

# EYFS Continuous Provision Planning

This document provides guidance on which areas could be included in a Nursery and Reception classroom and resources that could be made available in those areas. Nursery and Reception resource lists are progressive.

This document also supports staff in their adult interactions by suggesting some key skills and vocabulary to encourage/ model as the children play in each of the areas. These are broken down into suggestions for High, middle and low so that children of all abilities can be suitably challenged. It also suggests how different resources can be used to challenge children of all abilities.

Print on A3 and display the planning sheets in the areas of the classroom to support staff.

All resources should be stored neatly. Children need to be supported in knowing how to tidy the area effectively with photos on boxes of where things go and a photo on the shelf to signal where each box goes. As well as this a photo of the area when it is tidy should be displayed.

All areas of the classroom will be enhanced when appropriate to match topics, interests or to encourage children to work here that do not usually.

## Area: **Wet sand**      Year: **Reception**

**Non levelled Resources:** Sand, tray, shells, appropriate small world animals and people to support role play

Skills Level	Physical	Social and Emotional	Cognitive	Levelled resources	Vocabulary/ phrases
High	<ul style="list-style-type: none"> <li>Can manipulate malleable resources by patting, squeezing, twisting, rolling, flattening, pinching and to add detail with tools.</li> <li>Can use a range of one handed tools safely with proficiency, control and confidence.</li> <li>Uses a comfortable tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Will consider the feelings of others when resolving conflicts</li> <li>Will control immediate impulses when having to wait for what they want.</li> <li>Follows rules of the area understands consequences of their actions – can do this mainly independently.</li> <li>Confident to try new activities and show perseverance in the face of challenge.</li> <li>Motivated/shows care &amp; attention completing tasks</li> <li>Set themselves simple goals of what they would like to achieve during session and able to talk about their goals.</li> <li>Play cooperatively/ take turns without adult support.</li> <li>Leaves area tidy as they found it for next child</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems e.g. organise thinking and activities, explain how things work and why they might happen.</li> <li>Recognisable representations with added detail.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Share amounts out equally.</li> <li>Talk about what they have done using past, present future tenses mostly accurately.</li> <li>Select, rotate, manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Cup measurers assorted.</li> <li>Fine metal spoons</li> <li>Pestle and mortar</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, sturdy, reflective, transparent, shimmering, glossy  <b>Colour:</b> dull, dark, darker, light, lighter, pale  <b>Texture:</b> lumpy, gritty, <b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone  <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal  <b>Movement:</b> quickest, slowest, jerky, smooth  <b>Quantity:</b> both, only, dozen, additional greater than, less than  <b>Space:</b> high, low, middle, between, together, position, rotate, left, right  <b>Time:</b> minute, hour, o'clock, second  <b>Number:</b> 1-20, first, second, third, fourth, fifth last  <b>Verbs:</b> grinding, measuring, designing, sculpting,  <b>Nouns:</b> objects in area, savannah, architect, turret, moat  <b>Phrases:</b> I wonder.... I predict.... I could make it better by</p>
Middle	<ul style="list-style-type: none"> <li>Can manipulate malleable resources by patting, squeezing, twisting, rolling, flattening and pinching.</li> <li>Beginning to use a tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming more independent resolving conflicts</li> <li>Will wait for what they want – may still grumble.</li> <li>Follows rules of the area and understands the consequences of their actions – with less support.</li> <li>Shows a high level of engagement in their self-chosen activities and will persevere at an activity they like even if it is challenging</li> <li>Set self simple goals of what they would like to achieve</li> <li>Plays and interacts with a range of pupils.</li> <li>With some gentle reminding, will make attempts to tidy area before they leave it</li> </ul>	<ul style="list-style-type: none"> <li>Explore texture.</li> <li>Explore form making increasingly identifiable representations.</li> <li>Talk about their choices.</li> <li>Make comparisons in size</li> <li>Make up stories with friends using open ended props based on stories and experiences.</li> <li>Find and make pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Metal sieve</li> <li>Smaller spades and rakes</li> <li>Measuring jugs</li> </ul>	<p><b>Qualities:</b> same as, different, new, brave, greedy, filthy, frightened, worried, kind, excited, nervous, strong, sparkly  <b>Colour:</b> bright, orange, pink, purple.  <b>Texture:</b> smooth, crumbly, runny, silky  <b>Shape:</b> cross, 2D, 3D  <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic  <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route  <b>Quantity:</b> most, every, more, less, add, takeaway, double  <b>Space:</b> high, low, middle, between, together,  <b>Time:</b> Always, before, soon, day, year, month  <b>Number:</b> one – ten, first, second, third, last  <b>Verbs:</b> construct, join, collage, mix, sprinkle, sieve,, mould, rake  <b>Nouns:</b> objects in area, palace, bridge, Africa  <b>Phrases:</b> My favourite part.... My least favourite part.... I think....</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Manipulate by patting, squeezing and flattening.</li> <li>Can use a range of 1 handed tools with improved proficiency, control/ confidence.</li> <li>To use a static quadropod grip with one handed with 1 handed tools.</li> </ul>	<ul style="list-style-type: none"> <li>Helps find solutions to conflicts/ rivalries using talk.</li> <li>Will wait for what they want with less encouragement.</li> <li>Understands and follows rules without always needing an adult to remind them of rules.</li> <li>High level of engagement/ will persevere at activity they like even if it is challenging – with encouragement.</li> <li>Selects activities/ resources with more independence. achieving a goal they have chosen, or one suggested</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Demonstrates friendly behaviour, initiating conversations &amp; forming good relationships</li> </ul>	<ul style="list-style-type: none"> <li>Have ideas about what might happen.</li> <li>Talk about what they've made.</li> <li>Begin discuss ideas</li> <li>Explore/ sort by colour, shape, form</li> <li>Make some size comparisons</li> <li>Make up simple stories with friends using props.</li> <li>Use senses to discuss materials.</li> <li>Answers some "why" questions with "because".</li> </ul>	<ul style="list-style-type: none"> <li>Plastic Sieve</li> <li>Rake longer</li> <li>Assorted sized spades</li> <li>Assorted size buckets</li> <li>Assorted sized scoops</li> <li>Digger trucks small</li> <li>Assorted moulds (shapes learned)</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shiny, see through, beautiful, steep happy, sad, good bad, hungry, thirsty, silly, naughty, scared, wobbly,  <b>Colour:</b> black, white, yellow, blue, green red.  <b>Texture:</b> freezing, warm, bumpy, thick, rough  <b>Shape:</b> straight, side, curved, corner, circle rectangle, square.  <b>Size:</b> Empty, full, bigger, smaller, thin, enormous  <b>Movement:</b> moving, quick  <b>Quantity:</b> Another, many, few, half  <b>Space:</b> away, behind, in front, near, straight,  <b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now  <b>Number:</b> count 1-5 (recite to 10) subitise  <b>Verbs:</b> make, flatten, bend, press, fill, empty, pat, scrape  <b>Nouns:</b> objects in area, tower, desert, castle</p>

## Area: **Water**      Year: **Reception**

**Non levelled Resources:** Shells, appropriate small world animals to support role play people, boats, (food colouring, glitter, soap bars, soap flakes etc to enhance)

Skill	Physical	Social and Emotional	Cognitive	Resources	Vocabulary/ phrases
-------	----------	----------------------	-----------	-----------	---------------------

High	<ul style="list-style-type: none"> <li>● Can use a range of one handed tools safely with proficiency, control and confidence.</li> <li>● Uses comfortable tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>● Will consider the feelings of others when resolving conflicts and rivalries.</li> <li>● Control immediate impulses waiting for what they want.</li> <li>● Follows rules of the area and understands the consequences of their actions – can do this mainly independently.</li> <li>● Confident to try new activities and show perseverance in the face of challenge.</li> <li>● Motivated &amp; shows care/ attention when completing tasks</li> <li>● Sets self simple goals of what they would like to achieve during a session/ able to talk about goals.</li> <li>● Play cooperatively/ take turns without adult support.</li> <li>● Leaves area tidy, as they found it ready for next child</li> <li>● Can put on and take off an apron independently and put it back in the correct place – pulling arms out.</li> </ul>	<ul style="list-style-type: none"> <li>● Use talk to help work out problems e.g. organise thinking and activities, explain how things work and why they might happen.</li> <li>● Recognisable representations with added detail.</li> <li>● Ask questions to find out more and to check they understand what has been said to them.</li> <li>● Share amounts out equally.</li> <li>● Talk about what they have done using past, present and future tenses mostly accurately.</li> <li>● Select, rotate &amp; manipulate shapes to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Cup measurers assorted.</li> <li>● Fine metal spoons</li> <li>● Tubes</li> <li>● Funnels assorted sizes</li> <li>● Syringe style measuring tubes</li> </ul>	<p><b>Qualities:</b> Almost, delicate, similar, sturdy, reflective, transparent, shimmering, glossy, leaky, unbalanced, unsteady</p> <p><b>Emotions:</b> timid, delighted, pleased</p> <p><b>Colour:</b> dull, dark, darker, light, lighter, pale <b>Texture:</b> foamy, slimy, gritty, damp</p> <p><b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone Size: longest, shortest, heaviest, lightest, tallest, thinnest, colossal</p> <p><b>Movement:</b> quickest, slowest, jerky, smooth</p> <p><b>Quantity:</b> both, only, dozen, additional, greater than, less than</p> <p><b>Space:</b> high, low, middle, between, together, position, rotate, left, right</p> <p><b>Time:</b> minute, hour, o'clock, second Number: 1-20, first, second, third, fourth, fifth last</p> <p><b>Verbs:</b> measuring, sinking, floating, channelling, connecting, joining'</p> <p><b>Nouns:</b> objects in area</p> <p><b>Phrases:</b> I wonder.... I predict.... I could make it better by</p>
Middle	<ul style="list-style-type: none"> <li>● Beginning to use a tripod grip.</li> <li>● Can use a range of one handed tools with proficiency, control and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Becoming more independent resolving conflicts</li> <li>● Will wait for what they want – may still grumble.</li> <li>● Follows rules of the area and understands the consequences of their actions – with less support.</li> <li>● High level of engagement self-chosen activities, even if challenging</li> <li>● Sets self simple goals that they would like to achieve</li> <li>● Plays and interacts with a range of pupils.</li> <li>● ,Makes attempts to tidy area with reminders</li> <li>● Selects apron independently and puts arms in holes – asks for support to fasten it from a peer or an adult.</li> <li>● Can take off apron and put it back neatly.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore texture.</li> <li>● Explore form making increasingly identifiable representations.</li> <li>● Talk about their choices.</li> <li>● Make comparisons in size</li> <li>● Make up stories with friends using open ended props based on stories and experiences.</li> <li>● Find and make pairs.</li> </ul>	<ul style="list-style-type: none"> <li>● Metal sieve</li> <li>● Large funnels</li> <li>● Smaller scoopers</li> <li>● Measuring jugs</li> </ul>	<p><b>Qualities:</b> same as, different, new, filthy, excited, strong, sparkly, balanced.</p> <p><b>Emotions:</b> brave, frightened, excited, nervous, surprised</p> <p><b>Colour:</b> bright, orange, pink, purple.</p> <p><b>Texture:</b> smooth, crumbly, runny, silky, soaking wet</p> <p><b>Shape:</b> cross, 2D, 3D</p> <p><b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic</p> <p><b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route</p> <p><b>Quantity:</b> most, every, more, less, add, takeaway, double Space: high, low, middle, between, together,</p> <p><b>Time:</b> Always, before, soon, day, year, month</p> <p>Number: one – ten, first, second, third, last <b>Verbs:</b> sprinkle, sieve, mix, burst, squirt, construct</p> <p><b>Nouns:</b> objects in area,</p> <p><b>Phrases:</b> My favourite part.... My least favourite part....</p>
Low/ Basic	<ul style="list-style-type: none"> <li>● Can use a range of one handed tools with improved proficiency and confidence.</li> <li>● To use a static quadropod grip with one handed tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Helps to find solutions to conflicts/ rivalries using talk.</li> <li>● Will wait for what they want with less encouragement.</li> <li>● Understand &amp; follow rules without always needing reminder</li> <li>● Shows high level of engagement at an activity they like even if it is challenging – with encouragement.</li> <li>● Selects activities/ resources with more independence, achieving a goal they have chosen, or one suggested</li> <li>● Play with one or more chn, extending and elaborating play</li> <li>● Demonstrates friendly behaviour, initiate conversations &amp; form good relationships Tidy area before they leave it when prompted by adult.</li> <li>● Asks an adult or peer to help them put on apron &amp; can take off apron without support.</li> </ul>	<ul style="list-style-type: none"> <li>● Has ideas about what might happen.</li> <li>● Talks about what they're doing with little prompting</li> <li>● Begin to discuss ideas Explore and sort by colour, shape and form – recognisable representations</li> <li>● Make some size comparisons</li> <li>● Make simple stories using props.</li> <li>● Use senses/ discuss materials.</li> <li>● Answers some "why" questions with "because".</li> <li>● Choose right resources to carry out own plan</li> </ul>	<ul style="list-style-type: none"> <li>● Plastic Sieve</li> <li>● Different sized containers</li> <li>● Assorted sized scoops</li> <li>● Smaller water wheel</li> <li>● Nets</li> <li>● Smaller basters</li> <li>● Smaller whisk</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shiny, see through, steep, wobbly, beautiful, silly, kind</p> <p><b>Emotions:</b> worried, tired, scared</p> <p><b>Colour:</b> black, white, yellow, blue, green red. <b>Texture:</b> freezing, warm, bumpy, thick, rough, <b>Shape:</b> straight, side, curved, corner, circle rectangle, square.</p> <p><b>Size:</b> Empty, full, bigger, smaller, thin, enormous</p> <p><b>Movement:</b> moving, quick</p> <p><b>Quantity:</b> Another, many, few, half</p> <p><b>Space:</b> away, behind, in front, near, straight,</p> <p><b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now</p> <p><b>Number:</b> count 1-5 (recite to 10) subitise</p> <p><b>Verbs:</b> fill, empty, spray, catch, pop, make <b>Nouns:</b> objects in area, bubbles</p> <p><b>Phrases:</b> I like it when, I don't like it when, I am going to,</p>

**Area: Painting**

**Year: Reception**

**Non levelled Resources: Easel, aprons, paint pots, large paper, paint, mirrors (for self-portraits),**

Level	Physical	Social and Emotional	Cognitive	Resources	Vocabulary/ phrases
High	<ul style="list-style-type: none"> <li>Can use a range of one handed tools safely with proficiency, control and confidence.</li> <li>Uses a comfortable tripod grip.</li> <li>Forming letters of the alphabet with correct orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Control immediate impulses when having to wait for what they want</li> <li>Follows rules of the area/ understands consequences of their actions – can do this mainly independently.</li> <li>Confident to try new activities and show perseverance in the face of challenge.</li> <li>Is motivated/shows care and attention when painting</li> <li>Set themselves simple goals of what they would like to achieve during a session and talk about their goals.</li> <li>Can put on/ take off an apron independently and put it back in the correct place – pulling arms out.</li> <li>Will wash up brushes or leave the area tidy as they found it ready for the next child</li> <li>Write name on painting leave to dry independently.</li> </ul>	<ul style="list-style-type: none"> <li>Explore mixing colours &amp; talk about different shades/ tints they create.</li> <li>Use talk to work out problems e.g organise thinking/ explain how things work/ why they might happen.</li> <li>Paint self-portrait including all key features noticing details.</li> <li>Paint pictures of plants and animals including some key features and added detail.</li> <li>Talk about what they have done using past, present and future tenses mostly accurately.</li> <li>Show some awareness of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Cotton buds</li> <li>Watercolour paint tins</li> <li>Pipettes</li> <li>Straws/bamboo</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, sturdy, reflective, transparent, shimmering, glossy</p> <p><b>Colour:</b> dull, dark, darker, light, lighter, pale</p> <p><b>Texture:</b> lumpy, gritty,</p> <p><b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone</p> <p><b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal</p> <p><b>Movement:</b> quickest, slowest, jerky, smooth</p> <p><b>Quantity:</b> both, only, dozen, additional greater than, less than</p> <p><b>Space:</b> high, low, middle, between, together, position, rotate, left, right</p> <p><b>Number:</b> 1-20, first, second, third, fourth, fifth last</p> <p><b>Verbs:</b> create, design, predict, attach, dab</p> <p><b>Nouns:</b> objects in area, objects they are painting from stories / experiences</p> <p><b>Phrases:</b> I wonder... I predict... I could make it better by</p>
Middle	<ul style="list-style-type: none"> <li>Beginning to use a tripod grip.</li> <li>Using a range of one handed tools with improved proficiency, control and confidence.</li> <li>Forming some letters of the alphabet with correct orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Will wait for their turn – may still grumble.</li> <li>Follows rules of the area and understands the consequences of their actions – with less support.</li> <li>Shows a high level of engagement when painting and will persevere even if it is challenging.</li> <li>Set themselves simple goals of what they would like to achieve</li> <li>Selects apron independently and puts arms in holes – asks for support to fasten it from a peer or an adult.</li> <li>Can take off apron and put it back neatly.</li> <li>More independent putting painting to dry &amp; writing name.</li> <li>Make some efforts to tidy area before they leave it.</li> </ul>	<ul style="list-style-type: none"> <li>Explore texture and explore colour mixing red, yellow and blue and discusses changes.</li> <li>Paint a self-portrait including all key features</li> <li>Makes increasingly identifiable representations of objects including plants and animals.</li> <li>Talk about their choices.</li> <li>Make comparisons in size</li> <li>Make up stories about their pictures based on stories and experiences.</li> <li>Paint pairs of objects</li> </ul>	<ul style="list-style-type: none"> <li>Assorted brushes thickness and length.</li> <li>Materials to explore texture, (bubble wrap, glitter, sand,</li> <li>curved stampers</li> </ul>	<p><b>Qualities:</b> same as, different, new, brave, greedy, filthy, frightened, worried, kind, excited, nervous, strong, sparkly</p> <p><b>Colour:</b> bright, orange, pink, purple.</p> <p><b>Texture:</b> smooth, crumbly, runny, silky</p> <p><b>Shape:</b> cross, 2D, 3D</p> <p><b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic</p> <p><b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route</p> <p><b>Quantity:</b> most, every, more, less, add, takeaway, double</p> <p><b>Space:</b> high, low, middle, between, together, Time: Always, before, soon, day, year, month</p> <p><b>Number:</b> one – ten, first, second, third, last</p> <p><b>Verbs:</b> join, collage, mix, print</p> <p><b>Nouns:</b> objects in area, objects they are painting from stories / experiences</p> <p><b>Phrases:</b> My favourite part.... My least favourite part.... I think.....</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Can use a range of one handed tools with improved control and confidence.</li> <li>To use a static quadropod grip with one handed tools.</li> <li>Forming pre letter 1,2 and 3 shapes accurately,</li> </ul>	<ul style="list-style-type: none"> <li>Will wait for their turn with less encouragement.</li> <li>Understands &amp; follows rules without always needing to be reminded.</li> <li>Shows a high level of engagement, persevering at an activity they like even if it is challenging – with encouragement.</li> <li>Selects activities &amp; resources with more independence - helping them to achieve a goal they have chosen/ one which is suggested to them. Asks an adult or peer to help put on their apron. Can take off apron without support. Attempts to put their painting to dry – may need to ask for support. Uses one colour at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Have ideas about what might happen.</li> <li>Explore mixing red, yellow, blue.</li> <li>Talk about what they've painted.</li> <li>Begin discuss ideas before painting.</li> <li>Paint a self-portrait with a head, body, arms legs, eyes, nose mouth ears and hair.</li> <li>Identifiable representations</li> <li>Making some size comparisons</li> <li>Make up simple stories from their pictures.</li> <li>Choose the right resources to carry out their own plan.</li> </ul>	<ul style="list-style-type: none"> <li>Bingo dabbers/ paint sticks</li> <li>Foam rollers</li> <li>Short round brushes</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shiny, see through, beautiful, steep happy, sad, good bad, hungry, thirsty, silly, naughty, scared, wobbly,</p> <p><b>Colour:</b> black, white, yellow, blue, green red.</p> <p><b>Texture:</b> freezing, warm, bumpy, thick, rough</p> <p><b>Shape:</b> straight, side, curved, corner, circle rectangle, square.</p> <p><b>Size:</b> Empty, full, bigger, smaller, thin, enormous</p> <p><b>Movement:</b> moving, quick</p> <p><b>Quantity:</b> Another, many, few, half</p> <p><b>Space:</b> away, behind, in front, near, straight,</p> <p><b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now</p> <p><b>Number:</b> count 1-5 (recite to 10) subitise</p> <p><b>Verbs:</b> make, flatten, bend, press, fill, empty, pat, scrape</p> <p><b>Nouns:</b> objects in area, objects they are painting from stories / experiences</p>

## Area: Malleable      Year: Reception

Non levelled Resources: Playdough mats, cupcake cases, different colours of playdough, occasional sensory playdough

Skill level	Physical	Social and Emotional	Cognitive	Levelled Resources	Vocabulary/ Phrases
High	<ul style="list-style-type: none"> <li>• Cut with control and accuracy using a range of scissors including small loop scissors.</li> <li>• Manipulate malleable resources by patting, squeezing, twisting, rolling, flattening, pinching and to add detail with tools.</li> <li>• Use a range of 1handed tools safely with control and confidence.</li> <li>• Uses a comfortable tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Considers the feelings of others when resolving conflicts and rivalries.</li> <li>• Controls immediate impulses when having to wait for what they want.</li> <li>• Follows rules of the area and understands the consequences of their actions – can do this mainly independently.</li> <li>• Confident to try new activities and show perseverance in the face of challenge.</li> <li>• Is motivated/ shows care/attention completing tasks</li> <li>• Set themselves simple goals of what they would like to achieve during a session &amp; talk about their goals.</li> <li>• Play cooperatively/ take turns without adult support.</li> <li>• Leaves area tidy as they found it</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems e.g. organise thinking, activities, explain how things work &amp; why they might happen.</li> <li>• Recognisable representations with added detail.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Share amounts out equally.</li> <li>• Talk using past, present, future tenses mostly accurately.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Clay modelling tools – thin.</li> <li>• Range of scissors.</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, sturdy, reflective, transparent, shimmering  <b>Colour:</b> bright, dark, darker, light, lighter, pale, dull <b>Texture:</b> lumpy, gritty,  <b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal <b>Movement:</b> quickest, slowest, jerky, smooth <b>Quantity:</b> both, only, dozen, additional greater than, less than <b>Space:</b> high, low, middle, between, together, position, rotate, left, right <b>Time:</b> minute, hour, o'clock, second <b>Number:</b> 1-20, first, second, third, fourth, fifth last <b>Verbs:</b> connect, create, design, add, subtract, predict, attach, sculpt <b>Nouns:</b> objects in area, objects they are making from stories /experience <b>Phrases:</b> I wonder.... I predict.... I could make it better by.</p>
Middle	<ul style="list-style-type: none"> <li>• Can cut with control and accuracy using small loop scissors.</li> <li>• Can manipulate malleable resources by patting, squeezing, twisting, rolling, flattening and pinching.</li> <li>• Beginning to use a tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming more independent resolving conflicts or rivalries.</li> <li>• Will wait for what they want – may still grumble.</li> <li>• Follows rules of the area and understands the consequences of their actions – with less support.</li> <li>• Shows a high level of engagement in their self-chosen activities and will persevere at an activity they like even if it is challenging</li> <li>• Set themselves simple goals of what they would like to achieve</li> <li>• Plays and interacts with a range of pupils.</li> <li>• With some gentle reminding, will make attempts to tidy area before they leave it</li> </ul>	<ul style="list-style-type: none"> <li>• Explore texture.</li> <li>• Explore form making increasingly identifiable representations.</li> <li>• Talk about their choices.</li> <li>• Make comparisons in size</li> <li>• Make up stories with friends using open ended props based on stories and experiences.</li> <li>• Find and make pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Tweezers</li> <li>• Small loop scissors</li> <li>• Textured rolling pins</li> <li>• Craft match sticks.</li> </ul>	<p><b>Qualities:</b> same as, different, new, brave, greedy, filthy, frightened, worried, kind, excited, nervous, strong, <b>Colour:</b> orange, pink, purple, bright. <b>Texture:</b> smooth, crumbly, silky, runny <b>Shape:</b> cross, 2D, 3D <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route <b>Quantity:</b> most, every, more, less, add, takeaway, double <b>Space:</b> high, low, middle, between, together, <b>Time:</b> Always, before, soon, day, year, month <b>Number:</b> one – ten, first, second, third, last <b>Verbs:</b> construct join, mix, mould, print, <b>Nouns:</b> objects in area, objects they are making from stories / experiences, <b>Phrases:</b> My favourite, My least favourite part, I think</p>
Low/ Basic	<ul style="list-style-type: none"> <li>• Manipulate malleable resources by patting, squeezing, rolling twisting and flattening.</li> <li>• Can cut with control and accuracy using large loop scissors.</li> <li>• Can use a range of one handed tools with improved proficiency, control and confidence.</li> <li>• To use a static quadropod grip with one handed tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps find solutions to conflicts using talk.</li> <li>• Wait with less support for what they want.</li> <li>• Follows rules of area/ understands why they are important – not always needing reminders.</li> <li>• Shows a high level of engagement in their self-chosen activities and will persevere at an activity they like even if it is challenging – with encouragement.</li> <li>• Select activities &amp; resources with more independence achieve a goal chosen/suggested</li> <li>• Play with 1/more children, extend/ elaborate play.</li> <li>• Demonstrates friendly behaviour, initiating conversations forming good relationships with peers and familiar adults.</li> <li>• Tidy area before leaving it when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• Have ideas about what might happen.</li> <li>• Talks about what they've made.</li> <li>• Explore colour and shape.</li> <li>• Make some size comparisons</li> <li>• Make up stories with friends using props.</li> <li>• Use senses to discuss materials.</li> <li>• Answers some “why” questions with “because”.</li> <li>• Choose the right resources to carry out their own plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Large Loop scissors</li> <li>• Dough pressers</li> <li>• Modelling wheels</li> <li>• Candles</li> <li>• Cutters</li> <li>• Rolling pin</li> <li>• straws</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, beautiful , shining, see through, steep happy, sad, good bad, hungry, thirsty, silly, naughty, scared, wobbly, <b>Colour:</b> black, white, yellow, blue, green red. <b>Texture:</b> freezing, warm, bumpy, thick, rough <b>Shape:</b> straight, side, curved, corner, circle rectangle, square. <b>Size:</b> Empty, full, bigger, smaller, thin, enormous <b>Movement:</b> moving, quick <b>Quantity:</b> Another, many, few, half <b>Space:</b> away, behind, in front, near, straight, <b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now <b>Number:</b> count 1-5 (recite to 10) subitise <b>Verbs:</b> making, building, sorting , flattening, bending, twisting, pressing. <b>Nouns:</b> objects in area, objects they are making from stories / experience</p>

## Area: Arts and Crafts

## Year: Reception

Collaging materials (neatly organised in tubs)	A4 card, A4 paper, foam shapes, tissue paper shapes, googly eyes, lolly pop sticks, craft match sticks, natural materials, straws, feathers
Mark Making	Selection of colouring pencils, markers, paint dabbers (separate to writing table if in a different section of the room)
Joining and fixing	Masking tape, sellotape, glue sticks, PVA glue/ spreaders, string, scissors (small banded, large banded & loop scissors for LA), split pins
Stimulus/ support/ displays:	Pictures on the walls of the types of things children could make, the scissor chant and pictures of how to hold scissors correctly.
Other Resources (misc):	Access to a range of junk modelling materials

Level	Physical	Social and Emotional	Cognitive	Resources	Vocabulary
High	<ul style="list-style-type: none"> <li>Can cut with control and accuracy using a range of scissors including small loop scissors.</li> <li>Can use a range of one handed tools safely with proficiency, control and confidence.</li> <li>Uses comfortable tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Consider others feelings resolving conflicts</li> <li>Control immediate impulses/ waits for what they want.</li> <li>Follows rules of the area /understands the consequences of their actions – can do this mainly independently.</li> <li>Confident to try new activities/ show perseverance to challenge.</li> <li>Is motivated/ shows care/ attention when completing tasks</li> <li>Set themselves simple goals of what they would like to achieve during a session/able to talk about goals.</li> <li>Play cooperatively, take turns without support.</li> <li>Leaves the area tidy as they found it</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems e.g. organise thinking, explain how things work / why they happen.</li> <li>Recognisable representations &amp; added detail.</li> <li>Ask questions to find out more/ check they understand what has been said to them.</li> <li>Share amounts out equally.</li> <li>Talk about what they have done using past, present and future tenses mostly accurately.</li> <li>Select, rotate, manipulate shapes to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Range of scissors (patterned, small loop)</li> <li>Split pins</li> <li>Cellotape without holder.</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, sturdy, reflective, transparent, shimmering, glossy  <b>Colour:</b> dark, darker, light, lighter, pale, dull  <b>Texture:</b> lumpy, gritty, <b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone  <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal  <b>Movement:</b> quickest, slowest, jerky, smooth  <b>Quantity:</b> both, only, dozen, additional greater than, less than  <b>Space:</b> high, low, middle, between, together, position, rotate, left, right  <b>Time:</b> minute, hour, o'clock, second  <b>Number:</b> 1-20, first, second, third, fourth, fifth last  <b>Verbs:</b> connecting, joining, creating, designing, adding, subtracting, predict attaching, dabbing  <b>Nouns:</b> objects in area, objects they are making from stories / experiences  <b>Phrases:</b> I wonder.... I predict.... I could make it better by</p>
Middle	<ul style="list-style-type: none"> <li>Can cut with control and accuracy using small loop scissors.</li> <li>Beginning to use a tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming more independent resolving conflicts or rivalries.</li> <li>Wait for what they want – may still grumble.</li> <li>Follows rules of area &amp; understands consequences of actions – with less support.</li> <li>Shows high level of engagement in self-chosen activities/ will persevere at an activity they like even if it is challenging</li> <li>Set simple goals they would like to achieve</li> <li>Plays and interacts with a range of pupils.</li> <li>Attempt to tidy area before leaving -some reminding</li> </ul>	<ul style="list-style-type: none"> <li>Explore texture.</li> <li>Explore form making increasingly identifiable representations.</li> <li>Talk about their choices.</li> <li>Make comparisons in size</li> <li>Make up stories with friends using open ended props based on stories and experiences.</li> <li>Find and make pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Small banded scissors</li> <li>PVA glue</li> </ul>	<p><b>Qualities:</b> same as, different, new, brave, greedy, filthy, frightened, worried, kind, excited, nervous, strong, sparkly  <b>Colour:</b> orange, pink, purple, bright  <b>Texture:</b> smooth, crumbly, silky, runny  <b>Shape:</b> cross, 2D, 3D  <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic  <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route  <b>Quantity:</b> most, every, more, less, add, takeaway, double  <b>Space:</b> high, low, middle, between, together, <b>Time:</b> Always, before, soon, day, year, month  <b>Number:</b> one – ten, first, second, third, last  <b>Verbs:</b> construct, joining, collaging, mixing, printing  <b>Nouns:</b> objects in area, objects they are making from stories / experiences  <b>Phrases:</b> My favourite part.... My least favourite part.... I think.....</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Patting, squeezing, rolling twisting &amp; flattening.</li> <li>Cut with control/ accuracy ( large loop scissors.)</li> <li>Use a range of 1 handed tools with improved control &amp; confidence. And a static quadropod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to find solutions to conflicts using talk.</li> <li>Wait for what they want with less encouragement.</li> <li>Follows rules of area &amp; understands why they are important – not always needing reminder</li> <li>Shows high level of engagement in self-chosen activities and will persevere at an activity they like even if it is challenging – with encouragement.</li> <li>Selects activities &amp; resources with more independence helping them to achieve a goal they have chosen/ suggested to them.</li> <li>Play with 1 or more other chn, extending play.</li> <li>Tidy an area before they leave it when prompted</li> </ul>	<ul style="list-style-type: none"> <li>Have ideas about what might happen.</li> <li>Talks about what they've made.</li> <li>Begin discuss ideas</li> <li>Explore colour and shape.</li> <li>Making some size comparisons</li> <li>Make up simple stories with props.</li> <li>Use senses to discuss materials.</li> <li>Answers some “why” questions with “because”.</li> <li>Choose the right resources to carry out their own plan.</li> </ul>	<ul style="list-style-type: none"> <li>Large loop scissors</li> <li>Masking tape</li> <li>Cellotape on holder</li> <li>Large loop scissors</li> <li>Hole punch</li> <li>Glue stick (PVA and spatula's).</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shiny, see through, beautiful, steep happy, sad, good bad, wobbly, colourful  <b>Colour:</b> black, white, yellow, blue, green red.  <b>Texture:</b> freezing, warm, bumpy, thick, rough  <b>Shape:</b> straight, side, curved, corner, circle rectangle, square. <b>Size:</b> Empty, full, bigger, smaller, thin, enormous  <b>Movement:</b> moving, quick  <b>Quantity:</b> Another, many, few, half  <b>Space:</b> away, behind, in front, near, straight, <b>Time:</b> First, then, after, next, yesterday, tomorrow, morning, afternoon, now  <b>Number:</b> count 1-5 (recite to 10) subitise  <b>Verbs:</b> making, building, sorting, flattening, bending, gluing, pressing  <b>Nouns:</b> objects in area, objects they are making from stories / experiences</p>

## Area: Construction      Year: Reception

Construction toys	A box of Mobilo Building Pieces, includes, large and small wheels, 2D and 3D plastic construction pieces, connectors with a set of small round blocks featuring printed faces. Brio Builder Activity Set, includes large and small wheels, pivots and bolts, plastic and wooden pieces, pretend tools including hammers, spanners and screwdrivers. Wooden Blocks. Lego – including base boards for children to build onto.
Stimulus/ support/ displays:	Books to do with materials or construction on display, role play safety signs etc on walls, pictures of buildings, cars etc displayed
Other Resources (misc):	Writing belts replenished weekly with post its, pencils, calculator or phone, measuring tape, large roll of paper and pens, Design sheets/ squared paper, rulers, metre stick, duplo/ lego people, construction hats, hi vis jackets, spirit level, post-its for labelling model

Level	Physical / Social and Emotional	Cognitive	Resources	Vocabulary
High	<ul style="list-style-type: none"> <li>Can use a range of one handed tools safely with proficiency, control and confidence. And uses a comfortable tripod grip.</li> <li>Considers feelings of others when resolving conflicts/rivalries.</li> <li>Controls immediate impulses when waiting for what they want.</li> <li>Follows rules of the are and understands the consequences of their actions – can do this mainly independently.</li> <li>Confident to try new activities/show perseverance to challenge.</li> <li>Is motivated/ shows care/ attention when completing tasks</li> <li>Set selves simple goals of during a session &amp; be able to talk about their goals.</li> <li>Play cooperatively and take turns without adult support.</li> <li>Leaves the area tidy as they found it ready for the next child</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems e.g. organise thinking/explain how things work/ why they might happen.</li> <li>Recognisable representations - add detail.</li> <li>Ask questions to find out more/check they understand what has been said.</li> <li>Makes predictions</li> <li>Talk about what they have done using past, present, future tenses mostly accurately.</li> <li>Select, rotate, manipulate shapes in order - develop spatial reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Brio pivots, wheels.</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, sturdy, unsteady, unbalanced, rickety, reflective, transparent, shimmering, <b>Emotions:</b> timid, delighted, pleased, <b>Colour:</b> dark, darker, light, lighter, pale, dull  <b>Texture:</b> lumpy, gritty, <b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone  <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal  <b>Movement:</b> quickest, slowest, jerky, smooth  <b>Quantity:</b> both, only, dozen, additional greater than, less than  <b>Space:</b> high, low, middle, between, together, position, rotate, left, right  <b>Time:</b> minute, hour, o'clock, second  <b>Number:</b> 1-20, first, second, third, fourth, fifth last  <b>Verbs:</b> connecting, joining, creating, designing, adding, subtracting, predicting, attaching  <b>Nouns:</b> shelter, adventure, architect, turret, moat, objects in area  <b>Phrases:</b> I wonder.... I predict.... I could make it better by</p>

Middle	<ul style="list-style-type: none"> <li>Beginning to use a tripod grip.</li> <li>Becoming more independent resolving conflicts or rivalries.</li> <li>Will wait for what they want – may still grumble.</li> <li>Follows rules of the area/ understands consequences of actions with less support.</li> <li>Shows a high level of engagement in their self-chosen activities and will persevere at an activity they like even if it is challenging</li> <li>Set themselves simple goals of what they would like to achieve</li> <li>Plays and interacts with a range of pupils.</li> <li>With some gentle reminding, makes attempts to tidy area before they leave it</li> </ul>	<ul style="list-style-type: none"> <li>Explore form making increasingly identifiable representations.</li> <li>Talk about their choices.</li> <li>Make comparisons in size</li> <li>Make up stories with friends using open ended props based on stories and experiences.</li> <li>Find and make pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Lego – baseboard exploring building for a purpose.</li> <li>Brio wooden pieces and bolts</li> </ul>	<p><b>Qualities:</b> same as, different, new, sparkly, filthy, strong, shaky, rocky, balanced, <b>Emotions:</b> brave, frightened, excited, nervous, surprised <b>Colour:</b> orange, pink, purple, bright <b>Texture:</b> smooth, crumbly <b>Shape:</b> cross, 2D, 3D <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, giantic <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route <b>Quantity:</b> most, every, more, less, add, takeaway, double <b>Space:</b> high, low, middle, between, together, <b>Time:</b> Always, before, soon, day, year, month <b>Number:</b> one – ten, first, second, third, last <b>Verbs:</b> trembling, constructing, planning, deciding, stacking, balancing <b>Nouns:</b> palace, bridge, town, England, objects in area, <b>Phrases:</b> My favourite part.... My least favourite part.... I think.....</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Use a range of one handed tools with improved control/ confidence, using a static quadropod grip.</li> <li>With less encouragement - sometimes wait for what they want.</li> <li>Follows the rules of the area and understands why they are important – doesn't always need adults to remind them of rules.</li> <li>High level engagement in self-chosen activities - persevere at an activity they like even if challenging – with encouragement.</li> <li>Selects activities &amp; resources with more independence, helping them to achieve a goal they have chosen/ suggested to them.</li> <li>Play with 1 or more chn, extending/elaborating play ideas.</li> <li>Will tidy an area before they leave it when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Has ideas about what might happen.</li> <li>Talks about what they've made.</li> <li>Begin discuss ideas before</li> <li>Explore colour and shape.</li> <li>Make size comparisons.</li> <li>Tell stories using props.</li> <li>Use senses to discuss materials.</li> <li>Answers some “why” questions with “because”.</li> <li>Choose the right resources to carry out their own plan.</li> </ul>	<ul style="list-style-type: none"> <li>Mobilo</li> <li>Lego - stacking</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shining, see through, steep, wobbly, beautiful, silly, kind. <b>Emotions:</b> scared, worried, tired. <b>Colour:</b> black, white, yellow, blue, green red, colourful. <b>Texture:</b> freezing, warm, bumpy, thick, rough, sticky <b>Shape:</b> straight, side, curved, corner, circle rectangle, square. <b>Size:</b> Empty, full, bigger, smaller, thin, enormous <b>Movement:</b> moving, quick <b>Quantity:</b> Another, many, few, half <b>Space:</b> away, behind, in front, near, straight, <b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now <b>Number:</b> count 1-5 (recite 10) subitise <b>Verbs:</b> make, build, sort, flatten, bend, press <b>Nouns:</b> builder, castle, tower, cottage, garage <b>Phrases:</b> I like it when, I don't like it when, I am going to,</p>

**Area: Small World**

**Year: Reception**

Small world toys:	<ul style="list-style-type: none"> <li>Set of assorted people including everyday people and some fantasy characters (princesses etc)</li> <li>Farm animals (horse, fowl, cow, cow calf, sheep, lamb, goose, pig sow, piglet, rooster, hen, cat, dog, duck, goat, kid, donkey,)</li> <li>Wild animals (lion, lioness, tiger, elephant, giraffe, zebra, snake, monkey, rhino crocodile, hippo, wolf, cheetah) adult and baby.</li> <li>Dinosaurs (T-Rex, Triceratops, brontosaurus, stegosaurus, small and large.</li> <li>Selection of transport vehicles including cars, police car, ambulance and fire engine, digger, van, truck with road signs * Train set (tracks and trains) * Doll house</li> </ul>
Stimulus/ support/ displays:	Books about places and animals displayed, Real life photos of places, people or animals to match learning in class.
Other Resources (misc):	Wooden disks, astro turf square, fences, small squares of fabric, ramp, green and blue glass nuggets,

Level	Social and Emotional	Cognitive	Vocabulary
High	<ul style="list-style-type: none"> <li>Will consider the feelings of others when resolving conflicts</li> <li>Will control immediate impulses when waiting for what they want.</li> <li>Follows rules of area, understands the consequences of their actions independently.</li> <li>Confident to try new activities &amp; show perseverance to challenge.</li> <li>Is motivated and shows care and attention when completing tasks</li> <li>Set themselves simple goals of what they would like to achieve during a session and be able to talk about their goals.</li> <li>Play cooperatively and take turns without adult support.</li> <li>Leaves the area tidy as they found it ready for the next child</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems e.g. organise thinking and activities, explain how things work and why they might happen.</li> <li>Compares similarities and differences, making links to learning.</li> <li>Using past, present and future tenses mostly accurately.</li> <li>Know the needs/characteristics of animals incorporating this into play</li> <li>Works with others, using open ended props to act out a made up narrative with a beginning, middle and an end.</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, reflective, transparent, shimmering  <b>Colour:</b> dark, darker, light, lighter, pale, dull  <b>Texture:</b> lumpy, gritty, <b>Shape:</b> solid, diamond, oval cube, pyramid, cylinder, cone  <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest colossal  <b>Movement:</b> quickest, slowest, jerky, smooth  <b>Quantity:</b> both, only, dozen, additional greater than, less than  <b>Space:</b> high, low, middle, between, together, position, rotate, left, right  <b>Time:</b> minute, hour, o'clock, second  <b>Number:</b> 1-20, first, second, third, fourth, fifth last  <b>Verbs:</b> prowling, pouncing, swooping, galloping, adding, subtracting  <b>Nouns:</b> shelter, adventure, savannah, names of animals &amp; objects in area</p>
Middle	<ul style="list-style-type: none"> <li>Becoming more independent resolving conflicts or rivalries.</li> <li>Will wait for what they want – may still grumble.</li> <li>Follows rules of the area, understands the consequences of their actions – with less support.</li> <li>Shows a high level of engagement and will persevere at a challenging activity</li> <li>Set themselves simple goals of what they would like to achieve</li> <li>Plays and interacts with a range of pupils.</li> <li>With some gentle reminding, make attempts to tidy area</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their choices.</li> <li>Make comparisons in size using appropriate vocabulary.</li> <li>Make up stories with friends using open ended props based on stories experiences.</li> <li>Find and make pairs.</li> <li>Talk about things that make animals the same as &amp; different Know that we must look after animals</li> </ul>	<p><b>Qualities:</b> same as, different, new, sparkly, brave, greedy, filthy, frightened, worried, kind, excited, nervous  <b>Colour:</b> orange, pink, purple, bright  <b>Texture:</b> smooth, crumbly  <b>Shape:</b> cross, 2D, 3D  <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic  <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route  <b>Quantity:</b> most, every, more, less, add, takeaway, double  <b>Space:</b> high, low, middle, between, together,  <b>Time:</b> Always, before, soon, day, year, month  <b>Number:</b> 1-10, first, second, third, last  <b>Verbs:</b> shivering, trembling  <b>Nouns:</b> nature, mountain, woodland, town, England, Africa, animals &amp; objects in area,</p>
Low/Basic	<ul style="list-style-type: none"> <li>Helps to find solutions to conflicts and rivalries using talk. Understands they sometimes need to wait for what they want – with less encouragement.</li> <li>Follows the rules of the area, understands why they are important – doesn't always need adults to remind them</li> <li>High level of engagement in their self-chosen activities persevere at an activity they like even if challenging – with encouragement.</li> <li>Selects activities &amp; resources with more independence achieving a goal they have chosen, or one suggested to them.</li> <li>Play with 1 or more chn, extending/elaborating play ideas.</li> <li>Will tidy an area before they leave it when prompted</li> </ul>	<ul style="list-style-type: none"> <li>Have ideas about what to do and makes up stories.</li> <li>Making some comparisons in size.</li> <li>Answers some "why" questions with "because".</li> <li>Choose the right resources to carry out own plan.</li> <li>Use appropriate topic vocabulary/ story vocabulary in different contexts</li> <li>Starts conversations with adult/friend, continue for many turns.</li> <li>Organise play with talk: "Let's go on a bus. you sit there. I'll drive."</li> <li>Know names of a wider range of farm animals, wild animals, mini-beasts - talk about their features.</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, , shining, see through, steep happy, sad, good bad, hungry, thirsty, silly, naughty, scared, beautiful,  <b>Colour:</b> black, white yellow, blue, green red.  <b>Texture:</b> freezing, warm, bumpy, thick, rough  <b>Shape:</b> straight, side, curved, corner, circle rectangle, square.  <b>Size:</b> Empty, full, bigger, smaller, thin, enormous  <b>Movement:</b> moving, quick  <b>Quantity:</b> Another, many, few, half  <b>Space:</b> away, behind, in front, near, straight,  <b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now  <b>Number:</b> count 1-5 (recite to 10) subitise  <b>Verbs:</b> matching, sorting, rescuing  <b>Nouns:</b> animals and objects in area, forest, cave, pond, city, seaside</p>

## Area: Maths Year: Reception

Maths Resources	<ul style="list-style-type: none"> <li>10 frames/ tray and 5 frames/ trays</li> <li>Coloured sorting bowls</li> <li>Natural sorting materials, pebbles, shells, wooden discs, pinecones, stones</li> <li>Counters (animals, fruit)</li> <li>A small selection of jigsaw puzzles</li> <li>Number track 1-20 and 1-5 and 6-10, Number cards to 20</li> <li>Set of maths signs + - =</li> <li>Whiteboards and whiteboard pens (different colours)</li> </ul>	<ul style="list-style-type: none"> <li>Dice</li> <li>3 measuring tapes</li> <li>Timers digital and sand</li> <li>Magnetic numbers and boards</li> <li>Shape set with pictures</li> <li>Numicon</li> <li>balance scales</li> </ul>
Stimulus/ support/ displays:	Books displayed to do with maths concepts changed regularly throughout year (1 Fiction and 1 non-fiction), Number line to 20 displayed (somewhere in the classroom) with correct formation of numbers, some numbers and shapes in the real word displayed.	

Skill level	Cognitive		Levelled resources	Vocabulary
High	<ul style="list-style-type: none"> <li>Use talk to help work out problems e.g. organise thinking and activities, explain how things work and why they might happen.</li> <li>Talk about what they have done using past, present and future tenses mostly accurately.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Makes up own games with friends using the resources available.</li> <li>Has own ideas/comes up with own rules for a game.</li> <li>Discussed odd and even numbers</li> <li>Sharing amounts equally</li> <li>Comparing quantities</li> <li>Leaves the area tidy as they found it ready for the next child</li> </ul>	<ul style="list-style-type: none"> <li>Symbols</li> <li>Number track to 20</li> </ul>	<p><b>Qualities:</b> Almost, delicate, similar, sturdy, unsteady, unbalanced, rickety  <b>Emotions:</b> timid, delighted, pleased,  <b>Colour:</b> dark, darker, light, lighter, pale, dull  <b>Texture:</b> lumpy, gritty, <b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone  <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal  <b>Movement:</b> quickest, slowest, jerky, smooth  <b>Quantity:</b> both, only, dozen, additional greater than, less than  <b>Space:</b> high, low, middle, between, together, position, rotate, left, right  <b>Time:</b> minute, hour, o'clock, second  <b>Number:</b> 1-20, first, second, third, fourth, fifth last  <b>Verbs:</b> adding, subtracting, measuring, predicting, timing  <b>Nouns:</b> Objects in area  <b>Phrases:</b> I wonder I could make it better by</p>

Middle	<ul style="list-style-type: none"> <li>Explore texture.</li> <li>Explore form making increasingly identifiable representations.</li> <li>Talk about their choices.</li> <li>Make comparisons in size</li> <li>Explores doubles</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make up games with friends using open ended resources based on stories and experiences.</li> <li>Find and make pairs.</li> <li>Explores composition of numbers</li> <li>Uses number bonds in their play</li> <li>Sings number rhymes to 10 using the resources..</li> <li>With some gentle reminding, will make attempts to tidy area before they leave it</li> </ul>	<ul style="list-style-type: none"> <li>10 frames</li> </ul>	<b>Qualities:</b> same as, different, new, strong, shaky, rocky, balanced, <b>Emotions:</b> brave, frightened, excited, nervous, surprised <b>Colour:</b> orange, pink, purple, bright <b>Texture:</b> smooth, crumbly <b>Shape:</b> cross, 2D, 3D <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route <b>Quantity:</b> most, every, more, less, add, takeaway, double <b>Space:</b> high, low, middle, between, together, <b>Time:</b> Always, before, soon, day, year, month <b>Number:</b> one – ten, first, second, third, last <b>Verbs:</b> planning, deciding, stacking, balancing, comparing, subitising <b>Nouns:</b> Objects in area, <b>Phrases:</b> My favourite part.... My least favourite part.... I think.....
Low/ Basic	<ul style="list-style-type: none"> <li>Have ideas about what might happen.</li> <li>Talks about what they've made.</li> <li>Begin discuss ideas before making.</li> <li>Explore colour and shape.</li> <li>Making some comparisons in size</li> <li>Make up simple stories with friends using props.</li> <li>Use senses to discuss materials.</li> </ul>	<ul style="list-style-type: none"> <li>Answers some "why" questions with "because".</li> <li>Choose the right resources to carry out their own plan</li> <li>Sings number rhymes to 5 using the resources.</li> <li>Will tidy an area before they leave it when prompted by an adult..</li> </ul>	<ul style="list-style-type: none"> <li>5 frames</li> <li>number track 1-5 and 6-10</li> </ul>	<b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shining, see through, steep, wobbly, beautiful, silly, kind. <b>Emotions:</b> scared, worried, tired. <b>Colour:</b> black, white, yellow, blue, green red, colourful. <b>Texture:</b> freezing, warm, bumpy, thick, rough, sticky <b>Shape:</b> straight, side, curved, corner, circle rectangle, square. <b>Size:</b> Empty, full, bigger, smaller, thin, enormous <b>Movement:</b> moving, quick <b>Quantity:</b> Another, many, few, half <b>Space:</b> away, behind, in front, near, straight, <b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now <b>Number:</b> count 1-5 (recite to 10) subitise <b>Verbs:</b> matching, sorting, filling, emptying, skipping, rolling <b>Nouns:</b> Objects in area <b>Phrases:</b> I like it when, I don't like it when, I am going to,

## Area: Book Corner

## Year: Reception

This area should be snug and cosy. All resources should be stored neatly. There should be a small number of quality books that are changed regularly based on interests and topics. Children need to be supported in knowing how to tidy the area effectively with photos on boxes of where things go and a photo of the area when it is tidy. – As with all areas of the classroom, this area will be enhanced when appropriate to match topics, interests or to encourage children to work here that do not usually.

Books	A small selection of quality fiction books matching child interests/ quality authors, a small selection of non-fiction books matching topics and child interests, a copy of the story being focused on in T4W.
Stimulus/ support/ displays:	Story maps from previous, Familiar signs displayed here or somewhere in the class, Laminated copy of this document,
Other Resources (misc):	Post its for children to write their name on and stick to books they recommend, cushions, small selection of puppets (a few animals and people) and a puppet show frame.

Skill level	Social and Emotional	Cognitive	Vocabulary
High	<ul style="list-style-type: none"> <li>Will consider the feelings of others when resolving conflicts</li> <li>Will control immediate impulses when waiting for what they want.</li> <li>Follows rules of the are and understands the consequences of their actions – can do this mainly independently.</li> <li>Confident to try new activities &amp; show perseverance to challenge.</li> <li>Motivated and shows care and attention when completing tasks</li> <li>Set themselves simple goals of what they would like to achieve during a session and be able to talk about their goals.</li> <li>Play cooperatively and take turns without adult support.</li> <li>Leaves the area tidy as they found it ready for the next child</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand vocabulary learned from stories, poems and non-fiction books.</li> <li>Retell T4W stories with puppets or orally independently.</li> <li>Blend words that have phase 2 and 3 letter sounds in (Unit 1-11 of Phonics Bugs).</li> <li>Reading some longer phase 4 words with accuracy.</li> <li>Read most Reception common exception words.</li> <li>Can talk about what they have read.</li> </ul>	<p>Model story language from books in the area or stories and rhymes that the children have been taught</p> <p><b>Nouns:</b> illustrator, events, predict, infer, headings,</p> <p><b>Questions:</b> What might happen next?</p> <p>What happened at the beginning/ middle/ end of the story? What does X mean?</p> <p>Do you know any other stories like this? What did you like best about the story and why? Which part of the story did you like least and why?</p>

Middle	<ul style="list-style-type: none"> <li>Becoming more independent resolving conflicts or rivalries.</li> <li>Will wait for what they want – may still grumble.</li> <li>Follows rules of the area and understands the consequences of their actions – with less support.</li> <li>Shows a high level of engagement in their self-chosen activities and will persevere at an activity they like even if it is challenging</li> <li>Set themselves simple goals of what they would like to achieve</li> <li>Plays and interacts with a range of pupils.</li> <li>With some gentle reminding, will make attempts to tidy area before they leave it</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand vocabulary learned from stories, poems and non-fiction books.</li> <li>Children will read single letters and diagraphs in phase 2 and 3 phonics, saying the sound linked to the letter (Unit 1-11 of Phonics Bugs).</li> <li>Blend words that have phase 2 letter sounds in (Unit 1-5 of Phonics Bugs).</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>Model story language from books in the area or stories and rhymes that the children have been taught</p> <p><b>Nouns:</b> Story, poem, non-fiction, traditional tales</p> <p><b>Questions:</b> How do you think the character feels and why? What type of book is this? What do you think the story might be about (looking at front cover).</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Understands that they sometimes need to wait for what they want – will wait with less encouragement.</li> <li>Follows the rules of the classroom/ understands why they are important – does not always need an adult to remind them</li> <li>High level of engagement in self-chosen activities/ will persevere at activity they like even if challenging – with encouragement.</li> <li>Selects activities &amp; resources with more independence. This helps them to achieve a goal they have chosen, or one suggested to them.</li> <li>Play with one or more chn, extending &amp; elaborating play ideas.</li> <li>Demonstrates friendly behaviour, initiating conversations &amp; forming good relationships with peers &amp; familiar adults.</li> <li>Will tidy an area before they leave it when prompted by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a familiar story independently.</li> <li>Talk about familiar books listing the characters, setting and key events and discussing what is happening in the pictures.</li> <li>Enjoys looking through a range of story/ non-fiction books, turning pages carefully, showing interest in pictures/print.</li> <li>Know the 5 key concepts about print: Print has meaning, print can have different purposes, we read English left to right &amp; from top to bottom, the names of the different parts of a book, page sequencing.</li> <li>Recognise some letters of personal significance</li> <li>Can read single letters and diagraphs in phase 2 phonics, saying the sound linked to the letter.</li> </ul>	<p>Model story language from books in the area or stories and rhymes that the children have been taught</p> <p><b>Nouns:</b> Author, cover, characters, setting,</p> <p><b>Questions:</b> Who are the characters? Where are they? What are they doing? How do you think the character feels?</p>

## Area: Home Corner      Year: Reception

Home corners to look as realistic and feel as cosy and homely as possible. Non levelled Resources that should be included in Home Corner Provision

Level	Social and Emotional	Cognitive	Vocabulary
High	<ul style="list-style-type: none"> <li>Consider feelings of others when resolving conflicts</li> <li>Controls impulses when waiting for what they want.</li> <li>Follows rules, understands consequences of actions independently.</li> <li>Confident to try new activities &amp; perseverance to challenge.</li> <li>Is motivated/ shows care/ attention when completing tasks</li> <li>Set themselves simple goals of what they would like to achieve during a session and able to talk about their goals.</li> <li>Play cooperatively/ take turns without adult support.</li> <li>Leaves the area tidy as they found it</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to work out problems e.g. organise thinking explain how things work/ why they might happen.</li> <li>Compares similarities/ differences, making links</li> <li>Describes immediate environment.</li> <li>Using past, present and future tenses mostly accurately.</li> <li>Works with others, using open ended props to act out a made up narrative with a beginning, middle and an end.</li> <li>Discusses similarities/differences in home life/ culture/ religion Draws on learning to compare life in this country/ another in play</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, reflective, transparent, shimmering</p> <p><b>Colour:</b> dark, darker, light, lighter, pale, dull</p> <p><b>Texture:</b> lumpy, gritty,</p> <p><b>Shape:</b> solid, diamond, oval cube, pyramid, cylinder, cone</p> <p><b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest colossal</p> <p><b>Movement:</b> quickest, slowest, jerky, smooth</p> <p><b>Quantity:</b> both, only, dozen, additional greater than, less than</p> <p><b>Space:</b> high, low, middle, between, together, position, rotate, left, right</p> <p><b>Time:</b> minute, hour, o'clock, second</p> <p><b>Number:</b> 1-20, first, second, third, fourth, fifth last</p> <p><b>Verbs:</b> boil, soak, bathe, prepare,</p> <p><b>Nouns:</b> Names of resources in the home corner, Hindu, Muslim, Christian, English, Polish, Punjabi, ( inclusive of all religions/ nationalities in class), recipe</p>
Middle	<ul style="list-style-type: none"> <li>Becoming more independent resolving conflicts</li> <li>Will wait for what they want – may still grumble.</li> <li>Follow rules, understand consequences of actions – with less support.</li> <li>Shows high level of engagement/ will persevere at a challenging activity</li> <li>Set simple goals they would like to achieve</li> <li>Plays and interacts with a range of pupils.</li> <li>With gentle reminding, attempts to tidy area before they leave</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their choices.</li> <li>Make comparisons in size using appropriate vocabulary.</li> <li>Make up stories with friends using open ended props based on stories experiences.</li> <li>Find and make pairs.</li> <li>Talk about things that make objects and people the same as &amp; different to each other.</li> <li>Name and describe people who are familiar to them.</li> </ul>	<p><b>Qualities:</b> same as, different, new, sparkly, brave, greedy, filthy, frightened, worried, kind, excited, nervous</p> <p><b>Colour:</b> orange, pink, purple, bright</p> <p><b>Texture:</b> smooth, crumbly</p> <p><b>Shape:</b> cross, 2D, 3D</p> <p><b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic</p> <p><b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route</p> <p><b>Quantity:</b> most, every, more, less, add, takeaway, double</p> <p><b>Space:</b> high, low, middle, between, together,</p> <p><b>Time:</b> Always, before, soon, day, year, month</p> <p><b>Number:</b> one – ten, first, second, third, last</p> <p><b>Verbs:</b> celebrate, organise, look after, fry</p> <p><b>Nouns:</b> Names of resources in the home corner, Diwali, Christmas, Eid, Bonfire Night, Chinese New Year,</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Sometimes wait for what they want – with less encouragement.</li> <li>Follows rules of area/ understands why they are important – doesn't always need adults to remind</li> <li>High level engagement in self-chosen activities/ persevere at an activity they like even if it is challenging – with encouragement.</li> <li>Selects activities &amp; resources with more independence, achieving a goal they have chosen, or one suggested to them.</li> <li>Play with 1 or more chn, extending/ elaborating ideas.</li> <li>Will tidy an area before they leave it when prompted</li> </ul>	<ul style="list-style-type: none"> <li>Have ideas about what to do and makes up stories.</li> <li>Making some comparisons in size.</li> <li>Answers some "why" questions with "because".</li> <li>Choose the right resources to carry out own plan.</li> <li>Use appropriate topic vocab/ story vocab in different contexts</li> <li>Starts conversations, continue for many turns.</li> <li>Organise play with talk: "Let's go on a bus. you sit there. I'll drive."</li> <li>Continue to develop positive attitudes about differences between people talks about some occasions celebrated</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, , shining, see through, steep happy, sad, good bad, hungry, thirsty, silly, naughty, scared, beautiful,</p> <p><b>Colour:</b> black, white, yellow, blue, green red.</p> <p><b>Texture:</b> freezing, warm, bumpy, thick, rough</p> <p><b>Shape:</b> straight, side, curved, corner, circle rectangle, square.</p> <p><b>Size:</b> Empty, full, bigger, smaller, thin, enormous</p> <p><b>Movement:</b> moving, quick</p> <p><b>Quantity:</b> Another, many, few, half</p> <p><b>Space:</b> away, behind, in front, near, straight,</p> <p><b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now</p> <p><b>Number:</b> count 1-5 (recite to 10) subitise</p> <p><b>Verbs:</b> bake, bath, clean, iron, sort,</p> <p><b>Nouns:</b> Names of resources in the home corner, names of family members, names of different pets</p>

Furniture:	Kitchen furniture, dining room table and chairs, ironing board, pushchair, cot, shelf/ small table, lamp, pet basket, soft seated area.
Misc Resources:	Food, pots, pans, plates, knives, forks, cups, babies, baby clothes and accessories, cuddly toy pet and bowl, real food/ home products empty containers, washing line and pegs, broom or dust pan and brush, real plant, pedal bin, photo frames. Photos of the children and their families,
Dressing up:	Hats, dressing up tabards, material/ cloaks for open ended (stored neatly in a chest or box)
Resources to support Maths:	Clock, telephone and phone book, mobile phones/ calculators, balance scales, egg boxes, cake baking trays.
Resources to support Reading:	Recipe books, signs and labels, magazines, books about families or different cultures displayed on ledge (fiction and non-fiction)
Resources to support Writing:	Notebook next to phone, envelopes, pens, diary, shopping lists, calendar
Enhancements:	Ensure enhancements match relevant celebrations, reflect the culture of class (food, pictures, books etc), look for opportunities to enhance area to topic / child interests.

## Area: Writing Area/ Mark Making

## Year: Reception

All resources should be stored neatly. Children need to be supported in knowing how to tidy the area effectively with photos on boxes of where things go and a photo of the area when it is tidy. Non-levelled Resources that should be included in Writing Area/ Mark Making Provision:

To write with:	Easy grip pencils, Jumbo Crayons, Chunky coloured pencils, Chunky washable markers, coloured whiteboard markers, pens, highlighters
To write on:	A4 whiteboards, plain paper, squared paper, card, envelopes, post its (different shapes), tracing paper (laminated pictures to trace) fine motor skills sheets to match interests/topics/stories, colouring sheets to match interests/topics/stories.
Laminates/ stimulus/ Displays:	Topic word mats, letter formation, phonics units 1-11, high frequency words, pencil grip display, formation families displayed,
Phonics/	Magnetic letters and lined boards, CVC pictures, letter stones or cubes.
Other Resources (misc):	Story books displayed, Scissors, glue sticks, display , talking tins, storytelling chest with story prompts, hole punches, paper clips, treasury tags,

Skill level	Physical	Reading / writing	Levelled resources	Vocabulary
High	<ul style="list-style-type: none"> <li>Can cut with control and accuracy using a range of scissors including small loop scissors.</li> <li>Can use a range of one handed tools safely with proficiency, control and confidence.</li> <li>Uses a comfortable tripod grip.</li> <li>Leaves the area tidy as they found it ready for the next child</li> </ul>	<ul style="list-style-type: none"> <li>Writing stories</li> <li>Writing fact files</li> <li>Correct formation and placement of letters on the line</li> <li>Using capital letters, finger spaces and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>Thin HB pencils</li> <li>Lined paper (red and black lines)</li> <li>Range of scissors (patterned small loop)</li> <li>Writing frames linked to interests.</li> </ul>	<p><b>Qualities:</b> Almost, old, delicate, similar, timid, delighted, pleased, unkind, sturdy, reflective, transparent, shimmering, glossy <b>Colour:</b> dark, darker, light, lighter, pale, dull <b>Texture:</b> lumpy, gritty, <b>Shape:</b> solid, diamond, oval, cube, pyramid, cylinder, cone <b>Size:</b> longest, shortest, heaviest, lightest, tallest, thinnest, colossal <b>Movement:</b> quickest, slowest, jerky, smooth <b>Quantity:</b> both, only, dozen, additional greater than, less than <b>Space:</b> high, low, middle, between, together, position, rotate, left, right <b>Time:</b> minute, hour, o'clock, second <b>Number:</b> 1-20, first, second, third, fourth, fifth last <b>Verbs:</b> creating, controlling, creating, composing <b>Nouns:</b> objects in area, objects they are drawing or writing about from stories / experiences capital letters, author full stops,</p>
Middle	<ul style="list-style-type: none"> <li>Can cut with control and accuracy using small loop scissors.</li> <li>Beginning to use a tripod grip.</li> <li>With some gentle reminding, will make attempts to tidy area before they leave it</li> </ul>	<ul style="list-style-type: none"> <li>Writing CVC words</li> <li>Using sounds they know to attempt to write longer sentences</li> <li>Correct formation of letters taught in handwriting so far.</li> <li>Finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Small banded scissors</li> <li>CVC phoneme frames / caption frames</li> </ul>	<p><b>Qualities:</b> same as, different, new, brave, greedy, filthy, frightened, worried, kind, excited, nervous, strong, sparkly <b>Colour:</b> orange, pink, purple, bright <b>Texture:</b> smooth, crumbly, silky, runny <b>Shape:</b> cross, 2D, 3D <b>Size:</b> longer, shorter, heavier, lighter, thinner, taller, gigantic <b>Movement:</b> still, faster, slower, quicker, quickly, forward, backwards, direction, route <b>Quantity:</b> most, every, more, less, add, takeaway, double <b>Space:</b> high, low, middle, between, together, <b>Time:</b> Always, before, soon, day, year, month <b>Number:</b> one – ten, first, second, third, last <b>Verbs:</b> forming, <b>Nouns:</b> objects in area, objects they are drawing or writing about from stories / experiences , finger spaces, sentences</p>
Low/ Basic	<ul style="list-style-type: none"> <li>Can cut with control and accuracy using large loop scissors.</li> <li>Can use a range of one handed tools with improved proficiency, control and confidence.</li> <li>To use a static quadropod grip with one handed tools.</li> <li>Forms all pre letter shapes accurately.</li> <li>Will tidy an area before they leave it when prompted by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Using initial sounds in mark making.</li> <li>Beginning to form curly caterpillar letters correctly.</li> <li>Attempting to write their name</li> <li>Giving meaning to the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Large loop scissors</li> <li>Pencil grips to support control</li> </ul>	<p><b>Qualities:</b> same, too, spotted, striped, gloomy, dusty, gentle, amazing, shiny, see through, beautiful, steep happy, sad, good bad, wobbly, colourful <b>Colour:</b> black, white, yellow, blue, green red. <b>Texture:</b> freezing, warm, bumpy, thick, rough <b>Shape:</b> straight, side, curved, corner, circle rectangle, square. <b>Size:</b> Empty, full, bigger, smaller, thin, enormous <b>Movement:</b> moving, quick <b>Quantity:</b> Another, many, few, half <b>Space:</b> away, behind, in front, near, straight, <b>Time:</b> First, then, after, next, later, yesterday, tomorrow, morning, afternoon, now <b>Number:</b> count 1-5 (recite to 10) subitise <b>Verbs:</b> making, writing flattening, bending, gluing, pressing <b>Nouns:</b> objects in area, objects they are drawing or writing about from stories / experiences sounds, letters, words</p>

## Additional areas to include on a small scale

### Year: Reception

All resources should be stored neatly. Children need to be supported in knowing how to tidy the area effectively with photos on boxes of where things go and a photo of the area when it is tidy.

ICT
<ul style="list-style-type: none"><li>● Beebots and mats</li><li>● I-Pads</li><li>● Listening centre/ music player</li><li>● IWB available daily with busy things or mark making on notes</li></ul>

## Investigation station

This area to be enhanced weekly with an “awe and wonder” activity based on interests or topic

- Torches
- Coloured paddles
- Magnets
- Magnifying glasses
- Springs
- Mirrors
- Natural materials/ transient art selection