

## Enabling Environments at St John Vianney Early Years Foundation Stage

**Continuous Provision** describes the different areas of provision which are available for the children to use during child-led learning every day. Within these areas of provision there are a core range of resources which the children can use all the time, throughout the whole year.

Carefully planned continuous provision enables children to learn skills, challenges their thinking and helps them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults. It is within this learning environment that the children will develop key learning attributes and become independent active learners.

Children are more engaged within continuous provision when there are **defined spaces**. This leads to fewer distractions and provides the children with a context to collaborate, form relationships and communicate. The **resources and materials** in each area of provision are chosen based on the number of learning possibilities that they provide. Areas are not overloaded with resources as this can lead to clutter and lack of purpose in children's play. Resources are separated into small containers so children can easily see what is available to them. **Storage** is labelled or shadow matched so children can tidy and organise independently.

**Enhancements**, extra materials and resources, are added to the learning environment when staff observe that children have a particular interest or fascination and are motivated to follow it. Enhancements can extend children's learning and challenge them. They can also provide opportunities to revisit learning and embed skills and knowledge.

**Provocations** for learning are also added to the environment to provoke and invite learning, interest, creativity and thoughts. A provocation allows children to explore, create and think critically. Provocations are open ended and should be exciting and unique enough to invite interest and provoke learning with little direction from the adults.

The development of children's spoken language underpins all 7 areas of learning and development. **A language rich environment** occurs where children have quality back-and-forth interactions with adults and peers, are engaged actively with a range of texts and have extensive opportunities to use and embed new words in a range of contexts. Staff comment on children's play, expanding on phrases, recasting or modelling to support their understanding of grammar and develop their vocabulary. Vocabulary prompt sheets are displayed in every classroom area to support staff to exploit every opportunity to develop children's language.

The following tables give information about the outdoor and classroom areas found in St John Vianney Nursery and Reception classes. They detail possible activities undertaken by children and skills and knowledge they may develop. The selection of resources will vary according to the stage of development, needs and interests of the children.

### What activities and experiences do children enjoy?

- Physical skill development, i.e. throwing, catching, running, jumping, skipping/hopping, climbing, balancing, coordination
- Working with equipment – hoops, balls, quoits, scoops, bats, skipping ropes
- Large scale constructing with blocks and planks
- Free play, role play, mud kitchen
- Ring games, parachute, cooperative play and team games
- Experimentation, investigation, imagination and problem solving.
- Dancing, movement and singing
- Observation and recording of seasonal change, weather, birds, plants, minibeasts, sounds etc.
- Physical development and health, gross and fine motor skill development, cardiovascular health and bone health.
- Working alone or with other children, sometimes collaboratively or being part of a team
- Tallying scores
- Taking the role of an umpire
- Playing with children from both Reception and Nursery classes
- Being able to use loud voices

### What vocabulary do adults model and support the children to use?

- Vocabulary associated with maths, i.e. full, empty, half full, half empty, more, less, most, least, further, on top, inside, over, under, next to
- Vocabulary associated with scientific processes, i.e. investigate, experiment, observe and notice, guess, change, grow, die, freeze, melt, names of plants, birds, minibeasts, weather conditions etc.
- Vocabulary associated with children's play narratives, i.e. pirates, police, fire service
- Vocabulary associated with movement, run, chase, breathless, strong, balance, heart rate

## EYFS Continuous Provision Outdoor Area

### What resources are available?

- Loose parts - Stones, sticks, pine cones etc
- Sand area with digging, vehicles, moulds etc
- Water area with pouring, cooking, floating and sinking, guttering, stands, buckets
- Natural area i.e. log piles, bug hotel,
- Raised beds, -flowers, herbs and shrubs for attracting insects, sensory garden plants
- Sitting/communicating/reflecting area, i.e. seats, picnic area, sunshade.
- Dynamic/locomotor area for running
- Wheeled toy area
- Games area with bats, balls, hoops, quoits etc
- Den building, imaginative play area, i.e. role play, small world play, loose
- Building area with blocks, planks, crates and tyres for building, balancing climbing
- Adventure play area – balancing and climbing equipment
- Music and dancing area
- Small World area with figures, animals etc for imaginative play
- Mark making – chinks, paints, water and brushes
- Range of surfaces for different sensory feedback
- Areas of shade and
- Adventure Shed – responding to weather, interests eg. Singing, mark making, dressing up
- Welly change area
- Forest School days

### What do children learn and what skills do they develop?

- Explore and identify seasonal and weather changes first hand
- Care for the environment and living things
- Develop a love of the outdoors and nature
- Investigate natural and manmade materials
- Identify life cycles
- Identify similarities and differences
- Explore and naming features of the natural and manmade environment and phenomena
- Develop gross motor and physical skills using a variety of equipment
- Develop confidence to try new activities and to take measured risks
- Develop awareness of space and other people
- Learn how to use equipment, showing an understanding of the need for safety
- Show increasing control over equipment such as balls, hoops, bikes
- Engage in role play based on first hand and imagined experiences
- Develop core strength, gross motor skills, strength and stamina
- Develop fine motor control
- Develop vocabulary and mathematical concepts
- Play in a group collaboratively, extending and elaborating play ideas
- Take turns and sharing equipment,
- Learn and accept rules for games and for safety
- Talk activities through, evaluating, modifying, negotiating and explaining to others
- Listen and respond to ideas of others
- Observe events and objects, make predictions, ask questions and solve problems
- Develop patience, perseverance, resilience and independence

<p><b>What do children learn and what skills do they develop?</b></p> <ul style="list-style-type: none"> <li>• Develop a love of books and reading</li> <li>• Access a range of books and texts independently</li> <li>• Listen to others reading</li> <li>• Tell stories and share books</li> <li>• Concentrate and give focused attention</li> <li>• Re-read a favourite book again and again until it is known by heart</li> <li>• Re-tell familiar stories in own way, drawing on the language patterns of stories</li> <li>• Explore books that give information and gather information</li> <li>• Explore a range of cultures, races, beliefs and languages</li> <li>• Use phonic knowledge to decode readable texts</li> <li>• Describing illustrations to adults and peers</li> <li>• Talk about the ending of stories – make predictions</li> <li>• Discuss favourite books and stories</li> <li>• Tell a story using puppets</li> <li>• Share a book with an adult to develop L to R directionality</li> <li>• Gain comfort from a quiet, cosy space</li> <li>• Understand that we treat others' views and cultures with respect</li> <li>• Listen and respond to ideas of others</li> <li>• Ask simple questions of adults and peers</li> <li>• Access their current interests in reading materials</li> <li>• Develop their ability observe events and objects, make predictions, ask questions and give plausible explanations, reasons and viewpoints</li> </ul>	<p><b>EYFS Continuous Provision Book Area</b></p>	<p><b>What resources are available?</b></p> <ul style="list-style-type: none"> <li>• Attractive, quiet, carpeted, well-lit area</li> <li>• Simple classification system</li> <li>• Comfortable seating</li> <li>• A wide selection of good quality reading material, which is attractively displayed and regularly refreshed</li> <li>• Previous 'Books of the week'</li> <li>• Fiction books,</li> <li>• traditional tales,</li> <li>• Rhymes and poems</li> <li>• Non-fiction books</li> <li>• Books with moving parts</li> <li>• Books representing our diverse society</li> <li>• Magazines, comics newspapers</li> <li>• Big books, board books,</li> <li>• Homemade books with photographs</li> <li>• Books made by children</li> <li>• cuddly toys</li> <li>• Puppets and props for storytelling and making,</li> <li>• CD/tape player, headphones</li> <li>• Story maps, story boards</li> <li>• Environmental print</li> <li>• Phonics materials</li> </ul>																			
<p><b>Which activities and experiences do children enjoy?</b></p> <ul style="list-style-type: none"> <li>• Making book choices</li> <li>• Looking at books, carefully turning pages</li> <li>• Asking questions</li> <li>• Discussing books, content, format, favourite, characters, illustrator, author, endings</li> <li>• Silent reading, reading aloud or with a friend</li> <li>• Developing vocabulary</li> <li>• Developing an Intuitive awareness of the structure of written language</li> <li>• Predicting and sequencing events</li> <li>• Enjoying sharing books with friends and adults</li> <li>• Subconsciously linking a love of books and reading to relaxing</li> <li>• Building up a range of reading strategies</li> <li>• Telling and reading stories</li> <li>• Retelling known stories from memory</li> <li>• Learning how books work</li> <li>• Retrieving information</li> <li>• Listening to stories read by adults, children and from CD</li> <li>• Extending understanding of events that cannot be experienced, recognising feelings</li> </ul>	<p><b>What vocabulary do adults model and the support children to use?</b></p> <table border="0"> <tr> <td>• page</td> <td>• cover</td> <td>• Traditional tale</td> <td>• audience</td> </tr> <tr> <td>• picture</td> <td>• blurb</td> <td>• comic</td> <td>• beginning, middle, end</td> </tr> <tr> <td>• illustration/ illustrator</td> <td>• hardback</td> <td>• fact, fiction</td> <td>• characters</td> </tr> <tr> <td>• author</td> <td>• paperback</td> <td>• magazine,</td> <td>• plot</td> </tr> <tr> <td>• print</td> <td>• poetry</td> <td>• newspaper</td> <td></td> </tr> </table>	• page	• cover	• Traditional tale	• audience	• picture	• blurb	• comic	• beginning, middle, end	• illustration/ illustrator	• hardback	• fact, fiction	• characters	• author	• paperback	• magazine,	• plot	• print	• poetry	• newspaper	
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### What activities and experiences do the children enjoy?

- Organising ideas to create stories and scenarios
- Developing understanding of different natural environments – farm, jungle, grasslands,
- Developing awareness of the man-made environments – town, castle, railway, roadway, church, mosque
- Developing an awareness of occupations – train driver, farmer, knight, fairy
- Making representations worlds which are real, imagined or from storybooks
- Re-enacting a narrative
- Speaking in role
- Constructing with regard to shape and size
- Placing artefacts using fine motor control
- Evaluating and adapting models, landscapes and layouts.
- Sharing, taking turns, working collaboratively and co-operatively.
- Listening to and respecting the ideas of others.
- Sharing own ideas, explaining them in sentences.
- Making plans, signs and labels
- Drawing maps and make them in 3-d
- Exploring mathematical concepts in context such as; number, quantity, volume, capacity, distance and time

### What vocabulary do adults model and support the children to use?

- Vocabulary associated with; the environments created by the children and the world in general, i.e. jungle, desert, moon, and ocean.
- Local area places, building services vocabulary
- animals, i.e. horse, dinosaur, snail.
- work categories, i.e. fire fighter, fire station, pilot, airport, astronaut, and rocket.
- number, i.e. three, five, two, first, last
- position, i.e., inside, on top, under;
- measures i.e. more than, equal, shape, i.e., square, triangle, cube, cone,
- Comparative language within small world role play

## EYFS Continuous Provision Small world

### What resources are available?

- Loose parts - Stones, sticks, pine cones etc
- Dolls house, furniture and people
- Garage, vehicles road maps
- Castle, knights, fairies
- Train set, platforms, trains and people Super heroes
- Fire stations, engines and people
- Dinosaur selection
- Range of animals including jungle animals, zoo animals, domestic animals
- Farm, animals and farm workers
- Police station, cars and officers
- Space station, rockets and vehicles and astronauts
- Park equipment and people and animals
- Pirate ship, pirates, fabric
- Hand puppets and theatre
- Open-ended loose parts such as astro turf, wooden blocks, lollipop sticks, pebbles, stones, sticks, wooden dolly pegs, pebbles, shells, rocks, small cardboard boxes and tubes.
- Tough spot, large floor space, low level table, range of fabrics
- Mark making materials and reference materials

### What do children learn and what skills do they develop?

- Find out about their world, the world beyond theirs and the people and creatures in it.
- Question aspects of where they live and the natural world
- Talk about features of local area and experiences and represent places, homes, buildings in their environment
- Identify and name features of environments they have heard, read, been told about or seen on video and making representations of these places.
- Create a sequence of events or scenarios and explore them imaginatively to deepen their understanding of life.
- Understand that people, families, animals and places have similarities and differences.
- Re-enact happy, everyday or conflict situations
- Re-tell and imagine stories from real life, stories they have heard, stories from their imagination and tv shows or films they have watched
- Write labels, notices and signs
- Develop vocabulary and mathematical concepts
- Play in a group collaboratively, extending and elaborating play ideas and adding to the narrative
- Take turns and share equipment
- Learn and accept rules for games and for safety
- Talk activities through, evaluate, modify, negotiate and explain to others
- Listen and respond to ideas of others
- Develop ability observe events and objects, make predictions, ask questions and solve problems
- Develop patience, perseverance and resilience and independence

<p><b>What activities and experiences do children enjoy?</b></p> <ul style="list-style-type: none"> <li>• Exploring known and new roles and organising their experiences</li> <li>• Re-enacting situations they have feared, enjoyed, watched or imagined</li> <li>• Understanding these situations by experimenting with what they say to change or improve the outcome</li> <li>• Exploring aspects of their personality whilst in role e.g. acting out a dominant character when shy in reality.</li> <li>• Creating new situations and sequences of events based on real -life or imagination</li> <li>• Understanding more about the world in terms of the people they see around them, the jobs people do and the contribution they make</li> <li>• Exposure to and learning about different cultures, and exploring new roles</li> <li>• Working cooperatively and collaboratively,</li> <li>• Dressing and undressing,</li> <li>• Developing general and specific vocabulary,</li> <li>• Using reading, writing and maths in role</li> <li>• Organising and arranging resources and artefacts to create their desired environment</li> </ul> <p><b>What vocabulary do adults model and support the children to use?</b></p> <p>Vocabulary associated with;</p> <ul style="list-style-type: none"> <li>• Fabric and textures</li> <li>• Food, names and families</li> <li>• Positional language and comparison</li> <li>• Counting, shape, measures and money</li> <li>• Vocabulary specific to the role play e.g. vet doctor, hairdresser, café, optician, shoe shop etc.</li> <li>• Specific spoken language of character</li> <li>• e.g. Shop Assistant “Hello. How can I help you?”</li> </ul>	<h2 style="margin: 0;">EYFS Continuous Provision Role Play Area</h2> <p><b>Which resources are available?</b></p> <ul style="list-style-type: none"> <li>• All-purpose garments and lengths of fabric appropriately stored for ease of access and choice.</li> <li>• Domestic Role Play equipment and furniture</li> <li>• Open-ended resources e.g. different size boxes,</li> <li>• Open-ended and clothes and fabric specific to the focus role play e.g. waistcoats, hats, bags, money, purses, till, shopping basket</li> <li>• Props linked to the topic and children’s emerging interests, e.g. vet, doctor, hairdresser, optician, shoe shop, pizza delivery, restaurant/café, fire station, space station, police station, baby clinic, post office, shop, airport, garage, train station, Santa’s workshop, palaeontologist camp, museum</li> <li>• Mark making materials relevant to the role-play context e.g. shopping list pad, Doctors form, booking form, pend, clip boards</li> <li>• Reference reading materials relevant to the role-play context e.g. take away menus, recipe cards, telephone book, parts of the body poster, books about pets</li> </ul>	<p><b>What do children learn and what skills do they develop?</b></p> <ul style="list-style-type: none"> <li>• Find out about places in the neighbourhood</li> <li>• Show interest in the lives of people around them</li> <li>• Find out about different occupations,</li> <li>• Find out about different cultures, celebrations and ways of life</li> <li>• Identify similarities and differences between places, people and families</li> <li>• Use talk to explore their ideas, feelings and experiences in play</li> <li>• Create a sequence of events or scenarios and exploring them imaginatively to deepen their understanding of life</li> <li>• Re-tell and imagine stories from real life, stories they have heard, stories from their imagination and tv shows or films they have watched</li> <li>• Retell a well-known story in role</li> <li>• Interact with peers sharing and taking turns</li> <li>• Explain their ideas or point of view</li> <li>• Use mathematical knowledge in context</li> <li>• Write for a ‘real’ purpose e.g. labels, notices and signs</li> <li>• Develop their vocabulary and mathematical concepts</li> <li>• Play in a group collaboratively, extending and elaborating play ideas and adding to the narrative</li> <li>• Take turns and share equipment</li> <li>• Talk activities through, evaluate, modify, negotiate and explain to others</li> <li>• Listen and respond to ideas of others</li> <li>• Develop ability observe events and objects, make predictions, ask questions and solve problems</li> <li>• Develop patience, perseverance and resilience and independence</li> </ul>
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### What activities and experiences do children enjoy?

- Using different types and colours of mark making instruments- pencils, pens and crayons and chalks
- Exploring the properties of these materials and investigating the effect that can be created
- Making marks for enjoyment, to represent and communicate- squiggle, scribble, lines, dots, enclosures, letter shapes, numbers
- Drawing pictures from imagination, observation and copying step-by-step guides
- Finding name cards, copying and independently writing names
- Writing on large rolls of paper on the floor, under table
- Cutting shapes and objects to make pictures
- Using stampers, embossers and hole punch
- Using string and staples to make books
- Using phonic fingers to segment the words they want to write
- Make cards for important occasions e.g. birthdays, Baptism, Christmas, Mothers' Day, Eid, Diwali, Easter etc
- Writing for a purpose e.g. letters, lists, posters, recipes, stories, notes and messages, invitations
- Writing captions for pictures and labels for models,
- Re-telling stories and sequencing stories and events
- Learning letter formation and the value, conventions, purpose and relevance of writing
- Colouring in and choosing colours for a reason
- Write in all areas of the classroom to name and label

### What vocabulary do adults model and support the children to use?

- Environmental e.g. shop signs, cereal packets
- Vocabulary associated with texts e.g. lists, stories, notes, cards, invitations, prescriptions, captions, labels, to from, love, address etc.
- Names of equipment e.g. Sellotape dispenser, stamper, hole punch, embosser etc
- Names of processes e.g. print, print, press, emboss

## EYFS Continuous Provision Mark making/Writing Area

### What resources are available?

- Variety of paper and card of different sizes e.g. white, coloured, lined, unlined, squared
- Envelopes, forms, raffle tickets, notelets, post-its
- Notebooks, jotters, calendars, cards and diaries,
- Range of styles and thickness of writing pencils, colouring pencils, bios, felt tip pens, markers, highlighters, crayons,
- pencil sharpener, rulers, tape measure
- White board pen and rubber
- Magnetic board, letters and numbers
- Name cards, class list, number and letter stencils
- Right-handed, left-handed and patterned scissors
- A variety of fasteners, i.e. paper clips, glue, stapler, Sellotape in dispenser
- Telephone, computer key board and calculator,
- Phonics wall chat and table mats
- Common exception words
- Dictionaries, word mats
- Notice board and display area
- Post box, ink pads and stamps
- chalkboards and chalk
- Clipboards
- Set squares and geometry set
- Environmental print
- Examples of greetings cards,
- sequencing pictures
- Pictures for caption writing
- Dot to dot pictures
- clip boards
- i-pad

### What do children learn and what skills do they develop?

- Develop a positive attitude towards writing
- Using tools and materials in own plans for a purpose
- Develop fine motor skills and hand eye co-ordination showing increasing control over mark making tools
- Write for a purpose and distinguishing between the marks they make as they draw and write
- Explore a range of printed material as stimulus
- Using IT to write and mark make
- Hear a sound they want to write, visualise it then write it, initially checking on a prompt sheet, progressing to writing it from memory
- Write their names
- Use initial sounds initially to represent words then, using phonic fingers, hearing and writing sounds in order to write a word, progressing to a caption and then a sentence.
- Work towards the correct orientation, sizing and formation of letter shapes.
- Left to right directionality
- Explore lower case and capital letters
- Explore real life reasons to write and communicate meaning
- Develop a sense of purpose and audience
- Use different types of glue, stapler, string or treasury tag to make books
- Read their writing
- Evaluate and adapt what they have written or drawn
- Develop their vocabulary
- Use knowledge of reading and phonics in context
- Create in a group collaboratively, extending and elaborating creative ideas
- Share equipment
- Listen and respond to ideas of others
- Develop patience, perseverance, resilience and independence
- Maintain attention, concentration and stamina

### What activities and experiences do children enjoy?

- Physical - Rolling, joining, pounding, stroking, squeezing, mixing, squashing Cutting, sharing, poking, kneading, pinching, twisting, nipping
- Mathematical - Sorting, sharing, counting, pattern making, combining, filling and emptying
- Making representations of objects e.g. food, figures, faces
- Choosing and using a variety of loose parts to decorate their creation
- Creative – making sculptures, prints and impressions
- Create narratives around the object they are making
- Work in role e.g. Making and sharing food, take away pizza, following recipes
- Use their senses of sight, smell and touch
- Observe and exploring properties of materials e.g. elasticity and solidity, malleability and stretch

### What vocabulary do adults model and support the children to use?

- Vocabulary associated with colour and texture e.g. bumpy, smooth, sticky, rough, soft
- Vocabulary associated with acting on materials
- E.g. push, pull, squeeze, flatten, turn, twist, press, drop, nip, mould, shape, print, imprint,
- Mathematical vocabulary associated with number, size, shape, position, length, pattern, measure comparisons
- Names of less common objects used
- E.g. thread, washers, nuts, bolts, garlic press, spatula, dentists tools, recipe

## EYFS Continuous Provision Malleable Area

### What resources are available?

- Cloths, dustpan and brush
- Playdough, plasticine, gloop or clay sufficient in quantity for each child (with appropriate storage so it remains workable)
- Different colours, textures and essence- cinnamon, lemon, sawdust, lentils, glitter
- Open- ended natural loose parts- Lollypop sticks, twigs, fir cones, pebbles, straws, shells, feathers, wood curls, leaves, flowers
- Yarns- Wool, ribbon, thread, string
- Objects for making prints and decorations e.g. Beads, wood shavings, buttons, Ribbon, glitter, sequins, yarns, metal washers, nuts, bolts, pasta
- Tall objects- Cotton buds, candles, feathers, sticks
- Rolling – Rolling pins, textured rollers
- Shaping – Garlic press and potato masher, Dentists tools, printing tools, scissors, cutters, pattern makers
- Baking – Recipe books/cards/playdough recipes , Bun cases and trays, Spoons and spatulas, tweezers, tongs,
- Knives, pastry brush, bowls, tongs
- Oven/microwave
- Displaying- Metal trays, wooden boards, Chocolate box inserts, ice cube trays sometimes numbered
- Pictures of artefacts which could be made
- Examples to support pattern making
- Items to support role play e.g. bakers shop accessories, till, signs, balance scales

### What do children learn and what skills do they develop?

- Explore and identify the properties of dough, clay, plasticine, gloop
- Manipulate materials to achieve a planned effect
- Handle small tools safely and effectively
- Create patterns, sculptures and representations
- Make comparisons between quantities
- Develop hand eye coordination
- Exploring changes to materials
- Develop imaginary and real-life narratives
- Develop core strength, wrist and hand strength and stamina
- Developing finger dexterity and pincer grip which is necessary for writing
- Develop vocabulary
- Use mathematical concepts in context e.g. estimating, subitising, counting, comparing
- Using mathematical vocabulary – More than, not enough, the same/equal when comparing quantity
- Play in a group collaboratively, extending and elaborating play ideas
- Take turns and share equipment,
- Talk activities through, evaluating, modifying, negotiating and explaining to others
- Listen and respond to ideas of others
- Observe events and objects, make predictions, ask questions and solve problems
- Develop patience, perseverance, resilience and independence
- Experimenting, evaluating, modifying, hypothesising, identifying cause and effect

### What activities and experiences do children enjoy?

- Joining and connecting materials
- Sharing ideas, planning and designing
- Using reference books, photographs and plans to support constructions
- Constructing real and imagined worlds, environments, buildings, structures, road or rail systems, vehicles and objects
- Using their constructions together with small world, loose parts and blocks to develop imaginary worlds and systems.
- Making artefacts for role play
- Making connections, building on previous knowledge and extending ideas about shape, symmetry, size, pattern and tessellation
- Observe and compare- Matching, sorting, grading and classifying construction equipment
- Using number and count aspects of their construction- Estimating, subitising, predicting, checking, counting, measuring

### What vocabulary do adults model and support the children to use?

Vocabulary of:

- constructing and buildings- Design, plan, materials, support, tower, arch, wall, roof, bridge, span, same, similar, different, test, check, join, balance, space, pattern, roof, tower, castle, chimney, bridge, arch, span, column, mosque, minaret
- Shape- round, square, triangular, rectangular, hexagonal, oval
- Size – High/higher/highest/as high as, Same for – Small, wide, narrow, tall, short, long, large
- Quantity- More than/ less than, Few/many
- Position- Under, over, next to, in between, High, low, top, bottom
- Vocabulary associated with vehicles- e.g. Train, truck, rocket, fire engine, ship, wheels, axel,

## EYFS Continuous Provision Construction Area

### What resources are available?

A range of commercial construction sets which are open-ended and provide opportunities for exploration and the use of imagination.

- Lego
- Duplo
- Mobilo
- Poly M
- Sticklebricks
- Interstar
- Georello
- Popoids
- Octons
- Wooden blocks
- Natural Loose parts e.g. bark, twigs, wood discs, curtain rings, pebbles, shells, stones, jewels, corks
- Tubes and piping, spools, boxes
- Guttering and planks
- Designated area to display models
- Pens, pencils, paper, scissors, Sellotape, tape measures and rulers
- Blank labels for identifying and labelling models
- Clipboards
- Designated area to display children's plans
- Small world enhancements such as animals, figures, vehicles, train track, roadway, street signs etc

### What do children learn and what skills do they develop?

- Manipulate tools and equipment to achieve the desired effect.
- Bring together hand and eye movements to join
- Develop fine motor control when picking through small parts, positioning them carefully, connecting pieces, screwing, taking pieces apart
- Follow pictorial instructions and plans
- Use their imagination
- Build on knowledge of their world and their experiences to create models of real life and imaginary worlds.
- Devise their own plans and designs
- Construct and arranging with a purpose in mind
- Create 2D and 3D structures on a large or small scale
- Develop their vocabulary
- Use mathematical concepts of shape, space and measure, number and comparison in context
- Identify similarities and differences in real and imagined worlds, environments, buildings, structures, road or rail systems, vehicles and objects
- Play in a group collaboratively, extending and elaborating play ideas
- Take turns and sharing equipment,
- Learning and accepting rules for games and for safety
- Talk activities through, evaluating, modifying, negotiating and explaining to others
- Listen and respond to ideas of others
- Develop their ability observe events and objects, make predictions, ask questions and solve problems
- Develop patience, perseverance, resilience and independence

<p><b>What activities and experiences do children enjoy?</b></p> <ul style="list-style-type: none"> <li>• Experimenting and investigating with pouring, filling, emptying, volume and capacity, floating, sinking, balancing, constructing</li> <li>• Moving water by blowing, squeezing, syphoning, squirting, dripping, pouring, dropping, splashing</li> <li>• Observing, reflecting, evaluating, comparing estimating, having ideas and testing ideas and drawing conclusions</li> <li>• Setting up water systems on a large scale</li> <li>• Exploring flow, forces, pressure and gravity when using the water wall, guttering, drain pipes and stands. Absorbing, displacing, washing, drying</li> <li>• Role play and creating narratives e.g. wash day, bathing babies, cooking, ‘Starbucks’, cafes etc</li> <li>• Problem solving, sharing and turn taking, negotiating Using new vocabulary</li> <li>• Designing and making boats which float</li> </ul> <p><b>What vocabulary do adults model and support the children to use?</b></p> <ul style="list-style-type: none"> <li>• Vocabulary associated with measures e.g. full, empty, half full, half empty</li> <li>• Comparative Vocabulary e.g. More, less, most, least, further than</li> <li>• Positional Vocabulary e.g. on top, inside, over, under, beneath</li> <li>• Vocabulary associated with scientific processes, i.e. investigate, experiment, observe and notice, guess, cause, effect, absorb, puddle, wet, dry, water-resistant, waterproof, freeze, melt</li> <li>• Vocabulary associated with actions e.g. pour, balance, push, suck, splash, drip, spill, squirt, Contain, skin, float, sink, flow, overflow,</li> <li>• Vocabulary associated with play narrative e.g. sea horse, octopus, fish, shark, whale, dolphin, deep sea diver, pirate, shipwreck</li> </ul>	<p><b>EYFS Continuous Provision Water Area</b></p> <p><b>What resources are available?</b></p> <ul style="list-style-type: none"> <li>• Large water trough, buckets</li> <li>• Plank to fit across the trough</li> <li>• Aprons, mop and bucket, paper towels</li> <li>• Natural materials</li> <li>• Collections of manmade and natural objects – corks, pebbles, leaves, twigs, , shells, seaweed, rocks, driftwood, jewels</li> <li>• Small world animals and people and boats</li> <li>• Plastic transparent tubing, offcuts of waste pipes, syringes</li> <li>• Containers- non-standard and standard, different sizes and shapes)</li> <li>• Graded volume and capacity equipment, i.e. bottles, jugs, spoons</li> <li>• Pans, spoons, whisks</li> <li>• Teapots, jugs, tea strainers , colendars, sieves, tea bags, variety of cups, mugs and glasses</li> <li>• Dolls, soap, bubble bath, sponges, flannels, tooth brushes and paste, shampoo,</li> <li>• Different sized sponges, Ice moulds</li> <li>• Water wheel and pumps Bubbles (washing-up liquid), bubble wands, food colouring, corn flour, ice cubes, sequins, glitter, spaghetti, jelly etc can all be added at times</li> </ul> <p><b>Outdoors</b> – Children can travel with water and use Larger scale equipment with addition of buckets, trays, troughs, drain pipes, guttering, stands, brushes and rollers, watering cans, water wall</p>	<p><b>What do children learn and what skills do they develop?</b></p> <ul style="list-style-type: none"> <li>• Find out about how materials behave in water e.g. whether they are absorbent, whether they float and sink</li> <li>• Find out about volume and capacity of containers, making comparisons between quantities</li> <li>• Investigate and find out about the shape of objects and how it affects its ability to floa, create big bubbles or pour quickly</li> <li>• Identify sea creatures</li> <li>• Explore and identify similarities, differences, patterns and change e.g. noticing that ice forms on the very coldest of days</li> <li>• Find out about water displacement</li> <li>• Develop precision in pouring and measuring skills</li> <li>• Find out about the importance of hygiene - washing and dental care</li> <li>• Play and speak in role, constructing narratives</li> <li>• Practise social conventions, brushing teeth, saying please may I when asking for a cup of tea</li> <li>• Use a variety of resources safely, effectively and precisely eg, jugs for pouring, using a whisk, balancing guttering</li> <li>• Develop fine and gross motor skills and core strength</li> <li>• Make theories and test out ideas Use talk to explain, predict and to communicate ideas and findings using new vocabulary</li> <li>• Listen and respond to ideas of others</li> <li>• Develop their own interests over time</li> <li>• Showing a can-do attitude, persisting in investigations and solving problems</li> <li>• Work collaboratively, taking turns and sharing equipment</li> <li>• Develop patience, perseverance, resilience and independence</li> </ul>
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### What activities and experiences do children enjoy?

- Counting objects in lines, out of pile, into boxes etc
- Putting objects into numbered trays and boxes
- Making patterns and arrangements of objects – circles, lines, twos, ordering by size, colour, outlining etc
- Matching, and sorting by a variety of attributes
- Subitising, estimating, predicting
- Playing cards, track games and dominoes
- Inventing own games with counters, dice, actions
- Calculating in play situation – how many altogether? how many more do I need? How many have I got left? –
- Sharing, doubling and halving using objects
- Acting out number rhymes with puppets and props
- Story telling with Numberblocks
- Investigating composition using Numicon, cubes and Numberblocks
- Identifying patterns and copying and inventing own
- Making pictures and patterns with shapes
- Timing and sequencing
- Building structures and comparing height and length
- Measuring using non-standard and standard units
- Weighing and balancing objects
- Develop their understanding that a whole object can be made up of several parts e.g. puzzles, Duplo models
- Make whole numbers from parts e.g. placing 2 and 4 Numicon tiles on top of a 6 tile. Find missing parts of numbers

### What vocabulary do adults model and support the children to use?

- Capacity and measure e.g. long/short, heavy/light
- Comparisons e.g. more than, shorter than, the same as.
- Number e.g. one/two, first/second, many/few/more than
- Time. e.g. early/late, before/after, next day, tonight, next week, days/months minutes/hours.
- Shape e.g. 2 and 3 shape names, sides, corners, point, curve
- Addition and subtraction e.g. plus, add, take away, minus, altogether, left
- Positional e.g. before/after, high/low, first/last in between

## EYFS Continuous Provision Maths Area

### What resources are available?

- A selection of board games and dominoes
- Number, ordering sequencing and jigsaw puzzles
- Dot and numbered die and spinners
- 5 and 10s frames
- Large number square, number lines and number cards
- Loose parts for sorting and counting e.g. conkers, shells, rings, counters, mini people,
- chocolate box inserts and bun tins
- Sets of 2D/3D shapes – commercial and everyday items
- Numicon and boards
- Numberblocks figures and cards
- Sets of items for number rhymes e.g. 5 Speckled frogs, 10 green bottles
- Pattern blocks and templates
- Clocks sand, timers, stop watches, tape measures
- Rockers, balances and scales
- Rulers Ribbons/tapes/string and rope of varying lengths and widths
- Items which 'nest' e.g. Concentric boxes
- Numbered Carpet tiles
- multilink,
- numbers, paper
- Calendar
- Number stencils
- Real money /shop
- Height chart

### What do children learn and what skills do they develop?

- Make arrangements with objects and spot smaller numbers 'hiding' within bigger numbers
- Compare sets of objects by matching
- Subitise dots, patterns and objects
- Connect quantities to finger patterns and numerals
- Count objects, actions, immovable objects, sounds and along a number track moved with 1-1 correspondence
- Understand that each thing should be counted once only and the last number in the count tells us 'how many – cardinality and count higher numbers by rote
- Develop understanding of equal, unequal parts, more than, fewer than, 1 more/less, double, share and half
- Develop concept of part and whole in objects and numbers, find missing parts
- Order numbers
- Developing a fascination for bigger numbers
- Identify numbers through a range of representations
- Develop a sense of place value and explain their understanding e.g. Know that 8 is a lot more than 2 but 4 is only a little bit more than 2
- Learn some number facts by heart
- Share equipment and learn and accept rules for games
- Talk activities through, evaluate and explain to others
- Listen and respond to ideas of others
- Solve problems
- Develop patience, perseverance and resilience and independence, especially when solving problems
- Explaining own knowledge and understanding, using talk to sequence and clarify ideas in thinking
- Making decisions about which resources best to use to solve mathematical problems
- Identifying 2 and 3-d shapes and their properties
- Using comparative and positional language
- Copying and creating repeating patterns in shape
- Compare objects e.g. mass, capacity, length, width etc.
- Developing confidence and an enthusiasm for maths through positive learning experiences

<p><b>What activities and experiences do children enjoy?</b></p> <ul style="list-style-type: none"> <li>• Choosing from and using a range of materials and media.</li> <li>• Investigating and experimenting with materials to see how they look, what effects can be created with them, how they mix together, how durable they are etc.</li> <li>• Making hypotheses and testing them Having new ideas, sharing ideas and creating new designs</li> <li>• Making observational drawings with pencils, pens and fine liners</li> <li>• Experimenting with charcoal, crayon and pastels</li> <li>• Creating pictures of real and imagined people, places, scenes and objects</li> <li>• Exploring colours which can be created by mixing paint</li> <li>• Making rubbings</li> <li>• Making prints, experimenting with objects used, colours, overlapping, patterns etc</li> <li>• Making collages and models using a variety of methods to join e.g. sticking with various glues and tapes, staples, treasury tags, holes and string.</li> <li>• Combining different sorts of media</li> <li>• Making models to support role play</li> <li>• Writing captions on pictures</li> </ul> <p><b>What vocabulary do adults model and support the children to use?</b></p> <ul style="list-style-type: none"> <li>• Vocabulary associated with;</li> <li>• textures and fabric</li> <li>• colour names, shades etc</li> <li>• names of collage materials e.g. Beads, shells, pasta, pulses, buttons, bobbins, lace, cotton wool, wood shavings, sequins, pipe cleaners, etc</li> <li>• Equipment used e.g. Sellotape, masking tape, tissue paper, cardboard, palette, crayons, charcoal, pastels</li> <li>• positional language, shape, comparable language</li> <li>• Techniques – print, rubbing, collage</li> </ul>	<p style="text-align: center;"><b>EYFS Continuous Provision Creative Area</b></p> <p style="text-align: center;"><b>What resources are available?</b></p> <ul style="list-style-type: none"> <li>• Aprons, cloths, drying rack</li> <li>• Mop and bucket, dustpan and brush</li> <li>• Provocations such as pictures, art works, photographs and artefacts to generate interest, spark ideas and act as a point of reference,</li> <li>• Paints, paint in pump dispensers, range of brushes, palettes, rollers, sponges and printing materials</li> <li>• Range of paper and card in different colour, size, shape and texture of paper; white paper, sugar paper, tissue, crepe, metallic, wrapping, shiny and sticky paper, newspapers, magazines, greetings card fronts</li> <li>• Joining materials e.g.; tape, PVA glue, stick of glue, spreaders, push pins, treasury tags, staples. Sellotape, masking tape,</li> <li>• Right handed, left handed and patterned scissors</li> <li>• Collage materials e.g. Sequins, feathers, pom- poms, pipe cleaners, lollypop sticks, art straws, sticks, Beads, buttons, wood shavings,</li> <li>• Yarns e.g. wool, cotton wool, fabrics, ribbon, string, thread</li> <li>• Textiles e.g. lace, doylies, felt and fabric scraps</li> <li>• Scrap materials e.g. boxes, bottles, tubes and tubs</li> <li>• Mark making materials, e.g. chalk, charcoal, drawing pencils, pens, pastels, crayons, coloured pencils, inks.</li> <li>• Examples of paper sculpture – folding, crumpling tearing etc</li> <li>• Objects to observe carefully and act as a provocation to inspire creativity, copy e.g. flowers, leaves, pieces of wood, a soft toy etc.</li> </ul>	<p><b>What do children learn and what skills do they develop?</b></p> <ul style="list-style-type: none"> <li>• Make an oral plan</li> <li>• Select equipment and resources needed</li> <li>• Use equipment safely</li> <li>• Work from imagination and observation</li> <li>• Create using a photograph, artefact or example to inspire and guide their work</li> <li>• Make marks to represent meaning; from a scribble, work towards drawing a recognisable figure or representation</li> <li>• Begin to use colour for a purpose</li> <li>• Create a clean rubbing</li> <li>• Create a clean print</li> <li>• Mix primary colours to create secondary colours</li> <li>• Darken or lighten a colour</li> <li>• Make snips in paper, then progress to cutting along a line, then to a curved shape</li> <li>• Sculpt paper – fold, scrunch, tear, curl, pleat, crumple etc</li> <li>• Use different types of glue, stapler, string or treasury tag to join large and small areas and objects.</li> <li>• Explain how they made something</li> <li>• Evaluate and adapt a creation until the desired effect is reached.</li> <li>• Develop fine motor skills and hand/eye co-ordination</li> <li>• Develop their vocabulary</li> <li>• Use mathematical concepts of shape, space and measure in context</li> <li>• Identify similarities and differences in different media and its effect</li> <li>• Create in a group collaboratively, extending and elaborating creative ideas</li> <li>• Share equipment</li> <li>• Listen and respond to ideas of others</li> <li>• Develop patience, perseverance, resilience and independence</li> </ul>
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### What activities and experiences do the children enjoy?

- Carefully observing, smelling, feeling and listening to a variety of every day or unusual found, natural, manmade, technological, mechanical, new or old objects and materials
- Describing the above
- Making links to previous knowledge
- Comparing them to other things
- Expressing their opinions, likes and dislikes
- Having ideas and making hypotheses and predictions
- Widening knowledge about the natural world, a variety of artefacts and materials
- Explaining and asking and answering questions
- Observing change over time
- Counting, , estimating, testing, timing and measuring
- Planting and caring for living things and the environment
- Recording in a variety of ways

### What vocabulary do adults model and support the children to use?

A wide-ranging vocabulary should develop, depending on the activity and materials. Vocabulary associated with -

- Weather and seasons,
- Growing plants,
- Looking after animals,
- Features of animals, minibeasts, birds, plants etc.
- Materials, their properties and uses
- Technological vocabulary
- The world, globe, hot and cold countries
- Chronological vocabulary
- Artefacts and features of different cultures and festivals
- Comparative – more than, older than, as smooth as etc
- Vocabulary associated with scientific process e.g. Cause, guess, hypothesise, try out, wonder, investigate, explore, experiment, observe, notice, predict
- Questioning to extend own thinking and learning

## EYFS Continuous Provision Investigation Area

### What resources are available?

- Sensory materials
- Light box, coloured acetate, paddles, prisms, kaleidoscopes
- Hand lenses/magnifiers,
- Magnets and mirrors
- Bulbs and batteries, wires, torch
- Sand timers, thermometers, tape measures, stop watch
- Magnets and mirrors
- Bulbs and batteries, wires, torch
- Plastic tank for minibeasts and plants
- Feely bag or box
- Collections of materials for sorting and classifying e.g. textiles, senses, seasons, seashore, fossils, shells, bark, bones, corks, leaves, feathers, wood,
- Collections of mechanical items  
E.g. clocks, phones, torches etc
- Collections of toy animals e.g. pets, farm, hibernating, nocturnal, Hot and cold countries
- Plants showing a variety of colours, textures, shapes, fragrance, flowers and fruit and watering equipment
- Bulbs, seeds, and sprouting seeds
- Remote controlled vehicles, Bee-bots, torches
- Collections of artefacts from different cultures, places and festivals e.g. Diwa lamp, Menorah, Nativity
- Artefacts from different places e.g. Globe, African cloth, carved figures etc
- Non-fiction reference books
- Paper mark and making equipment

### What do children learn and what skills do they develop?

- Use the senses to observe and explore a range of
- free and found, natural, manmade, technological and mechanical, new and old objects and materials
- Find out how to grow and look after plants and identify some features of plants
- Find out how butterflies and chicks grow
- Care for animals and minibeasts
- Experience and identify weather and seasons
- Identify and name materials and parts of some animals, plants and minibeasts, vehicles, structures technological devices and systems
- Identify similarities and differences
- Identify patterns and change
- Find ways to sort, group and sequence
- Explore cause and effect
- Find out about the importance of looking after our world
- Make theories and test out ideas
- Use talk to explain, predict and to communicate ideas and findings
- Listen and respond to ideas of others
- Experience and trying out new scientific vocabulary.
- Develop care and understanding of living things
- Develop their own interests over time
- Show a can-do attitude and persisting in investigations
- Learn to use equipment effectively and safely e.g. magnifying glasses, feely bags, incubator, butterfly net etc.
- Work collaboratively, taking turns and sharing equipment
- Develop patience, perseverance, resilience and independence