Continuous Provision at Redbrook Hayes EYFS

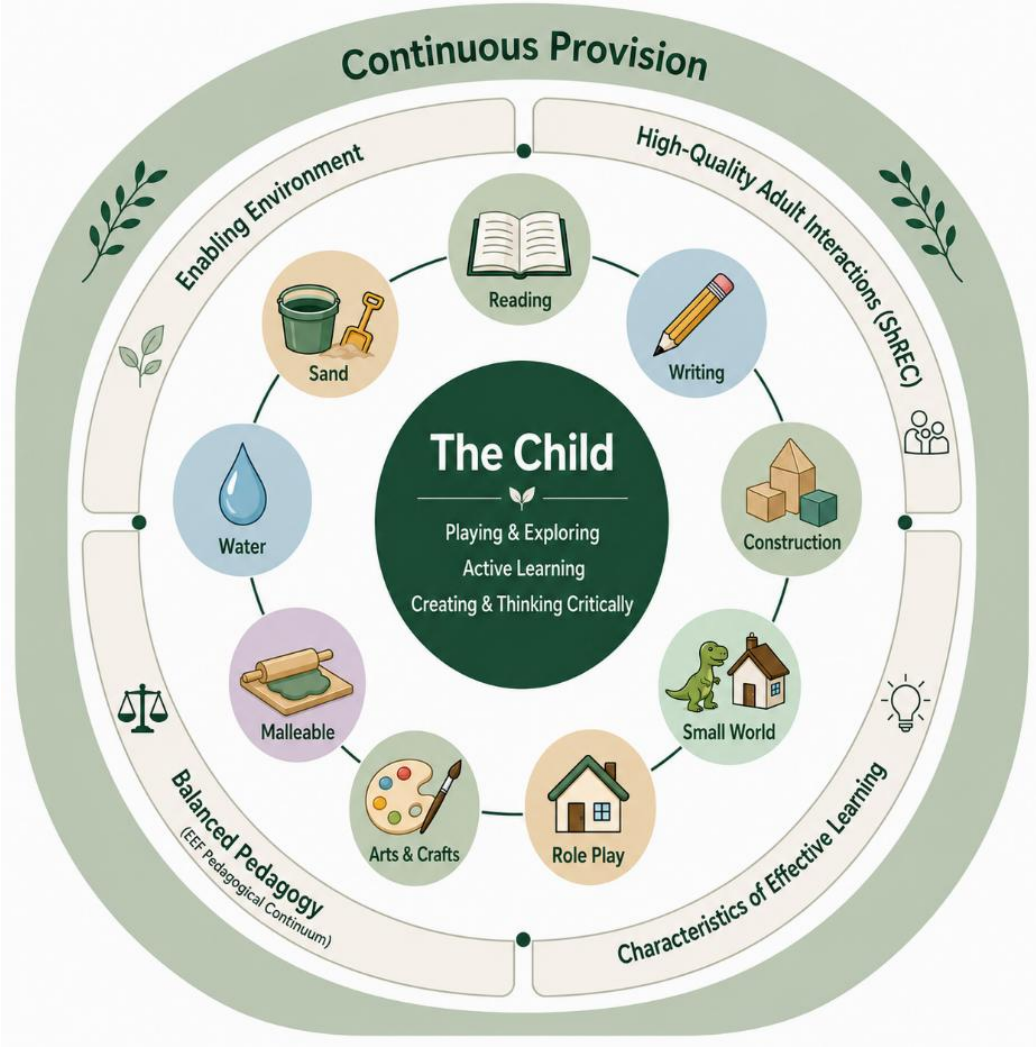
At Redbrook Hayes, we believe that high-quality continuous provision is crucial in developing happy, confident learners with the executive function skills they need to thrive both now and in the future. Our environment is carefully planned to enable children to play, explore, create and think critically, whilst developing the knowledge, skills and learner behaviours that will support them throughout their education.

Our approach is informed by the EEF Pedagogical Continuum, ensuring a balanced approach to teaching and learning. We recognise that a balance of explicit teaching, adult-guided interactions and child-led play is essential for effective teaching and learning. Within continuous provision, children benefit from high-quality adult interactions, intentional teaching and sustained shared thinking, alongside opportunities to learn independently and collaboratively with their peers. Drawing on the EEF's ShREC approach our highly skilled practitioners carefully extend children's thinking, language and understanding, while also recognising the value of stepping back and observing to allow children to take ownership of their learning.

Our continuous provision is designed to be consistent and purposeful. Rather than frequently changing resources, we believe children need time to become deeply familiar with them. Once children understand how resources can be used, they are able to revisit them in increasingly creative and sophisticated ways, applying, refining and mastering their skills over time. For this reason, we are more likely to thoughtfully add resources to extend children's thinking than remove existing ones. This approach supports deeper learning, encourages creativity and enables children to make meaningful connections across their play.

At times, enhancements may be introduced to reflect our current enquiry or to immerse children in new vocabulary, concepts and experiences. These enhancements are intended to enrich the provision rather than direct it. The primary purpose of our continuous provision remains child-led play, where children's interests, ideas and fascinations drive their learning.

Through this balance of enabling environments, responsive teaching and uninterrupted opportunities for exploration, we nurture the Characteristics of Effective Learning**.** We want our children to become curious, resilient and independent learners who are confident to explore, actively engage with challenges and think creatively and critically as they make sense of the world around them.


Continuous Provision
Enabling Environment
High-Quality Adult Interactions (ShREC)
Balanced Pedagogy
(EEF Pedagogical Continuum)
Characteristics of Effective Learning
The Child
Playing & Exploring
Active Learning
Creating & Thinking Critically
Reading
Writing
Construction
Small World
Role Play
Arts & Crafts
Malleable
Water
Sand

Water Play Explorers

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Confidence to explore new experiences. Express enjoyment and excitement through sensory play To be independent when choosing and selecting resources Show persistence to solve problems (e.g. Filling/ Emptying) Understand and manage risks (e.g. careful pouring/managing spills) Play alongside others and take turns with some support.	Notice what others do and show an interest in sharing experience. Respond to simple instructions building up to 2-3 steps (e.g. fill the cup) Respond to simple questions (e.g. which one is full?) Understand simple concepts such as empty and wet. Learns and begins to use new vocabulary (see list) Share thoughts and ideas using single words and short phrases. Communicate wants and needs to adults	Develop shoulder and arm strength through scooping, pouring, lifting. Use both hands to lift and carry containers. Use a variety of grips when holding jugs, pipettes, spoons etc. Develop hand strength through squeezing sponges, bottles and squirters. Develop hand eye coordination when filling and aiming. Pour water with accuracy	**Level 1** Dry Fast In Empty Wet Out More Top Full Bottom **Level 2** Through Some Heavy Less Most Side A bit Same different	Hands Cups Jug with one handle. Buckets with handles Saucepans Large spoons Bowls Containers with no handles Guttering Funnels Cylinders Pipettes Syringes Teaspoons Ladle Teapot

Water Play-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key Concept Vocabulary**	**Resources (progressive)**
Show increasing confidence to explore new ideas and take on challenges. Readily share and take turns with others. Select resources for a purpose. Show sustained concentration while developing own play. Adapt strategies to help meet a goal. Use equipment safely, assessing and managing risks. Play cooperatively with others towards a shared goal. Regulate our behaviour to ensure safe, enjoyable play.	Follow two and three step instructions (e.g. empty the cup into the jug) Understand and respond to complex questions (e.g. why is the duck floating?) Ask questions to investigate and solve problems. Understand and use a wide range of level 2 and 3 concepts (see list) Listen to others to build up play. Engage in conversation about what we are doing. Use language to negotiate, organise play and express thoughts.	Carry large/heavy containers with increasing balance and control. Develop strength and coordination when moving large resources such as guttering or buckets. Use both hands-e.g. one hand to steady the container whilst the other pours. Use a pincer grip/dynamic grip to manipulate a range of water tools. Control the amount of water transferred with increased precision.	**Level 2** Through Some Heavy Less Most Side A bit Same Different **Levels 3** Shiny Narrow Smooth Above Both Enough Half Light (not heavy) Biggest Bigger Heaviest Heavier Tallest Taller Longest longer	Jug with one handle. Buckets with handles Saucepans Large spoons Bowls Containers with no handles Guttering Funnels Cylinders Pipettes Syringes Teaspoons Ladle Teapot

Sand Play-Explorers

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Demonstrate confidence to explore new experiences. Express enjoyment and excitement through sensory play Have independence to choose and select resources. Show persistence to solve problems (e.g. working on a sandcastle)) Understand and manage risks (e.g. careful pouring/managing spills) Play alongside others and take turns with some support.	Notice what others do and show an interest in sharing experience. Respond to simple instructions building up to 2-3 steps (e.g. Scoop the sand) Respond to simple questions (e.g. which one is full?) Understand simple concepts such as more and full. Understand and begin to use new vocabulary (see list) Share thoughts and ideas using single words and short phrases. Communicate our wants and needs to adults	Develop shoulder and arm strength through digging, scooping, and carrying sand. Use large arm movement to fill, empty and transport. Carry containers using both hands. Push and pull tools such as spades, scoops, and rakes. Develop hand strength through digging, squeezing and moulding sand. Manipulate sand by pressing, patting, and sprinkling. Use a variety of grips when holding tools such as spades, bowls, spoons	**Level 1** Dry Fast In Empty Wet Out More Top Full Bottom **Level 2** Through Some Heavy Less Most Side A bit Same different	Hands Cups Spad Scoops Jug with one handle. Buckets with handles Muffin tins Shape moulds Large spoons Sieve Bowls Containers with no handles Ladle

Sand Play-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Show increasing confidence to explore new ideas and take on challenges. Readily share and take turns with others. Select resources for a purpose. Show sustained concentration while developing our own play. Adapt strategies to help meet a goal. Use equipment safely, assessing and managing risks. Play cooperatively with others towards a shared goal. Regulate own behaviour to ensure safe, enjoyable play.	Follow two and three step instructions (e.g. Fill the bucket and then pat it) Understand and responds to complex questions (e.g. why does the sand sprinkle?) Ask questions to investigate and solve problems. Understand and use a wide range of level 2 and 3 concepts (see list) Listen to others to build up play. Engage in conversation about what they are doing. Use language to negotiate, organise play and express thoughts.	Carry large/heavy containers with increasing balance and control. Develop strength and coordination when moving large resources such as buckets. Use both hands-e.g. one hand to steady the container whilst the other one fill it with sand. Use a pincer grip/dynamic grip to manipulate a range of sand tools. Control pressure when shaping and moulding wet sand.	**Level 1** Dry Fast In Empty Wet Out More Top Full Bottom **Level 2** Through Some Heavy Less Most Side A bit Same different	Spade Scoop Jug with one handle. Buckets with handles Muffin tins Shape moulds Large spoons Sieve Bowls Containers with no handles Ladle

Playdough Table-Explorers

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Demonstrate confidence to explore new experiences. Express enjoyment and excitement through sensory play Have independence to choose and select resources. Show persistence to solve problems (e.g. making a flat pancake) Understand and manage risks (e.g. careful use of cutters) Play alongside others and take turns with some support.	Notices what others do and show an interest in sharing experiences. Respond to simple instructions building up to 2-3 steps (e.g. roll it and then pinch it) Respond to simple questions (e.g. which one is pink?) Understand simple concepts such as lots and long. Understand and begin to use new concept vocabulary (see list) Share thoughts and ideas using single words and short phrases. Communicate wants and needs to adults	Develop shoulder and arm strength through pushing, pulling, rolling and flattening materials. Use both hands to squeeze, stretch, roll… Develop hand strength through squashing, rolling, pinching… Use cutters and rollers with some support. Make simple shapes and forms through moulding. Develop finger strength through poking, pinching and squeezing. Improve posture through sitting at a table for sustained activity	**Level 1** Big Fast In Little Out Fat More Slow Lots **Level 2** Long Quick Some Next Short Less Most Between Small A bit Same Different	Hands Fingers Shape Cutters Large rolling pins Lolly sticks Loose parts (corks, pipe cleaners etc) Stamps Plastic scissors

Malleable Materials-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Show increasing confidence to explore new ideas and take on challenges. Readily share and take turns with others. Select resources for a purpose. Show sustained concentration while developing own play. Adapt strategies to help meet a goal. Use equipment safely, assessing and managing risks. Play cooperatively with others towards a shared goal. Regulate own behaviour to ensure safe, enjoyable play.	Follow two and three step instructions (e.g. use the small knife to cut the clay) Understand and responds to complex questions (e.g. why is the clay hard?) Ask questions to investigate and solve problems. Understand and uses a wide range of level 2 and 3 concepts (see list) Listen to others to build up play. Engage in conversation about what they are doing. Use language to negotiate, organise play and express thoughts.	Control arm and shoulder movements when rolling, flattening, and shaping. Use tools and equipment safely and with independence. Adjust movement and pressure depending on the material being used. Develop strong, precise finger movements through pinching, twisting, squeezing and rolling. Use a range of hand grips when using tolls, including pincer and tripod grip. Use both hands-e.g. one hand to stabilise whilst the other cuts.	**Level 2** Long Quick Some Next Short Less Most Between Small A bit Same Different **Level 3** Thick Wide Thin Whole Backwards Forwards Enough Bendy Biggest Bigger Longest Longer	Shape Cutters Large rolling pins Lolly sticks Loose parts (corks, pipe cleaners etc) Stamps Small rolling pins Knives (butter/blunt knives) Craft scissors

Craft and Squiggle Area Nursery

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Make choices about which resources we would like to use. Show confidence to use new resources and have own ideas. Build resilience-work at a goal. Take pride in our own creations. Understand we need to keep areas tidy. Use tools safely such as scissors and glue sticks. Take turns and share with some support. Work collaboratively on group artwork. Begin to negotiate over resources with adult support	Listen to and respond to simple one then two step instructions e.g. put the lid on the glue. Show focussed attention on a chosen activity for increasing periods of time. Understand and respond to simple questions-e.g. what colour would you like? Learn and use new vocabulary linked to creative resources and experiences. Use language to describe using some concept words (see list) Express preferences and make simple choices e.g. I want red paint. Make comments about own and others creations.	Develop shoulder and upper arm strength through large mark making (floor/easels/group projects) Begin to cross the midline when reaching for resources and using two hands to mark make. Use shoulder, elbow and then wrist pivots when painting, drawing, gluing etc. Develop postural control when sitting at the table or kneeling comfortably. Develop hand strength and finger dexterity through manipulating materials, painting and drawing. Move from palmar -to tripod - to pincer grip when holding mark making materials. Snip paper with scissors. coordinate both hands, e.g. holding paper still whilst sticking or cutting	**Level 1** Big Dry In Empty Little Wet Out Under More Bottom Lots **Level 2** Long Hard Through Some Short Soft Over Most Between Side Large Around A bit Same Different	Hands Fingers Paper/Card Chunky crayon Chunky paintbrushes Chunky chalk Glue sticks Child scissors Pallet paints Pencils Art brushes Stampers PVA glue and spreaders Recyclable materials Lollipop sticks Pipe cleaners String Masking Tape Sellotape and dispenser Hole punch Stapler

Arts and Crafts-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Show independence in choosing and planning own creations. Select tools for a purpose. Show sustained attention on a self-chosen task. Build resilience-work at and adapt strategies to reach a goal. Express own ideas and feelings through our creations Reflect on our finished work-for example say what we enjoyed or what we might change. Work as a team to keep the area tidy. Use tools safely and with increasing control. Collaborate with others to plan and create artwork/models. Show respect to others work, by saying positive comments or show empathy by helping them reach a goal.	Listen to and respond to instructions with three steps e.g. put the lid on the glue then put it in the pot. Listen to and respond to others' ideas and suggestions. Engage in two-way conversations with adults and peers whilst creating. Learn and use new ambitious vocabulary linked to creative resources and experiences e.g. sparkle, attach, decorate. Ask questions to solve problems and develop own skills and knowledge. Share ideas and negotiate the sharing of materials with others. Retell experiences and describe the process of making creations	Use controlled shoulder and arm movements within large scale creations. Lift and position large materials, such as junk modelling with coordination Develop good posture and core stability when sitting, kneeling, or standing during creative experiences. Hold mark making tools with control and precision. Develop a comfortable pincer grip. Use scissors to cut along straight and curved lines. Manipulate a wide variety of materials with dexterity (paints, sequins, pasta) Thread, fold, roll, twist and join materials with increasing precision. Complete increasing detailed creations	**Level 2** Long Hard Through Some Short Soft Over Most Between Side Large Around A bit **Level 3** Thick Shiny Thin Rough Smooth Enough Half Bendy Corner Straight Biggest bigger Longest Longer	Paper/Card Glue sticks Child scissors Pallet paints Pencils Chalks Felt tips. Art brushes Stampers PVA glue and spreaders Recyclable materials Lollipop sticks Pipe cleaners String Masking Tape Sellotape and dispenser Hole punch Stapler Watercolours Large needles and string/wool

Domestic role play -Explorers

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Choose to engage in role play experiences that reflect own experiences. Begin to express own thoughts and feeling through pretend play. Cope with small conflicts such as waiting for a turn. Show pride and enjoyment in our play with others. Begin to understand expectations e.g. tidying away. Make simple choices-e.g. being the cook. Seek help when needed. Join in others play and communicate we want others to join in our play. Show affection and care toward dolls/soft toys and others. Show understanding of other feelings and needs (e.g. feeding/ comforting)	Listen to and understand everyday words and phrases e.g. dinners ready, bathtime. Listen to and respond to simple one then two step instructions e.g. put the cup on the table. Listen to and respond to adults' interactions and language modelling. Use single words and phrases to pretend play (e.g. baby sleep, daddy cook Begin to understand simple questions, e.g. where is the teapot? Learn and use new vocabulary linked to home life (e.g. wash, stir, plate) Show increased focus and attention when playing. Recognise and respond to familiar routines e.g. washing up. Use language and actions to develop pretend play and join in with others.	Carry objects with increasing control (e.g. Shopping baskets, dolls, pans) Push, pull and transport larger resources (e.g. pushchairs, trolleys and moses baskets Use whole body movements when pretending to clean, cook, sweep, care for babies etc. Develop hand strength by manipulating objects e.g. pans, teapots, turning knobs. Develop fine motor movements e.g. dressing babies, using spoons and cups. Coordinate both hands e.g. holding the cup with one hand and pouring with the other. Put on and remove simple dressing up. Learn about self-care through washing babies, brushing hair etc. Show some understanding of healthy routines e.g. adding fruit and veg to meals. Begin to understand when they need help and seek support.	**Level 1** Big Noisy Fast Little Out Under Behind More Quiet Loud **Level 2** Quick Through First Next Heavy Less Front Day Between Small Side Around Old Night Different Same	Plates Bowls Cups Kitchen units Wooden/plastic food Dolls Dolls accessories (inc moses basket/carrier/pushchair) Pet dog bed Hats Bags Spoons Knives and forks (plastic/wooden) Numbers in environment Tea towels Sponges Teapot Images of families/home life Clipboards Paper Pencils

Role Play-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources**
Independently initiate and develop own role-play ideas. Select and use props for different purposes. Show sustained concentration and involvement in play. Express own though and ideas confidently Collaborate with peers to create and sustain play. Manage feeling such as frustration or disappointment during play. Recognise and seek support form adults to help solve problems/conflicts. Build resilience-negotiate and find solutions when ideas change. Show empathy through understanding other feelings or perspectives! Follow expectations and boundaries (e.g. tidying away resources/safe play)	Listen attentively to others' ideas and share own ideas in play. Use talk to develop, organise, and extend imaginative play. Use talk to sequence events and explain what might happen next. Follow multi step instructions (can you plates and cutlery and set the table?) Listen to others ideas/viewpoints and adapt as play develops. Begin to negotiate roles and responsibilities (e.g. you be the doctor and I'll be the nurse) Use new vocabulary in play (linked to EQ/story etc.) Use language to invent storylines and characters. Use prosody when applying voices to different roles and scenarios	Carry, lift and transport larger resources such as boxes, large bricks and pet/doll carriers. Use core strength to balance, build and arrange role play environments. Reach, bend, twist, stretch when creating and moving environments. Use a range of props and tools with precision and control (e.g. fastening purses, handling coins) Fasten and unfasten zips, buttons, buckles, clips on dressing up. Develop a comfortable grip when handling small tools and mark making (e.g. taking orders, writing labels) Show awareness of healthy lifestyles through play e.g. making healthy meals, visiting doctor/dentist	**Level 2** Quick Through First Next Heavy Less Front Day Between Small Side Around Old Night Different Same **Level 3** Thick Wide Shiny Rough Narrow Backwards Smooth Dark Early	Variety of baskets to include different role play scenarios. Home corner basket (food, bowls, plates, cutlery, real crockery (when ready) Dolls-clothes, feeding utensils, blankets, toothbrush, hairbrush, bottles. Medical-doctors/vet kit, soft toys, bandages, blankets Investigative -binoculars, magnifying glasses, telescopes, maps, clipboards Loose parts-steering wheel, large and small blocks/bricks/materials/Baskets Dressing up-hats/bags/dresses/jackets/glasses etc.

Construction/Loose parts-Explorers

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources (progressive)**
Make choices about which resources to use. Show curiosity and confidence to use new resources and have own ideas. Build resilience-work at a goal. Take pride in our own creations. Understand we need to keep areas tidy. Use resources safely and manage risks e.g. not building too tall or considering working area. Take turns and share with some support. Work collaboratively on group constructions. Begin to negotiate over resources with adult support	Listen to and respond to simple one then two step instructions e.g. Can you find a big block? Show focussed attention on a chosen activity for increasing periods of time. Understand and respond to simple questions-e.g. what are you building? Use single words and phrases to talk about our creations. Use language to ask for help and solve problems e.g. need a green one. Learn and use new vocabulary linked to shape and space (straight, wide, join, enclosure) and positional language. Express preferences and make simple choices e.g. I want the big piece. Make comments about own and other creations	Carry construction materials safely. Lift, stack, connect with increasing control. Develop core stability and posture whilst standing or kneeling to build. Develop hand strength through pushing, joining and balancing materials. Develop finger strength and pincer grip through manipulating smaller parts such as Knex and star links. Rotate and align pieces to make them fit together. Use both hands e.g. one hand to stabilise whilst the other stacks	**Level 1** Big In Empty Little Out Under More Behind Top Bottom Lots **Level 2** Long Through Some First Next Short Less Near Over Between Last Small Large Around Same Different	Stacking soft bricks Wooden blocks Small wooden blocks Magnetico Mega blocks Duplo Stickle Bricks Star Links Large Knex **Loose parts (all items to be checked with choking tube)** Curtain rings Bottle tops Wood slices Yoghurt pots Egg boxes Large buttons Large shells Ribbons Materials

Construction/Loose Parts-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources**
Show independence in choosing and planning own creations. Select shapes and parts for a purpose. Show sustained attention on a self-chosen task. Build resilience-work at and adapt strategies to reach a goal. Express own ideas and feelings through our creations Reflect on our finished work-for example say what we enjoyed or what we might change. Work as a team to keep the area tidy. Use resources safely and with increasing control. Collaborate with others to plan and create constructions and models. Show respect to others work, by saying positive comments or show empathy by helping them reach a gal.	Listen to and respond to instructions with three steps e.g. put the big red block on top. Listen to and respond to others' ideas and suggestions. Engage in two-way conversations with adults and peers whilst creating. Learn and use new ambitious vocabulary linked to shape and space e.g. symmetry, vertical, assemble. Use and understand level 2 and 3 positional concept words. Ask questions to solve problems and develop own skills and knowledge. Share ideas and negotiate the sharing of materials with others. Describe patterns, similarities and differences between constructions	Lift, carry and position larger resources or boxes safely and with balance and coordination. Demonstrate strong postural control and core strength whist building in different positions. Build spatial awareness when working alongside others and creating spaces. Use precise finger movements to connect, separate and adjust smaller pieces such as Lego and nuts and bolts. Show strong bilateral coordination by using hand to do different things. Rotate and align parts to achieve desired outcome. Use increasingly precise movements to make detailed and complex models	**Level 2** Long Through Some First Next Short Less Near Over Between Last Small Large Around Same/ Different **Level 3** Wide Thin Narrow Whole Above Below Next Bendy Corner Straight Longest/tallest	Small wooden blocks Magnetico Mega blocks Duplo Stickle Bricks Star Links Large Knex Mobilo Polydron Knex Lego **Loose parts** Nuts and bolts. Beads Wooden slices Corks Pebbles Acorns Buttons Shells

Small World-Explorers

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources**
Choose small world resources that reflect own experiences. Begin to express own thoughts and feeling through pretend play. Cope with small conflicts such as waiting for a turn. Show curiosity and confidence when exploring different characters and environments. Begin to understand expectations e.g. tidying away. Make simple choices-e.g. being the cook. Seek help when needed. Join in others play and communicate we want others to join in our play. Show affection and care toward dolls, animals, characters etc. Begin to recognise and talk about simple emotions (e.g. happy, scared, tired)	Listen to and respond to simple one then two step instructions e.g. put the cow in the field. Listen to and respond to adult's interactions and language modelling. Use single words and phrases to pretend play (e.g. dinosaur roar, ding doing-I'm at the door) Begin to understand simple questions, e.g. where is the dinosaur? Learn and use new vocabulary linked to people, homes, animals, habitats etc. Use newly taught vocabulary through EQ unit enhancements. Develop conceptual understanding and vocabulary (in particular positional language-see list) Show increased focus and attention when playing. Listen to the ideas and actions of others during shared play. Use familiar stories and routines in their pretend play	Transport baskets and other small world resources safely. Reach, bend, kneel and squat to organise resources and play. Develop core strength and postural strength when standing, kneeling, sitting and lying on the floor to play. Use hand strength and a range of grips to pick up, grasp and manipulate small world figures and loose parts. Use both hands together and with coordination e.g. connecting track. Use precise movements and precision when making small world environments e.g. using blocks for enclosures. Rotate, turn and position objects when creating environments and playing. Develop spatial awareness when creating spaces/enclosures	**Level 1** Big Noisy In Little Out Under Behind Quiet Top Loud Bottom **Level 2** Quick Through First Next Soft Near Front Over Day Between Last Side Old Night Same/Different	Happy Land Peppa Pig Farm animals People who help us figures and vehicles. My little pony Cars/ road mat Train track Wild animals Dinosaurs Sea creatures barbies Nonfiction books EQ enhancements **Loose parts (all items to be checked with choking tube)** Curtain rings Bottle tops Wood slices Yoghurt pots Egg boxes Large buttons Large shells Ribbons Materials

Small world-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources**
Show independence in choosing and developing own story ideas and themes. Select tools for a purpose e.g. adding materials to make a habitat. Show sustained attention on self-chosen small world play. Build resilience-work at and adapt storylines and find solutions to problems. Express own ideas and feelings through storytelling and play Reflect on and develop play, adapting as new ideas emerge. Show respect through listening to and engaging with others' ideas. Work as a team to keep the area tidy. Use tools safely and with increasing control.	Listen to and respond to instructions with three steps e.g. put the large dinosaur in the cave. Listen to and respond to others' ideas and storylines in play. Engage in two-way conversations with adults and peers about the play and resources. Learn and use new ambitious vocabulary linked to the small world and EQ unit enhancements. Ask and answer questions to extend conversations and imaginative play. Share ideas and negotiate the to create storylines and rules in play. Use language to plan and develop storylines with others. Use prosody when applying voices to different roles and scenarios	Transport small world resources safely and with control. Demonstrate good postural control and core strength during sustained play-lying, sitting, kneeling and standing. Reach, stretch, bend and crouch with increasing control when setting up environments and playing. Demonstrate spatial awareness when creating spaces/enclosures. Use a refined pincer grip when handling smaller objects and resources e.g. small pebbles, barbie dress up. Use both hands with bilateral coordination, e.g. using one hand to hold the tower whilst the superhero climbs up. Manipulate moving parts such as doors, gates, vehicles and furniture with control and precision	**Level 2** Quick Through First Next Soft Near Front Over Day Between Last Side Old Night Same/Different **Level 3** Thick Wide Shiny Thin Rough Smooth Above Forwards Dark Early	Happy Land Peppa Pig Farm animals People who help us figures and vehicles. Cars/ road mat Train track Wild animals Dinosaurs Sea creatures Superheroes Playmobil Barbies **Loose parts** Nuts and bolts. Beads Wooden slices Corks Pebbles Acorns Buttons Shells

Writing Area-Reception

We are learning to….				
Personal, Social and Emotional	**Communication and Language**	**Physical**	**Key concept vocabulary**	**Resources**
Show independence in choosing and planning own drawing, marks and writing. Select mark making tools for a purpose. Show sustained attention on a self-chosen task. Build resilience-use prompts and displays to reach a goal. Express own ideas and feelings through drawing, marks and writing Reflect on our finished work-for example reading it back or saying what we would change. Use mark making tools and resources safely and with increasing control. Respond to others' ideas and share thoughts and ideas! Show respect to others work, by saying positive comments or show empathy by helping them reach a goal!	Talk to others about what we are drawing or writing! Listen to and respond to others' ideas and suggestions! Engage in two-way conversations with adults and peers whilst drawing, colouring and writing! Use single words, phrases and sentences to describe a picture or drawing! Learn and use new ambitious vocabulary linked to reading and writing e.g. decode, formation phrases! Ask questions to solve problems and develop own skills and knowledge! Share ideas with others and explain own thinking! Retell experiences through drawing, mark making and writing	Develop strong core muscles and postural stability to sit comfortably during marking and writing! Develop shoulder, elbow and wrist pivot through large, small and horizontal and vertical drawing and writing! Sit comfortably with feet on the ground and adjust position or posture to support comfortable drawing and writing! Strengthen our pincer grip through repeated use of mark making tools! Use controlled movements using a wrist pivot to create lines, shapes, patterns and then letter forms! Apply appropriate pressure when using pencils, crayons, felts! Use bilateral coordination e.g. holding the paper still with one hand and writing with the other	**Level 2** First Next Near Front Over Between Last Side Same/Different **Level 3** Thick Wide Thin Smooth Above Forwards Straight	Paper Handwriting pencils Coloured pencil crayons Lined paper Notepads Clipboards Writing prompts Envelopes Alphabet Strip GPC cards CVC pictures Felt tip pens.