

Corpus Christi Early Years

Continuous Provision



Equipment

A variety of different commercially produced construction sets selected for their durability and open-endedness

- Lego
- Duplo
- Technical Lego
- Mobilo
- Sticklebricks
- Natural blocks
- Tubes/spools
- Boxes
- Mosaics
- Natural objects
- Construct straws
- Magnetic blocks

Wooden building blocks

Boxes for storage of equipment

Accessories:

- Drainpipes and cardboard tubes, plastic piping
- A selection of wheeled and/or motorised toys upon which children's models can be fixed in order to make them move
- Small table to display models
- Blank labels for identifying work
- Pre-cut bases or strands on which to display work
- Clipboard and camera for recording children's own work
- Corkboard to display children's plans
- Mark making materials, card, squared and graph paper, large sheets and rolls of paper, scissors, Sellotape, tape measures and rulers, street signs
- Enhancements i.e. animals, figures etc
- Natural materials i.e. twigs and branches, shells and pebbles, tree bark, corks, pegs,

Construction Area

- Discover more about likes and dislikes and curiosities
- Seek to do things independently
- Talk activities through, reflecting and modifying
- Bring together hand and eye movements to join
- Show use of tools and equipment – manipulation
- Use blocks to create showing interest in shape and space
- Construct and arrange with a purpose in mind
- Create 2D and 3D structures on large or small scale
- Develop self-esteem and confidence and self-organisation
- Share and work cooperatively, taking turns
- Make choices, listen and respond to ideas
- Develop and extend vocabulary
- Devise own plans and designs
- Develop mathematical concepts and vocabulary
- Create real life and imaginary models representing experiences
- Talking, negotiating and explaining to others
- Maintain concentration and attention
- Follow and create pictorial instructions
- Develop sensitivity and critical skills in evaluating
- Persist when challenged



Activities and experiences

- Building structures and systems, connecting, balancing
- Shape, symmetry, size pattern recognition, tessellation
- Matching, sorting, grading counting, estimating,
- Number concepts
- Classifying, predicting,
- Construction to support other types of play
- Creating small scale worlds
- Sharing ideas and designing
- Using IT and reference books and materials to support constructions
- Problem making/ solving



Vocabulary

- Build, join, fix
- High/higher/highest
- Tall/taller etc.
- Short/etc.
- Long/etc.
- Wide/etc.
- Large/etc.
- Small/etc.
- More than / less than
- Design/plan
- Few/many
- High/low
- Top/bottom
- Same/different/simila
- Longer/shorter
- Test/check/change
- Under, over, next to
- In between
- Area
- Space
- Pattern
- Vocabulary associated with shape
- Vocabulary associated with colour
- Vocabulary associated with buildings, i.e. garage, house, zoo.
- Vocabulary associated with vehicles, i.e. Train, truck, rocket, fire engine

Cosy Book Area



Equipment

- Attractive, quiet, carpeted, well-lit area
- Ambient and task lighting
- Shelving to enable front of book to be displayed (wall-mounted and free standing)
- Simple classification system
- Comfortable chairs, tepee, cushions, beanbags low level table, greenery.
- Mark making materials, display board, book reviews, whiteboards
- A wide selection of good quality reading material, attractively displayed
- Fiction books, traditional tales, rhymes, poems
- Non-fiction books
- Books with moving parts
- Books representing diversity
- Magazines, comics newspapers
- Big books, board books, fabric books
- Homemade books with photographs
- Children's own books, books made by parents
- Photograph albums
- Books made by children in the group
- Story sacks, cuddly toys
- Puppets and props for storytelling and making, soft toys (audience).
- CD/tape player, iPod, headphones
- Selection of story CDs with books
- Story maps, story boards
- Tub of text and environmental print

- Accessing a range of books and texts independently
- Interacting with other children and adults – focused attention
- Re-reading and storytelling from heart
- Exploring books that give information and gathering information
- Exploring a range of cultures, races, beliefs and languages
- Using Phonic knowledge to decode readable texts
- Re-telling familiar stories in own way – drawing on language patterns of stories
- Describing illustrations to adults and other children
- Talking about the ending of stories – predicting
- Deciding on favourite books and stories to review
- Developing own puppet shows to tell a story
- Sharing with an adult to develop L to R directionality
- Gaining comfort from a quiet, cosy space
- Understanding that we treat others' views and cultures with respect
- Ask simple questions of adults and other children
- Writing reviews about known books and signs and notices for others to read
- Access current interests reading materials



Activities and experiences ♥

- Making book choices and looking at books, turning pages, asking questions
- Discussing books, content, format, favourite, characters, illustrator, author narrative, endings
- Silent reading, reading aloud
- Developing vocabulary
- Intuitive awareness of the structure of written language
- Predicting, Sequencing events
- Developing vocabulary
- Relaxing and love for books
- Building up a range of reading strategies
- Telling/reading stories/retelling from memory
- Learning how books work
- Retrieving information
- Listening to stories read by adults, children and f CD
- Extending understanding of events that cannot be experienced, recognising feelings
- Enjoying sharing books (with practitioners, other children and children)



Vocabulary

- book
- page
- picture
- illustration
- illustrator
- author
- publisher
- print
- binding
- cover
- dust cover
- hardback
- paperback
- story poetry
- fairy tale
- myth/legend
- comic strip
- fact, fiction
- magazine, comic, newspaper
- audience
- share
- beginning, middle, end
- characters
- plot
- problem
- Vocabulary associated with the range of texts offered or selected

Role-play Areas



Equipment

- All-purpose garments and lengths of fabric appropriately stored for ease of access and choice.
- Domestic Role Play equipment and furniture
- Open-ended resources, i.e. different size boxes, tubes, blocks, rope, fabric, astro turf, wooden pallet, and wooden clothes airer.
- Different size storage boxes
- Definition of the space using a large rug, shelving units
- Clothes and fabric specific to the focus role play hats, bags, Money, purses, till, shopping basket
- Prop boxes linked to the children's emerging interests, i.e. pizza delivery, restaurant/café, fire station, space station, police station, doctor, surgery, baby clinic, post office, vets, shop, airport, garage, train station, Santa's workshop, palaeontology camp and site,
- Mark making and reference reading materials relevant to the role-play context

- Develop exploratory interest in environment
- Play and seek meaning
- Show interest in different occupations, cultures, celebrations and ways of life
- Use tools and materials for particular purpose and to represent
- Use talk to connect ideas and make links
- Ascribe meaning to marks they see and make
- Imitate what adults do
- Invent imaginary situations and role play scenarios
- Work collaboratively with peers negotiating plans
- Show interest in the lives of people around them
- Represent their own experiences in play
- Base their role play on a well-known story
- Interact with peers sharing and taking turns
- Listen and respond to others' points of view
- Express hopes, fears and feelings in a safe place
- Problem solve, solution solve
- Represent using natural objects



Activities and experiences

- Exploring known and new roles and organising their experiences
- Re-enacting situations they have feared, enjoyed, imagined
- Working cooperatively, collaboratively, problem solving making choices, expressing feelings
- Thinking of others and developing social awareness, cooperating and collaborating
- Exposure to and learning about different cultures, Exploring new roles
- Sorting, planning, negotiating, mark making, problem solving
- Dressing and undressing, creating and recreating, re-enacting sequences
- Developing general and specific vocabulary, reading, writing and maths in role
- Understanding more about the world in terms of the people they see around them, the jobs people do, the contribution they make



Vocabulary

- Vocabulary associated with fabric and textures
- Vocabulary associated with food, names and family
- Vocabulary associated with positional language, and comparison
- Vocabulary associated with counting, shape, measures, money
- Paper, card, diaries,
- crayons, pencils, pens, reading materials
- Pretend, imagine, create, construct.
- Vocabulary specific to the role play, i.e. vet, doctor, shop assistant, pilot, money, exchange, stethoscope, operation etc
- Story telling vocabulary



Equipment

- Open-ended resources
- Easily cleaned/covered work surface of appropriate height
- Large wipe-clean flooring/space
- Aprons, cloths, drying rack
- Mop and bucket, dustpan and brush, plastic covers
- Newspapers/magazines
- Fasteners, tape, glue, push pins, treasury tags, staples etc.
- Range different colour, size, shape and texture of paper and card
- Paints, brushes, pallets, sponges
- Containers (various types and sizes for collecting materials)
- Scissors, pinking shears, glue spreaders, rollers, containers
- Sequins\feathers/pom poms, tissue, crepe, metallic, wrapping, shiny and sticky paper
- Pipe cleaners, lollypop sticks, art straws, sticks, packaging, tubes
- Wool, cotton wool, fabrics, ribbon, string, yarns, thread,
- Beads, buttons, wood shavings, lace, doylies, fabric square and strips
- Mark making materials, i.e. chalk, charcoal, drawing pencils, pens, pastels, crayons, coloured pencils, inks.

Creative Area

- Enjoying and exploring resources independently
- Developing techniques and skills
- Experimenting with own ideas and imagination
- Maintaining focus and attention
- Talking through own ideas with others
- Making props and resources to support role play
- Exploring colour, texture, form, shape and pattern in 2D and 3D
- Developing fine motor skills and hand/ eye coordination
- Responding to sensory creative experiences
- Exploring colour mixing and shades
- Combining different media in junk modelling
- Handling tools and equipment safely with control



Activities and experiences

- Exploring, investigating, hypothesising, having new ideas, experimenting, mixing media
- Having new ideas, sharing ideas and creating new designs
- Applying, making, constructing, decorating
- Connecting/ joining/ sticking/gluing/covering/ mixing/ painting/ printing/ patterning
- Making decisions, solving problems and making connections
- Sorting, matching, classifying,
- Cutting/ tearing, measuring, drawing, colouring



Vocabulary

- Vocabulary associated with textures and fabric
- Vocabulary associated with colour
- Wool, ribbon, thread, string, sticks, straws, doweling
- Vocabulary associated with positional language, shape, comparable language,
- Symmetry, tessellate
- Recyclable materials
- Glue, paste, fasteners. Sellotape, masking tape
- Paper, cardboard, card
- Cutting tools (scissors, pinking shears)
- Pots, trays,
- Crayons, charcoal, pens, pencils, pastels chalk
- Beads, shells, pasta, pulses, buttons, bobbins, lace, cotton wool, wood shavings, sequins, pipe cleaners
- Newspaper, magazine

Woodwork Area



Equipment

- Woodwork bench with integral vice of the appropriate height
- Dustpan and brush
- Doweling and art straws
- Wheels
- Fasteners, tape, glue, string, tape, staples etc.
- Soft wood
- Hot glue gun (adult)
- Nails and screws, nuts, bolts
- Mark making tools
- Storage (accessible and labelled)
- Containers (various types and sizes for mixed paint, glue, etc.
- Scissors
- Woodworking tools i.e. hammer, pliers, file, screwdriver
- Sandpaper and sandpaper block
- Drying rack
- Junk materials, bottle tops
- Paper and card
- Pegboard with shadow/outline of tools

- Learning how to safely handle tools and materials with increasing control
- Combining different media to create new effects
- Sharing and using equipment cooperatively
- Developing self-esteem, confidence and ability to self-organise
- Making representations of ideas and experiences
- Developing cutting and joining skill
- Confidently selecting resources and tools for a purpose
- Talking activity through reflecting and modifying, adapting
- Improving fine motor control
- Estimating and measuring
- Drawing and designing
- Discussing ideas, plans and adaptations
- Describing textures and materials and explaining choices



Activities and experiences

- Sticking/gluing/ joining/connecting
- Constructing and building
- Drawing plans and having ideas
- Creating and recreating, recycling
- Cutting, sawing, hammering, sanding
- Securing/clamping
- Problem solving, cause and effect
- Working with care for self and others



Vocabulary

- Vocabulary associated with the tools presented, i.e. hammer, saw, pliers, nails, vice, workbench, screwdriver, sandpaper, sandpaper block
- Vocabulary associated with recyclable materials
- Vocabulary associated with fasteners i.e. glue, paste, sticky tape, masking tape, string
- Paper, card, cardboard, balsa wood, doweling, wood
- Cutting tools
- Crayons, chalk, pens,
- Vocabulary associated with objects made, i.e. car, wheels, axels, aeroplane, wings,

Malleable Area



Equipment

- Flat table, near water if possible, on a easy to clean floor surface
- Open-ended resources
- Lollypop sticks, twigs, fir cones, pebbles, straws, shells, feathers
- Easily cleaned/covered work surface of appropriate height
- Cloths, dustpan and brush
- Bun cases and trays
- Spoons and spatulas, tweezers, tongs, knives
- Garlic press and potato masher
- Dentists tools, printing tools
- Pastry brush
- Rolling pins, textured rollers
- Storage (accessible and labelled)
- Scissors, cutters, pattern makers
- Oven/microwave
- Brushes (various types and sizes) items, including pastry brushes
- Metal trays, wooden boards
- Recipe books/cards/playdough recipes
- Wool, ribbon, thread, string
- Beads, wood shavings, buttons
- Chocolate box inserts
- Cotton buds, candles, feathers, sawdust, wood curls
- Bowls, tongs
- Ribbon, glitter, sequins, yarns, metal washers and nuts and bolts
- Different essences, cinnamon, lemon
- Pattern makers
- Playdough or clay sufficient in quantity for each child (with appropriate storage so it remains workable)

- Exploring and manipulating objects and materials
- Developing fine motor skills for writing
- Manipulating materials to achieve a planned effect
- Handling small tools safely and effectively
- Creating patterns, sculptures and representations
- Developing comparisons between quantities
- Making choices, listening to and responding to ideas
- Problem solving, predicting and questioning
- Improving hand eye coordination
- Exploring changes to materials
- Sharing and taking turns with equipment
- Developing imaginary and real-life narratives



Activities and experiences

- Sorting, sharing, counting, pattern making, combining, filling and emptying
- Rolling, joining, pounding, stroking, squeezing, mixing, squashing
- Manipulating modelling clay, play dough pastry and plasticine
- Cutting, sharing, poking, kneading, pinching, twisting, nipping
 - Expressing emotions, developing an awareness of aesthetics
 - Experimenting, evaluating, modifying, hypothesising, identifying cause and effect
 - Sensorial exploration, observation and exploring properties of materials
 - Making and sharing food, following recipes, making models and objects
 - Cooperating, collaborating, experimenting
 - Exploring elasticity and solidity, malleability and ductility
 - Developing language and communication skills



Vocabulary

- Vocabulary associated with colour and texture (bumpy, smooth, sticky, rough, soft etc.)
- Ribbon, thread, beads, buttons, washers, nuts, bolts, garlic press, spatula, dentists tools
- Recipe book, card
- Scissors, pinking shears, cutters
- Pastry brush, rolling pin, sticks, trays, boards
- Mark making tools and jotter
- Vocabulary associated with acting on materials, i.e. push, pull, squeeze, flatten, turn, twist, press, drop, nip
- Mould, shape, print, imprint, relief
- Mathematical vocabulary associated with number, size, measure comparisons, shape, position, length, pattern



Equipment

- Open-ended resources, spoons and pans, bicycle bell, chimes etc
- Manuscript paper, mark making tools, Musical notes and music books with songs and rhymes
- Traditional instruments such as guiro, claves, tambourine and castanets, maracas, claves, rhythm sticks, shakers, Indian bells, tambour, rhythm stick, sand blocks, beaters and brushes, shakers, triangle, rainmakers, chime bars, whistles, cymbals, wood blocks, drums, xylophone, drums, jingle rings and bells, glockenspiel, battery operated keyboard, guitar
- CD Player/mp3 player.
- Music and instruments from a wide range of cultures.
- DVD's to observe performances of music and dance
- Mirrors, scarves, ribbons, streamers, and cheerleader pom-poms
- Storage (accessible and labelled)
- Music stand, conductor's platform, tuning fork
- Collection of song books
- Stage area and microphone

Music and Movement Area

- Taking pleasure in making and listening to sound and music
- Listening to and making rhythmic patterns in rhymes and songs
- Expressing themselves through action and sounds
- Responding to rhythm, music and story in movement and gesture
- Capturing experiences in music and movement
- Talking activities through, reflecting and modifying what they are doing
- Developing awareness of cultures and beliefs through music
- Accessing CDs and tapes to play a range of music and songs
- Singing songs and rhymes learnt in other areas of learning
- Making musical procession or performance
- Talking about how a piece of music makes them feel
- Sharing preferences for particular types of music
- Making up own songs and rhymes
- Playing musical instruments and describing sounds
- Experimenting with fast /slow, loud / soft
- Taking turns and sharing instruments fairly
- Confidently trying new ideas and resources



Activities and experiences

- Dancing, marching, moving in time to music, singing, listening
- Using body percussion
- Experiencing and investigating rhythm, beat, volume, pitch, dynamics
- Playing instruments, exploring new or unusual instruments
- Combining sounds to create new music, listening with discrimination
- Singing new words to familiar tunes
- Working alone or in collaboration
- Composing and editing, recording music graphically
- Retelling stories using sounds



Vocabulary

- Music, sound, song, chant, instrument
- Play, stop
- Pluck, strum, turn, shake, tap, scrape, beat, clap,
- Percussion, body percussion
- Create, compose, record
- Vocabulary associated with instruments, i.e. guiro, claves, tambourine, castanets, rhythm sticks, shakers, Indian bells, tambour, rhythm stick, beaters and brushes, triangle, rainmakers, chime bars, drums, xylophone, keyboard, guitar
- Loud, quiet, louder, quieter, long/short
- Silent
- Fast, slow, slower, faster, high low, pitch, rhythm
- Vocabulary associated with the language of movement, i.e. stamp, float, twist, roll, slow, scamper etc.

Small World Area



Equipment

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

- Opportunities to explore their world and beyond and the people in it
- Encouraging independent investigation, testing theories and questions
- Interact with others, make plans, try out scenarios and create stories to deepen understanding of life
- Constructing small worlds from their imagination
- Enjoying imaginative play with adults and peers
- Using talk to give new meanings to objects and actions, treating them as symbols for other things
- Finding own ways to solve problems, making predictions
- Developing ideas of groupings, sequences, cause and effect
- Question aspects of where they live and the natural world
- Talk about features of local area and experiences and representing places, homes, buildings in our environment
- Re-telling and imagining stories
- Taking turns and sharing equipment collaboratively
- Writing to label, direct, instruct others



Activities and experiences

- | | | |
|----------------------------------|---|--|
| • Sorting, matching | • Developing awareness of the world and the natural environment | • Sharing, turn taking |
| • Estimating | • Constructing, shape, size exploration | • Making signs and labels |
| • Counting, ordering, sequencing | • Story making and organising ideas | • Improvisation an dramatization |
| • Number/quantity | • Thinking of others | • Developing the understanding the adult world |
| • Volume/capacity | • Investigating | • Fine manipulative skills |
| • Money/value/cost | | |
| • Distance/time | | |
| • Evaluating and planning | | |
| • Expressing ideas and feelings | | |



Vocabulary

Vocabulary associated with the environments created by the children and the world in general, i.e. jungle, desert, moon, and ocean.

Local area places, building services vocabulary

Vocabulary associated with Family names, i.e., Grandma.

Vocabulary associated with animals, i.e. horse, dinosaur, snail.

Vocabulary associated with work categories, i.e. fire fighter, fire station, pilot, airport, astronaut, and rocket.

Vocabulary associated with number, i.e. three, five, two; Vocabulary associated with position, i.e., inside, on top, under;

Vocabulary associated with measures i.e. more than, equal,

Vocabulary associated with shape, i.e., square, triangle, cube, cone,

Comparative language within



Equipment

- Flat smooth table and open shelving
- Variety of paper and card (large and small
- white/coloured, lined/unlined, graph square), including texture and colour
- Envelopes, forms, raffle tickets, note cards, stamps,
- Notebooks, jotters, calendars, cards and diaries, Filofax, receipt book, bus tickets
- Range of pencils/pens/crayons, charcoal, pastels, pencil sharpener
- Name cards, class list, number and letter stencils and lines
- Rulers, tape measure, sand timer, scissors, fasteners, i.e. paper clips, glue, stapler
- Telephones, computer key board, typewriter, calculator, clock
- Dictionaries, words/word banks/alphabet mat
- Sticky labels, post-it notes
- Notice board and display area
- Post box, ink pads and stamps
- Whiteboards and pens and rubbers, chalkboards and chalk, magic writing board
- Clipboards
- Newspaper and magazines
- Set squares and geometry set
- Tub of texts and basket of environmental print

Writing/Mark Making Area

- Supporting all aspects of fine motor development and strengthening disposition to write
- Using tools and materials in own plans for a purpose
- Showing increasing control over mark making tools
- Writing for a purpose and distinguishing between the marks they make as they draw and write
- Exploring a range of printed material as stimulus
- Using initial sounds initially to represent words then hearing and writing sounds in order to write a word
- Practising left to right directionality
- Exploring lower case and capital letters in writing
- Using IT to write and mark make
- Maintaining attention and concentration and involvement
- Exploring real life reasons to write and communicate meaning
- Developing a sense of purpose and audience for writing
- Exploring how we can make our own books
- Developing awareness of sizing and spacing of letter shapes



Activities and experiences

- Mark making, drawing and name writing-exploring the properties of these materials
- Pattern designing and making, cutting
- Story making and telling and retelling
- Recalling and sequencing stories and events
- Observing adults writing
- Writing for a purpose such as, letters, lists, posters, news items, reports, cards, recipes, books, notes and messages, captions, labels, posters, invitations, cards, homemade books
- Book making, posting letters
- Developing symbolism, representations
- Learning letter forms and the value, convention purpose and relevance of writing
- Fine motor strength, control and stamina



Vocabulary

- In writing, children will draw upon and use language they have been encouraged to develop both in and out of the setting. This will come from contact with parents, practitioners, other adults, other children, television, radio, books, comics, etc.
- They will draw upon their knowledge of the written word in their environment – for example, shop signs, cereal packets, and their own name.

Vocabulary associated with texts, lists, stories, notes, cards, invitations, prescriptions, captions, labels, recounts etc., Mark, print, press, hold, between



Equipment

- Tough spot and sensory materials
- Coloured acetate, paddles
- String and rope
- Hand lenses/magnifiers, bug boxes, Inc. tripod magnifier
- Midi spectre
- Sand timers, thermometers, tape measures, stop watch
- Magnets and mirrors
- Bulbs and batteries, wires, torch
- Tuning fork, mirrors
- Non-fiction reference books and fiction books, paper, jotters and mark making equipment
- Plastic aquaria for fish, frog spawn, insect snails, worms and plants
- Variety of containers, dishes, sectioned containers etc. for holding/displaying objects
- Feely bag or box
- Magnifying glasses
- Collections of materials relating to textile senses, seasons, seashore, animal, classifications such as stones, fossils, shells, bark, bones, corks, feathers, wood seed heads, toys, springs, etc. (carefully stored)
- Collections of mechanical items, ie clocks phones, torches etc
- Plants showing a variety of colours, textures, shapes, fragrance, flowers and fruit and watering equipment
- Bulbs, seeds, and sprouting seeds
- Light box, natural materials
- Nature display with delicate natural materials
- Balances, scales
- Nature table/display

Science Investigation/Enquiry Area

- Exploring free and found, natural and mechanical items and materials
- Exposing them to the importance of looking after our world
- Changing and evolving with the seasons
- Observing, theorising and testing ideas
- Exploring and investigating first hand using all senses
- Looking at similarities, differences patterns and change
- Talking about own ideas and listening to others
- Sorting objects and describing sort
- Finding ways to group and sequence
- Exploring cause and effect
- Confidently exploring new activities and materials
- Using talk to explain and predict and to communicate findings
- Experiencing and trying out new scientific vocabulary
- Investigating how things work and why things happen
- Exploring the features of living things
- Beginning to be able to explain changes to others
- Developing care and understanding of living things
- Developing own interests over time
- Showing a can-do attitude and persisting in investigations



Activities and experiences

- Comparing
- Timing, Measuring
- Exploring, observing
- Talking, hypothesising,
- Predicting, testing, explaining and asking questions
- Collaboration
- Observing change and time
- Counting, calculating, estimating
- Planting and caring for living things and the environment
- Solving problems
- Designing/planning and making artefacts
- Recording and developing mathematical, language and manipulative skills and sensory experiences
- Developing knowledge about the natural world and materials



Vocabulary

- A wide-ranging vocabulary should develop, depending on the activity and materials used, (and at times together with appropriate adult support).
- Children should be encouraged to ask questions, solve problems, design, arrive at solutions, use artefacts, investigate alternative strategies, co-operate, discuss and try out new ideas without fear of being wrong.
- Vocabulary associated with scientific process, i.e. cause, effect, guess, hypothesise, try out, wonder, investigate, explore, experiment, observe, notice, predict
- Questioning to extend own thinking and learning



Equipment

- Games (a selection encompassing a wide variety of mathematical activities)
- Number puzzles
- Jigsaws
- (ordering and sequencing)
- Die (various sizes and types)
- Spinners,
- Sorting equipment (e.g. Logi, People, shells, precious gems)
- Tens frames, unifix cubes, multi link,
- Pegs/pegboards
- Lacing toys (beads and cotton reels)
- Wooden bricks
- Number lines/cards, 100 square,
- Interesting collections
- Height chart
- Sets of 2D/3D shapes
- Boxes (parcels and presents)
- Irregular shapes (home-made)
- Tessellation (Clix, Polydron, tiling mats)
- Clocks sand, timers, stop watches, tape measures
- Rockers, balances and scales
- Calendars
- Time lines
- Mark making materials
- OHP, light box
- Rulers (varying lengths)
- Ribbons/tapes/string and rope of varying lengths and widths
- Russian dolls
- Concentric boxes
- Carpet tiles with numbers
- Large calculators
- Natural materials
- Scissors, fasteners, paper and card
- Calendar
- Number stencils
- Real money

Mathematical investigation and Exploration Area

- Developing self-esteem, confidence and the ability to self-organise in number through positive learning experiences
- Making choices, listening, responding and communicating ideas to others
- Explaining own knowledge and understanding
- Talking about why things happen and how things work
- Using talk to sequence and clarify ideas in thinking
- Playing Mathematical games fairly with peers
- Making decisions about which resources best to use to solve mathematical problems
- Opportunities to find and use a variety of ways to record thinking
- Examining ways to represent numbers
- Looking for patterns in number
- Copying and creating repeating patterns in shape
- Using comparative and positional language
- Making comparisons and estimations
- Using a range of mathematical language modelled by adults
- Identifying and describing shape using mathematical terms
- Exploring halving, doubling and sharing practically
- Using IT to support Mathematical learning



Activities and experiences

- Sequencing, patterning
- Ordering
- Matching and sorting by a variety of attributes
- subitising
- Playing and making up games
- making/copying
- Predicting/estimating
- Counting, calculating, adding/subtracting
- Ordering numbers
- Making 'nets'
- Timing activities
- Making 'rockers'
- Sequencing days, months, etc.
- Comparing
- Measuring non-standard and standard units
- Weighing and balancing



Vocabulary

The development of mathematical language is an important part of mathematical experiences; opportunities can be found in every area of the provision and should be modelled early.

- Vocabulary associated with position i.e. before/after, high/low, first/last in between, in front
- Vocabulary associated with measure i.e. long/short, tall/short, large/small
- Number i.e. one/two, first/second, many/few
- Vocabulary associated with time i.e. early/late, before/after, next day, tonight, next week, days/months minutes/hours.
- Vocabulary associated with comparisons, i.e. more than, shorter than, heavier than, the same as.
- Capacity and measures and shape vocabulary
- Number line vocabulary – forwards / back
- Vocabulary of addition and subtraction

Sand Area



Equipment

- Large sand tray/ containers (a range of sizes and shapes)
- Graded containers
- Brush and dust pan
- Buckets, moulds
- Spades, trowels, spatula, wooden spoons, graded measuring spoons, graded bowls, graded funnels
- Tea set
- Sieves, sand wheel, spoons, funnels, colander
- Rakes, pattern makers, combs, moulds
- Wide gauge clear plastic tubing
- Graded bottles
- Wheels, cars, trucks
- Natural materials i.e. shells, stones, twigs, gems, driftwood
- Open-ended materials i.e. tubes and small boxes, lollypop sticks
- Small world equipment, E.g. people, animals, dinosaurs, vehicles
- Number line
- Scales, balances
- Pulley system, string, rope
- Planks and blocks
- Chalkboard and chalks/whiteboard and pens, plastic plant labels and pens, offcuts of wood and lollypop sticks to write on

- Investigating, enjoying sensory exploration
- Hypothesizing and testing theories
- Interacting with others to co-construct plans, experiments and stories
- Developing curiosity, problem solving and questioning
- Creating story narratives, recounts and imaginative play scenarios
- Developing tool use and manipulative skills, control and coordination
- Talking activities through, reflecting and modifying
- Distinguishing between quantities and making comparisons
- Developing an awareness of state and texture
- Developing understanding of capacity and measures
- Sharing and taking turns with equipment
- Using language of size
- Using mathematical ideas to solve problems
- Making predictions and testing ideas about materials
- Comparing size and shape
- Making marks in sand with tools and fingers
- Creating small world environments



Activities and experiences

- Digging, lifting, pouring, filling, emptying, collecting, counting
- Building environments for story making, and imaginative play, i.e. roads etc.
- Balancing, weighing, comparing, estimating, sorting, matching
- Pattern making
- Observing, planning, designing and evaluation
- Spatial awareness and fine motor skill development
- Exploring the adult world
- Weighing, balancing, measuring, mass, volume, capacity, directionality and forces. Conservation.
- Relationships between rate of flow and volume and weight
- Categorising, counting and calculating
- Exploring and comparing and gathering knowledge of the properties of materials, changes in



Vocabulary

- Vocabulary associated with measurement in volume and capacity, i.e. full, empty, half full, half empty
- Vocabulary associated with comparisons, i.e. more than, most, less than, least, fewer than, faster, slower.
- Vocabulary associated with measurement in length, i.e. taller than, shorter than, larger than, smaller than
- Vocabulary associated with position i.e. under, on top, over, in, out, though, next to, behind etc.
- Flow, pour, sprinkle, trickle, sieve, contain, hold, mound
- Vocabulary associated with shape, i.e. circle, cube, cylinder, cone
- Vocabulary associated with property of material, i.e. wet, dry, sparkly, cold, grit, lumpy etc.
- Vocabulary associated with play interests, i.e. stegosaurus, fossil, building site, sandcastle, tunnel etc.

Water Area



Equipment

- Large water trough, containers (large/small, baby bath, plastic boxes metal baths, clear 'fish' tanks, paddling pool.
- Plank to fit across the trough
- Aprons, mop and bucket, paper towel
- Water wheel and pumps
- Plastic transparent tubing, offcuts of waste pipes, syringes
- Measuring containers (non-standard and standard)
- Containers (different sizes and shape)
- Graded volume and capacity equipment, i.e. bottles, jugs, spoons
- Different sized sponges, Ice moulds
- Variety of objects for floating and sinking
- Boats, people, water related sea creatures
- Natural materials, shells, seaweed, rocks, driftwood, planks, etc.
- Pulleys and balances
- Small world animals and people and boats
- Bubbles (washing-up liquid), bubble wands, food colouring, corn flour, ice cubes, sequins, glitter, spaghetti, jelly etc can all be added at times

- Sensory exploration, hypothesizing, testing theories and questioning through contemplation
- Manipulation of tools and equipment developing fine motor skill
- Interacting with others, co-constructing plans, experiments and role play scenarios together
- Deepening understanding of life and living processes
- Developing interest in natural and open-ended materials and resources in play
- Exploring development of volume and capacity making comparisons between quantities
- Developing own methods and ideas for problem solving
- Developing precision in pouring and measuring skills
- Sharing equipment, working cooperatively and with respect
- Questioning why things have happened and giving explanations
- Finding out about features of living things, objects and events observed
- Exploring texture and form
- Making predictions based on experiences and testing thinking



Activities and experiences

- Experimenting and investigating with pouring, filling, emptying, volume and capacity.
- Floating, sinking, balancing, constructing
- Moving water by blowing, squeezing, syphoning, squirting, dripping, pouring, dropping, blowing, splashing
- Observing, reflecting, evaluating, comparing estimating, having ideas and testing ideas and drawing conclusions
- Setting up water systems, exploring flow, forces, pressure and gravity
- Absorbing, displacing, washing, drying
- Talking, creating narratives, problem solving, sharing and turn taking, negotiating
- Using new vocabulary



Vocabulary

- Vocabulary associated with measures, i.e. full, empty, half full, half empty
- Vocabulary associated with comparisons, i.e. More, less, most, least, further than
- Vocabulary associated with position, i.e. on top, inside, over, under, beneath
- Vocabulary associated with scientific processes, i.e. investigate, experiment, observe and notice, guess, cause, effect
- Vocabulary associated with actions, i.e. pour, balance, push, suck, splash, drip, spill, squirt,
- Contain, skin, float, sink, flow, overflow, absorb, puddle, wet, dry, water-resistant
- Vocabulary associated with children's play narratives, i.e., sea horse, octopus, fish, shark, whale, dolphin, deep sea diver, pirate, shipwreck



Environment

- Open ended resources
- Digging area
- Natural area i.e. log piles, bug hotel, bird table and bath
- Natural area, i.e. plants and shrubs for attracting insects, allotment/kitchen garden
- Sensory garden plants
- Sitting/communicating/reflecting area i.e. seats and tables, snack area, picnic area, sunshade.
- Dynamic/locomotor area for running and chasing
- Wheeled toy area
- Small apparatus area
- Large apparatus area
- Den building, imaginative play area, i.e. role play, small world play, loose parts play
- Tepees, tents and tunnels
- Ropes to swing on and make pulley systems from
- Logs and balancing beams to climb on
- Exploration area, i.e. sand, water, sensory
- Music and dancing area
- Range of surfaces for different sensory feedback
- Areas of shade and shelter so the space can be used in all seasons
- Outdoor clothing for children and adults, to ensure everyone is comfortable whilst outdoors
- Saltwell Park Forest School
- School visits

Outdoor Area

- Experiencing the passage of time
- Exploring life cycles
- Developing awareness of caring for environment and living things
- Instilling a love of the outdoors and nature
- Investigating natural and manmade materials
- Exploring the environment around school and further afield
- Developing gross motor and physical skills using a variety of equipment
- Learning how to manoeuvre equipment safely
- Developing confidence to try new activities and take measured risks
- Playing safely, developing awareness of space and others nearby
- Exploring seasonal and weather changes first hand
- Showing increasing control over equipment like balls, hoops, bikes
- Asking questions to deepen understanding
- Playing in a group, extending and elaborating play ideas
- Engaging in role play based on first hand and imagined experiences
- Showing understanding of the need for safety and managing own risk
- Developing muscular skills both large and small
- Learning about and accepting rules for games and safety
- Opportunities for problem solving, observing, predicting and questioning
- Observing and recording similarities and differences
- Communicating observations and discoveries
- Using IT to record and capture experiences and observations



Vocabulary

Vocabulary associated with the range of actions that the experiences outlined will generate. For example;

- Vocabulary associated with maths, i.e. full, empty, half full, half empty, more, less, most, least, further than, on top, inside, over, under, next to
- Vocabulary associated with scientific processes, i.e. investigate, experiment, observe and notice, guess, cause, effect
- Vocabulary associated with children's play narratives, i.e. pirates, police, fire service
- Vocabulary associated with movement, run, chase, breathless, strong, balance, heart rate



Activities and experiences

- Skill development, i.e. throwing, catching, running, jumping, skipping/hopping, climbing, balancing- working with small apparatus, coordination
- Large scale constructing
- Free play, role play, mud kitchen
- Ring games, cooperative play and team games
- Experimentation, investigation, imagination and problem solving.
- Dancing, movement and singing
- Observation and recording of birds, plants, animals, insects, the sun, weather, traffic, etc.
- Physical development, and health, gross and fine motor skill development, cardiovascular health and bone health.
- Social skills, taking others needs into account, negotiating space and materials, sharing and taking turns, working together on joint projects, working alone alongside others.
- Language development in all zones
- Developing thinking skills and problem solving in all of the experiences taking place outdoors
- Independence, choice and decision making