different writing tools mark-making trays lower- and upper-case letter mats different writing opportunities common exception word mats (in line with phonics program), blank books, CVC, CVCC, CCVC cards <i>Challenge</i> – Can you write your name? Can you copy some graphemes? Can you write labels to go with the images	Curriculum link: Literacy, Communication and Language and Physical Development. Reception writing opportunities should follow the school’s Little Wandle progression: oral composition, segmenting words, applying taught grapheme-phoneme correspondences and tricky words, increasingly accurate letter formation and rereading what has been written. Year 1 provision should reinforce the taught National Curriculum sequence. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	• 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 independently applying and extending previous learning through purposeful challenges.	Vocabulary Core (Nursery/pre-school & Reception) 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, invitation, certificate, 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). Phonics language digraph, trigraph, grapheme, phoneme, decode, segment, blend. Extended (Reception & Year 1) Grip, sentence, caption, label, diagram, 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, presentation, edit, improve, draft, sequence. Descriptive Vocabulary for Mark-Making <table><tr><td>wavy</td><td>soft</td></tr><tr><td>zigzag</td><td>gentle</td></tr><tr><td>curved</td><td>light</td></tr><tr><td>straight</td><td>bold</td></tr><tr><td>spiralling</td><td>firm</td></tr><tr><td>dotted</td><td>smudged</td></tr><tr><td>broken</td><td>blended</td></tr><tr><td>looping</td><td>layered</td></tr><tr><td>swirling</td><td>overlapping</td></tr><tr><td>jagged</td><td>cross-hatched</td></tr><tr><td>tiny / chunky</td><td></td></tr></table>	wavy	soft	zigzag	gentle	curved	light	straight	bold	spiralling	firm	dotted	smudged	broken	blended	looping	layered	swirling	overlapping	jagged	cross-hatched	tiny / chunky		SHREC Oracy • Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. • Ensure correct posture for writing • Model correct letter formation • 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.
	wavy	soft																									
zigzag	gentle																										
curved	light																										
straight	bold																										
spiralling	firm																										
dotted	smudged																										
broken	blended																										
looping	layered																										
swirling	overlapping																										
jagged	cross-hatched																										
tiny / chunky																											

Spring Term Nursery/pre-school – Sets of phonics resources (mats/stones/card) linked to phonic phases treasury tags and paperclips. Blank books and templates for story writing, notebooks, message display area Smaller writing paper (such as sticky notes or labels) Topic word cards and tricky words Books, including fiction and non-fiction (such as simple word books) Reception – Sound mats, 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 Year 1 – letter formation sheets different writing opportunities common exception word mats (in line with phonics program), word banks, vocabulary cards, CVC, CVCC, CCVC cards <i>Challenge</i> –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?				• Model new language in conversation for children to use in their writing. • Encourage children to share their work with others. • To use what they know from everyday interactions, play and taught sessions to adapt teaching. • To Identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
Summer Term Nursery/pre-school – CVC word cards, sentence strips and sentence writing visual prompts Lined paper and small notepads 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 Reception – Sound mat (phase 2 and 3), tricky words, clipboards with lined paper, small notepads, CVC words and sentences displayed,			Possible Questions - See commentary in continuous provision documents also • 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? • Can you remember our punctuation? • Where could we look if we are unsure of a grapheme or tricky word? • Can you read your writing to me? • 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...?	

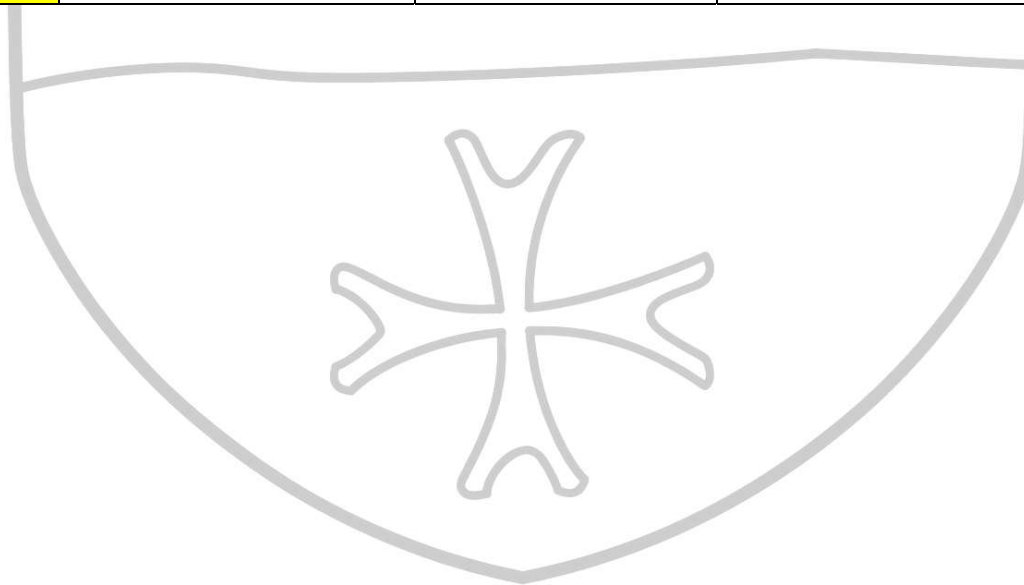
examples of adult writing, story and sentence starters, washing line to display writing. Pencils, handwriting pens. Story resources (such as story stones) to encourage storytelling and writing Themed books for children's interests, magazines or images for children to cut and stick to create their own story/book Recordable devices for the children to record their story before they write it Year 1 - different writing opportunities common exception word mats (in line with phonics program), word banks, vocabulary cards, dictionary, sentence strips Challenge –Can you copy the sentence? Say and write a sentence using the sounds and tricky words you have been taught. 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?					
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Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Reading	Autumn Term Nursery/pre-school - Selection of story books, picture books, non-fiction books, board books, books with different languages, topic books Big books and interactive books (e.g. sound books) Books reflecting diversity, inclusion and different cultures Forward-facing bookshelf or book box Book baskets Tents Cuddly toys Key vocabulary displayed for selected books, story props fairy tale characters, toy animals (for storytelling) Reception- 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 Year 1 -Non-fiction books related to the foundation subjects being taught with practical/ experience/hands on basket of items <i>Challenge</i> – Can you tell a story to the cuddly toys?	Curriculum link: Literacy and Communication and Language. Keep decodable reading closely matched to each child's secure phonic knowledge. Continuous provision should complement, not replace, the school's systematic synthetic phonics and reading practice sessions, while also developing comprehension, vocabulary and enjoyment through a broad range of texts. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	Reading - Children applying and extending previously taught knowledge and skills. - 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 independently applying and extending previous learning through purposeful challenges.	Vocabulary Core (Nursery/pre-school & Reception) Book, magazine, comic, story, Nursery/pre-school 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. Extended (Reception & Year 1) Text, non-fiction, fiction, spine, factual, information. Author, illustrator, publish. Blurb, illustrations, print, bold, italics, contents, index, glossary, heading, caption, label, diagram, information, facts, upper case, lower case. Chapter, paragraph, subheading, speech. Sentence, phonemes, alphabet, full stop, capital letter, finger space, digraphs, trigraph, syllable, tricky word, reread. Poem, rhythm, repetition. Sign, poster, logo, symbol, brand. Sequence, order, compare. Imagine Types - fantasy, mystery, adventure, science fiction, myth, traditional tale, atlases.	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 To address any misconceptions/words read incorrectly. To use what they know from everyday interactions, play and taught sessions to adapt teaching. The EYFS Profile is a best-fit statutory
	Spring Term Nursery/pre-school - Range of different print-based material (comics, magazines, catalogues, menus, leaflets) Story sacks, story eBooks (QR codes) on tablets Puppets for storytelling/puppet			Possible Questions <i>See commentary in continuous provision documents also</i> - Which book would you like to share? - Do you think you can tell me the story today?	

theatre Resources for voting for favourite stories Reception - 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 QR codes Year 1 - Non-fiction books related to the foundation subjects being taught with practical/ experience/hands on basket of items. Speech bubbles, comic strips, story sequencing <i>Challenge</i> – Can you read a story to the cuddly toys using Prosody? Can you reinact a story with the puppets? How did the book make you feel? Daily vote for reading book of choice.			What do you like about this book? Open-Ended Questions (Used Sparingly) "What can you see on this page?" "What do you think is happening?" "What might happen next?" How is this character feeling?" "What do you notice?" "Can you tell me about this part?"	judgement against all 17 ELGs at the end of Reception; it does not require separate evidence for every statement or activity. To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
Summer Term Nursery/pre-school – Books to match phonics approach Books labelled by genre Newspapers, letters, child dictionaries Letters, tricky words, sound mats. Writing materials (including clipboards, paper and pencils) Bookmarks Dressing-up clothes Parts of a book and genre word cards Phonic-based games (e.g. bingo) Reception - 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 Year 1 - Non-fiction books related to the foundation subjects being taught with practical/ experience/hands on basket of items. story language opening cards to support retelling, book recommendations, book voting				

Challenge – 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?



Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Maths	Autumn Term Nursery/pre-school – 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 and songs (weekly), pegboards, shapes (2D and 3D), number and information books, beads, cotton reels, threading materials, measuring containers 1-6 dice, dominoes, clipboards, paper, pencils, mini whiteboards and pens Reception - 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 Year 1 - numicon, number sentences for bond recall to 10, number formation cards, ten and twenty frames <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?	Curriculum link: Mathematics. Prioritise depth in the Reception statutory curriculum: a deep understanding of numbers to 10, subitising, automatic recall of number bonds to 5 and some to 10, comparison, pattern, shape, space and measure. Experiences beyond these expectations may be offered responsively as enrichment rather than as a blanket end-point for all Reception children. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- Children applying and extending previously taught knowledge and skills. - 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 independently applying and extending previous learning through purposeful challenges.	Vocabulary Core (Nursery/pre-school & Reception) 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). Extended (Reception & Year 1) Quantity, Add, addition, take away, subtraction, altogether, equals, double, half, total, difference, estimate, predict, explain. Group, share, Coin, pound, pence, penny. Sides, corners, edges, vertices, faces, rotate, symmetry, symmetrical, manipulate, combine, and decompose. Route, direction, forwards, backwards, right, left. Tally, chart Routine, events, calendar, o'clock, today, tomorrow, yesterday, week, minute, hour. Vocabulary count, number, more, fewer, same, equal, total altogether, add, take away, how many big, small, bigger, smaller, full, empty long, short, heavy, light first, next, last	SHREC Oracy - 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 - To address any misconceptions, correcting them in a positive manner To use what they know from everyday interactions, play and taught sessions to adapt teaching. The EYFS Profile is a best-fit statutory judgement against all 17 ELGs at the end of Reception; it does not require separate evidence for every statement or activity. To identify and remove barriers promptly; adapt resources, language,
	Spring Term Nursery/pre-school- Sand timers, visual timetable, coins, playing cards, five-frames and ten frames, double-sided counters, maths games, number formation cards, items of different lengths (for children to compare and measure using non-standard units or rulers), umbered baskets and bowls, repeating pattern cards and accompanying resources, numeral dice, 0-9 dice, dominoes Reception - 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			Possible Questions	

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, dominoes Year 1 – clocks, time games, place value cards, rulers, string of various length, metre sticks, pan scales, stationary including whiteboards and pens.			See commentary in continuous provision documents also • Can we compare these amounts/numbers? • How many? Which has more? Which has fewer? • What pairs did you find? • Can you find a matching shape/number/amount/colour? • 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?	modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
Challenge – 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?			• 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...?	
Summer Term Nursery/pre-school – Scales and objects to use to compare weight Rekenrek Clock Calendar Diaries Tangrams Calculator Shape/model cards (for the children to copy) Reception - 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) Year 1 – 0-100 charts, more than and less than symbol cards, part whole models, shapes 2d and 3d, sorting hoops Challenge – 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?			• How much more do you have? • Can you find the number to match this set? • What do you notice? How did you know how many without counting? Can you subitise? • What do you notice? How did you know how many without counting? Can you subitise? • What do you notice? How did you know how many without counting? • Can you make a repeating pattern?	

Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult																																	
Sensory and investigation (indoors)/Investigating (outdoors)	Autumn Term Nursery/pre-school & Reception—baskets, tongs, body parts, magnifiers, magnifying glass, viewers, kaleidoscopes, timers, tweezers, beakers, different-sized containers, pictures and posters, Sound telephones Torches Perspex blocks, Coloured paddles, discs, gel pads Spinners, windmills, spinning tops, water and oil toys, calm bottles, Year 1— 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 <i>Challenge</i> – Can you describe what you see? Can you find different parts of the items?	Curriculum link: Understanding the World, Communication and Language and Mathematics. Adults should deliberately revisit taught knowledge about materials, living things, seasonal change, forces, maps/places and the local/wider environment, while modelling observation, prediction, comparison, explanation and precise vocabulary. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- 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 being curious about new items. - Children beginning to write for a purpose e.g. lists - Children independently applying and extending previous learning through purposeful challenges.	Vocabulary Core (Nursery/pre-school & Reception) Names of materials, such as plastic, metal, rubber, wool, leather, elastic, paper, fabric, wood, stone, Names of colours, See, hear, touch, smell, feel, notice, look, think, play, Size, long, short, big, small, longer, shorter, bigger, smaller, wide, narrow, hard, soft, rough, bumpy, strong, stiff, compare, sort, group, match 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 Extended (Reception & Year 1) Natural, man-made, Explore, investigate, describe, explain, examine, observe, discover, experiment, invent, evaluate, curious, Measure, repair, dismantle, attach, fasten, connect, arrange Collaborate, independent, cooperate, predict, identify, classify, properties, purpose, Dissolve, dry, evaporate, Stretch, squash, snap, bend, magnetic, attract, repel, Transparent, translucent, opaque, flexible, weak, smooth, texture, magnify, reflect, reflection, object, artefact Descriptive Vocabulary for Loose Parts <table><tr><th>Shape & Form</th><th>Size & Comparison</th><th>Pattern & Maths</th></tr><tr><td>cone</td><td>tall</td><td>Language</td></tr><tr><td>disc</td><td>short</td><td>pattern</td></tr><tr><td>cylinder</td><td>wide</td><td>repeating</td></tr><tr><td>flat</td><td>narrow</td><td>alternating</td></tr><tr><td>curved</td><td>larger</td><td>group</td></tr><tr><td>pointed</td><td>smaller</td><td>set</td></tr><tr><td>rounded</td><td>equal</td><td>sort</td></tr><tr><td>stacked</td><td>balanced</td><td>rule</td></tr><tr><td>layered</td><td>uneven</td><td>match</td></tr><tr><td></td><td></td><td>compare</td></tr></table>	Shape & Form	Size & Comparison	Pattern & Maths	cone	tall	Language	disc	short	pattern	cylinder	wide	repeating	flat	narrow	alternating	curved	larger	group	pointed	smaller	set	rounded	equal	sort	stacked	balanced	rule	layered	uneven	match			compare	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 - To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
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	Spring Term Nursery/pre-school & Reception—photographs of places visited, plastic bolts/nuts, plastic tools, World map, Atlases, globe, flags, books, 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 Year 1 – Resources for 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 <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?																																					

			Possible Questions <i>See commentary in continuous provision documents also</i> • 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...?	
	Summer Term Nursery/pre-school & Reception – Examples of recycling, Measuring equipment, Cameras, Telescope, ID cards, non-fiction books, leaflets Measuring equipment, such as thermometers, compasses, tape measures, rulers, Year 1 – Magnets, such as paddles or horseshoes Metallic and non- metallic objects Springs, light prism, coloured light cards, 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 <i>Challenge</i> –What can you feel, see, and hear? Can you take the object apart using the tools?			

Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Loose Parts (indoors and outdoors) (indoors)/ Investigating (outdoors)	Autumn Term Sorting trays, baskets, tongs, body parts, , tweezers, beakers, different-sized containers, smaller loose parts- cork coasters and place mats, shells, pebbles, gravel, stones, napkin rings, gems, sticks, small logs (straight and angles), log slices (of various sizes), glass nuggets, bamboo, old CDs, cardboard tubes, wooden rings, metal rings, artificial grass squares, corks, wooden blocks, nuts and bolts, wooden pegs, larger loose parts - carpet tubes, crates, planks, logs, tyres, cable reels, pipes, flexi pipes, Year 1 – 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 <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?	Curriculum link: Expressive Arts and Design, Understanding the World, Mathematics, Physical Development and Communication and Language. Open-ended resources should enable children to apply previously taught knowledge and vocabulary, make choices, test ideas, solve problems and explain changes rather than being offered as activity for activity's sake. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- 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 independently applying and extending previous learning through purposeful challenges.	Vocabulary Core (Nursery/pre-school & Reception) Names of materials, such as plastic, metal, rubber, wool, leather, elastic, paper, fabric, wood, stone, Names of colours, See, hear, touch, smell, feel, notice, look, think, play, Size, long, short, big, small, longer, shorter, bigger, smaller, wide, narrow, hard, soft, rough, bumpy, strong, stiff, compare, sort, group, match 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, create, imagine, build, construct, stack, balance, join, link, pattern, sequence, Extended (Reception & Year 1) Natural, man-made, waterproof, not waterproof, absorb, transparent, opaque, Explore, investigate, describe, explain, examine, observe, discover, experiment, invent, evaluate, curious, Measure, repair, dismantle, attach, fasten, connect, arrange Collaborate, independent, cooperate, predict, identify, classify, properties, purpose, Dissolve, dry, evaporate, Stretch, squash, snap, bend, magnetic, attract, repel, Transparent, translucent, opaque, flexible, weak, smooth, texture, magnify, reflect, reflection, object, artefact, rotate, foundation, support, hollow,	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 - To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that
	Spring Term Nursery/pre-school & Reception–cork coasters and place mats, shells, pebbles, gravel, stones, napkin rings, gems, sticks, small logs (straight and angles), log slices (of various sizes), glass nuggets, bamboo, old CDs, cardboard tubes, wooden rings, metal rings, artificial grass squares, corks, wooden blocks, nuts and bolts, wooden pegs, larger loose parts - carpet tubes, crates, planks, logs, tyres, cable reels, pipes, flexi pipes, photographs of places visited, World map, Atlases, globe, flags, books, 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

Year 1 - Resources for 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

Challenge – 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?

Summer Term

Nursery/pre-school & Reception – cork coasters and place mats, shells, pebbles, gravel, stones, napkin rings, gems, sticks, small logs (straight and angles), log slices (of various sizes), glass nuggets, bamboo, old CDs, cardboard tubes, wooden rings, metal rings, artificial grass squares, corks, wooden blocks, nuts and bolts, wooden pegs, larger loose parts - carpet tubes, crates, planks, logs, tyres, cable reels, pipes, flexi pipes, Occupation books, display of family member and jobs, recycling, Measuring

Year 1 - 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

Challenge – 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?

Descriptive Vocabulary for Loose Parts

Shape & Form	Size & Comparison	Pattern & Maths
cone	tall	Language
disc	short	pattern
cylinder	wide	repeating
flat	narrow	alternating
curved	larger	group
pointed	smaller	set
rounded	equal	sort
stacked	balanced	rule
layered	uneven	match
		compare

Possible Questions

See commentary in continuous provision documents also

- Can you tell me more about... ?
- Can you describe the different parts?
- What can you see that is the same/ different?
- I wonder what would happen if you put this here.
- What do you notice?
- 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?
- Why might that not work?
- How does this make you feel?
- I wonder what you found out.

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?

children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.

Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Role Play – home corner	Autumn Term Nursery/pre-school & Reception –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 Year 1 – open ended writing materials, dolls and clothing – lace tying and buttoning <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?	Curriculum link: Communication and Language, PSED, Literacy and Understanding the World. Provision should draw on real experiences, stories and the taught curriculum, broaden children's knowledge beyond their immediate experience and positively represent different families, communities, cultures and occupations. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- Children applying and extending previously taught knowledge and skills. - 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 considering each other's' feelings - Children reflecting on their own experiences and re-enacting in play - Children beginning to write for a purpose e.g. lists - Children independently applying and extending	Vocabulary Core (Nursery/pre-school & Reception) 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'). Extended (Reception & Year 1) 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. Responsibility, respect, community, kindness, prepare, nutritious, Possible Questions <i>See commentary in continuous provision documents also</i> - 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?	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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
	Spring Term Nursery/pre-school – Wooden food, chopping boards, kettle, teapots, cutlery, utensils, babies, clothes and material, shopping list, recipes, phone book, telephone, computer, Reception - Writing opportunities (such as shopping lists or telephone messages) Other types of roleplay kitchen equipment and utensils (such as sieves, whisks, chopping boards, rolling pins, jugs, cake tins) Party decorations, party hats, pretend cake, pretend candles Year 1 -writing opportunities, telephone (numbers) <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?				

Summer Term Nursery/pre-school – 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. Reception- 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 Year 1 – writing opportunities, telephone (numbers), computer keyboard, hairdryers, cameras, iron – electronics Challenge – 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?		previous learning through purposeful challenges.	• 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? Open-Ended Questions (Used Sparingly) "What were you thinking about when you made this part?" "What might you try next?" "What does this tool let you do?" "How did you make that effect?" "Would you like to add any words to go with your marks?"	• To support children to work through minor conflicts where necessary • To initiate conversation about children's lives/past events/lives of others from different communities To offer ideas and challenges to extend play To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
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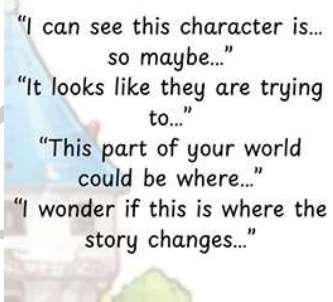
Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Creative	Autumn Term Nursery/pre-school – Aprons, mirrors, storage boxes of various sizes, junk modelling materials, such as cardboard boxes, cardboard rolls, bottles of different sizes, glue sticks, pva glue, sticky tape, masking tape and dispensers, scissors, paper and card of different sizes and colours, cotton wool, ribbon, wool, liquid colour paint, pain sticks, stencils, stamps, easel, paintbrushes, sponges and paint dabbers , felt-tip pens, coloured pencils, wax crayons Stickers, paper and foam shapes Reception - 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 Year 1- examples of artists such as Alexander Colder for shaping papers in different way, weaving, colour mixing, spirograph, spiral items for inspiration. <i>Challenge</i> – Can you colour in the lines? Can you practice using scissors? Can you paint the picture displayed? Can you create a spiral piece if artwork?	Curriculum link: Expressive Arts and Design and Physical Development, with links across the curriculum. Ensure children are explicitly taught techniques and how to use tools/materials safely, then have repeated opportunities to select, combine, adapt, explain and refine their own ideas. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- Children applying and extending previously taught knowledge and skills. - 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	Vocabulary Core (Nursery/pre-school & Reception) 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 (Reception & Year 1) Wrap, fix, combine, fasten, connect, build, create, decorate, details, describe, alter, amend, adjust, explore, investigate, trial and error, practise, spread, fill, swirl, spirals, Dab, shade, tone, smudge, blend, create, plan, design, method, strategy, texture, bright, dull, shiny, matt, sculpt, colour wheel, primary, secondary, opposing, hue Imagine, imagination Names of more advanced materials, such as pastels, charcoal	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can
	Spring Term Nursery/pre-school – Pom-poms, pipe cleaners, lolly sticks, camera, paper bags, bottle tops 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		Children using a range of tools		

could draw, such as flowers Tin foil, wrapping paper, tissue paper, small world toys to support children's interests Reception - 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 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 Year 1 – gelli print plate, paint printing ink, polystyrene, string printing, cardboard, wood blocks, natural objects for printing.  <i>Challenge – 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? Can you create your own print?</i>	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 independently applying and extending previous learning through purposeful challenges.	Descriptive Vocabulary <table><tr><td>Marks & Lines:</td><td>Colour & Tone:</td></tr><tr><td>wavy</td><td>bright</td></tr><tr><td>zigzag</td><td>bold</td></tr><tr><td>straight</td><td>pale</td></tr><tr><td>curved</td><td>dark</td></tr><tr><td>spiral</td><td>light</td></tr><tr><td>dotted</td><td>soft</td></tr><tr><td>looping</td><td>vibrant</td></tr><tr><td>jagged</td><td>muted</td></tr></table><table><tr><td>Texture & Effect:</td><td>Tools & Actions:</td></tr><tr><td>smooth</td><td>brushing</td></tr><tr><td>rough</td><td>dabbing</td></tr><tr><td>bumpy</td><td>rolling</td></tr><tr><td>thick</td><td>stamping</td></tr><tr><td>thin</td><td>splattering</td></tr><tr><td>smudged</td><td>mixing</td></tr><tr><td>blended</td><td>spreading</td></tr></table> Possible Questions <i>See commentary in continuous provision documents also</i> • 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?	Marks & Lines:	Colour & Tone:	wavy	bright	zigzag	bold	straight	pale	curved	dark	spiral	light	dotted	soft	looping	vibrant	jagged	muted	Texture & Effect:	Tools & Actions:	smooth	brushing	rough	dabbing	bumpy	rolling	thick	stamping	thin	splattering	smudged	mixing	blended	spreading	participate and make strong progress.
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Summer Term Nursery/pre-school –Fasteners of different sizes, such as paper fasteners (split pins), paper clips, treasury tags Dowelling 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 Reception - 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 Year 1 – clay for sculpture, wool, springs, sliders and levers, bird images, cardboard, foam board, Modroc, wire, newspaper. <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? Can you make your own bird?			• 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. 	
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Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Small world	Autumn Term Nursery/pre-school – Small and large construction bricks Floor mats, 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 pets Nursery/pre-school rhyme story sets Reception –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> Year 1 – story setting pictures Story setting vocabulary mats Speech bubbles <i>Challenge</i> –Can you re-enact a familiar scene? Can you tell a story? Can you put the resources away when finished?	Curriculum link: Communication and Language, Literacy, PSED, Understanding the World and Expressive Arts and Design. Use small-world play to revisit stories, places, communities and topic knowledge; adults should model rich vocabulary and support increasingly sustained narratives, collaboration and explanation. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- Children applying and extending previously taught knowledge and skills. - 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) children extending their vocabulary through shared language.	Vocabulary Core (Nursery/pre-school & Reception) 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 Extended (Reception & Year 1) Pretend, imaginary, adventure, retell, beginning, describe Design, construction, construct, assemble, connect, circuit, mechanic, separate, thread, 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, community, kindness, resilience, responsibility.	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.

Spring Term Nursery/pre-school – Junk materials Boxes, crates, tyres, cable drums, den building materials Fabric, hats, material Loose parts Foliage, artificial flowers Small world characters from familiar stories, fairy tales, TV or films 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 Paper, sticky tape and lolly sticks for children to make their own stick puppets Nursery/pre-school rhyme story sets Reception - 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 Year 1 - Various paper available in the writing area Story blocks Small story planning papers story writing frames <i>Challenge</i> – 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?		Children independently applying and extending previous learning through purposeful challenges.	Starting a Story: "Once upon a time, there was a..." "One day, a... decided to..." "In a faraway place, there lived a..." Building the Story: "Then, something unexpected happened..." "After that, they decided to..." "But suddenly..." "It was tricky because..." "They needed to find a way to..." Resolution & Ending: "In the end, they..." "Finally, everything was..." "So they decided to..." "And from that day on..." Possible Questions • 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 re-enacting? • 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...?
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Summer Term Nursery/pre-school – Open-ended resources, such as shells, pine cones, twigs, stones, log slices, pebbles, seaweed, moss, buttons, small pieces of material and lolly sticks Peg dolls Animals organised into animal groups Themed small world resources, such as stethoscope, x-rays, prescription notepads and thermometer Story cards and images from familiar stories Money, tills, purses, wallets Clipboards, pens and paper Recording devices, such as a camera or tablet Variety of maps and plans for children to use when constructing Drawing materials for children to enhance their play, for example to make flags, create roads and maps Nursery/pre-school rhyme story sets Reception - 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 Year 1 – Various paper available in the writing area Story blocks Small story planning papers story writing frames <i>Challenge</i> – 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?			• 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?  "I can see this character is... so maybe..." "It looks like they are trying to..." "This part of your world could be where..." "I wonder if this is where the story changes..."	
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Sand and Water Play

Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
	Autumn Term Nursery/pre-school – watering cans, cups, bottles, forks, spades, buckets, water/sand wheel, sand moulds, sea and sand animals, metal/plastic spoons, Reception – spades, containers, shovel, teaspoons and tablespoons, gems and various sand/water animals, beakers with wide and narrow openings, Potato mashers, whisks Year 1 – labelled measuring cylinders with unit measures, story telling materials from class text, foam magnetic letters, numbers 0-10 Challenge – Can you create a castle, with turrets, a moat and a draw bridge? 	Curriculum link: Mathematics, Understanding the World, Physical Development and Communication and Language. Build progression through comparison, capacity, measure, properties of materials, movement and change, with adults modelling precise vocabulary and encouraging prediction, testing and explanation. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- Children applying and extending previously taught knowledge and skills. - Children applying topic vocabulary taught in class from shape, space and measure - Children being creative and imaginative with the resources provided - Children turn taking, sharing and getting along together – using the collaborative skills to create together - Children incorporating cross curricular knowledge (e.g. number, reading), writing) - Children showing knowledge of new techniques	Vocabulary Core (Nursery/pre-school & Reception) Dig, scoop, flatten, mould, fill, tip, empty, full, deep, shallow, funnel, gutter, guttering, nearly full, nearly empty, waterproof, bury, rake, shovel, teaspoon, bucket, container, pour, spade, small, medium, large, tablespoon, spoons, turning, forks, lollisticks, matchsticks, floating, sinking, teapot, watering can, cup, glass, bottle, chopsticks, shape, drop, slide, hide, build, push, pat, mix, lift, stamp, break. Wet, dry, soggy. Warm, cold, soft, hard. Mark, wave, line. Big, small, heavy, light, long, full, empty, gone, hide, cover, size, more, less, hold Drop, drip, splash, spray, bubble, bubbly, ice cube, foam, squirt, slip, slide, stir, mix, squeeze, deep. Catch, collect, wash, clean. Change, fast, slow, up, down. Full, empty, gone, more, less, top, bottom. Wet, dry, soggy, water, ice, cold, warm. Move, waves, river, pond, rain, sea, puddle.	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - 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 - To ensure the children are using the water/sand responsibly e.g. encourage the children to clean up spillages - To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
	Spring Term Nursery/pre-school- rake, water spinners, Funnels, slotted spoons measuring spoons serving spoons, teaspoons, tablespoons, scoops wooden spoons, Rakes, scrapers, Broom, Natural materials (pebbles, sponges, corks, pebbles, pumice stones, shells Reception – measuring spoons, lollisticks, matchsticks, chopsticks funnels, sponges, cloths, drainpipes, guttering, tubing, water pump Year 1 – tricky words HRSW, numbers 0-20, cups for capacity measuring, predicting, absorbent and non-absorbent materials, hoops for Venn diagrams Challenge – Can you discover which material is the best for a rain jacket for bear?		- Children independently applying and extending previous learning through purposeful challenges - Children creatively thinking about the different materials that are provided and how they can be used	Extended (Reception & Year 1) sculpt, manipulate, absorption, rotating, accurately, transfer, capacity, natural and man-made, Sculpt, pattern, print, mould, squeeze, scratch, drag, scrape. Flatten, level off, pile up, strain, sink, scoop, smooth out, crumble, grain, disappear, stir. Damp, soaked, squelchy, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy, grains, grainy, flat, gritty, Capacity, liquid. Trickle, gush, flow, sprinkle, damp, soak, drench, moist, drizzle, seep, whisk, leak, frothy, melt, melting. Half empty, half full, almost full, nearly full, almost empty, nearly empty, brim, level, measure, overflow, shallow. Hotter, colder, warmer, cooler. Float, sink, surface, moisture, deeper, deepest, faster, slower, evaporate, direction, ripple. Reflection, reflect. Canal, channel, stream, drain, flood, meander, ocean,	

				well, fountain, waterfall, iceberg. Waterspout, waterproof. Transparent, clear, see-through	
	Summer Term Nursery/pre-school – pattern makers, paintbrushes, rollers, shape cutters, combs, wooden discs, pine cones, bark, Mechanical apparatus to dig, Water spray bottles Reception – measuring cylinders of various sizes, pulley, Balance scales • Flag making resources, magnets, thermostats Year 1 – string to compare lengths, tape measures, rulers, digits to make 2d numbers, creative materials Challenge – Can you build a floating boat that a small toy can cross the water tray on? Can you make a sand bridge that a car can cross without collapsing? Can you make a dam which holds back water?			Possible Questions See commentary in continuous provision documents also Sand • How does the sand feel? • Which different ways can you use your tools? • Can you explain what you are going to make? • If you push hard with your tools, what happens? • Can you tell me what you discovered? • Can you show me how you...? • Can you tell me about your choice of tool when you were...? • How could we...? • Why did that happen? • What could we change? • How has the sand changed? • What is the problem? How could you fix it? • I wonder what would happen if... • What tool would help you? • Can you tell me about the marks you have made? • Which tool would work best? • How could you make it even better? • Would it be better if...? • Can you fill/half fill/empty the bucket? • How much water do you need to add? Water • How can we move the water? What would be the best way? • Why do you think it flows that way? • Which container holds the most? How could we find out?	

				• Can you find two containers that hold the same amount of water? • Tell me what you discovered. • Show me how you... • How could we...? • Why did that happen? • I wonder what would happen if... • What do you notice when we...? • What tool would help you? • Would it be better if...? • Can you fill/half fill/empty the bucket? • How much water do you need to add? • How has the ice/water changed?	
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Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
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Outdoors	<i>These open-ended resources will be available in the outdoors for open ended, creative play</i> Monday & Wednesday - Bicycles/tricycles Balance Bike, little tykes cars, scooter, number plates, wheelbarrows, prams, climbing frame, steps, Hula hoops, skipping ropes, traffic signs, markings, road safety posters, traffic cones, suspended hoops, egg timers, whistles, activity gym Balls Goal post Tuesday, Thursday Monday, Wed, Fri - Wood off-cuts, various sized Logs, planks, Crates, Guttering Drain pipes, funnels, flexi piping (of various sizes), pipe holder maze, cable reels (various sizes), Builder's trays, Access to water –water butt, medium wooden blocks for building, large wooden blocks for building/climbing, fidget fine motor board, , Boxes – cardboard, wooden, plastic, carpet inserts, sand, bull dog clips, tarpaulin sheets, Masking tape, Wheel-barrows, Hard-hats, Visibility tabards, Wellington boots, Overalls, Tyres, Off cuts of carpet, rugs, canvas, Ground sheets, water scales, jugs, buckets, tape measures, natural loose parts, large ten and five frames, large natural number shapes, spades, large scale paintbrushes, wooden numbers, wooden graphemes, musical instruments <i>Additional resources will be added each term linked to the children's interests and the planned curriculum and identified teaching priorities</i> Autumn Term <i>Challenge – Can you create a path from cone 1 to cone 2?</i> <i>Can you create an obstacle course for your partner to follow?</i> Spring Term <i>Challenge – Can you transfer water from the water butt in different ways? Can you then make a boat to float on the water?</i> Summer Term <i>Challenge – Can you make a track for the marble? Can you make a den with the resources available? Can you</i>	Curriculum link: all seven areas, with particular emphasis on Physical Development, PSED, Communication and Language and Understanding the World. Outdoor provision should be equally ambitious, inclusive and sequenced, with regular opportunities for gross-motor development, managed risk, investigation, collaboration and application of taught knowledge. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	• Children applying and extending previously taught knowledge and skills. • Children applying topic vocabulary taught in class from texts and other resources • Children will collaborate and negotiate with others to achieve a shared goal Children will use a range of resources to achieve desired outcome Children will engage with the world around them, using gross motor skills Children independently applying and extending previous learning through purposeful challenges.	Vocabulary Core (Nursery/pre-school & Reception) Vocabulary regarding movement- Galloping, skipping, walking, jumping, slither, tip toeing, running, climbing. Instruction based vocabulary regarding movement - Lead, follow, copy, push, pull, stop, go, fill, empty, pour, scoop, measure, weigh, Positional language: over, under, beside, beneath, above, below, though, behind, in front, etc. Size language: tall, taller, big, little, middle size, small, medium, long, short, tiny, large, centimetres, inches, thickest, thinnest, enormous etc. Weight language: heavy, heaviest, light, lightest Descriptive: strong, balanced, wobbly, steady Actions: lifting, carrying, dragging, pulling, pushing, balancing, stacking, building, joining, connecting, fixing, covering, stretching, pedal, steer, brake, stop, kick, throw, catch, change Extended (Reception & Year 1) Sturdy, stable, secure, firm, unstable, supported, reinforcing, adjusting, aligning, anchoring, extending, strengthening, placing, positioning, interlocked, layered, aim, dribble, clamber, load bearing, counter balance, coordination, precision, accurate, symmetry, centred, evaluate, modify, water resistant, porous, absorbent, flexible, rigid, durable, Possible Questions <i>See commentary in continuous provision documents also</i> What do you think will happen if...? How could you...? Why does...? I wonder how you could...? How many...? What do you think will happen if...? How could you...? Why does....?	SHREC Oracy • Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. • To model appropriate and new vocabulary • 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 • To dynamically risk assess alongside the children • Notice significant learning and use it to inform responsive teaching; avoid unnecessary evidence collection or recording. • To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
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create a set of road instructions for the road users to follow?

Open-Ended Questions
(Used Sparingly)

"How did you make that stay like that?"
"What might you try next?"
"What could you add to make it stronger?"
"How are these pieces working together?"
"What happens if you add another one?"

Area	Resources & challenges	Curriculum links & learning focus	Possible indicators of learning	Vocabulary/Questions	Role of the Adult
Funky Fingers (fine motor)	<i>These open-ended resources will be available in the fine motor area for the children to continually develop their muscles for writing</i> Threading beads/buttons, threading numbers and letters, weaving paper, fabric and wool, squeezing tennis balls and feeding them, tweezers, hole punches, stencils, button felt ties, laces work, playdough, glitter trays, letter cards, mark making patterns, sorting and posting activities, stickers, golf balls and golf tees, peg boards, multilink cubes, hole punches, scissors, pom poms, shape cutters, chunky crayons, pencils, chalks, oil pastels, magnetic drawing boards, Velcro boards, pipettes and eye droppers, nuts and bolts, zips, elastic bands, stones and gems, small tile patterns, wooden clothes pegs <i>Additional resources will be added each term linked to the children's interests and the planned curriculum and identified teaching priorities</i>	Curriculum link: Physical Development and Literacy. Fine-motor provision should progressively develop strength, dexterity, hand-eye coordination and control needed for tools and fluent writing, while avoiding a one-size-fits-all pencil-grip expectation before children are developmentally ready. This plan has been developed to complement the EYFS Long Term Plan which shows the objectives in more detail.	- Children applying and extending previously taught knowledge and skills. - Children recording their name independently - Children developing their early fine motor skills - Children engaging with tasks that support the hand muscles - Children independently applying and extending previous learning through purposeful challenges. - Children thinking creatively about how to use the available resources.	Vocabulary Core (Nursery/pre-school & Reception) Equipment vocabulary Mathematical vocabulary Roll / push / twist / pat / poke / pinch / squash / flatten / mould / shape / turn / press / share / smooth / bumpy / rough / sticky / mix / knead / thread / slot / tap / peel / fold / Weave, scrunch, squeeze, stretch, place/put, cut, link, connect, press, rub, pattern, draw, roll, broken, joined, soft, smooth, bumpy, sticky, squashy, crumbly Extended (Reception & Year 1) Interlink, separated, layered, overlapping, reshaped, placement, precision, concentration, manipulate, rotate, position, release, control, strength, crease Possible Questions <i>See commentary in continuous provision documents also</i> - what were you thinking about when you made the first part? - What might you try next? - What does this tool let you do? - How did you make it change shape? - Will you add anything else? - Can you describe your pattern that you made? - What are your fingers doing/ Which part of your hand are you using? - How does it feel? - How did you get it to work/make that happen?	SHREC Oracy - Identify what children know and can do and use this to provide responsive teaching that moves them forward through the planned curriculum. - To model appropriate and new vocabulary - 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 - To address any misconceptions e.g. possibly correcting grasp. - To identify and remove barriers promptly; adapt resources, language, modelling, grouping, sensory demands and adult support so that children with SEND, disadvantaged children and others facing barriers can participate and make strong progress.
	Autumn Term Challenge - Can you make your name out of playdough? Can you make numbers from playdough?				
	Spring Term Challenge – can you create a pattern from the resources you have? Can you use the paper and hole punches to connect materials together?				
	Summer Term Challenge – Can you use scissors to create different patterns with paper?				