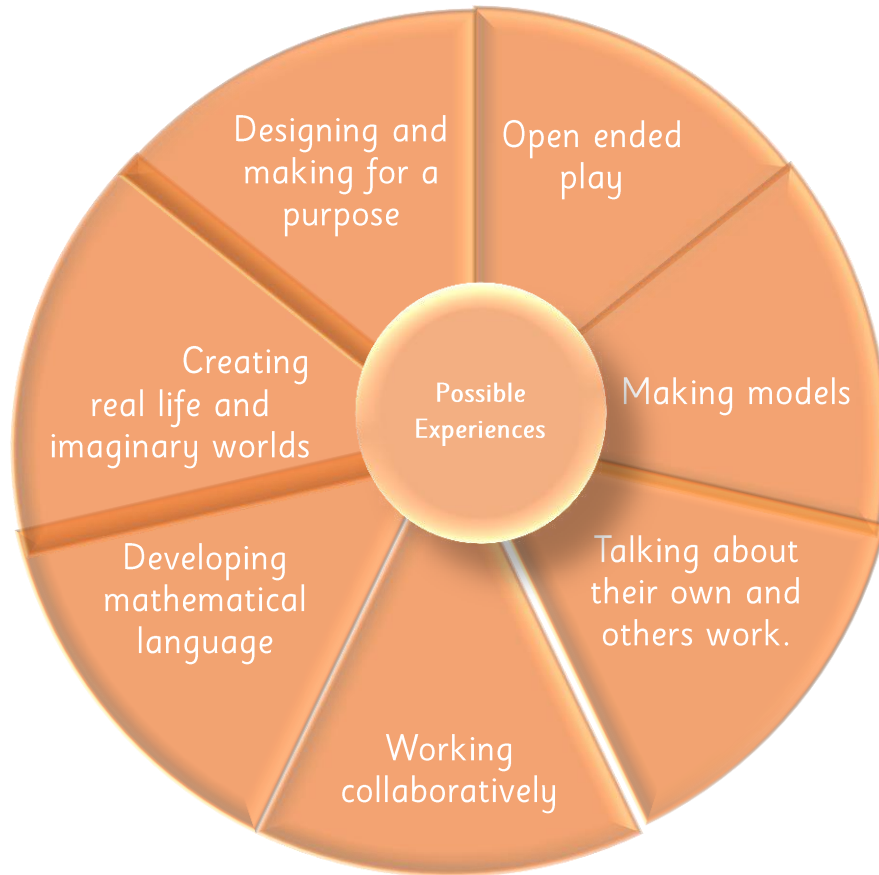


# EYFS Continuous Provision- Construction Area



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Clearly labelled storage boxes/Shelving,  
 Pictures of buildings  
 Posters and local / themed reference photographs  
 Appropriate books  
 Drawing and writing materials  
 Large wooden blocks  
 Small selection of play people, vehicles and animals

Enabling Environments  
 Provide space for large block play and model building constructions  
 Offer additional resources reflecting interests e.g. play maps and small world equipment  
 Review the environment resources after each session  
 Provide clipboards for 'plans' and mark making  
 Resources labelled with pictures and words

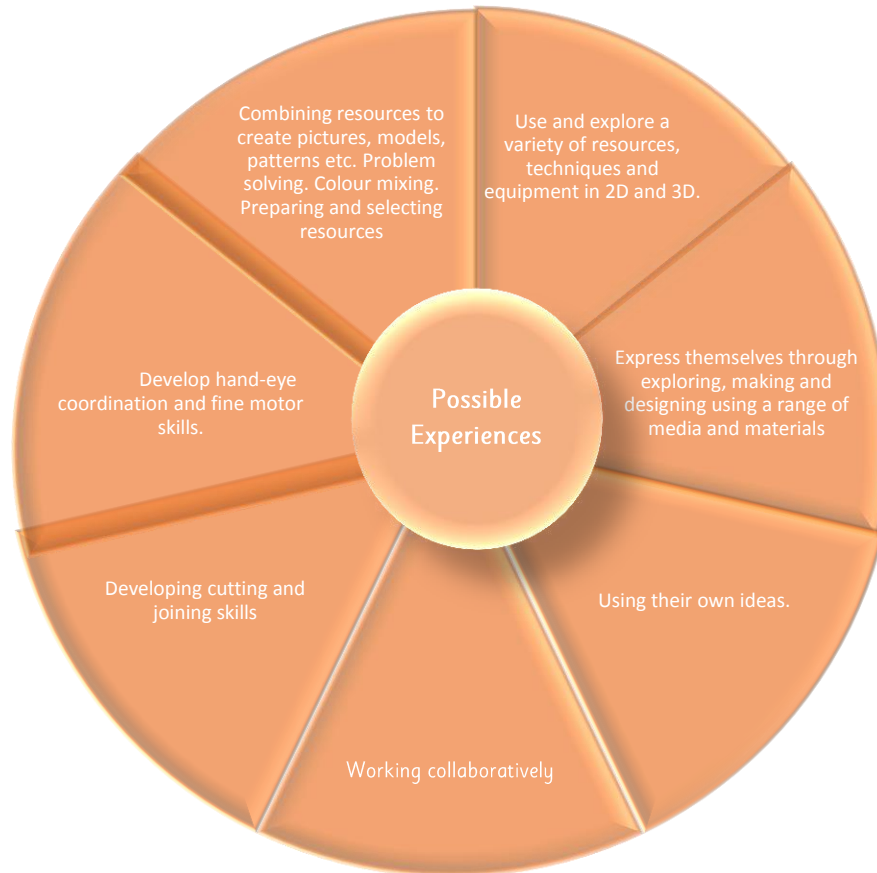
Positive Relationships  
 Role modelling use and care of materials and then trust children to do so independently  
 Giving children time to explore without focusing on end product  
 Support children to co-operate and take turns  
 Encourage children to respect other children's constructions  
 Support children in thinking about what they want to make, the processes that may be.

Vocabulary  
**Nursery:**  
 Join, combine, materials, off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest  
**Reception:**  
 Length, long(er/est), short, pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices

# EYFS Continuous Provision- Creative Area



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Open access storage  
 Aprons / protective clothing  
 Selection of collage materials (recycled, natural and bought)  
 Variety of different paper types and sizes  
 Joining equipment - Sellotape, glue, scissors, hole punch, string

Enabling Environments  
 Provide accessible aprons  
 Effectively organised and accessible resources  
 Provide a creative area that is near to sink and washable floor  
 Provide adequate space for children to explore materials, media and techniques  
 Displays for children's individual art work

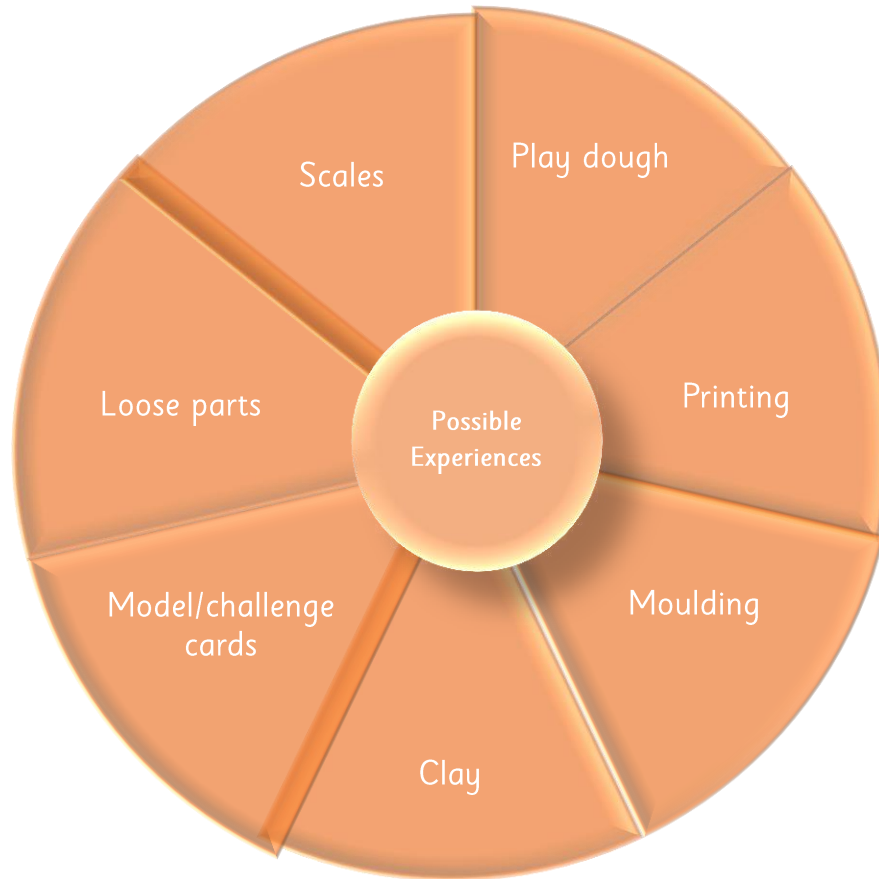
Positive Relationships  
 Value how each child expresses themselves Value the process – not end product  
 Ensure children feel secure enough to 'have a go' Accommodate children's specific religious/ cultural beliefs relating to particular forms of art or methods of representation/festivals Encourage, listen to and respond to children's ideas  
 Support children sensitively and recognise differing needs within the group Give children time to explore and practice Encourage children to contribute to keeping the area tidy and valuing resources

Vocabulary  
**Nursery**  
 Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark,  
**Reception**  
 Colour, warm, cool, mix, blend, shade, texture, background, outline

# EYFS Continuous Provision- Malleable Area



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Play dough  
 Rolling pin  
 Cutters  
 Knives  
 Flour  
 Twigs sticks

Enabling Environments  
 Vary activities so that children are introduced to different materials and tools.  
 Make materials easily accessible at child height, to ensure everybody can make choices.  
 Provide activities that give children the opportunity and motivation to practise and manipulate skills.  
 Teach children skills of how to use tools and materials effectively and safely and give them

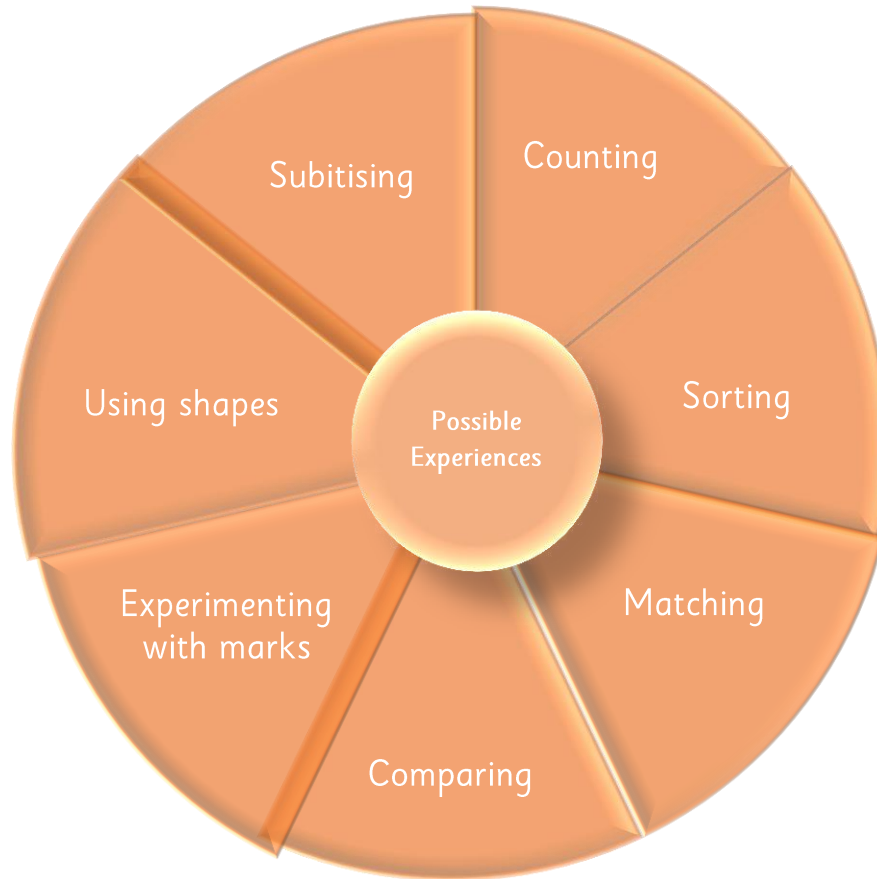
Positive Relationships  
 Model use of materials in area.  
 Use talk to identify thought process when working with materials.  
 Use open-ended questions to promote sustained shared thinking.  
 Observe children's learning to identify achievement and to inform planning for extending learning.

Vocabulary  
**Nursery:**  
 Push, pull, pat, squeeze, press, bend, twist, roll, stretch, squash, flatten, pinch, print, poke, ball, round, fold, drop, cut, cut out, build, make, mix, shape.  
**Reception:** Smooth, soft, squishy, warm, cold, hard, shiny, dry, Scrape, smear, break apart, sculpt, create, join, shaping, mould, indent, plait, imprint, spiral, pierce, thread, coil, pound, knead.

# EYFS Continuous Provision- Maths Area



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Numbers  
 Loose parts  
 Dice  
 Shapes  
 Paper and pencils  
 Cards  
 Five and ten frames

Enabling Environments  
 Provide a range of equipment covering the EYFS area  
 Teach children maths skills and give them opportunities to practice them.  
 Provide a place to put maths to be shared/ displayed.

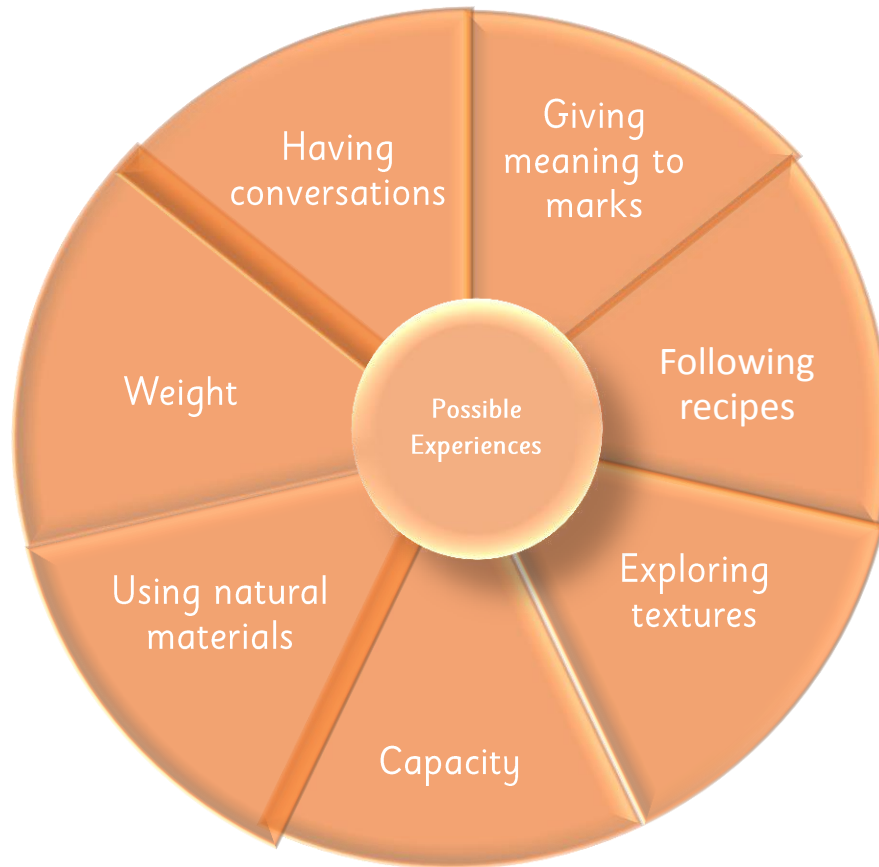
Positive Relationships  
 Model use of maths equipment.  
 Model maths strategies in group times and encourage children to apply them.  
 Support and extend children's learning.  
 Use appropriate language and questioning.  
 Use open-ended questions.  
 Observe children to identify achievement and inform planning for future learning.

Vocabulary  
 Number names, numbers, numeral, count, count on, count back, compare, amount, more, less, fewer, same, higher, lower, full, empty, big/bigger, small/smaller, long/longer, tall/taller, short/shorter, heavy/heavier, light/lighter, wide/wider, fatter/thinner, too much, big, little, match, sort, same, different. balance, measure, weigh, scales, 2D shape names (such as circle, triangle, square, rectangle), round, flat, straight, curvy, pointy, pointed, 3D shape names (cube, cuboid, cylinder, cone, sphere), days of the week, months of year, clock, time, day, Pattern, repeat, first, next, before, after, continue, copy, create, sequence, order.

# EYFS Continuous Provision- Mud Kitchen



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Kitchen utensils  
 Mud, soil, plants  
 Scales  
 Protective clothing  
 Writing materials

Enabling Environments  
 Make materials easily accessible at child height, to ensure everybody can make choices.  
 Provide activities that are challenging but achievable.  
 Provide activities that give children the opportunity and motivation to practise and manipulate skills.  
 Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice.

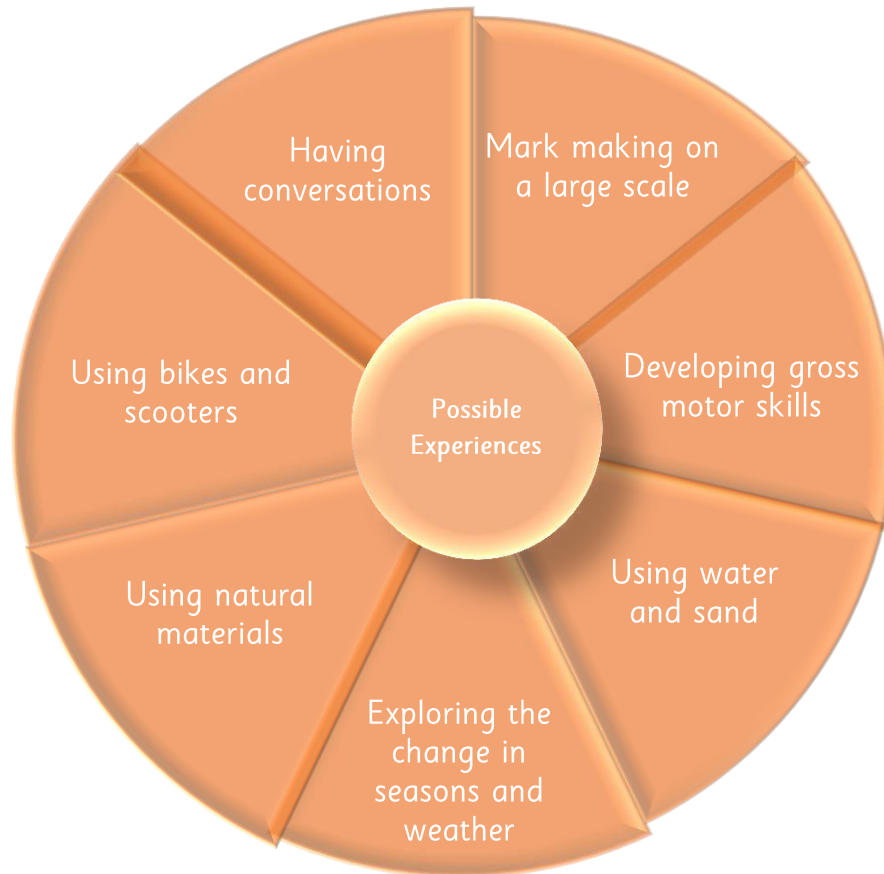
Positive Relationships  
 Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis.  
 Use talk to identify thought process when working with materials.  
 Encourage appropriate use of area.  
 Support and extend children's learning.  
 Use appropriate language and questioning.  
 Use open-ended questions

Vocabulary  
 Names of malleable and tactile materials.  
 Names of additional tools and equipment.  
 Language related to touch - cold, warm, hard, soft, squashy.  
 Language related to actions - pinch, twist, stretch, roll, squeeze, pat.  
 Language related to size - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner.  
 What materials are you using? How did you ...?

# EYFS Continuous Provision- Outdoors



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Spades, watering cans, rakes, buckets  
 Bikes, scooters  
 Footballs  
 Rollers, chalks,  
 Sticks, twigs, leaves,  
 Windmills, rain catcher

Enabling Environments  
 Provide a range of resources that follow the children's current interests.  
 Introduce children to different resources  
 Demonstrate and teach skills and techniques associated with the things children are doing.  
 Provide activities that are challenging but achievable.  
 Provide activities that enable children to experience life processes first hand.

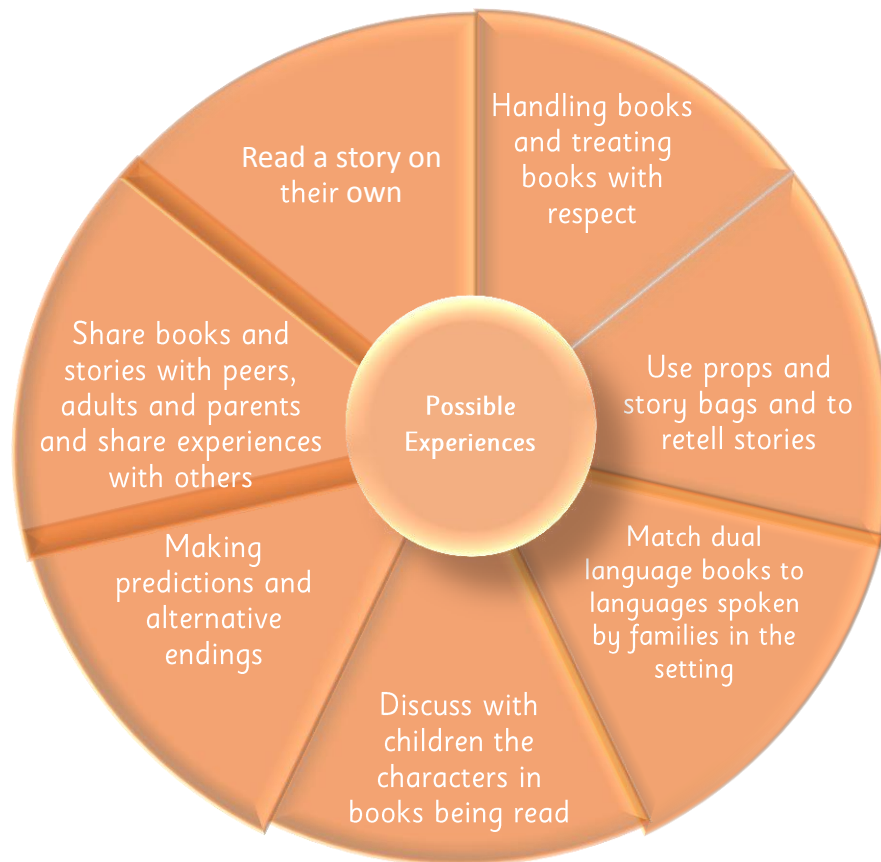
Positive Relationships  
 Teach children the skills they need to use equipment safely.  
 Introduce vocabulary to enable children to talk about their observations and experiences.  
 Encourage children to explore and talk about what they are learning, varying their ideas and ways of doing things.  
 Encourage children to speculate on the reasons why things happen and talk about the ways things change.  
 Make suggestions and ask questions to extend children's ideas of what is possible.  
 Talk about what is happening. Help children to think about cause and effect.

Vocabulary  
 Names of malleable and tactile materials.  
 Names of additional tools and equipment.  
 Language related to touch - cold, warm, hard, soft, squashy.  
 Language related to actions - pinch, twist, stretch, roll, squeeze, pat.  
 Language related to size - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner.  
 What materials are you using? How did you ...?

# EYFS Continuous Provision- Reading Area



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Books linked to topics and themes that are rotated at least a weekly basis.  
 Comfortable seating  
 Puppets

Enabling Environments  
 Inviting quiet/cosy area with rug and soft cushions for solitary reading and sharing stories  
 Presentation of books and story props that are visible and accessible  
 Provide a range of books, including child-made books and reading activities that are inclusive and reflect a wide range of diversity  
 Books available for reference in other areas

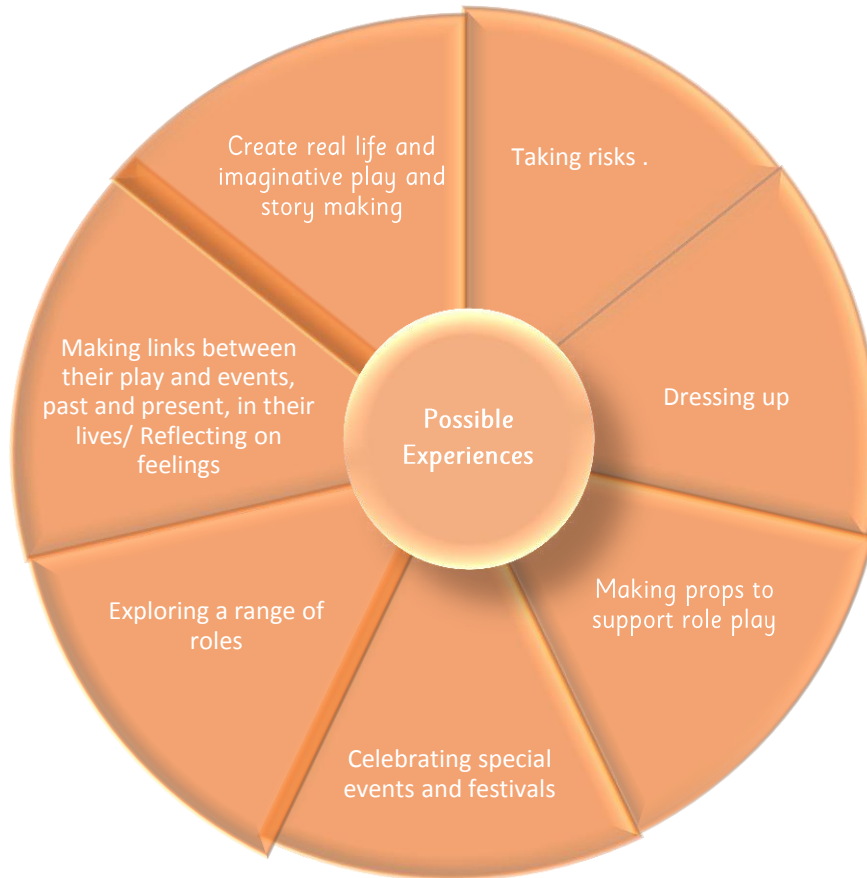
Positive Relationships  
 Regularly model the correct use of books  
 A routine that includes regular sharing of books with children as a group and as individuals to nurture a love of books, stories and rhymes Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. Read stories together. Books available in each area. Encourage children to care for books

Vocabulary  
**Nursery:** book, page, print, letters, meaning, text, front cover, back cover, title, beginning, middle, end  
**Reception:** What do you think will happen next? Did you like this story? blurb, say the sounds read the word, sounds, words,

# EYFS Continuous Provision- Role play



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Child height home corner furniture  
 Utensils – pans, crockery, cutlery, tray  
 Dressing up clothes and accessories  
 Dolls, clothing and Baby clothes/Cot with bedding  
 Selection of books  
 Note pad  
 Telephone

Enabling Environments  
 Well-resourced home corner to re-enact real life scenarios  
 Extend children’s experience and expand their imagination through provision of pictures, paintings, poems, music, dance and story

Positive Relationships  
 Model how to use the area.  
 Observe and respond to children’s needs and interests.  
 Use open ended questions to promote thinking.  
 Support children to talk through problems and find resolutions.  
 Provide additional enhancements linked to a topic, such as a festival, birthday or a season.

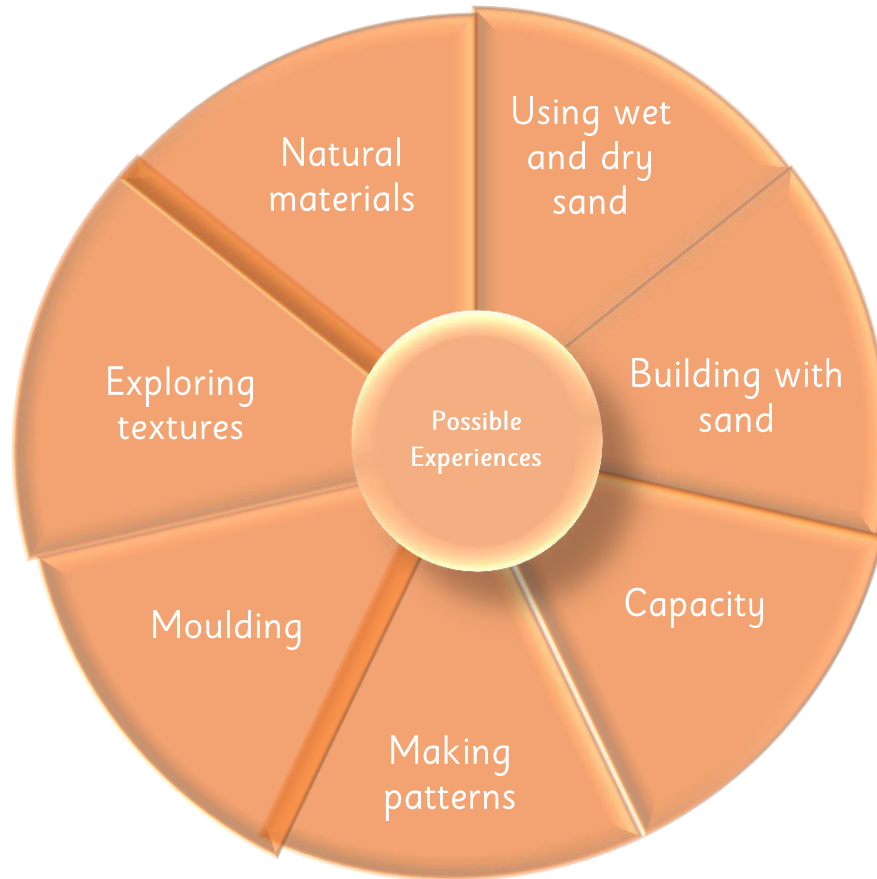
Vocabulary  
 Related to resources – cup, saucer, wok, fork, fridge, cooker, table cloth ...  
 Related to emotions – happy, sad, cross, frightened, worried, angry  
 Related to social convention – please/ thank you Good morning/ afternoon How can I help you?  
 Vocabulary of negotiation  
 Story language – first, then, next, suddenly



# EYFS Continuous Provision- Sand



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Buckets and spades  
 Rakes  
 Funnels and jugs  
 Water  
 Moulds  
 Stones, pebbles, sticks

Enabling Environments  
 Equipment to keep sand covered when not in use.  
 Regularly check the sand to ensure safe to use.  
 Regularly change resources to match children's ability and interests.

Positive Relationships  
 Ensure provision is good quality and kept clean and tidy throughout the day & on an ongoing basis.  
 Use appropriate language and questioning.  
 Use open-ended questions to promote sustained shared thinking.  
 Observe children as they learn to identify achievement and to inform planning for extending learning.

Vocabulary  
**Nursery:** Fill, dig, shape, pour, drop, slide, bury, hide, build, push, pat, mix, lift, stamp, break, wet, dry, soggy, warm, cold, soft, hard.  
**Reception:** Sculpt, pattern, print, mould, squeeze, scratch, drag, scrape, flatten, level off, pile up, strain, sink, scoop, smooth out, crumble, grain, disappear, stir, damp, soaked, squelchy, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy, grains, grainy, flat, gritty.

# EYFS Continuous Provision- Water



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Funnels and jugs  
 Water  
 Stones, pebbles, sticks  
 Wheels  
 Spray bottles  
 Rollers

Enabling Environments  
 Provide protective clothing for children  
 Ensure the area is safe and regularly assessed for slip/trip risks.  
 Ensure no standing water in the resources when not in use.

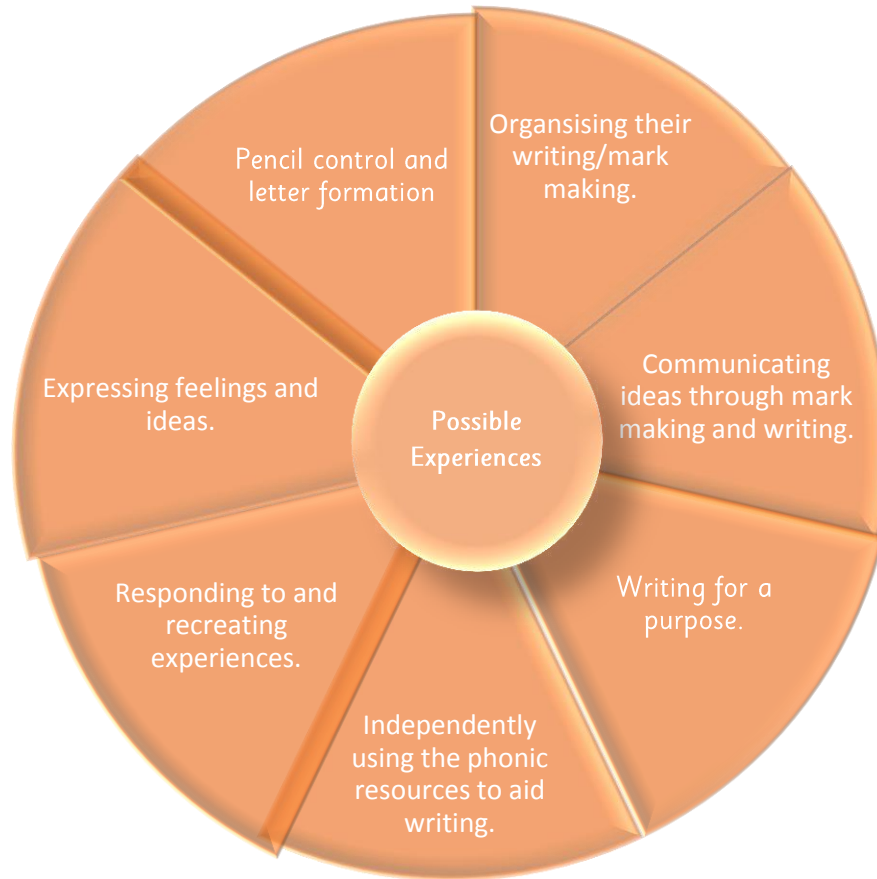
Positive Relationships  
 Ensure provision is good quality and kept clean and tidy throughout the day & on an ongoing basis.  
 Encourage children to help each other put on aprons and roll up sleeves etc.  
 Use appropriate language and questioning.  
 Use open-ended questions to promote sustained shared thinking.  
 Observe children as they learn to identify achievement and to inform planning for extending learning.

Vocabulary  
**Nursery:** Fill, pour, tip, pouring, hold, Drop, drip, splash, spray, bubble, bubbly, ice cube, foam, squirt, slip, slide, stir, mix, squeeze, deep, Full, empty, gone, more, less, top, bottom, Wet, dry, soggy, water, ice, cold, warm.  
**Reception:** Capacity, liquid, Trickle, gush, flow, sprinkle, damp, soak, drench, moist, drizzle, seep, whisk, leak, frothy, melt, melting, Half empty, half full, almost full, nearly full, almost empty, nearly empty, brim, level, measure, overflow, shallow.

# EYFS Continuous Provision- Writing



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



Resources  
 Pens, pencils, felt tips, highlighters, sharpeners  
 Assortment of paper and card  
 Phonic resources  
 Name cards  
 Fine motor- pencil control resources

Enabling Environments  
 Provide a text rich environment with real items to encourage real reasons for writing  
 Provide writing activities that are inclusive and reflect interests  
 Provide and maintain high quality resources to enable effective mark making to take place  
 Provide portable mark making toolkit and clipboards for moving to various areas – role play, construction Resources labelled with pictures and words for easy accessibility

Positive Relationships  
 Regularly model writing in a variety of situations  
 Encourage children to explore and experiment with mark making and writing  
 Ensure all mark making is valued  
 Act as a scribe where appropriate  
 Support children to tidy the area when they have finished playing for other children to use

Vocabulary  
**Nursery:** straight lines, diagonal lines, circles, spirals, clockwise  
  
**Reception:** Lower-case, capital letters, formation, finger spaces, full stops, letter, word, phrase, sentence, tripod grip, Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,