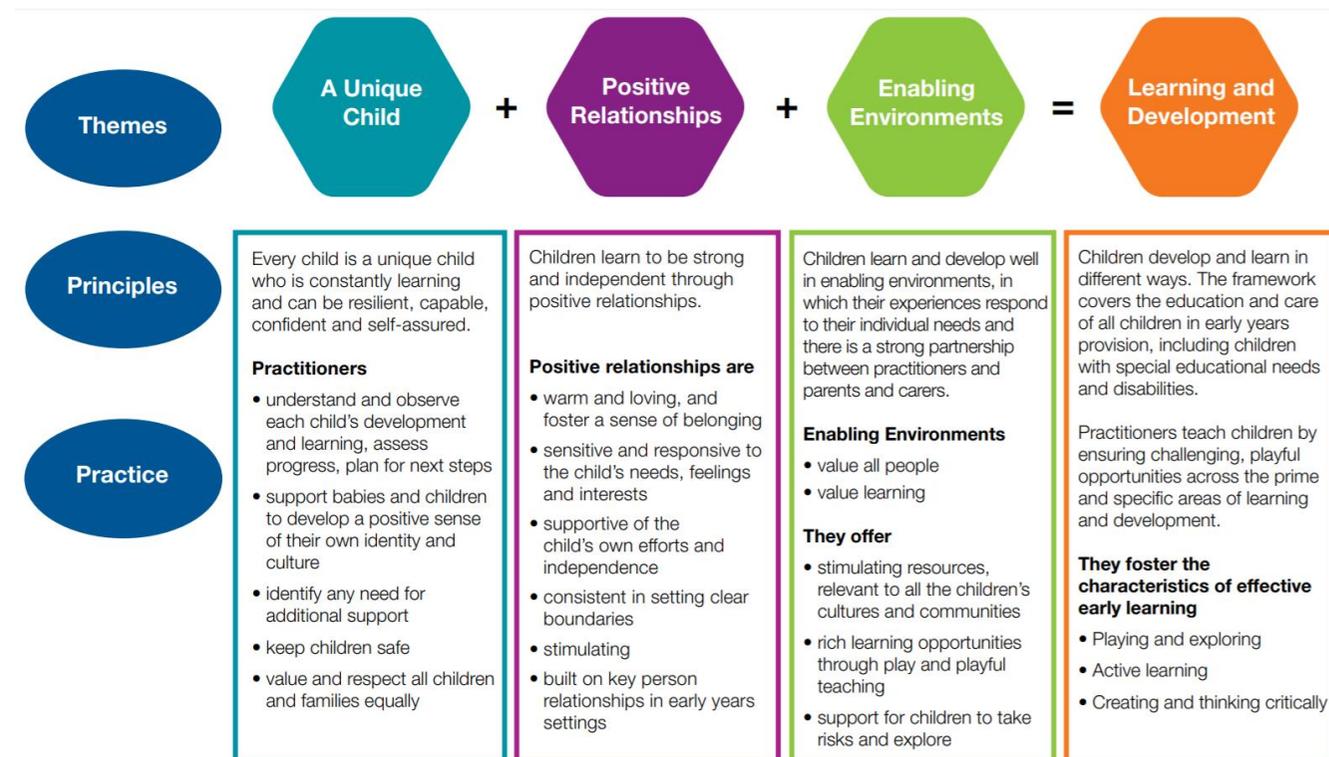


Opportunities and Provocation Curriculum

Our 2 year olds who move through have often built a much more secure foundation on which to build this year. These are, generally, our most disadvantaged children and accessing the 2s funded Nursery education is supportive of them moving on into the preschool year.

We continue, through our medium term plan, to ensure every child has the opportunity to access an age appropriate or developmentally appropriate curriculum during their time with us. 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 (Eid is a movable festival)</i>	<i>Seasonal</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	Expectations + Me	Nursery Rhymes 1st Half of Our Core Books set 1 <i>Owl Babies</i> <i>Dear Zoo</i> <i>Peace at Last</i> <i>Shark in the Dark</i> <i>Shark in the Park</i> <i>We're going on a bear hunt</i>	Aspects 1 - 4 Emphasis on known Nursery Rhymes and familiar stories	Harvest Eid Al-adha	Harvesting Outdoor changes Late summer mini beasts	Introduction to forest Setting outdoor boundaries Bikes Low level climbing equipment Harvesting allotment Trucks with ramps and bridges	Pumpkins Cooking pumpkins Roleplay – Home corner Small world – Dolls house, multicultural dolls Story sacks and nursery rhyme box	Makaton Visual signs and symbols Mirroring Match + 1 Objects of reference Rallying conversations Modelling communication Sharing names and experiences
Autumn 2	Winter Celebrations	2nd half of our Core Books set 1 <i>The Gruffalo</i> <i>Gruffalo's child</i> <i>Stick Man</i> <i>Monkey Puzzle</i> <i>Room on a Broom</i> Flash Bang Wee Introduce books about Winter: <i>Ridiculous</i> Christmas stories	Aspects 1 -7 Introduce Phonic actions and jingles Christmas songs and rhymes	Bonfire Night Diwali St Andrew's Day Christmas	Leaves falling Recognising changes in temperature Lights, decorating, gifts trees	Muddy Puddles – independence with shoes Making a bonfire Firework experiments Birds Ice, weather, snow Decorate branch/ tree	Bonfires and firework displays Small world – Nativity dolls and wooden figures Neon paints Cooking Gingerbread Men Roleplay – Home corner changing to Santa's grotto Christmas trees and decorations	Makaton Modelling and scaffolding communication Modelling and sharing what you plan to learn to what you have learnt today

Spring 1	Emotion and Feelings	Core Books 1 (see Aut) Nursery Rhyme Books Lion Hunt Hands aren't for hurting How do I feel? I feel Sunny?	Aspects 4 -7 Introduce letter shapes	New Year Chinese New Year Shrove Tuesday	Planting bulbs Daffodils Snow Frost Ice	Ice/ weather/ climate change Polar animals Dinosaurs Balancing – Crates/ planks Clay mud kitchen Birds – feeding/ observing Effects of jumping in puddles	Chinese music & dragon dancing Small world – Emotion puppets, people Cooking Noodles Music through ages Roleplay – Home corner take away	Modelling and scaffolding thinking
Spring 2	Animals	Core Books set 2 <i>Kitchen Disco</i> <i>Cave Baby</i> <i>Snail and the Whale</i> <i>Paper Dolls</i> <i>Whatever Next</i> <i>Bear Hunt</i> <i>I'm Gorgeous</i> Easter story		St David's Day St Patrick's Day Mothering Sunday Easter Eid-al-Fitr World Book Day	Blossom on trees Leaves growing	Changes to weather Transport in puddles Caring for new plant growth	Easter Eggs Small world – Animals, Pets, farm, jungle, water/ sea, Dinosaurs Music related to festivals Seeds Daffodils Climate change Roleplay – Vets Visit – Animalmania	

Summer 1	People Who Help Us And Superheroes	Core Books Set 2 Books about super hero's Super Tato Comics Super Worm Non-fiction People Who Help us titles	Aspects 5 -7 Linking Phonemes to Graphemes	St George's Day	Blossom on trees Leaves growing Planting seeds Growing vegetables Flowers	Changes in the weather Climbing equipment – High Level Minibeast Hunts Planting in the allotment	Roleplay – Hospital Small world – Mini Me's Emergency vehicles and people Visit – Police/ Fire brigade/ Nurse/ Dentist	
Summer 2	Minibeasts and Traditional Tales	Core Books Set 2 Non Fiction Mini Beast books <i>The very Hungry Caterpillar</i> <i>The Bad Tempered Ladybird</i> <i>The Lazy Ladybird</i> Traditional Tales <i>Jack and the Beanstalk</i> <i>The 3 Little Pigs</i> <i>The Billy Goats Gruff</i> <i>Little Red Riding Hood</i> <i>Goldilocks</i> Related to Traditional tales The smartest giant in Town		Father's Day	Growing vegetables Flowers Strawberries Mini Beasts	Sun safety Paddling pools Minibeast Hunts	Caterpillars Snails Minibeasts Roleplay –Cottage (Grandma's-Red riding hood/ 3 Bears- Goldilocks) Small world – Minibeasts Cameras/ Ipads Transition to school photographs	

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.

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 Towels Mop and bucket Containers of differing sizes for pouring (transparent and opaque) Graded containers./Jugs/Plastic bottles, Watering cans water wheels Containers with holes/sieves, Floating and sinking objects – eg corks, shells, ping pong balls, foil dishes, leaves, nuts, pieces of wood / bark / twigs, sponges, pebbles. Hosepipe, Transparent plastic tubing of different thicknesses and lengths. Animal sets – polar, marine, ducks, Boats and play people, Numbers/ Letters Pipets/ syringes Food colouring Bubbles Whisks	Adults to introduce vocabulary (use of words, symbols and signs) eg- Fill, pour, empty, heavy, drip, wet Splash, splosh, splish, puddle, Float, sink, Asking open questions? “How did you..?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: Using Positive Questioning “I don’t know”, “ what do you think” , “ I hadn’t thought of that” “ That’s an interesting idea” “Have you seen what XXX has done”, “good thinking maybe you should try it out.” I wonder what would happen if.. I wonder how we would make that? I wonder how we could make it move? Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning	Playing collaboratively and using the water area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, develop mathematical language e.g. position, size, shape, comparisons, problem solving opportunities, Exploring basic scientific concepts ordering items by length or height, manipulate a range of equipment and tools, develop their own ideas over a period of time, Representing own experiences through imaginative play. Opportunities to explore - such as floating & sinking, freezing and melting, filling, pouring & emptying etc. Opportunities for children to observe movement of water stop / start / speed etc. Exploring sounds in water, Adding things to water such as colour, sand, bubbles to observe change.

Small World

<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>Train track and train, animals, people, cars, other vehicles and garage, doll's house Castle Different surfaces eg Sand pit/builders, tray/grassed area/digging area, Natural materials eg stones, pebbles, twigs, grass, Writing materials for fine and gross motor development, Recycled open ended materials eg boxes, tubes, foil trays, Reference books,</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Animals, transport, people, different types of houses e,g flat, bungalow, caravan Family, different types of families Colour, shape, size and positional language Imagine, pretend, believe Model story structure, talk about character, plot, theme</p> <p>Asking Open questions " How did you..?" "why does this?" "What happens next?" " What do you think?" "What would happen if:</p> <p>Using Positive Questioning "I don't know", " what do you think" , " I hadn't though of that" " That's an interesting idea" " have you seen what XXX has done", good thinking make be you should try it out.</p> <p>I wonder what would happen if.. I wonder how we would make that? I wonder how we cold make it move?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Playing collaboratively and using the sand area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g. lists, writing own name and other captions, Develop mathematical language e.g. position, shape, size, comparisons. Problem solving opportunities. Notice similarities, differences and pattern. Tell stories e.g. creating stories inspired by materials and equipment Re-tell familiar and shared stories. Re-enact real life experiences and situations. Learn to care for materials and the environment. Work in cooperation e.g. in pairs, groups, working collaboratively. Through play contexts find out about the world in which they live and find out about past.</p>

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>Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various plastic bottles and plastic/metal bowls; Pattern making equipment – patterned rolling pins; Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer wicker baskets etc...; For texture – lentils, pasta, pea gravel etc Ramps and Cars People Animals Metal Utensils Wooden utensils Boxes Tubes and drain pipes Buckets and spades Foam bricks Dumper trucks</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Heavy, light, tall, short, full, empty Wet, dry, fine, coarse, hard, soft, mix, pour, fill. Funnel, cylinder, sieve, colander, measure</p> <p>Asking open questions? “How did you..?” “Why does this?” “What happens next?” “What do you think?” “What would happen if:</p> <p>Using Positive Questioning “I don’t know”, ” what do you think” , “ I hadn’t though of that” “ That’s an interesting idea” “Have you seen what XXX has done”, good thinking make be you should try it out.</p> <p>I wonder what would happen if..? I wonder how we would make that..? I wonder how we could make it move..?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Playing collaboratively and using the sand area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, develop mathematical language e.g. weight, capacity, volume, height, size problem solving opportunities, Exploring texture Differences in the properties of dry and wet sand creating and recreating patterns using different tools manipulate a range of equipment and tools, Opportunities to look after equipment and area Opportunities to develop their own ideas over a period of time, Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc..? Exploring different textures/colours Role play – holidays, beach, desserts</p>

Role Play

<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>Furniture Kitchen equipment - Microwave, kettle Cupboards Foods Cutlery Costumes - clothes Telephone Iron Washing Machine Cooker Babies Crib, blanket and clothes Table, Chairs and mats Fppd, and pictures of food Paper - for messages Empty boxes and bottles Consider diverse resources to meet the needs of the cohort Magazines/Books/ menus Mark making equipment</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>Adults to introduce vocabulary (use of words, symbols and signs) eg- Relationships - Mum, Dad, brother, sister , family, Different types of houses, foods, activities that relate to individual lives Pointing out text on packets and bottles Mathematical language: more, less, tall, short, number and shapes in the environment</p> <p>Asking open questions? "How did you..?" "Why does this?" "What happens next?" "What do you think?" "What would happen if: "How would you feel..." , " I wonder how we could find out?"</p> <p>Using Positive Questioning "I don't know", " what do you think" , " I hadn't thought of that" " That's an interesting idea" "Have you seen what XXX has done", good thinking maybe you should try it out.</p> <p>I have got this at my house... My favourite food is... I have got to go to the shops on the way home and then the library, I hope I have got enough time</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Adult encourage child to prepare meal and discuss how things work. Telephone conversation joining in. Encourage children to be aware of each other. Adult to intervene with different ideas. (Tea Party) Re-enact stories Use interests and predictable events to enhance role play area when and if necessary To continue to be excited and interested Develop language skills Appropriate mathematical skills (count knives and forks) Past and present events To use imagination and engage in role play that relates to their real life experiences To work with others To take turns Fine motor skills (pouring drinks) Using equipment & resources independently To ask questions why and how things happen and work.</p>

Mathematics

<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>Jigsaws, Sorting equipment, Numbers Plastic/magnetic numbers, Number rhymes and songs (CD), Peg boards, Sand timers, Scales, Shapes (2D and 3D), Number and information books Beads, cotton reels, threading, Measuring Money, Notepads and pens, Clip boards, Games – track, dice, matching, sorting, colour, shape, size, dominoes, card games, Calendars, diaries, telephone directories. Range of natural resources to encourage classifying, sorting , counting Numicon Bottle tops</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- More, less, bigger, smaller, Longer, taller, shorter, Higher, lower, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, all together, names of numbers, shapes, days, months of year, coins, round, flat, straight, curvy.</p> <p>Asking open questions? “How did you..?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...”, “ I wonder how we could find out?”</p> <p>Using Positive Questioning “I don’t know”, “ what do you think” , “ I hadn’t thought of that” “ That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out.</p> <p>I wonder what would happen if.. I wonder how we would make that. Can you help me sort, count, find? How much more do you have? How many bears are there? Which one is the heaviest? Who is taller? Can you make a pattern? Which number is missing? Which shape has more sides? What 3D shape is this? How many do we have altogether?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Develop self-esteem, confidence and the ability to self organise. Share and use equipment, work co-operatively and with respect. Make choices, listen, respond and communicate ideas. Have opportunities to classify and sort objects Have opportunities to develop ability to count. Opportunities to recognise and order numbers 1 to 10 Play mathematical games, developing their ability to form good relationships with peers and develop mathematical skills through games. Begin to recognise 2D shapes and 3D solids, and use their names in familiar contexts. Positive and enjoyable mathematical experiences. Exploring addition, subtraction and writing numbers. Children using number names correctly Children counting correctly Children recognising and creating patterns. Children adding and taking away Children identifying more/less Use of mathematical language Children playing games well together, sharing and agreeing rules</p> <p>REMEMBER Maths can be observed in every area of provision. Think about mealtimes, role play, routine based activities, story and rhyme times</p>

Malleable and Sensory

<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>Protective clothing, Play dough, Clay, Candles and holders Shaving foam Cornflour Cloud dough Geli baff PVA Glue</p> <p>knives & forks, Cooking utensils and baking trays, Rolling Pins (variety of textures), Cutters, Number and letter (cutters or printers), Objects for making imprints/patterns, Twigs Conkers Lollypop sticks Match sticks Feathers Bottle tops Spoons ladels</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Cut, roll, model, press, squeeze, twist, pinch, stretch, push, pull, rolling pin etc Names of equipment Imaginative and descriptive language</p> <p>Asking open questions? “How did you..?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...”</p> <p>Using Positive Questioning “I don’t know”, ” what do you think” , “ I hadn’t thought of that” “ That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out. I wonder what would happen if..? I wonder how we would make that?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Playing collaboratively and using the malleable area appropriately. making choices, opportunities for talking through shared activities, Mixing to create dough Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel texture, smell, shape etc Explore texture shape, space & form Make sculptures Explore effect of adding other materials eg. water Use within ‘home/kitchen role play Create patterns and pictures using different media Developing mathematical language – short, fat, thin, long Making 2D and 3D shapes</p>

Literacy, Fine and Gross Motor

<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>Bikes Hoola hoops, Climbing equipment, Sweeping brushes, Footballs, Digging tools, Bean bags</p> <p>Name cards Pens, pencils, felt tips, wax crayons, highlighters, (assorted colours/types/thickness). Sharpeners. Clipboards Hole puncher, staplers, scissors , glue, Sellotape, Stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics), Squiggle, scribe, alphabet, print, information Circle, line, zig zag</p> <p>Asking open questions? “How did you..?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...”, “ I wonder how we could find out?”</p> <p>Using Positive Questioning “I don’t know” ” what do you think” “ I hadn’t thought of that” “ That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out. I wonder what would happen if? I wonder how we would make that. How about writing a letter to your friend? Shall we write invitations to your party?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Use variety of tools and experience the different marks they make Experiment with thick/ thin lines. Make curled, zig- zag, straight patterns Letter orientation. Make lists, invitations, cards, recipes and labels Model adult mark making Use message board for communication with others. Name writing. Story writing-using books relating to theme. Book making. Explore large movements. Make water patterns. Use ‘chalk paint’ to mark make on large natural surfaces. Use natural objects & body to mark make in mud, sand, gravel and dough Use body parts to mark make with different media Use tyres, shoes, wheeled toys to make tracks Use whiteboard/blackboard as scoreboard Use natural resources for mark making & printing Splatter painting. Graffiti wall. Large scale letter formation. Opportunities to develop muscles in shoulders, arms and fingers</p>

Investigation

<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>Magnets, Magnifying glasses, Torches , Cameras, Colour disks, Mirrors. Mark making materials e.g. clip boards, paper and pencils. Pictures and posters, Bee bots (and cards), Simple non-fiction books, Bug viewers and finders Kaleidoscopes, Clocks, Selection of different materials such as shiny and dull, hard and soft, Manufactured and natural items the children have collected</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Look, investigate, bigger, smaller, magnify, magnetic, stuck, metal, reflection, move, forward, backwards, feel, touch, listen, noise, light, dark, catch, explore</p> <p>Asking open questions? “How did you..?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...”, “ I wonder how we could find out?”</p> <p>Using Positive Questioning “I don’t know”, “ what do you think” , “ I hadn’t thought of that” “ That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out.</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Observing and identifying and exploring a wide range of materials and collections of resources. Looking for similarities and differences. Experiencing and trying out new vocabulary and communicating observations and findings. Asking questions about their observations. Observing and talking about patterns of change. Investigating how things work. Predicting, hypothesising and problem solving. Knowing how we use our bodies to smell, taste etc.; (senses). Observing and caring for mini beasts and other animals. Looking in books to find information. Growing plants and seeds . Recognising and identifying and sorting different materials; Exploring the properties of materials and how they are used e.g. waterproof materials, soft materials, transparent materials; Investigating patterns of change Exploring freezing and melting. Differentiating between hot and cold, wet and dry, rough and smooth; Playing with magnetism with a range of magnetic and non- magnetic resources. Exploring torches to investigate light and dark . Exploring a wide range of outdoor environments. Communicating observations and findings. Experiencing weather</p>

Creative

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>Aprons</p> <p>Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue, coloured matchsticks, cloth, buttons etc.</p> <p>Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper.</p> <p>Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes</p> <p>Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Sand, flour etc to create different textured paint.</p> <p>Mark making resources - pencils, crayons, felt tips.</p> <p>Joining equipment - Sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string</p> <p>Seasonal items for observational drawings and paintings; pot plants, cut flowers and grasses, holly etc.</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Colour names e.g. red, blue Shape names e.g. triangle, circle Equipment names e.g. brush, pot, glue, Texture e.g. rough, smooth, soft Descriptive words e.g. line, wavy, zig zag Actions e.g. mix, swirl, splash, drip, cut, tear, stick, join, spread</p> <p>Asking open questions? “ How did you..?” “why does this?” “ What do you think?” “What would happen if:</p> <p>Using Positive Questioning “I don’t know”, “ what do you think” , “ I hadn’t though of that” “ That’s an interesting idea” “ have you seen what XXX has done”, good thinking make be you should try it out.</p> <p>I wonder what would happen if.. I wonder how we would make that? Can you see what happens when?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Use and explore a variety of resources, techniques and equipment in 2D and 3D making choices and decisions, express themselves through exploring, making and designing using a range of media and materials, using their own ideas, working collaboratively and talk through their ideas, have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product, experiment with collage materials, developing cutting and joining skill, manipulate equipment and tools, model making, using resources purposefully expressing real life experiences, making props and resources to support and extend their imaginative play, painting and printing techniques, explore colour, texture, shape and patterns, make representations of their ideas and experiences, develop hand-eye coordination and fine motor skills, colour mixing.</p>

Construction

<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>Pictures of buildings / vehicles Posters and local / themed reference photographs, Appropriate books Drawing and writing materials, Large wooden blocks, Small wooden bricks. Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Selection of natural/ reclaimed materials Space to display finished models and those in progress Road maps / A-Z books, Clipboards Hard hats, Tools – hammer, spanner, screwdriver etc. Construction kits , Equipment with a variety of fastenings, wheels, nuts, bolts e.g. Brio- Meccano Large paper, pens to create roads, tape to mark out roads and pathways on floor. Planks for ramps</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Build, knock down, brick, attach, join, bridge, fix Names of 2D/3D shapes Names of all construction sets and pieces Language of building –joining, fixing, connecting Colour, shape, size and positional language Number names</p> <p>Asking open questions? “ How did you..?” “why does this?” “What happens next?” “ What do you think?” “What would happen if:</p> <p>Using Positive Questioning “I don’t know”, “ what do you think” , “ I hadn’t thought of that” “ That’s an interesting idea” “have you seen what Ben has done”, good thinking make be you should try it out.</p> <p>I wonder what would happen if.. I wonder how we would make that? I wonder how we could make it move?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Playing collaboratively and using the construction area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g. lists, writing own name and other captions, develop mathematical language e.g. position, size, shape, comparisons, problem solving opportunities, creating and recreating patterns and models , matching and sorting shapes, ordering items by length or height, exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping, balancing construction pieces, designing and making their own models , manipulate a range of equipment and tools, create real-life and imaginary models, develop their own ideas over a period of time, representing own experiences through imaginative play.</p>

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/ Bean bags/Small soft chair Books, variety ie: fiction, non-fiction poetry Interactive stories Puppets and props to support key stories Material, dressing up to represent characters Musical instruments Children's home made books Photographs Headphones and cd's</p>	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Fact, fiction, title, author, illustrator and illustrations, plot, character, theme, sequence, information books, poetry, rhyme</p> <p>Asking open questions? "How did that make you feel?" "What was the best/ worst part of that...?"</p> <p>I wonder what would happen if.. Story related questioning e.g. Was Goldilocks really doing the wrong thing?</p> <p>Talking through adult thinking – to demonstrate how the adult tackles a problem or new learning</p>	<p>Playing collaboratively and using the book area appropriately. making choices, opportunities for talking through shared activities, Listening to stories in small groups or 1-1 following instructions handling books carefully Learning to turn pages one at a time Learning to read from left to right Enjoy listening and making up stories Use imagination to develop language skills Learn to listen Learn to take turns Develop memory Exploring rhythm and rhyme Exploring sounds Opportunities to play with words Enjoying stories and rhymes with a mathematical element, 1,2 buckle my shoe</p>

Developmental Movement Play (DMP) & Physical

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>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 Hoola hoops beanbags</p>	<p>Move Dance Vocabulary linked to how we can move e.g. roll, jump Up Down Music Loud Quiet Soft Hard Slow fast</p>	<p>Playing and moving collaboratively</p> <p>Developing basic scientific language e.g. slow, fast, round</p> <p>Copying and Developing physical movements</p> <p>Experiencing different forces e.g. pushing against a person, pulling lycra</p> <p>Adult leads by example</p> <p>Introduction of a range of musical genres.</p> <p>Move freely, independently and confidently How to keep self and others bodies safe Self expression</p>

Forest

<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>Bug pots Magnifying glasses Cameras Audio recording equipment Clipboards, pens, pencils, paper Information books; trees, plants, insects, birds bird feeders Information posters</p>	<p>Forest Gate Habitat, home Nature Names of flora and fauna; poppy, dandelion, buttercup, daisy, fungi, oak, cherry, centipede, woodlouse, blackbird, blue tit, crow etc.</p>	<p>Experiencing and observing seasonal changes and growth in natural habitat. Observing and caring for, flora and fauna. Using information books to gain knowledge. Building habitats and homes for wildlife; bird boxes and feeders, bug hotels. Identifying flora and fauna. How to use camera equipment to record and revisit.</p>