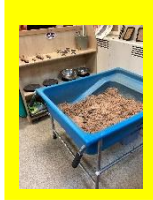


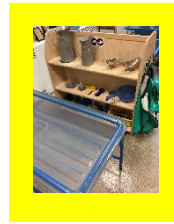
Wet sand

- Wet sand and not dry as we have water available in the provision and dry sand has similar qualities as water; therefore, we are giving our children a different learning opportunity.
- Resources organised in a way which children can easily access; children can run with thoughts immediately as they know where resources belong.
- Top shelf organised to develop mathematical thinking e.g. nursery big/small. Reception big/bigger/small/smallest.
- Middle shelf organised to develop scientific thinking e.g. scooping, digging, raking – making patterns and experimenting with the sand also developing early mark making skills.
- Lower shelf includes imaginary items which may be realistically linked with the sand e.g. diggers/snakes/work people etc. for re-creating familiar events and re-telling stories.



Water

- Top shelf organised to develop scientific thinking and problem solving e.g. water flow.
- Middle shelf organised to develop mathematical thinking e.g. empty/full. Reception have standard measures on their capacity jars.
- Lower shelf includes imaginary items which may be realistically linked with the water e.g. a tea-set, sea creatures and boats.
- Larger water tray used in nursery, so that the children are able to make gross motor



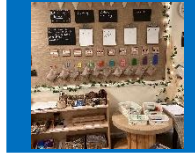
Understanding the world

- Both classes have an investigation area to promote curiosity. The areas include magnifying glasses so that the children can look closely at objects.
- There are opportunities for the children to have the chance to experiment and reach their own conclusions.
- The children also have the opportunity to look after plants.



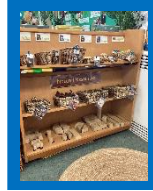
Number

- In nursery, we ensure that the children have the chance to play and explore with numbers to at least 5.
- In Reception we ensure that the children have the resources to embed learning when working with numbers to at least 10.
- Both classrooms display a number line (nursery to 10, Reception to 20) which includes the digit, written word and a visual of the amount.
- Lots of resources (including natural objects) organised for easy access which helps to embed number knowledge and skills to sort, match, order and compare. Reception include equipment for writing numbers.



Construction & small world

- Resources include opportunities for the children to join construction using different techniques e.g. push/pulling pieces together, connecting (magnetically) twisting and balancing.
- Small world placed with construction so that children can extend building/creative thoughts.
- Familiar small world pieces used that children will have usually had prior experience with e.g. farm animals, vehicles, people. We include a small range of fantasy items to extend the children's imaginary skills.
- Well organised so that the children can develop their thought processes and learning immediately.
- Nursery have slightly larger construction pieces compared with Reception e.g.



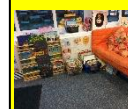
Long term indoor continuous provision planning in Nursery and Reception

The resources in our continuous provision are kept the same so that the children's learning possibilities and independence is high. We understand that the opportunity for children to self-manage, to take initiative and self-direct their learning is a vital factor in our early years setting. Enhancements are added when needed based on the children's interests or to promote their next steps in learning.

Photograph key: Nursery – yellow Reception - blue

Reading

- We display our books so that the children can clearly see the front cover.
- We display key questions, to prompt quality adult interactions.
- We ensure that the children are exposed to a range of books including familiar jolly phonic stories, fiction and non-fiction.
- The reception children have access to their guided reading books.
- Reception also display a book recommended by an adult to further promote the enjoyment of reading.
- Reading bears/toys included.
- Resources made so that the children can sequence events from the book and become really familiar and confident at using story language.
- Objects available so that the children can re-enact their own version of the stories.
- The children also have access to school 'library' books which they can borrow as they wish.
- Phonics**
- Phonic display and activity available in both classrooms, based on teaching.



Writing

- Both classes have a large alphabet on display which includes both lower/upper case letters. Letter formation is modelled and a reminder is also on display.
- Nursery have opportunity to develop their fine motor skills through muscle exercise activities (Funky Fingers)
- Reception can use clipboards to transport their work around the areas.
- We ensure that the classes have a small quantity but a range of high quality writing equipment e.g. pens/pencils/crayons/biros/highlighters, organised in a way in which the children can easily find what they require.
- To promote the engagement of writing we include a range of writing materials e.g. coloured paper, lined paper, shaped paper, envelopes, sticky notes, notebooks etc. Enhancements are linked to topic.



Role-play with play dough incorporated

Nursery have access to a kitchen & living area, which are familiar aspects to their life. The children can use the dough in this area, where for example they may make food items in the kitchen. Some of the resources include: an oven, utensils, magazines etc.

Reception have a café area, to further extend learning. Some of the resources include a till, menus, order forms etc.

Open ended role-play is also promoted in Reception through the provision e.g. Access to capes within the writing area.

Dough benefits:

- The children handle and gain control of the tools available, we include resources such as rolling pins, cutters and extruders to develop fine motor skills.
- Opportunity to work with other children which develops social and communication skills. The children are often in role- making meals or baking birthday cakes.
- Reception area promotes real-life mathematical skills e.g. measuring ingredients for 'cooking' by using the weighing scales, timing how long the playdough 'pie' needs to be in the oven for and in general to enhance key concepts such as size, shape, counting,



Creative

- An area for the children to have the opportunity to express their ideas where they can experiment with shape, size, colour and texture.
- As the children's skills develop they will be able to represent their ideas using a range of techniques and tools.
- We encourage the children to write their names on their creations and in Reception a label of what they have made. Some key skills in this area are: cutting, joining & decision making (which



