

Continuous Provision Planning

Introduce Continuous Provision slowly to the class. Start with one shelf at a time and ensure everything is labelled or shadowed on the shelves. During the first half term adults spend their time in the continuous provision showing the children how to use the equipment and what they do once they have finished using the equipment in that area.

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Key Questions	Intended Learning Outcomes
Numeracy Table MATHS ZONE	Number Tracks Digit cards to 20 Small objects to count (mixture of natural & man made resources) Objects to sort with different attributes Books & number puzzles Set of 2D shapes Tangram pictures Measuring tool box - tape measure, ruler, timer, string & scissors, chalk. White boards & pens Measuring cubes & cards Bingo game Number pebbles Magnetic numbers & boards Variety of dice Numicon pieces & boards Weighing balance scales Ten frames Part part whole frames Selection of loose parts - curtain rings, washers, bolts, wooden sticks, conkers etc Place value sticks 3D shapes Addition & subtraction sentences Dominoes Number tracks & 100 squares Pencils & Clipboards	Number names and number songs. Number, numeral, count, add, more, less, take away, fewer, same. 2D shape names e.g. circle, triangle, square, rectangle, and terms sides/corners to describe. 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. Pattern.	Can you count...? Do you know / can you sing...? What could you do with these shapes? Tell me about these shapes...? Where shall we put...? How did you...? How could you make it longer/ shorter/taller? How can you find the total...? What comes next in the pattern...? How did you do that/work that out...?	Rote count and count a variety of different objects. Make collections of things which are of interest to them. Sort, match and classify. See and make use of written numerals. Compare, estimate and measure. Make marks in play situations which communicate mathematical meaning. Investigate and solve practical problems. Test theories and ideas.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

COUNT	REPRESENT	CREATE	SORT	EXPLORE/ EXPERIEMNT	ORDERING
Loose parts Counters 5/10 frames Egg boxes Ice cube trays	Cubes Numicon Sorting animals Counters Loose parts White boards Mark making tool 5 and 10 frames	2D shapes 3D shapes Magnetic tiles Wooden shapes	Numbers Number lines Coloured cubes Coloured animals 2D shapes	Weighing scales Weights Natural objects Whole part diagrams	Numbers Number cards pebbles
Count to 10 and beyond. Matching number to quantity -10	Recognise numbers to 10. Use fingers and marks to represent numbers of their choice.	Continue and copy patterns. Make their own patterns. Explain what they have made.	Sort objects using their own categories. Explain what they have done (i.e I have put all the red cars together).	Compare length, weight and capacity.	Know that numbers have an order. Order number to 10

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Writing Table MESSAGE CENTRE	Pencils - writing, coloured Felt pens White paper Coloured paper Wide lined paper Tracing paper Paper clips Note Pads Envelopes Clip boards White boards & pens Rulers Hole punchers, scissors, glue, treasury tags Phonic sound mats Tricky word mats Name cards Stencils Name cards	Writing, letters, line, full stop, capital letter, finger space, number, write, sentence, word, read, alphabet, sound, phoneme, blend, segment, picture, name, caption, speech bubble. Writing genres: letter, story, instructions, fiction, non-fiction. Vocabulary related to equipment, materials & book making e.g. pens, pencils, envelopes, sticky tape, stapler etc. Letter & number names. The language used when talking through letter formation.	Can you tell me about...? What are you going to write? Can you write ...? Which resources will you need? Can you write a card/note/letter/ story/list? Who are you writing to? What sounds can you hear? Can you see the letter you need? Can you read to me what you have written? Can you help me read those words? What could happen next?	Experience a print rich environment inside and out. Mark makes with a range of tools. Use mark making to convey meaning. Develop their own writing in play situations. Write labels, lists, stories with marks, letters and words. Experiment with punctuation. Use their phonic knowledge in writing. Manipulate writing instruments. Learn about structure in different writing formats.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

MAKE MARKS	PENCIL GRIP	MEANING TO MARKS
Chalk Felt tips Pencils Pencil crayons Crayons Gel pens White board pens Different coloured / shaped /sized paper Post it notes Material Themed paper	Pencils Crayons Felt tips Pencil crayons	Sound mats Tricky word mats Drawing family / self/ objects/ scene/ letter mats

Make marks that are recognisable (i.e letters in name, CVC words). Use anticlockwise movement to form letters.	Use a comfortable grip with a good hold (usually tripod grip) Use scissors and other one handed equipment confidently.	Read what they have written. Read familiar words (phase2/3 words)

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Creative Table ART & CRAFT STUDIO	Paper Card Pencils – coloured, writing Felt pens Crayons Dabbers Chalks Scissors Joining materials - Glue, Split pins, masking tape, stapler, sellotape, dispenser. A selection of craft materials – tissues paper, buttons, match sticks, straws, corks, sequins, pipe cleaners, feathers, lolly sticks, pompoms, googly eyes, ribbon, wool, fabric, polystyrene. Rulers Art book	Names of materials & equipment e.g. boxes, glue, scissors etc. Imaginative/descriptive language – when children are talking about creative work e.g. pattern, mark, dab, shade, colour, stick, cut, press etc. 2D and 3D shape names e.g. square, circle, rectangle, cube, cuboid, cylinder. Other shape/size language e.g. curved, round, big, small.	What are you going to make? What colours can you use? / What textures can you feel? What did you use to make your model? How did you ...? What do you think about your...?	Use and explore a variety of resources, techniques and equipment in 2D and 3D, making choices and decisions along the way. Explore colour, texture, shape and patterns. Develop hand-eye coordination and fine motor skills. Develop mathematical language e.g. position, size, shape, comparisons. Manipulate a range of equipment and tools. Develop their own ideas over a period of time. Use resources purposefully, expressing real life experiences. Talk through their ideas.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING
Scissors	Glue Hole punch Stapler Tags Elastic bands Paper clip Cellotape Masking tape	Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons junk modelling	Colour mixing bottles Paintbrushes Containers for paint Pallets Water colour paints	Pom poms Rollers Stamps Ear buds Corks Dabbers	Crayons Chalk Felt tips Pencil Paint Highlighters Pens Whiteboard pens Thin felt tips Candles
Use scissors cut confidently. Follow a line to cut. Cut a range of materials. Cut circles and other shapes.	Know that glue/celotape can be used to fix and join things. Make desired models by joining junk together. Make holes and use treasury tags to hold things together.	Select the resources which will help make a collage.	Mix colours with a certain colour in mind. Explore different tones, shades of colour.	Print using a range of colours. Print with an idea in mind.	Add features to painting. Demonstrate good control when using paintbrushes.

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Malleable Table SQUASH & SQUEEZE	Rollers General cutters Letter cutters Numbers cutters Cutting wheels Cupcake holders Muffin tray Cutlery Plates Bowls & mixing spoons Objects for imprint – stamps, shells, Extruders General Playdough mats	Names of malleable & tactile materials. Names of additional tools and equipment. Language related to touch - cold, warm, hard, soft, squashy etc. Language related to actions - pinch, twist, stretch, roll, squeeze, pat etc. Language related to size - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner.	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...? How will you....?	Develop the capacity to use their imagination to feed their play. Develop and use receptive and expressive language. Transform objects; using their imagination to turn one object into another. Explore texture and form. Explore weight and capacity. Talk about what they have observed. Explore using tools safely and with control. Manipulate materials and explore what happens when they add new materials.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

ROLLING	MOULDING	CUTTING	SHAPING
Rolling pins Textured rolling pins Hand	Muffin tins Metal trays Cookie cutters Bowls and dishes Rolling pins Hands Moulds Loose parts	Plastic knives Plastic scissors	Hands and fingers Lollipops Match sticks straws
Begin to use the forward and backwards motion. Attempt to flatten then dough by applying some pressure.	Use hands to twist, pull, flatten, squeeze the dough. Use fingers, thumbs to make marks the dough.	Use fingers to tear/pull the dough. Begin to use cutters to cut out shapes in the dough. Use fingers to move excess dough away.	Use hands and fingers to shape the dough. Smooth the dough using fingers.

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Sand Tray DESERT ISLAND	Wet sand General moulds Stamps & imprinting Buckets - different sized Spades Sieves Scoops Natural resources Small Word additions Rakes Dry Sand Funnels Sieves Tubes Scoops Measuring jugs Buckets Spades Rakes Natural resources Small Word additions Sand wheels	Names of equipment. 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), full, empty, order, size.	What do you think will happen if: 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? How could we...? Why did that happen?	Fill and empty various containers using different materials. Make simple predictions from their experiences and test out ideas. Mark make and imprint in media. Colour mix and experience changes in temperature, size, form, rigidity and texture. Practice following instructions and routine (putting on an apron, putting things away on the shelf/in boxes). Wallow in a particular experience without interruption. Make links to their surroundings in relation to media and experiences.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

POURING	FILLING+ EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVEING
Jug Different sized scoops Different size bowls/cups Measuring cylinders Funnels	Small bucket Small jug Small loose parts- shells. Pebbles, corks	Different sized scoops Teaspoon Fingers Lollipop sticks Different sized spoons	Scoop Lollipop stick(carving) Something they have created Fingers	Buries and covers up resources. Pats sand down to cover up resources. Uses spades/scoops to bury objects.	Variety of sieves Sieve sand to get larger object out Sieve for desired purpose Tea strainer
Use hands to pour sand from one container to another.	Know when the bucket is full and needs turning over. Turn the buckets/moulds upside down to empty. Use language such as full/empty/heavy/light.	Select the appropriate resources for digging. Dig with control. Dig with desired purpose.	Make tunnels using sand. Use a range of containers/muds/buckets to make sand in desired shape.	Buries and covers resources using spoons/spade/ scoops .	Sieves sand for desire affect and purpose. Know that wet sand is harder to sieve.

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Water Tray WATER WORLD	Measuring jugs Measuring cylinders Scoops & spoons Tea set Whisks Colanders Funnels Tubes Boats Small world creatures Natural materials Syringes & pipettes Turkey baster Water wheel	Names of equipment. Drop, drip, puddle, thick, thin, change Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing, lumpy, smooth. Splash, spray, bubble, wave, squeeze, trickle, pour, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain. Full, empty, big(ger), small(er), order, size, deep, deeper, deepest. Tip, float, sink. Vocabulary associated with small world play - people and boats, pirates, under sea creatures, car wash etc.	How many jugs/cups of water will fill the bucket? What do you think will happen if: We pour the water onto the water wheel? We pour the water from this container into that one? We pour water into this tube? We put pebbles into this jug of water? We put sponges into the water? We squeeze the sponge in the water? Can you find something that you think will sink? Were you right?	Fill and empty various containers using different materials. Explore texture and form. Make simple predictions from their experiences and test out ideas. Colour mix and experience changes in temperature, size, form, rigidity and texture. Practice following instructions and routine (putting on an apron, washing hands after play, putting things away on the shelf/in boxes). Wallow in a particular experience without interruption. Make links to their surroundings in relation to media and experiences.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

POURING /EMPTYING	FILLING	TRANSPORTING /TRANSFERING	STIRING /MIXING	CLEANING/WASHING
Side Handled container Containers with holes Ladles and serving spoons Funnels Slotted spoons Measuring spoons Small spoons Small irregular shaped containers Large/heavy pots with spouts Taps for controlling flow	Syringe Spray bottle Small funnel Plastic piping Pipettes	Jugs of different sizes Funnels Plastic Piping Large/small pipettes Range of different sized containers Waterwheels	Wooden spoons of different sizes	Nail brush Tooth brush Different sized spray bottles
Select the resources which will help with pouring. Sometimes use one hand to pour water from a small container.	Begin to know when the container is full and does not require anymore water. Begin to know which resources will help fill a container quicker.	Develop accuracy in transporting from one container to another, with little spillage. Plan ways in which water can be transported without spillage.	Know which resources are need to mix water. Control the speed of stirring/mixing.	

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Construction BUILDING SITE	Wooden blocks Mobilo Duplo Lego (Summer term) K'nex Popoids Multi link cubes Interstar Magnetic duplo Large waffle construction Community Play blocks Clip boards Squared paper Pens Instruction cards Small word additions Small wooden loose parts Fabric Material Place for work in progress Photos of structures Clipboards/white boards & pens	Colour names. 2D shape names e.g. square, circle, triangle, rectangle etc. 3D shape names e.g. cube, cuboid, sphere, pyramid etc. Language of position e.g. before, after, on top of, behind, in front of etc. Language of size. Language of quantities. Cardinal number e.g. 1, 2, 3, 4...	What are you going to make? What will you need for ...? How does this work? Which construction kit are you going to use? What did you use to make your model? How did you ...? What do you think about your ...? How could we ... add the plane's wings? Put windows in the house? Why did you...?	Playing collaboratively with peers and adults. Using the construction area appropriately. Making choices. Giving opportunities for talking through shared activities. Following instructions. Making plans. Presenting ideas to others. Developing mathematical language e.g. position, size, shape, comparisons. Solving problems with their own designs or situations presented to them. Creating and recreating patterns and models. Matching and sorting shapes. Exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping. Balancing construction pieces. Designing and making their own models. Manipulating a range of equipment and tools. Developing their own ideas over a period of time. Representing their own experiences through imaginative play.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE
Lego Mobilo Small blocks Large Blocks Coloured blocks	Build a house/model with different rooms or different parts. Uses smaller blocks/construction tools to create intricate structures.	Lego Mobilo Small blocks Large Blocks Coloured blocks Cardboard boxes cogs	Wooden bricks (large and small) Duplo Small lego Cardboard tubes
Use a variety of resources to add to models. Create enclosed spaces. Add storylines to their play. Begin to create symmetry	Create space accordingly to what they want to make. Understand safety - if a tower is taler than them what will happen?	Have a vision in mind of what they want and then build. Problem solve - would a long bring be better?	Understand how to make a structure secure.

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Investigation/ICT Area	Beebots Magnifying glasses Magnets Microphones IPads Laptop Light box Acrylic letters Acrylic numbers Acrylic shapes Acrylic counters Acrylic 3D shapes	Language relating to equipment e.g. monitor, screen, tower, mouse, cursor etc. 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.	Shall we send a text message? Shall I see if there are any emails? Should we photocopy this picture? Explain how you play / use it / work it. How do you make it...? Which program do you like? I wonder if you could have done it a different way?	Respond to being given responsibility and independence with equipment. Show initiative in using equipment. Test out their experiences of using equipment at home or in other settings. Role play things that they have seen adults do. Apply things they know into a different context. Begin to understand the processes involved in finding information from a computer, or how a piece of technology can help to complete a task. Evidence of using prior knowledge of different devices, gaining confidence and ability as they gain exposure to equipment.

	Enabling Environments: What adults could provide	Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary
Small World ADVENTURE ISLAND	A selection of animals A selection of vehicles A selection of people Natural materials Scenery – grass, fencing, fabrics, glass beads Building blocks Train set Dolls house & Tree house Wooden town Farm	Vocabulary associated with 'feelings' – 'happy', 'sad', 'angry', 'worried', 'frightened', etc. Vocabulary linked to props & resources related to theme – homes, rooms, shops, medical services, transport & travel, animals, etc. Vocabulary linked to rhymes and stories. Language associated with different roles – family members, different jobs, animals etc.	Giving instructions and directions. Language associated with different situations – sorting out problems, enquiring, complaining, etc.	Take on roles in their play. Make voices and gestures in the play. Have conversations with imaginary people. Organise peers and toys in different ways. Look for resources within provision. Improvise with objects to create their play environment. Sing songs in play. Use vocabulary that is both familiar to them and adult introduced. Act out a story from memory or using books. Develop their own ideas over a period of time. Represent their own experiences through imaginative play. Play collaboratively with peers and adults.

COMMON PLAY BEHAVIOURS and ENHANCEMENTS

IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONEMNT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS
Variety of animals Small world people Dolls house and furniture Cars/transport Characters	Wooden blocks Natural materials Logs Wood Stones Train track	Small world people Dinosaurs Animals	Mini me's Photos Family events

Select the prompts/resources they need to represent their character.		Use their imagination to create scenes which they have imagined.	Create their own narrative. Interact with others Listen and respond		Able to intertwine their own experiences with the experiences of others.
	Enabling Environments: What adults could provide		Positive Relationships: What adults could do		
	Resources	Key Vocabulary	Resources	Key Vocabulary	
Reading Corner STORY LAND	Related books to topic including non-fiction Related books to phonics Puppets/toys to retell a story Story boxes which change half termly Reading buddies	Book language – cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction. Letter, word, sentence, rhyme, story, character. Sign, label, poster.	Why did you choose this book/poem/rhyme...? What is it about? What is 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? Do you know any of the letters? Do you recognise any words? How could you work out what the word says? What is happening in the picture? Did you find out any new information from the book?	Discover how to handle books carefully. Hold books the correct way up and turn pages one at a time. Shows interest in illustrations and print in book and their environment. Understand that print carries meaning and is a means of communication. Enjoy looking at images and pictures. Use different voices to tell stories. Talk about how characters from stories feel. Have some favourite stories, rhymes and poems. Use stories that they hear in their play. Begin to be aware of the way stories are structured. Suggest how a story might begin/end. Enjoy an increasing range of books. Understand that information can be retrieved from books. Read and understand simple sentences using a variety of strategies. Discuss the books they have read with others.	
COMMON PLAY BEHAVIOURS and ENHANCEMENTS					
CONCEPTS OF PRINT	ATTENTION	RECALLING FAMILIAR LETTERS AND WORDS	DISCUSSING BOOKS	MAKE OWN STORIES	
Phonics books A range of fiction and non fiction books Comics/magazines Catalogues Newspapers Different languages	Audio stories (with linked pictures or book)	Letters Tricky words	Phonics books A range of fiction and non fiction books	A range of open ended puppets Story stones/logs Story of the week resources	
Read book for pleasure. Engage in storytime.	Recognise phase 2/3 letters. Read CVC/CVVC words. Recognise/read tricky words. Read simple sentences.	Talk about what have been read. Retell stories once	Make up own narratives using prompts. Use new vocabulary in own stories. Book review – thumbs up or down.		