

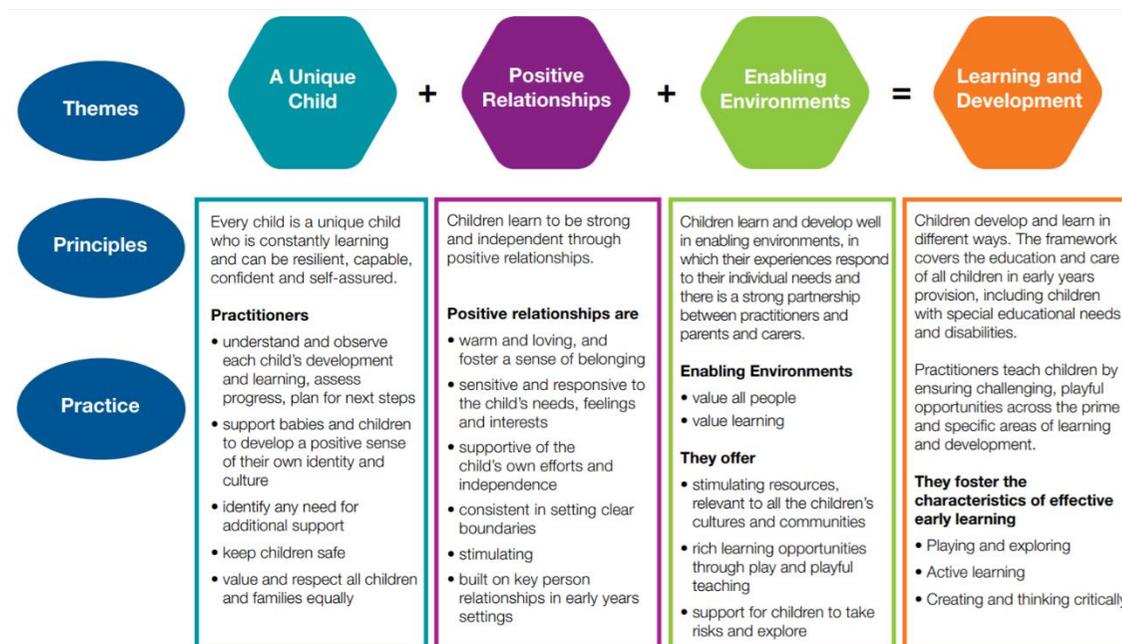
# Opportunities and Provocation Curriculum

Our 2 year olds often come in with large gaps in their experiences, we must learn about our children to know what their previous experiences are.

Through our medium-term plan, we aim to ensure every child has the opportunity to access an age appropriate or a developmentally appropriate curriculum during their time with us. This often means we adapt opportunities and experiences to ensure that each child access learning that supports us diminishing the difference.

At Hillfields Nursery School we use the principles of the Early Years Foundation Stage to ensure we enhance the experiences and opportunities available to children, particularly the most disadvantaged.

Our medium term plan offers inspiration for our children to become ambitious, as they are naturally. Within our short term plans we respond to the children’s curiosity and ambitions.



	Half term Focus	Core books and Rhymes	Phonics		Cultural Capital		
<i>Term</i>	<i>Gives children opportunities and provocation from which to lead their own learning</i>	<i>Repetition is important and so although there are key rhymes and stories through the year they will be used throughout the year.</i>	<i>We base our phonics provision on Letters and Sounds</i>	<i>Festivals &amp; Celebrations (Eid is a movable festival)</i>	<i>Outdoors</i>	<i>Enabling Environment</i>	<i>Important Communication Strategies for our children to be exposed to... Although we have put these in terms it will be a reaction to the individual needs and development of each child.</i>
Autumn 1	<b>Connections and Routines</b>	Peppa Pig Goat goes to Playgroup Owl Babies Twinkle Twinkle Baa Baa Black Sheep Make a pattern Jingle Jingle Dinosaur Tidy up song Goodbye song	Aspect 1 General Sound Discrimination - Environmental  Aspect 2 General Sound Discrimination – Instrumental  Aspect 3 General sound discrimination – Body percussion	Harvest Eid Al-adha Birthdays		Brown, Orange, Red, Yellow  Dinosaurs  Chapatis  Weather Leaves falling Pinecones Environmental music	Mirroring Match + 1 Objects of reference Makaton – more, stop, finished Greetings Rallying conversations (this may be with gaps for our non-verbal, as you would for a baby)
Autumn 2	<b>Fire and Light</b>	Firework stories – interactive Peppa Pig and the pumpkin Christmas rhymes	Aspect 4 – Rhythm and Rhyme	Bonfire Night Remembrance Sunday Diwali St Andrew’s Day Hanukkah Christmas Birthdays		Brown, Orange, Red, Green  Pumpkins Light and Dark areas Shiny objects  Sparkler chocolate fingers Pumpkin soup  Weather Bare trees Rain, getting colder	

Spring 1	<b>Ice and Cold</b>	Polar Bear Polar Bear The Snowman Kipper's Snowy Day Incy Wincy Spider My hands are ... Jingle Jingle Mouse	Aspect 1 General Sound Discrimination - Environmental  Aspect 2 General Sound Discrimination – Instrumental  Aspect 3 General sound discrimination – Body percussion	New Year Chinese New Year Shrove Tuesday St Valentines Birthdays		Blue, silver, gold, red, pink  Ice Snow Arctic animals  Pancakes Noodles  Weather	Visual signs and symbols Mirroring Match + 1 Objects of reference Makaton – more, stop, finished Greetings Rallying conversations
Spring 2	<b>New life and growth</b>	Jasper's Beanstalk Jack and the Beanstalk Old MacDonald Hickory Dickory Dock Head, Shoulders, Knees and toes.	Aspect 4 – Rhythm and Rhyme	St David's Day Holi St Patrick's Day Mothering Sunday Easter Eid-al-Fitr Birthdays	Green, Yellow  Daffodils Hyacinths Farm animals  Easter nests  Weather Trees growing leaves		
Summer 1	<b>Bears</b>	Goldilocks This is the Bear The Bear and the scary night Eddy's Teddy Round and Round the garden Hello song Pass the drum	Aspect 1 General Sound Discrimination - Environmental  Aspect 2 General Sound Discrimination – Instrumental  Aspect 3 General sound discrimination – Body percussion	St George's Day Birthdays		Brown, Green  Picnics Bears  Jam sandwiches Toast and Honey Porridge  Weather Warming up	
Summer 2	<b>Beasts and Minibeasts</b>	Dear Zoo The Hungry Caterpillar Row Row Row your boat Transition	Aspect 4 – Rhythm and Rhyme	Father's Day Birthdays		Pink, purple, Orange, Yellow  Caterpillars Snails Insects Wild Animals  Fruit kebabs  Weather	

# Continuous Provision Mapping

Beyond our Opportunities and Provocation Curriculum and reacting to the children's interests we offer our continuous provision. These resources will be available throughout the year to offer key early learning opportunities to all our children.

Continuous Provision - Water		
Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i>	Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)	Possible Learning experiences/ invitations to play
Water aprons Muddy Puddle clothing Towels Containers of differing sizes and shapes. Jugs, Bottles Watering cans Sieves and whisks Boats, Fish/ sea life, Ducks Bubbles Taps Handwashing Puddles, muddy puddles Recycled containers Pipets, funnels, cylinders, measuring cups and spoons Guttering/ tubing Sponges Small balls Natural resources eg pebbles Paint brushes Additions food colouring/ glitter/ paint/ bubbles Water wheels	Fill Pour Empty Heavy Drip Wet Splash Splosh Splish Puddles Float Sink Freeze Melt Half Light Nursery rhymes to support number and language development 5 little ducks/ speckled frogs Row Row Row your boat	Beginning to play more collaboratively and beginning to use the water area appropriately. Manipulate a range of equipment and tools Representing own experiences through imaginative play Opportunities to explore scientific concepts - floating, sinking, freezing, melting, filling, pouring, emptying etc. Opportunities for children to observe movement of water stop/ start/ speed etc. Additions to the water such as colour, clay (adding water to the clay), bubbles, to observe change Exploring sounds in water Consider having trays next to each other to encourage and support children who are not ready to share space and resources yes Observe schemas and include them in your planning.

# Continuous Provision - Reading

<p>Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i></p>	<p>Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)</p>	<p>Possible Learning experiences/ invitations to play</p>
<p>Cushions</p> <p>soft chair/couch</p> <p>Books, variety ie: fiction, non-fiction poetry Hard back books with touchy feely parts to explore textures and expand vocabulary e.g “That not my teddy”</p> <p>Puppets and props to support key stories</p> <p>Nursery rhyme baskets or bags</p> <p>Material</p> <p>Musical instruments</p> <p>Children's home made books</p> <p>Photographs</p> <p>Journals</p> <p>Rugs/ mats</p>	<p>Book</p> <p>story</p> <p>Song</p> <p>Rhyme</p> <p>Music</p> <p>Shake</p> <p>Bang</p> <p>names of musical instruments</p> <p>Naming different puppets and props</p> <p>Animal names and their sounds</p> <p>Action songs, naming body parts etc</p> <p>What’s going to happen next?</p> <p>What could it be?</p>	<p>Developing relationships with the key person and other adults and children</p> <p>Playing collaboratively and using the book area appropriately.</p> <p>making choices,</p> <p>opportunities for talking through shared activities,</p> <p>Listening to stories in small groups or 1-1 following instructions</p> <p>handling books carefully</p> <p>Learning to turn pages one at a time</p> <p>Enjoy listening and making up stories</p> <p>Learn to listen</p> <p>Develop memory</p> <p>Exploring rhythm and rhyme</p> <p>Exploring sounds</p> <p>Opportunities to play with words</p> <p>Counting songs and rhymes</p> <p>Create spaces for children to rest and refuel</p> <p>Include Toddler Talk and early letters and Sounds experiences.</p> <p>Remember to observe and include schemas.</p>

# Continuous Provision - Heuristic

Resources that are made available throughout the year.  
*These will be enhanced from our observations of children and learning opportunities we know the children need.*

Words to build vocabulary  
(this list is not exhaustive but ensures key vocabulary is highlighted)

Possible Learning experiences/ invitations to play

--	--	--

## Continuous Provision - Sand

Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i>	Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)	Possible Learning experiences/ invitations to play
<p>Sand hats</p> <p>Dust pan and brush</p> <p>Sand wheels</p> <p>Funnels, variety of sizes</p> <p>Sieves and colanders</p> <p>Various graded plastic bottles and plastic/metal bowls</p> <p>Pattern making equipment – patterned rolling pins</p> <p>Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer wicker baskets etc...</p> <p>For texture – lentils, pasta, pea gravel etc</p> <p>Consider using small scale sand with small tools</p> <p>Use cement tray to present sand in a different way</p>	<p>Heavy</p> <p>Light</p> <p>Full</p> <p>Empty</p> <p>Wet</p> <p>Dry</p> <p>Hard</p> <p>Soft</p> <p>Mix</p> <p>Pour</p> <p>Fill</p> <p>Bucket</p> <p>Spade</p> <p>dig</p>	<p>Beginning to play more collaboratively and beginning to use the sand area appropriately. making choices</p> <p>develop basic mathematical language counting and size</p> <p>Exploring texture</p> <p>Differences in the properties of dry and wet sand</p> <p>creating and recreating patterns</p> <p>using different tools</p> <p>manipulate a range of equipment and tools, Opportunities to look after equipment and area</p> <p>Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc..?</p> <p>Exploring different textures/colours Consider having trays next to each other to encourage and support children who are not ready to share space and resources yet Include "What's in the Sand?"</p> <p>Observe schemas and include them in your planning.</p>

# Continuous Provision – Malleable and Sensory

Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i>	Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)	Possible Learning experiences/ invitations to play
Protective clothing Play dough Clay Safe knives & forks Cooking utensils and baking trays Rolling Pins (variety of textures) Cutters (large) Objects for making imprints/patterns Tough spot for foam, gloop, large chinks, baby lotion etc Scents, colours Ice Lollypop sticks, sticks, pipe cleaners, leaves, pinecones, bottle tops	Cut Roll Model Press Squeeze Twist Pinch Stretch Squash Poke flat Push Pull rolling pin soft round and round up and down lines Names of equipment rolling pin, cutter etc	Playing collaboratively and using the malleable area appropriately. making choices opportunities for talking through shared activities Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Developing gross motor skills Using sensory experiences to stimulate and encourage new vocabulary Include activities which are multi-sensory. Consider how many senses children are using? Observe schemas and include them in your planning.

# Continuous Provision – Home Corner/ Mud kitchen

<p>Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i></p>	<p>Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)</p>	<p>Possible Learning experiences/ invitations to play</p>
<p>Selection of kitchen equipment Large and small pots and pans Metal spoons, ladles etc. Small selection of play food Selection of hats, scarves, bags Selection of material Large dolls and clothes Display of family photographs Telephone Small selection of real food packaging (Remember to include items from your EAL children's home countries - ask parents for packaging etc) Bottle tops Pine cones Cotton reels</p> <p>Always consider the relevance to children if you are considering changing the role play. Do they know what happens at a travel agents, garden centre etc? REMEMBER we need to offer real life experiences that the children know and can relate to.</p>	<p>Relationships - Mum, Dad, brother, sister , family, baby Different types of houses, foods, activities that relate to individual lives Basic number Mix, fill, pour, empty Cook Hot, cols Breakfast, lunch, tea, dinner Party Happy Birthday Mud Kitchen Cooker Washing machine Knife, fork, spoon</p>	<p>Adult encourage child to prepare meal and discuss how things work. Telephone conversation joining in and asking appropriate questions. Encourage children to be aware of each other. Adult to intervene with different ideas. (Tea Party) Develop language skills Appropriate mathematical skills (count knives and forks) To use imagination and engage in role play that relates to their real life experiences To begin to play alongside and with others To begin to learn to take turns Fine motor skills Using equipment Using resources independently To ask questions why and how things happen and work. Look out for schemas and include them in your planning.</p>

# Continuous Provision – Construction and Small World

Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i>	Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)	Possible Learning experiences/ invitations to play
<p>Pictures of buildings / vehicles</p> <p>Large wooden blocks</p> <p>Construction kits eg large duplo, Small wooden bricks.</p> <p>Small selection of play people, vehicles and animals</p> <p>Selection of open ended resources such as empty cardboard boxes, tubes, material</p> <p>Train track and train</p> <p>farm animals</p> <p>people</p> <p>zoo</p> <p>cars, other vehicles and garage</p> <p>play mats</p> <p>wooden houses</p> <p>Books</p> <p>Photographs of real life situations and families</p> <p>Diggers</p> <p>Clothing – builders hats, safety vests</p> <p>Tools</p> <p>Tyres with environments stones/ bark etc.</p> <p>Pipes</p> <p>Pallets</p> <p>Soft play shapes</p>	<p>Build</p> <p>Tower</p> <p>Big</p> <p>Bigger</p> <p>Small</p> <p>Twist</p> <p>1,2,3</p> <p>Vehicle names</p> <p>animal names</p>	<p>Playing collaboratively and using the construction area appropriately.</p> <p>Develop basic mathematical language e.g. position, size, shape, comparisons</p> <p>Developing number language, basic counting skills matching and sorting shapes</p> <p>exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping</p> <p>balancing construction pieces</p> <p>designing and making their own models</p> <p>Developing fine motor control and hand eye coordination</p> <p>Beginning to develop their own ideas and imaginative skills</p> <p>Re-enact real life experiences and situations.</p> <p>Observe schemas and include them in your planning.</p>

# Developmental Movement Play (DMP)

<p>Resources that are made available throughout the year. <i>These will be enhanced from our observations of children and learning opportunities we know the children need.</i></p>	<p>Words to build vocabulary (this list is not exhaustive but ensures key vocabulary is highlighted)</p>	<p>Possible Learning experiences/ invitations to play</p>
<p>Adults Mats A-frames Planks Soft play Jabadao Cushions Material – scarves, lycra Music Parachute Gym ball Mirrors yoga Interactive dances Weighted blanket Bikes Scooters Balls Hills Steps</p>	<p>Move Dance Vocabulary linked to how we can move e.g. roll, jump Up Down Music Loud Quiet Soft Hard</p>	<p>Playing and moving collaboratively  Developing basic scientific language e.g. slow, fast, round  Copying and Developing physical movements  Experiencing different forces e.g. pushing against a person, pulling lycra  Adult leads by example  Introduction of a range of musical genres.</p>