

Progression of skills and knowledge

Continuous Provision



Children are expected to.....

Skills: See progression document below.

Knowledge: Build up a knowledge of experiences, events, themes and stories.

Knowledge of new vocabulary developed through new experiences, events, stories etc.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
<p>Role Play Area</p>	<ul style="list-style-type: none"> • Learn the rules of the area. • Play with familiar resources. • Be beginning to use their own experiences to develop an idea and intention. • Recreate familiar roles such as mum, dad, pets etc. • Play out a role alongside others using familiar vocabulary. • Pretend an object represents something else even though they are not similar, with reference to their own experiences. 	<ul style="list-style-type: none"> • Know and follow the rules independently. • Recreate real life experiences/ events such as doctors, vet/pet shop, zoo, dentist, beach area etc. • Extend and elaborate their play ideas and intentions. • Engage in imaginative play with others, based on experiences and learnt stories in order to develop a storyline. • Use child centred vocabulary. 	<ul style="list-style-type: none"> • Explain the reasons for the rules. • Use their imagination to develop their own storylines. • Take account of every one's ideas. • Develop and act out a narrative with others. • Invent, adapt and recreate narratives and stories based on a stimulus such as a favourite film or character. • Make use of props and materials when role playing characters. • Use and understand a wide range of vocabulary that has been introduced over the Autumn and spring.

Capturing Learning Opportunities in the Role Play Area

Prime Learning Opportunities

(The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Role-Play Area but can also be applied to other areas, so are not 'purely' developed through play here.

Talk, Imaginative play, Language & Listening

Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting, dressing

Consistent Provision

The provision will vary according to the focus of the changing role-play – below is general guidance

- Dressing up clothes, hats, bags,
- Mark making materials
- Shelving / places to hang clothes / display space for images

The Role of the Adult

- To ask open ended questions
- To model the use of equipment / props
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Take on different roles in role-play situations
- Support children in resolving potential conflict
- Observe children's interests and assess progress



Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas,
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Compare length, weight and capacity

Understanding the World

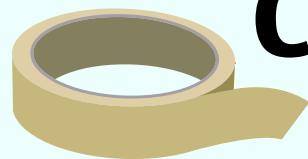
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play

Progression of skills and knowledge

Workshop



Continuous Provision creation Station

Children are expected to.....

Skills - See progression information below
Knowledge - The vocabulary of the tools and techniques used. The vocabulary involved with textures. A knowledge of colours, different materials and their properties. Construct, snip, crunch, twist, fold, flatten, squash, squeeze, poke, rough, smooth, rigid, flexible etc.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Cutting	<ul style="list-style-type: none"> Uses scissors with two hands to cut a piece of paper Tears materials to make them the desired size/ shape Begins to make snips in paper 	<ul style="list-style-type: none"> Some control over scissors to cut materials Holds scissors correctly 	<ul style="list-style-type: none"> Uses scissors with increased control to cut out a desired shape Uses scissors to cut thicker materials such as card
Fixing / Joining	<ul style="list-style-type: none"> Explores fastening resources together using available resources 	<ul style="list-style-type: none"> Fastens paper and card together with success Beginning to explore techniques to join thicker materials 	<ul style="list-style-type: none"> Plans how they will fasten things together Checks that fastening is secure Selects media to achieve desired effect
Stick / Collage	<ul style="list-style-type: none"> Uses glue to attempt to stick but may not be secure Able to use glue to fasten paper/ thin resources together Sticks objects randomly onto paper/ card 	<ul style="list-style-type: none"> Able to use glue/tape to fasten thicker materials together Sticks carefully selected items together to achieve desired purpose Uses sticking resources to explore creating different textures 	<ul style="list-style-type: none"> Make decisions about what they will use to stick - which will be most effective way to stick? Controls glue spatula to spread glue Makes decisions about what the correct amount of tape/ glue to use is
Resources to facilitate play	Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers	Scissors, cello tape, masking tape Large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue Glue sticks Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons	Scissors, hole punch, cello tape, masking tape, stapler Paper clips, Treasury tags Glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons Support using glue gun

Progression of skills and knowledge

creative

Continuous Provision creation Station

Children are expected to.....

Skills - See progression information below

Knowledge - The vocabulary of the tools and techniques used. The vocabulary involved with textures. A knowledge of colours, different materials and their properties. Construct, snip, crunch, twist, fold, flatten, squash, squeeze, poke, rough, smooth, rigid, flexible etc.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Mixing	<ul style="list-style-type: none"> Experiments with colour mixing but with no intention to mix a certain colour 	<ul style="list-style-type: none"> Uses primary colours to mix secondary colours Explores the properties of colours as they mix Mixes colour for a desired purpose 	<ul style="list-style-type: none"> Experiments with different tones and shades Makes choices about what colours they will mix Mixes an intended colour for an intended purpose
Printing	<ul style="list-style-type: none"> Explores printing with different objects Prints randomly on paper Puts printing tool into paint then prints on paper 	<ul style="list-style-type: none"> Paints onto chosen printing tool before printing Takes time when printing 	<ul style="list-style-type: none"> Prints to create patterns and pictures Prints with a range of colours. Carefully plans where they will print and what they will print
Mark Making / Painting	<ul style="list-style-type: none"> Covers the paper in paint Paints in random directions 	<ul style="list-style-type: none"> Uses horizontal and vertical brush strokes to paint Paints a desired picture Gives meaning to the marks that they make 	<ul style="list-style-type: none"> Express their thoughts and ideas with paint Observes objects on display when painting and responding with paint Uses a range of movements and brush strokes to paint
Resources to facilitate play	Paint brushes Poster paint Water Palettes	Different sized paint brushes Powder paint Poster paint Mixing cards Water Palettes Range of paper	Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists

Capturing Learning Opportunities in the Creative Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Skills unique to this area (Pure)

Unique properties of a range of paint, application of artistic tools and techniques, printing

Essential Vocabulary – Talk to me about...

- Painting – powder paint, water colour, water based, textured, experiment, mix, primary, secondary, splatter, spray, dribble, squirt, score,
- Tools – finger, spatula, paintbrush, foam, sponge, glue, scratch, splash, dot, pencil, crayon, card, paper,
- Describing – texture, colour, mood, observation, effect, light, pattern, overlapping, collage
- Techniques – rubbing, printing, imagination, observation, inspiration, relief, joining, stick,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to known artists and famous pieces of work for inspiration
- Encourage independence – putting on apron etc
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Experiment with colour, form and function
- Represent and be inspired by famous artists
- Develop artistic techniques.
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making

Concrete Learning Experiences

Cutting, Joining, Painting, Printing, Colour Mixing, Mark Making,

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Re-read what they have written to check that it makes sense

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Select, rotate and manipulate shapes to develop spatial reasoning
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different from the one in which they live

Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills

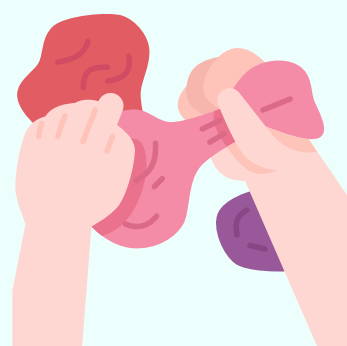

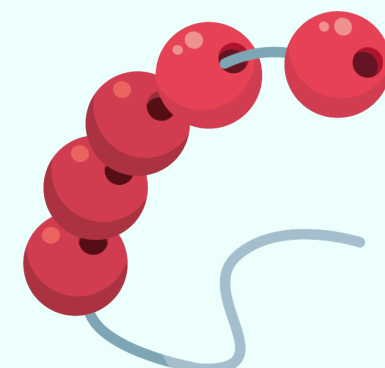
Progression of skills and knowledge

Continuous Provision

Fine Motor

Children are expected to.....
Skills- See progression information below.
Knowledge- Name one handed tools and equipment. New vocabulary of techniques and processes, such as threading, pouring, snipping, slicing etc



Behaviours	Emerging Skills	Developing Skills	Extended Skills
Posting (hand eye co-ordination)	<ul style="list-style-type: none"> Putting coins/cards in a container with a slit Use of hands to post items into containers 	<ul style="list-style-type: none"> Large pegs on pegboards Scoops/spoons to put objects into containers Balancing small balls on golf tees 	<ul style="list-style-type: none"> Small pegs onto peg boards Small matchsticks into small holes Balancing marbles on golf tees
Squeezing	<ul style="list-style-type: none"> • Popping bubble wrap Moulding dough into different shapes Washing up liquid bottles to empty liquid out 	<ul style="list-style-type: none"> Pipettes to squeeze out one drop of liquid Sponges to squeeze out water Pegs onto cardboard shapes/pieces of ribbon 	<ul style="list-style-type: none"> Tweezers to pick up small objects Tongs to pick up small objects Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape)
Threading	<ul style="list-style-type: none"> Threading chunky beads onto pipe cleaners Threading tubing (cut up toilet rolls/ kitchen rolls) onto string 	<ul style="list-style-type: none"> Threading pasta onto string Threading pipe cleaners into colanders/plant pots/air flow balls Thread cut up straws onto pipe cleaners Threading leaves onto sticks 	<ul style="list-style-type: none"> Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) Threading beads onto pipe cleaners to make bracelets Weaving ribbon Hanging objects onto trees/twigs Threading nuts and bolts
Resources to facilitate play	Coins Posting boxes Bubble wrap Play Dough Chunky beads Pipe cleaners 	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners straws 	Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts 

Capturing Learning Opportunities in the Fine Motor Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient



Skills unique to this area (Pure)

The following skills are greatly enhanced within the Malleable Area but can also be applied to other areas, so are not 'purely' developed through play here.

Shape, Mould, Joining, Rolling,

Essential Vocabulary - Talk to me about...

Describing – more, less, big, little, rough, smooth, colour, shape, texture, bendy

Manipulating – squeeze, model, mould, experiment, pinch, squash, roll, wrap, print, pull, prod, twist, Pattern – print, mark, scrape, tear, stick,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To comment during play so children are clear on the process they are taking part in
- Role-play with the children's creations
- Observe children's interests and assess progress



Skills reinforced in this area (Facilitative)

- Mathematical Skills – shapes, fractions,
- Develop descriptive vocabulary
- Develop the language of size, space, shape, counting, matching, patterns, selecting, modelling, moulding, shape, and space
- Fine Motor Development
- Develop the ability to explain, design, create, investigate, predict



Concrete Learning Experiences

Rolling, Cutting, Shaping & Moulding Imaginative Play



Consistent Provision

- Play dough (See Literacy Shed instructions, these could be included in the area)
- Equipment – shape cutters, rolling pins (different sizes and textures) scissors, knives, forks, spoons, cake tins, baking trays, cake cases, mats, aprons
- Manipulatives – shells, sticks, stones, pinecones, pebbles, buttons, straws, pipe cleaners, jigsaws

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Re-read what they have written to check that it makes sense

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

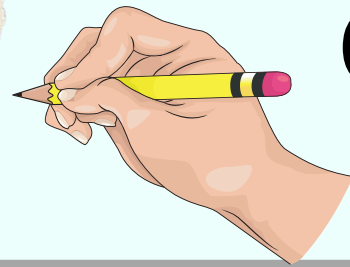
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play

Progression of skills and knowledge

Mark Making



Continuous Provision Writing

Children are expected to.....

Skills: See progression document below.

Knowledge: Phonic knowledge, knowledge of letter formation, sentence structure, capital letters, full stops, finger spaces etc. How to hold a pencil effectively, tripod grip.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Marks	<ul style="list-style-type: none"> Controls scribbles Draws circles. Lines and other patterns 	<ul style="list-style-type: none"> Understands that writing and drawing are different Is aware of directionality Name and write recognisable letters 	<ul style="list-style-type: none"> Becomes aware of letter/sound connections Writes recognisable letters/words/phrases
Meaning	<ul style="list-style-type: none"> Marks do not communicate meaning Does not always look at paper when making marks 	<ul style="list-style-type: none"> Is aware that print has meaning Gives meaning to own marks 	<ul style="list-style-type: none"> Can read back writing to an adult Uses phonic knowledge to support with spelling Beginning to understand use of punctuation
Pencil Grip	<ul style="list-style-type: none"> Palmer/whole hand grasp 	<ul style="list-style-type: none"> Digital grip 	<ul style="list-style-type: none"> Modified tripod/tripod grip Dominant hand is developed
Purpose	<ul style="list-style-type: none"> Exploring how to make marks on paper 	<ul style="list-style-type: none"> Write words that are familiar to them and their name Understands different forms and writing and mark makes to imitate this form of writing e.g. shopping lists 	<ul style="list-style-type: none"> Experiments with different forms of writing Able to talk about the purpose of writing
Resources to facilitate play	Chunky pencils/pens Pencil control patterns	Name cards Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper	Sound mats Key words Variety of templates Notebooks

Capturing Learning Opportunities in the Writing Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Essential Vocabulary - Talk to me about...

- Mark Making Equipment – pencils, crayons, pens, scissors, ruler,
- Mark Making – colours names, draw, write, straight, round, curved, curly, zig-zag, name, letter sounds, phonemes, number names, recipe, story, sign, envelope, page, read it back
- General vocab – fold, choose, select, beginning, end, picture, marks, pattern



The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to writing prompts to encourage writing for a purpose
- To direct children to the area / resources when writing can support learning
- Observe children's interests and assess progress



Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making
- Phonetically plausible attempts at writing

Concrete Learning Experiences

Writing, Mark Making, discussion, pattern-making, drawing, story-telling, recalling, sequencing, name writing

Consistent Provision

- Shelves with easily accessible resources
- A table and chairs, clipboards, message boards
- To support independent Mark Making – sound mats, variety of paper, pens, pencils, crayons, whiteboards, pens, notebooks, envelopes, letter formation support, finger space prompts, post-it notes, tricky word mats, themed vocab prompts, sticky labels, rulers, hole punch, pencil sharpener

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community

Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play

Progression of skills and knowledge

Continuous Provision

Maths

Children are expected to.....

Skills: See progression document below.

Knowledge: Mathematical vocabulary, shape names, properties of shapes, language related to time, money, length weight and capacity. Knowledge of how to solve mathematical problems. Knowledge of pattern.

Maths Area



Behaviours	Emerging Skills	Developing Skills	Extended Skills
Number	<ul style="list-style-type: none"> Learn the rules of the area. Have fast recognition of up to 3 objects without having to count them individually ("subitising") Recite numbers past 5. Say one number for each item in order. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Show "finger numbers" up to 5. Link numerals to amounts. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> Know and follow the rules. Count objects, actions and sounds. Subitise. Link numeral with its cardinal number value. Count beyond ten. Compare numbers. Understand the one more/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10 	<ul style="list-style-type: none"> Explain the reasons for the rules. Have developed a greater understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall (without counting or other prompts) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity
Patterns & Numerical Pattern	<ul style="list-style-type: none"> Talk about and identify the patterns around them E.g. spots, stripes, designs on wallpaper etc. Extend and create patterns such as leaf, stick, leaf, stick. Be beginning to notice an error in a repeating pattern. Be beginning to describe a sequence of events using the words such as first, then etc. 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. Notice an error in a repeating pattern and correct it 	<ul style="list-style-type: none"> Verbally count beyond 20 recognising the pattern of the counting system. Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Resources to facilitate play	Counting objects, 2D shapes, 3D shapes, Balance scales, Rulers, Measuring cylinders/jugs Subitising images, Plastic numerals, Dice, Different number representations	Counting objects, 2D shapes, 3D shapes, Balance scales Rulers, Measuring cylinders/jugs, Subitising images Plastic numerals, Dice, Different number representations	Counting objects, 2D shapes, 3D shapes, Balance scales, Rulers, Measuring cylinders/jugs, Subitising images, Plastic numerals, Dice, Different number representations

Capturing Learning Opportunities in the Maths Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Essential Vocabulary - Talk to me about...

- Number – add, addition, answer, counting, difference, divide, even, equal, fraction, greater, half, graph, less, minus, multiply, mathematician, number, negative, number line, odd, plus, percent, quarter, subtract, symbol, times, unit,
- Shape – angle, area, circumference, curve, line, point, corner, right angle, rounded,
- Comparison – identify, same, different, more, less, least, most, tallest, smallest, heaviest, lightest,
- Positional – inside, on, under, behind, in front, next to, high, low
- Ordinal – first, second, third, last, next
- Pattern – continue, repeat, next, after, sequence

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new resources
- To make suggestions which will extend learning
- Observe children's interests and assess progress



Skills reinforced in this area (Facilitative)

- Selecting equipment and resources
- Develop mathematical vocabulary
- Experiment with colour, number, shape, pattern and size
- Fine Motor Development
- Develop the ability to compare, order, sort and organise
- Mark making

Concrete Learning Experiences

Counting, sorting, ordering, matching, sequencing, recognising numbers, use of mathematical language, addition, subtraction, measuring, patterns, comparing, mark making

Consistent Provision

- Easily accessible storage for equipment
- Equipment – number lines, natural objects, 2D and 3D shapes (including real items), number cards, dice, counting beads, money, clocks, number fans, sorting hoops, tens frames, Numicon, 100 squares, squared paper, capacity resources, maths games
- Mark making equipment, rulers,

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Draw information from a simple map
- Explore the natural world around them

Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills



1 2 3

Progression of skills and knowledge



Continuous Provision Investigation Station

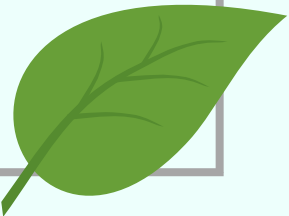
Children are expected to.....

Skills: See progression document below.

A knowledge of how to use a variety of tools and equipment, and to name them. Develop a wide vocabulary of investigative language and scientific processes/ techniques. E.G. magnifying glass, binoculars, timers ,funnels, lens, mirror, magnet, experiment, test, investigate, predict, record, results, dissolve, absorb, melt, liquid, substance etc.



Behaviours	Emerging Skills	Developing Skills	Extended Skills
Observe	<ul style="list-style-type: none"> Observes the immediate world around them Comments on what they can see 	<ul style="list-style-type: none"> Observes something with interest. Notices and comments on change in their environment, outdoors Asks questions about what they have observed 	<ul style="list-style-type: none"> Closely observes experiments over a number of days Discusses what their observations tell them Seeks out things to observe to find things out
Investigate / Experiment	<ul style="list-style-type: none"> Explores cause and effect 	<ul style="list-style-type: none"> Uses appropriate resources to carry out chosen test Formulates a hypothesis about what they think will happen and why 	<ul style="list-style-type: none"> Records their findings in their own way Makes decisions about what will be the most effective resources to use to carry out experiment
Test	<ul style="list-style-type: none"> Explores cause and effect but changes a variable (e.g.:- Floating and sinking - will it float if there is more water?) 	<ul style="list-style-type: none"> Plans a test - considering what it is that they want to find out Thinks about how they can find out the answer to their question 	<ul style="list-style-type: none"> Tests ideas and theories Plans what they will do next based on their findings
Resources to facilitate play	Goggles, magnifying glasses, binoculars Range of materials Range of interesting objects	Mirrors Pull/push toys Range of materials Range of objects Springs, spinners Timers Magnets	Sorting trays, collecting pots, Cameras Notebooks, notepads, clipboards

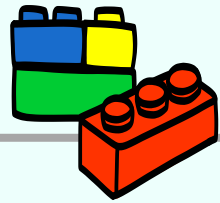


Progression of skills and knowledge

Continuous Provision

Constructing Construction Area



Constructing



Children are expected to.....

Skills: To balance, enclose and connect various resources appropriately.
To design with a purpose in mind.

Knowledge: To have a knowledge of various buildings in real life in order to replicate them. To name the resources and materials needed in order to construct. To have a knowledge of how different materials behave when constructing.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Creates a Structure	<ul style="list-style-type: none"> Uses resources to build towers. Builds vertical models 	<ul style="list-style-type: none"> Uses resources to construct buildings Positions resources both vertically and horizontally 	<ul style="list-style-type: none"> Combines resources to create a structure Builds more elaborate structures. Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure Ensures model is stable
Spacial Awareness	<ul style="list-style-type: none"> Constructs in a large space with large blocks Constructs in a small space with small blocks 	<ul style="list-style-type: none"> Connects buildings and structures (e.g.:- Putting a road between buildings). Select the appropriate sized blocks/construction resources for their chosen purpose. Select the appropriate sized blocks/construction resources for chosen workspace Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls) 	<ul style="list-style-type: none"> Build a house/model with different rooms or different parts Uses smaller blocks/ construction tools to create intricate structures
Constructs with a purpose in mind	<ul style="list-style-type: none"> Has an idea about what they will build before they begin Selects resources they need as they go 	<ul style="list-style-type: none"> Knows what they want to build when they begin to construct Plans what they will use 	<ul style="list-style-type: none"> Change, adapt and modify model to serve a purpose Combine construction resources to create model Creates a design before they construct
Resources to facilitate CPB	Duplo Stickle bricks Mobilo Small block Large blocks	Lego Mobilo Small blocks Large Blocks Coloured blocks Kapla Squared paper	Small blocks Kapla Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets

Progression of skills and knowledge

Continuous Provision

Imagination



Small world

Children are expected to.....

Skills: To act out a narrative, story and recreate personal experiences.

Knowledge: To develop knowledge of different small worlds and the vocabulary associated with them. To name figures, objects such as occupations and jungle or arctic animals etc. To develop a wealth of experiences and events. To have an increased knowledge of cultures, community, occupations and of past lives or events

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Imitates and represents objects as another	<ul style="list-style-type: none"> Imitates sounds (e.g.:- Vehicles and animals) Represents objects as what they are 	<ul style="list-style-type: none"> Represents objects as different objects Explains what they are (e.g.:- This is my car) Talks expressively about the object they have represented as something else 	<ul style="list-style-type: none"> Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit in with their narrative
Represents an environment	<ul style="list-style-type: none"> Represent an environment that they are familiar with 	<ul style="list-style-type: none"> Represent/create environments from stories 	<ul style="list-style-type: none"> Create an environment that they have created/ imagined Children design and imagine their own story setting
Creates narrative around play	<ul style="list-style-type: none"> Explains their actions in small world play (e.g.:- Pretend the man is walking) 	<ul style="list-style-type: none"> Uses some story language in their play - familiar lines from stories, familiar story themes 	<ul style="list-style-type: none"> Uses story language and story features to create a narrative of their own
Recalls past events	<ul style="list-style-type: none"> Reacts their experiences through a narrative 	<ul style="list-style-type: none"> Articulates thoughts and feelings through narrative 	<ul style="list-style-type: none"> Able to intertwine their own experiences with the experiences of others Creates shared narratives
Resources to facilitate play	Artificial grass Coloured fabric Cars, vehicles Figures from stories/ TV/ movies Fairy-tale characters Animals	Characters from familiar stories Doll's house and house furniture Mini me character photos Animals	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)

Capturing Learning Opportunities in the Small World Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Know and talk about the different factors that support their overall health and wellbeing

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Small World Area but can also be applied to other areas, so are not 'purely' developed through play here.

Talk, Imaginative play, Language & Listening

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the changing role-play area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Small World Vocabulary – construction, build, connect, fix, join, colours, shapes, pattern,
- Positional Language – top, bottom, middle, beside, next to
- Language of imagination – role-play, narrate, storytelling, act out, pretend, real,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Support children in resolving potential conflict
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas,
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting, designing, building, problem solving

Consistent Provision

- Clear storage shelves with accessible resources in small boxes
- To Support imaginative play – mats, road marking, small blocks, train track, small world figures, mirrors, material, tape measures, rulers,
- Mark Making Materials
- Display area for models with name labels

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Mathematics

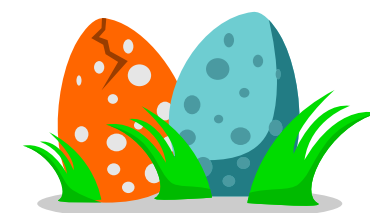
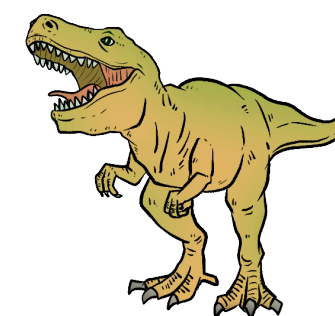
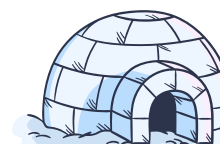
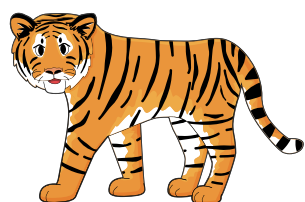
- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



Progression of skills and knowledge

Continuous Provision

Children are expected to.....

Skills- Sand. See progression information below.

Knowledge - Knowledge of new techniques and vocabulary such as, dig, scoop, flatten, mould, sculpt, manipulate, fill, tip, manipulate, empty, fill, deep, shallow.

Sand play



Sand



Behaviours	Emerging Skills	Developing Skills	Extended Skills
Dig	<ul style="list-style-type: none"> Explores moving sand using spade/ scoops Digs using hands Lifts sand in hands and places back down 	<ul style="list-style-type: none"> Scoops sand up using scoop/ spade Moves sand from A to B using a spade Loses little sand off the spade Able to dig a hole or space in sand 	<ul style="list-style-type: none"> Selects the most appropriate scoop/ spade for digging Digs with control Digs for a desired purpose
Mould	<ul style="list-style-type: none"> Makes impressions using hands, fingers, knees, arms Fills containers/ buckets with sand Pats down sand to make it smooth 	<ul style="list-style-type: none"> Free play with hands - makes shapes, heaps and tunnels Fills moulds and shapes and turns over to make shape Recognises that damp sand holds shape 	<ul style="list-style-type: none"> Uses a range of containers/ moulds to create intricate sand creations Uses spades/ scoops/ buckets to make sand into desired shapes
Sieve	<ul style="list-style-type: none"> Sifts sand through fingers. Explores and observes the way sand moves through sieve 	<ul style="list-style-type: none"> Recognises that dry sand falls freely through fingers/ sieve 	<ul style="list-style-type: none"> Sieves sand for a desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects
Bury / Enclose	<ul style="list-style-type: none"> Covers their hands and fingers in sand 	<ul style="list-style-type: none"> Free play with hands. Uses hands to cover up objects 	<ul style="list-style-type: none"> Buries and covers up resources Pats sand down to cover up resources Uses spades/ scoops to bury objects
Resources to facilitate play	Different shaped moulds Buckets Spades, scoops - long and short handled Sieves	Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes



Capturing Learning Opportunities in Sand Play

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Skills unique to this area (Pure)

Exploration of the texture of sand both wet and dry

Essential Vocabulary - Talk to me about...

- Describing – rough, smooth, cold, dry, warm, wet, particles, grains, pour, scoop, soggy, squelchy, gritty. Silky, slimy, crumble, disappear
- Comparing– Biggest, smallest, largest, longer, less than, stronger, weaker, taller, shorter, full, empty, most, least, fuller, heavier, lighter,
- Size – Big, small, long, tall, short, wide, narrow
- Shape – curved, straight, round,
- Equipment – bucket, spade, rake, container,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- Ensure safe use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Observe children's interests and assess progress
- Encourage mark making where possible

Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Respond to others in their play – including following instructions
- Develop descriptive vocabulary
- Develop the language of size, space, shape, capacity, counting, matching, patterns, sorting and comparison
- Fine Motor Development
- Develop the ability to explain, design, create, investigate, predict, observe

Concrete Learning Experiences

Moulding and Manipulating Materials
Digging
Pouring
Filling and Emptying
Selecting, Co-operating and Sharing

Consistent Provision

- Wet & Dry Sand if possible
- Materials to dig with – spades, scoops, forks, spoons (made of varying materials)
- Utensils to hold – buckets, cups, egg cups, jugs, bottles, tubs, pots, funnels – all of varying sizes
- Natural manipulatives – sticks, pebbles, stones, pinecones, shells,
- A tray for enhancements to this area

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s

Mathematics

- Count objects, actions and sounds
- Subitise
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Explore the natural world around them

Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play.

Progression of skills and knowledge

Continuous Provision

water area

water play

Children are expected to.....

Skills-See progression information below.

Knowledge of new techniques and vocabulary such as funnel, guttering, pouring, empty, full, nearly full, nearly empty, absorption, waterproof etc.

Knowledge of floating and sinking and the properties of different materials and how they behave in water.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Pouring	<ul style="list-style-type: none"> Tips to pour quickly Drops objects into the water Observes as they pour water from container to container Observes the way water moves 	<ul style="list-style-type: none"> Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any 	<ul style="list-style-type: none"> Pours an amount of water into a chosen container Pours with increased accuracy with less spilling
Filling	<ul style="list-style-type: none"> Fills containers until they overflow Randomly fills different containers 	<ul style="list-style-type: none"> Fills containers with increasing control. Fills containers with a desired amount 	<ul style="list-style-type: none"> Fills a container to their intended point of fill Starting to read scales when filling
Transporting	<ul style="list-style-type: none"> Carries water from A to B but spills large amounts of water along the way Explores the way water moves and is transported Tries to catch water as it is transported 	<ul style="list-style-type: none"> Carefully carries water from A to B but spills a little Explores using a range of resources and techniques to transfer water for example pipets 	<ul style="list-style-type: none"> Spills little or no water when transporting Does not fill the container to the top - shows an awareness of how much they can carry without spilling Plans and uses the most effective ways to transport water to avoid spillages
Mixing	<ul style="list-style-type: none"> Explores the way water moves as they mix and stir it Spills some water when mixing 	<ul style="list-style-type: none"> Mixes slowly as not to spill Increased control when mixing Mixes with a goal in mind for example to make potions 	<ul style="list-style-type: none"> Understands what will happen to the water when they mix it Loses little or no water when mixing
Resources to facilitate play	Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel	Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels Some transparent containers Whisks	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters

Capturing Learning Opportunities in Water Play

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Skills unique to this area (Pure)

Changes of State – freeze, melt, evaporate
Absorbency
Water Pressure
Viscosity – how water changes when adding flour etc

Essential Vocabulary - Talk to me about...

What I can do with water – fill, pour, empty, splash, wash,
Water Based Experiences – floating, sinking, heavy, light, leaking, freezing, melting, evaporating, steam, boiling, wet, bubbles, cold, warm, movement, drop, droplet, wave, brim,
Water Equipment – water wheel, jug, bottle, cup, spoon, teapot, watering can, tubes, pipes, sponge

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- Ensure safe use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Put children's actions into words
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Respond to others in their play – including following instructions
- Develop descriptive vocabulary
- Develop the language of size, space, capacity, counting, sorting and comparison
- Fine Motor Development
- Develop the ability to explain, predict, observe, estimate,

Concrete Learning Experiences

Filling, Pouring & Emptying
Transportation
Floating & Sinking
Absorption

Consistent Provision

- Water tray and tray for enhancements – ideally an uncarpeted area, mops cloths, aprons
- Containers of varying sizes – jugs, cups, bottles, teapots, cans, funnels
- Water wheel
- Sieves, sponges, pipettes, cloths, paintbrushes
- Natural Manipulatives – sticks, shells, pebbles, stones, pinecones

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read a few common exception words matched to the school's phonic programme

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Automatically recall number bonds for numbers 0-5 and some to 10
- Compare length, weight and capacity

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figures from the past
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different from the one in which they live

Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play

Progression of skills and knowledge

Reading Garden




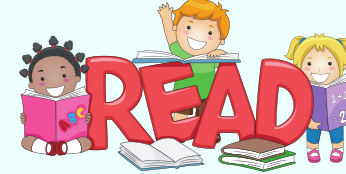
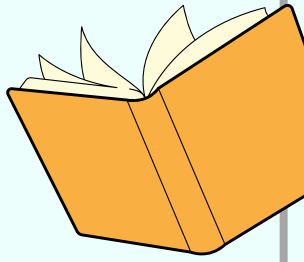
Continuous Provision Reading Area

Children are expected to.....

Skills: See progression document below.

Knowledge of how to read print. Knowledge of a variety of fiction/ non-fiction books. New vocabulary such as glossary, contents, index, author, illustrator etc.

Knowledge of how to find out key information from a book. New knowledge derived from books. Knowledge of acting out a story from a book.

Behaviours	Emerging Skills	Developing Skills	Extended Skills
Phonics	<ul style="list-style-type: none"> May notice the first letter of their name or familiar word Enjoys rhymes and songs together, tuning in and paying attention Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Say some of the words in songs and rhymes Copy finger movements and other gestures Sings songs and says rhymes independently e.g., singing whilst playing 	<ul style="list-style-type: none"> Spot and suggest rhymes Count and clap syllables in a word 	<ul style="list-style-type: none"> Can remember and recite songs and rhymes Read individual letters by saying the sounds for them Blend sounds into simple words Read cuc words Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) Use finger to say each sound
Comprehension	<ul style="list-style-type: none"> Develops play around favourite stories and uses props Asks questions about the book Makes comments and shares their own ideas Can hold a book correctly Points to pictures and locates images 	<ul style="list-style-type: none"> Learn new vocabulary linked to stories Print has meaning Print can have different purposes English text is read from left to right and from top to bottom Can name different parts of a book Page sequencing Repeats refrains in stories and poems Can talk about what is happening in the pictures 	<ul style="list-style-type: none"> Recall facts from non-fiction books Asks and answers questions about a book Gives suggestions on what might happen next Predicts an ending Relate own knowledge and experience to the story Make links to other stories that are similar Can describe a setting, or character Can discuss events in the story 
Word Reading	<ul style="list-style-type: none"> Pays attention and responds to the pictures or the words Notices some print in the environment (e.g. logos, door number, bus or name) 	<ul style="list-style-type: none"> Recognise words with the same initial sound Start to recognise their name and other familiar words 	<ul style="list-style-type: none"> Make attempts to follow text with finger Read a few common exception words matched to the school's phonic programme Read simple phrases and words made up of words with known letter sound correspondences Read some tricky words that can't be decoded
Story Telling	<ul style="list-style-type: none"> Enjoys sharing books with an adult Has favourite books and seeks out others to share with, or looks at it alone Repeats words and phrases from familiar stories 	<ul style="list-style-type: none"> Listens and talks about stories to build familiarity Starts to retell a familiar event Continues to repeat words and phrases from familiar stories with greater detail 	<ul style="list-style-type: none"> Re-read books to build up confidence in retelling Uses and creates story maps to prompt retelling stories Retell stories with exact repetition and some in own words Retell the beginning, middle and end of a story Uses props to retell a story
Resources to facilitate play	<p>Visits to local environment to point out words, logos, letters and numbers Books (fiction, nonfiction, poetry, multicultural, dual text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels Magnetic letters and numbers Dressing up Role play area Rugs Sofas Tents Cushions Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans Sound buttons</p>	<p>Books (fiction, nonfiction, poetry, multicultural, dual text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels Magnetic letters and numbers Dressing up Role play area Rugs Sofas Tents Cushions Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games</p>	<p>Books (fiction, nonfiction, poetry, multicultural, dual text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels Magnetic letters and numbers Dressing up Role play area Rugs Sofas Tents Cushions Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games</p>

Capturing Learning Opportunities in the Reading Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Skills unique to this area (Pure)

A The following skills are greatly enhanced within the Book Corner but can also be applied to other areas, so are not 'purely' developed through play here.

Handling Books Correctly, developing a love of books, using books as a source of information

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus theme – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Book Based – front cover, back cover, blurb, title, book, author, illustrator, fiction, non-fiction, rhyme, phonics, story, information, true, facts, pictures, text, photographs, left to right, front to back, illustrations, comic, magazine, report, folktale, myth, legend, poster, character, setting

Consistent Provision

- Accessible bookshelf or shelves – try not to overwhelm
- Core texts / familiar texts clearly displayed
- Readable, phonetically decodable texts, magazines, comics, rhymes, fiction and non-fiction texts
- Comfortable furnishings – bean bags, cushions, small sofa,
- Puppets, masks, reading buddies, posters, letter cards

Skills reinforced in this area (Facilitative)

- Selecting and handling books correctly.
- Develop descriptive vocabulary
- Represent and be inspired by well-known authors
- Fine Motor Development
- Develop the ability to explain and predict,
- Mark making
- Communication and active listening

Concrete Learning Experiences

Discussion, reading, recognising (letters, words), using pictures, gathering information, rhyme,

The Role of the Adult

- To ask open ended questions
- To read alongside the children, modelling reading
- To provide an audience for children's reading
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage engagement with a range of texts
- To refer to well-known authors and familiar stories
- To share core texts on a regular basis
- Observe children's interests and assess progress

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Automatically recall number bonds for numbers 0-5 and some to 10
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live




Expressive Arts & Design

- Develop storylines in their pretend play

Progression of skills and knowledge

Gross Motor Continuous Provision



Behaviours	Emerging Skills	Developing Skills	Extended Skills
Body Movement 	<ul style="list-style-type: none"> Throw a ball Roll a ball Begin to catch a ball Jump on and off a small step 	<ul style="list-style-type: none"> Throw a ball with increasing accuracy Roll a ball with increasing accuracy Catch a ball with increasing accuracy Jump across stepping stones Collaborate with others to manage moving large items such as planks safely Wave flags or streamers with greater control 	<ul style="list-style-type: none"> Roll with control, confidence and precision Walk for longer periods and aware of space Jump on 2 feet with control, confidence and for longer periods Jump and turn 180 Begin to jump with a rope Can run avoiding obstacles, with greater control, adjust and stop speed Confidently throw a ball with accuracy to another person Confidently catch a ball from another person Can queue in a line being aware of others' space Experiments and chooses ways to move through and travelling on apparatus
Climbing	<ul style="list-style-type: none"> Begin to climb up steps, or apparatus using alternate feet 	<ul style="list-style-type: none"> Crawl with increasing control and confidence Climb on apparatus with increasing control and confidence Climb up steps using alternate feet with increasing accuracy and confidence 	<ul style="list-style-type: none"> Crawl with control, confidence and precision Climb on apparatus with control, confidence and precision Confidently climbs up steps using alternate feet
Balance and Co-ordination	<ul style="list-style-type: none"> Ride a scooter or a tricycle with some assistance Make attempts to skip and hop Begin to stand on one leg Can copy sequences and patterns of movements relating to music and rhythm 	<ul style="list-style-type: none"> Able to use and remember sequences and patterns of movements relating to music and rhythm Begin to hit a ball with a bat Ride a scooter or a tricycle with increasing control Skip with increasing control Hop with increasing control Stand on one leg for a longer period 	<ul style="list-style-type: none"> Hop with greater balance, control and for longer periods Skip with greater balance, coordination and for longer periods Confidently ride a scooter Confidently ride a tricycle and bike with or without stabilisers Make up own simple dance routine or sequence Hit a ball with a bat with greater accuracy
Resources to facilitate play	Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps	Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps	Scooters Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps

Capturing Learning Opportunities in the Outdoor Area

Prime Learning Opportunities (The What)

Children in reception will be learning to:

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

Physical Development

- Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Outdoor Area but can also be applied to other areas.

Outdoors should not be a repetition of indoors, it is an opportunity to explore new things on a bigger scale!

An appreciation of the natural environment

Essential Vocabulary - Talk to me about...

- Actions, movement & skills – run, walk, jump, skip, hop, throw, roll, catch, aim, target, dribble, over arm, under arm, leap, stretch, spring, kick
- Directions – forwards, backwards, sideways, next to, under, over, through, beneath, below, above, behind, in front, high, low
- Equipment – ball, quoit, skittles, rope, funnel, guttering, beanbag, hoop, bench, mat, bike, trike,
- Changes to the body – hot, sweating, thirsty, out of breath, aching, muscles, energy
- Weather – wet, dry, drizzly, foggy, icy, puddle, drips, sleet, hail stone, wind, misty, frozen, sunny, warm, shade, breezy, snow,

The Role of the Adult

- To ask open ended questions
- Observe children's interests and assess progress
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use gross motor development and skills on a larger scale
- To support children using equipment safely.
- Support children in resolving potential conflict

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Gross Motor Development
- Fine Motor Development
- Develop the ability to explain, design, create, predict, interact, explore,
- Mark making
- Self-help skills

Concrete Learning Experiences

Physical development, interpersonal skills, role-play, imaginative skills, independence, counting, curiosity, and questioning

Consistent Provision

- Physical equipment – bikes, trikes, balance bikes, scooters, beanbags, balls, parachute, large wooden blocks, football net, large branches for mark making,
- Sensory – shaded area, garden area / equipment, mud kitchen, sand area, water play, guttering, funnels, pipes, musical instruments (including pots and pans etc) weather-based equipment – including wellington boots and waterproofs.
- Quiet Play – books, area to sit, tents, easel, mark making and counting equipment

Specific Learning Opportunities (The What)

Children in reception will be learning to:

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

Understanding the World

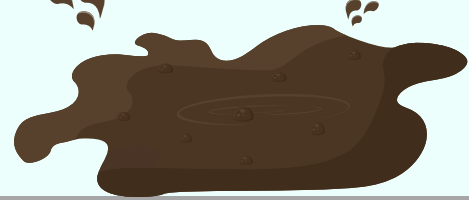
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Draw information from a simple map
- Explore the natural world around them
- Describe what they can see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups




Progression of skills and knowledge

Mud Kitchen



Continuous Provision



Behaviours	Emerging Skills	Developing Skills	Extended Skills
Concoct/imagine	<ul style="list-style-type: none"> Create familiar everyday mealspies, cake, soup 	<ul style="list-style-type: none"> Adds imagination to what they create worm pie, slime cake, eye ball soup 	<ul style="list-style-type: none"> Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines.
Problem solve	<ul style="list-style-type: none"> Explores how new resources work and incorporates them into play Asks for help with new equipment 	<ul style="list-style-type: none"> Uses trial and error multiple times to effectively use a new piece of equipment Will observe peers and learn from what they are doing 	<ul style="list-style-type: none"> Uses new equipment in a variety of scenarios Will talk to peers and work together to solve a problem
Actions	<ul style="list-style-type: none"> Splatting/splashing Emptying Filling pouring 	<ul style="list-style-type: none"> scooping stirring mixing transferring patting/smoothing adding picking chop 	<ul style="list-style-type: none"> Sharing out serving ladling whisking moulding crushing mashing measuring boiling sieving 
Purpose	<ul style="list-style-type: none"> With support can talk about what they are making and name ingredients that they are using Explores combining resources 	<ul style="list-style-type: none"> Can follow a recipe that use pictorial representations Has an end goal in mind and can talk about ingredients and actions needed to reach goal 	<ul style="list-style-type: none"> Can follow a recipe that uses simple language and words in line with phonic knowledge. Works through all stages of process of making something combing ingredients, cooking and serving
Resources to facilitate play	Mud Saucepans Bowls Big spoons Water 	Recipes (pictorial) Scoops Wooden spoons Bowls Metal spoons Plastic spoons Plastic knives Herbs Vegetables/fruit	Recipes Ladles Whisks Moulds Pestle and mortar Masher Measuring cups/spoons Measuring jugs/scales sieve