

Continuous Provision Progression

	Continuous Provision What will initially be provided?	Added Spring	Added Summer
<p>Fine motor</p> <p>Area of learning: PD, PSED</p> <p>Focus: fine motor for developing pencil grip, hand eye coordination, finger strength. Show resilience and perseverance in the face of challenge.</p>	<p>Large beads and strings, Tweezers, Scissor scoops Pompoms, Larger pegs and pegboards pine cones/conkers/loose parts, Peg boards and pegs, Finger puppets, Jigsaw puzzles Pencils, pens, pencil grips Paper, notebooks. Scissors Ribbon</p>	<p>Scoops and spoons Small balls/pom poms Pipettes Sponges Pegs Pasta Pipe cleaners Straws Wiggly scissors Small beads and thinner laces Smaller pegs and pegboards Threading boards Peg board patterns</p>	<p>Marbles Golf tees Smaller tweezers Tongs Peony beads and thin laces or spaghetti in playdough Pasta Nuts and bolts Weaving boards</p>
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • Posts thin, standard items through a slit • Threads large beads onto thick laces and pipe cleaners • Uses large pegs • Pops bubble wrap • Moulds dough into different shapes • Uses tweezers and scissor scoops with one hand • Uses a pincer grip to pick up loose parts and arrange with some control • Laces with ribbon • All of the above usually using dominant hand • Completes puzzles of at least 10 large puzzle pieces. 	<ul style="list-style-type: none"> • Places pegs onto pegboards in deliberate arrangement • Uses scoops/spoons to transport objects • Balances small balls onto golf tees • Uses pipettes to squeeze out one drop of liquid • Uses sponges to squeeze out water • Uses one hand to place pegs onto cardboard shapes/pieces of ribbon • Threads pasta onto string • Threads pipe cleaners into colanders • Threads smaller items such as cut up straws onto pipe cleaners • Completes puzzles with smaller puzzle pieces 	<ul style="list-style-type: none"> • Arranges small pegs onto peg boards copying a given pattern • Threads matchsticks into small holes • Balances objects onto golf tees • Use tweezers to pick up small objects • Use tongs to pick up small objects • Threads smaller beads (pony beads) onto string, pipe cleaners or onto spaghetti stuck into dough • Weaves with ribbon • Threads nuts and bolts • Completes puzzles with smaller puzzle pieces

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<p>Malleable table</p> <p>Area of learning: PD, EAD</p> <p>Focus: PD rolling, moulding, cutting and shaping, developing fine motor skills needed for writing and developing pencil grip</p> <p>EAD exploring different media</p>	<p>Rolling pins Cutters Playdough – plain, scented, coloured Rolling pins – smooth and patterned Cutters Lollypop sticks, matchsticks Stampers Minibeast/alien parts Buttons Natural materials eg conkers, stones, flowers, herbs Muffin trays Bowls and dishes</p>	<p>Clay tools Clay (on rotation) Real knives Beads Dough disco pictures on display</p>	<p>Pictures for inspiration</p> <p>Modelling clay or dough, Clay tools, Clay boards, Water - (to be used to shape and mould clay) Lollypop sticks, matchsticks etc. Enhancements including beads, pipe cleaners, flowers.</p>
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/ clay • Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist and stretch dough/ clay • Tears dough/ clay with fingers • Splits up dough using hands • Squashes dough with hands and fingers to shape it 	<ul style="list-style-type: none"> • Uses rolling pin to flatten dough/ clay with some necessary pressure • Explores the way tools create different textures • Uses cutters to cut out shapes in dough/ clay • Uses tools to cut away excess dough • Smooths dough with hands/ fingers to shape it • Rolls dough in hands to shape it 	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape • Chooses tools to create a desired shape, size, texture • Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/ clay • Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail
<p>Maths area and throughout provision</p> <p>Area of learning: Maths</p> <p>Focus: Explore composition of numbers to 10, number recognition,</p>	<p>Range of number books eg. Anno’s counting Book Loose parts for counting such as Pine cones, Shells, conkers and natural materials log slices with numbers, 5 frames, dice, snakes and ladders game, number cards, wooden numbers. 2D shapes Numeral cards Number lines Buttons Double sided counters</p>	<p>Abacus, Tape measures Dominoes, 10 frames Playing cards Number bond to 5 and 10 frames Squared paper Bead strings, 2D and 3 D shapes Snap cards Double ladybirds</p>	<p>Hundred squares, Missing number strips Addition and Subtraction cards Numbers to 20</p>

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<p>Spatial awareness/shape</p>	<p>Multilink Compare bears Bowls Numicon Number fans Balance scales Board games Jigsaw puzzles Number formation whiteboards Clipboards and pencils</p>		
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • <i>Matches and sorts pictures and objects</i> • <i>Creates own sorting rules</i> • <i>Compares size using the terms bigger, smaller, taller, longer, shorter and orders objects</i> • <i>Uses balance scales to explore which object is heavier/lighter</i> • <i>Places objects on 5 frames to explore quantity</i> • <i>Recognises and orders number cards to 5</i> • <i>Uses 2D shapes to make patterns and explore properties</i> 	<ul style="list-style-type: none"> • <i>Explore number bonds to 5</i> • <i>recognise and order number cards to 10</i> • <i>Use numicon, cubes, bead strings or an abacus to explore number bonds for 10</i> • <i>Explore length using rulers and tape measures</i> • <i>Begin to form numbers correctly</i> • <i>Subitise numbers to 5 using cards and dominoes</i> • <i>Begin to make own recordings</i> • <i>Uses 2D and 3D shapes to make patterns, structures and explore properties</i> 	<ul style="list-style-type: none"> • <i>Order number cards to 20</i> • <i>Explore doubles to 10</i> • <i>Reinforce number bonds to 10</i> • <i>Add and subtract using concrete aids</i> • <i>Share and group objects</i> • <i>Explore doubles to 10</i>
<p>Writing/Mark making Station</p> <p>Area of learning: PSED, Literacy, EAD</p> <p>Focus: using phonic knowledge to list, write sentences, using word mats, sound charts, pictures</p>	<p>Plain white paper, A4 and A5 Coloured paper of different sizes Post it notes Cards and postcards Range of notebooks and pads of different sizes and colours Lined paper Diaries Pre-writing pattern cards to copy Plain and letter formation whiteboards Sound cards Sound fans Green word cards appropriate to stage of phonics teaching</p>	<p>Envelopes Stickers, ink stamps, Zig zag books Sound cards previously taught Green word cards appropriate to stage of phonics teaching Writing prompt pictures (using special friends taught) Captions/short sentences with missing words to fill in.</p>	<p>Little story book templates (pictures of well known characters on front) Blank pre made books Green word cards appropriate to stage of phonics teaching Sentences with missing words to fill in. Cabin with object and sentence stem – I can see a... Red word cards</p>

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<p>and books as stimuli</p>	<p>RWI sound mats RWI sounds chart, blue pocket folder, sounds on washing line Pencils (chubby and thin) Pencil crayons Felt tip pens Whiteboard pens Pencil grips Writing prompt pictures (CVC)</p> <p>Outdoor writing/mark making: Chalkboard, whiteboard, pens, portable writing case with paper, notepads and pencils, Large paper and felt tip pens,</p>		
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • Gives meanings to the marks they make • Begins to form letters on paper and whiteboards • Copies their name. • Copies pre writing patterns • Writes vc and cvc words. 	<ul style="list-style-type: none"> • Writes words, representing the sounds they hear with a letter/letters • Begins to write labels/phrases and simple sentences • Enjoys writing letters and notes to friends • Creates zig zag books using words and pictures 	<ul style="list-style-type: none"> • Writes words which are often phonetically plausible • Writes simple phrases and sentences using recognisable letters and sounds • Practises spelling 'red' words - I, the, no, he, she, was • Creates 'books' and stories using own imagination
<p>Craft/junk modelling</p> <p>Area of learning: EAD, PD. Focus: exploring different media. Learn techniques for joining materials. Use resources and tools with care.</p>	<p>Junk modelling materials- Boxes Card Tubes Crepe paper, pom poms, pipe cleaners Coloured card and paper Scissors – including balloon and hand over hand PVA and Prit stick Sellotape and masking tape Books such as Iggy Peck Architect, Whatever Next etc. Pens and pencils Colouring pencils Wax crayons</p>	<p>Rulers String Thick and thin card, Paper, tissue paper, crepe paper, Bottles, Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons</p>	<p>Paper for planning Hole punch Split pins cello tape, masking tape, Paper clips, Treasury tags Range of paper/card</p>

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Promote independence.			
Common Behaviours	<ul style="list-style-type: none"> • Begins to hold scissors correctly but may use scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape • Begins to make snips in paper • Explores fastening resources together using available resources • Uses glue to attempt to stick but may not be secure • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card 	<ul style="list-style-type: none"> • Some control over scissors to cut shapes out of paper. • Holds scissors correctly • Fastens paper and card together with success using an increasing range of methods. • Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures 	<ul style="list-style-type: none"> • Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card • Plans how they will fasten things together • Safely explores different techniques for joining a variety of materials. • Checks that fastening is secure • Selects media to achieve desired effect • Collages by cutting, tearing and scrunching materials. • Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is
Art table Area of learning: EAD, PD. Focus: Exploring different media, painting, colour mixing, printing	Paints and different sized brushes, Inspiration pictures and books, Easel and chalks Poster paint Paint brushes of different sizes available but children directed to appropriate brush for the purpose Paper of various sizes Printing materials Art books on display Task related inspiration	Chalks Pastels Watercolours Colour mixing guidance Paintbrushes of different sizes to suit different purposes Easel and paint Topic and task related inspiration	Pictures of accomplished artists Powder paint Introduction of fine paintbrushes
Common Behaviours	<ul style="list-style-type: none"> • Experiments with colour mixing but with no intention to mix a certain colour • Explores printing with different objects • Prints randomly on paper • Puts printing tool into paint then prints on paper • Covers the paper in paint • Paints in random directions 	<ul style="list-style-type: none"> • Uses primary colours to mix secondary colours • Explores the properties of colours as they mix • Mixes colour for a desired purpose • Paints onto chosen printing tool before printing • Takes time when printing 	<ul style="list-style-type: none"> • Experiments with different tones and shades • Makes choices about what colours they will mix • Mixes an intended colour for an intended purpose • Prints to create patterns and pictures • Prints with a range of colours. • Carefully plans where they will print and what they will print • Express their thoughts and ideas with paint

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		<ul style="list-style-type: none"> • <i>Uses horizontal and vertical brush strokes to paint</i> • <i>Paints a desired picture</i> • <i>Gives meaning to the marks that they make</i> 	<ul style="list-style-type: none"> • <i>Observes objects on display when painting and responding with paint</i> • <i>Uses a range of movements and brush strokes to paint</i>
<p>Construction</p> <p>Area of learning: PSED, PD, CL, EAD.</p> <p>Focus: <i>Creates structures, develops spatial awareness and constructs with a purpose in mind.</i></p>	<p>Duplo Lego Sticklebricks Wooden blocks Mobilo Brio Small block Large blocks Beads, conkers, shells for decoration Construction related books eg lego ideas book Loose part inspiration pictures Wooden disks Wooden rings Shells Pebbles Sticks Metal objects, eg screws and nuts Conkers Pine cones Beads Large foam bricks for outside with rotation of smaller construction materials such as duplo, stickle bricks.</p>	<p>Lego Mobilo Photographs of famous buildings/landmarks from around the world, with each one introduced a week at a time</p> <p>Squares of paper to add labels to models</p>	<p>Planning sheets Challenge cards Square paper design sheets</p> <p>Small blocks Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets</p>
<p>Common behaviours</p>	<ul style="list-style-type: none"> • <i>Uses resources to build towers.</i> • <i>Builds vertical models</i> • <i>Constructs in a large space with large blocks</i> • <i>Constructs in a small space with small blocks</i> • <i>Has an idea about what they will build before they begin</i> • <i>Selects resources they need as they go</i> 	<ul style="list-style-type: none"> • <i>Uses resources to construct buildings</i> • <i>Positions resources both vertically and horizontally</i> • <i>Connects buildings and structures (e.g.:- Putting a road between buildings).</i> • <i>Select the appropriate sized blocks/construction resources for their chosen purpose.</i> 	<ul style="list-style-type: none"> • <i>Combines resources to create a structure</i> • <i>Builds more elaborate structures.</i> • <i>Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure</i> • <i>Ensures model is stable</i> • <i>Builds models that replicate those in real life situations using a variety of resources.</i>

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		<ul style="list-style-type: none"> • <i>Select the appropriate sized blocks/construction resources for chosen workspace.</i> • <i>Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls)</i> • <i>Knows what they want to build when they begin to construct</i> • <i>Plans what they will use</i> 	<ul style="list-style-type: none"> • <i>Build a house/model with different rooms or different parts</i> • <i>Uses smaller blocks/ construction tools to create intricate structures</i> • <i>Change, adapt and modify model to serve a purpose</i> • <i>Combine construction resources to create model</i> • <i>Creates a design before they construct</i>
<p>Small World (inside and outside)</p> <p>Area of learning: PSED, PD, CL, EAD. Focus: Imitates and represents objects as another, represent an environment, creates narratives around play and re-enacts past events.</p>	<p>Open ended resources – pine cones, pebbles, shells Tyres Stones Bark, logs Turf Playmobile people Knights, dragons etc Wild animals Farm animals Dinosaurs Topic themed small world as and when Blocks and wood planks Dolls house and dolls furniture Fairytale characters Finger puppets</p>	<p>Characters from familiar stories for retelling stories, puppets and figures</p>	<p>Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, Mini me characters, Mini me characters</p>
<p>Common behaviours</p>	<ul style="list-style-type: none"> • <i>Imitates sounds (e.g.:- Vehicles and animals)</i> • <i>Represents objects as what they are</i> • <i>Represent an environment that they are familiar with</i> • <i>Explains their actions in small world play (e.g.:- Pretend the man is walking)</i> • <i>Re-acts their experiences through a narrative</i> 	<ul style="list-style-type: none"> • <i>Represents objects as different objects.</i> • <i>Talks expressively about the object they have represented as something else.</i> • <i>Represent/create environments from stories</i> • <i>Uses some story language in their play - familiar lines from stories, familiar story themes</i> • <i>Articulates thoughts and feelings through narrative</i> 	<ul style="list-style-type: none"> • <i>Represents a range of resources as chosen objects</i> • <i>Able to find a resource for a given purpose to fit in with their narrative</i> • <i>Create an environment that they have created/ imagined</i> • <i>Children design and imagine their own story setting</i> • <i>Uses story language and story features to create a narrative of their own</i>

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			<ul style="list-style-type: none"> •Able to intertwine their own experiences with the experiences of others • Creates shared narratives
<p>Role play</p> <p>Area of learning: PSED, CL, EAD</p> <p>Focus: Express emotions and feelings, acts in role, creates narratives around play, re-enacts past events.</p>	<p>Selection of play food</p> <p>Household objects - eg Brush and dustpan, pots and pans, bowls, plates etc.</p> <p>Use of role play outfits where appropriate- eg Hi vis jackets, police outfit, nurse outfit for people who help us</p> <p>Babies from different cultures</p> <p>Baby items – eg bottles, cot, clothes, nappies</p> <p>Till and coins</p> <p>Writing implements and paper, clipboards, diaries, notebooks</p> <p>Recipe books</p> <p>Topic related - food from different cultures, gingerbread men, santa’s workshop, Christmas tree and presents, doctors,</p> <p>Traditional phone</p> <p>Shop</p>	<p>More open ended dressing up items such as scarfs, fabric, hats, bags</p> <p>Jewellery</p> <p>Perfume bottles</p> <p>Ceramic bowls</p> <p>Realistic tea cups</p> <p>Topic related items eg food from different cultures, café and decorations for Chinese new year, African artifacts</p> <p>Smart phone</p> <p>Shop</p>	<p>Real knives and forks</p> <p>Technology for working from home – computer, telephone, calculator</p> <p>Topic related items - holiday brochures, suncream bottles, sunglasses,</p> <p>Shop</p>
<p>Common Behaviours</p>	<ul style="list-style-type: none"> •Laughs and smiles in role. •Pretends to cry in role •Plays in role as themselves in situations that are within their experience •Acts out common scenarios •Talks about and explains their actions in role play •Recreates their experiences through a narrative 	<ul style="list-style-type: none"> •Expresses some emotions through role play •Shows an awareness of the feelings of other ‘characters’ feelings in joint role play •Dresses in different outfits to become different characters •Uses props to develop their chosen character role •Acts out both familiar and imaginative scenarios •Uses some story language in their play - familiar lines from stories, familiar story themes •Describes what they are doing in their role play •Articulates thoughts and feelings through narrative 	<ul style="list-style-type: none"> •Expresses a range of emotions through role play •Responds to scenarios in role play with empathy •Plays as different roles. •Uses different voices and expressions •Takes on a range of roles confidently •Uses story language and story features to create a narrative of their own •Creates shared narratives •Able to intertwine their own experiences with the experiences of others •Able to use topic related enhancements within their play.

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<p>Reading</p> <p>Area of learning: CL and Literacy. Focus: handling books with respect, exploring pictures, hear a wide range of stories, talk about what they have read or heard read to them</p>	<p>Cushions and soft chairs A range of forward facing quality books Rhyming books Topic related books Wide range of books promoting diversity Books with a psed focus Big books Non fiction books Magazines End of day story book voting station Listening station with CD stories Finger puppets plus topic related puppets and puppet theatre Books throughout provision – construction area, role play, art area.</p>	<p>Books we are currently reading in class/read the previous week. Spending time in reading corner a regular Rainbow Challenge</p>	<p>Books the children have written</p>
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • <i>Independently looks at a book, holds it the correct way and turns pages.</i> • <i>Use pictures to tell stories.</i> • <i>Enjoys an increasing range of books, exploring independently and with friends</i> • <i>Reads cvc words with independence and confidence using taught sounds.</i> 	<ul style="list-style-type: none"> • <i>Enjoys sharing books with friends</i> • <i>Makes predictions about what might happen next.</i> • <i>Begins to read captions and sentences including cvc words.</i> • <i>Talks with friends and adults about the characters in the books they are reading.</i> • <i>Retells a story without pictures or props.</i> • <i>Recognises taught special friends (digraphs) in words and blend the sounds together to read the word.</i> 	<ul style="list-style-type: none"> • <i>Enjoys sharing books with friends and enjoys spending time alone with a book</i> • <i>Retells a story using vocabulary influenced by their book.</i> • <i>Begins to answer questions about what they have read.</i> • <i>Reads sentences containing taught digraphs and taught ‘red’ (tricky) words.</i>
<p>Investigation Station</p> <p>Area of learning: UW, CL Focus: explore, look with a keen eye, notice, experience awe</p>	<p>Non fiction nature books Nature magazines Magnifying glasses Interesting rocks and minerals Globe Maps Insect, tree, bird, flower identification cards Topic related enhancements – eg eggs Items from other cultures</p>	<p>Topic related enhancements – eg eggs, magnets, Atlas Winter/Spring things collected from Wild Woods Crystals and interesting objects Magnifying glasses</p>	<p>Topic related enhancements beebots, Summer things collected from Wild Woods</p>

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and wonder, make observations and give explanations	photos Autumn/Winter things collected from Wild Woods		
Common Behaviours	<ul style="list-style-type: none"> • <i>Look at pictures in non fiction books</i> • <i>Use magnifying glasses to look closely</i> • <i>Explore photographs, books and objects and talk about what they see</i> 	<ul style="list-style-type: none"> • <i>Ask and answer questions about what they see</i> • <i>Handle delicate objects with care</i> • <i>Look in detail and describe what they see</i> • <i>Make suggestions about what something could be, how it works, or why it is there</i> 	<ul style="list-style-type: none"> • <i>Make sensible suggestions about what something could be, how it works, or why it is there</i> • <i>Share own knowledge about a topic to teach others</i> • <i>Add own objects to UTW area as 'class museum'</i>
Outdoor Music/stage area			Musical instruments, dressing up clothes, nursery rhymes, song sheets,
Common Behaviours			<ul style="list-style-type: none"> • <i>Handles instruments with care and respect</i> • <i>Plays an instrument to a beat/with rhythm</i> • <i>Plays instruments as part of a group, taking account of the other musicians</i> • <i>Plays an instrument whilst singing</i> • <i>Sings known songs and nursery rhymes</i>
Sand Area of learning: UW, EAD, Maths Focus: dig, mould, create, sieve, bury, Explore the properties of sand, texture, gravity, Capacity, Full, half full, empty, Create structures and patterns	Colander, Different sized containers, buckets and bowls Spades, Scoops, Long and short handled Sieves, Shells, Pine cones, Sticks, Stones,	Moulds, Irregular shaped moulds, Different sized sieves, Buckets and containers, funnels, Kitchen utensils, spoons Short-handled scoops/ spades, Shells, Pine cones, Sticks, Stones, Interesting objects, Tubing Inspiration pictures	Challenges Balance scales Potato mashers, Colander, Kitchen utensils, Different sized containers, funnels, Sieves with small holes/large holes, Shells, Pine cones, Sticks, Stones, Interesting metal objects

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<p>Common Behaviours</p>	<ul style="list-style-type: none"> • Explores moving sand using spade/ scoops • Digs using hands • Makes impressions using hands, fingers, knees, arms • Sifts sand through fingers. • Explores and observes the way sand moves • Covers their hands and fingers in sand • Explores available resources, placing them in the sand with some attention to arrangement. • Fills containers/ buckets with sand • Pats down sand to make it smooth 	<ul style="list-style-type: none"> • Scoops sand up using scoop/ spade/spoon • Moves sand from A to B using a spade • Loses little sand off the spade <ul style="list-style-type: none"> • Able to dig a hole or space in sand • Free play with hands - makes shapes, heaps and tunnels • Fills moulds and shapes and turns over to make shape • Recognises that damp sand holds shape • Knows what they want to create when they begin. • Plans what they will use. • Successfully uses available resources to create patterns and designs. • Recognises that dry sand falls freely through fingers/ sieve 	<ul style="list-style-type: none"> • Selects the most appropriate scoop/ spade for digging • Digs with control • Uses a range of containers/ moulds to create intricate sand creations • Uses spades/ scoops/ buckets to make sand into desired shapes • Plans what they are going to create. • Adapts and modifies plan as they progress. • Uses a range of natural and man made objects to create intricate patterns and designs. • Combines resources for a desired outcome. • Sieves sand for a desired purpose • Sieves sand to filter out larger objects • Pats sand down to cover up resources • Uses spades/ scoops to bury objects
<p>Water</p> <p>Area of learning: EAD, UW, PD Focus: filling and emptying containers, capacity, floating and sinking, properties of water</p>	<p>Pouring vessels, some handled and some not Different sized containers Scoops and spoons of different sizes Forks and whisks Cups, with handles and without Bowls, with 2 handles and without Funnels Sieve and colander Washing up brushes Water Coloured water Bubbles in water Different sized beakers</p>	<p>Different sized containers, Pots and pans, Colanders, Kitchen utensils, Funnels, Some transparent containers, Whisks Ramps, tubes Small pipettes Whisks</p>	<p>Challenge cards, capacity, challenge (how many people can the boat hold etc.) Floating and sinking objects Spoons with slots and holes in, Measuring spoons, Different sized spoons, Jugs with spouts, Jugs with handles, Piping, Pipettes, basters</p>
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • Tips to pour quickly • Drops objects into the water • Observes as they pour water from container to container • Observes the way water moves • Fills containers until they overflow 	<ul style="list-style-type: none"> • Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any • Fills containers with increasing control. • Fills containers with a desired amount 	<ul style="list-style-type: none"> • Pours an amount of water into a chosen container • Pours with increased accuracy with less spilling • Fills a container to their intended point of fill • Starting to read scales when filling • Spills little or no water when transporting

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	<ul style="list-style-type: none"> • Randomly fills different containers • Carries water from A to B but spills large amounts of water along the way • Explores the way water moves and is transported • Tries to catch water as it is transported • Explores the way water moves as they mix and stir it • Spills some water when mixing 	<ul style="list-style-type: none"> • Carefully carries water from A to B but spills a little • Explores using a range of resources and techniques to transfer water for example pipets • Mixes slowly as not to spill • Increased control when mixing • Mixes with a goal in mind for example to make potions 	<ul style="list-style-type: none"> • Does not fill the container to the top - shows an awareness of how much they can carry without spilling • Plans and uses the most effective ways to transport water to avoid spillages • Understands what will happen to the water when they mix it • Loses little or no water when mixing
<p>Nature Kitchen</p> <p>Area of Learning: EAD, PD, UW</p> <p>Focus: Concocting, filling and emptying, problem solving, exploring properties of materials and capacity</p>	<p>Wooden outdoor kitchen with real sink Pots and pans, plates, and cups, jugs, Scoops and large spoons Forks Cups Bowls Colander Pans with handle Scissors Natural items – conkers, pinecones Flowers Herbs Leaves, grasses</p>	<p>Recipes (pictorial), Scoops, Wooden spoons, Bowls, Metal spoons of different sizes, Plastic spoons, Butter knives, Pots and pans, Muffin trays</p>	<p>Recipe cards</p> <p>Recipes, Ladles, Moulds, Pestle and mortar, Masher, Measuring cups/spoons, Measuring jugs/scales sieve Herbs, Vegetables/fruit</p>
<p>Common Behaviours</p>	<ul style="list-style-type: none"> • Create familiar everyday recipes/meals, cake, soup • Explores how new resources work and incorporates them into play • Asks for help with new equipment • Splatting/splashing • Emptying • Filling • Pouring • With support can talk about what they are making and name ingredients that they are using • Explores combining resources 	<ul style="list-style-type: none"> • Adds imagination to what they create worm pie, slime cake, eye ball soup • Uses trial and error multiple times to effectively use a new piece of equipment • Will observe peers and learn from what they are doing • scooping • stirring • mixing • transferring • patting/smoothing 	<ul style="list-style-type: none"> • Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines. • Uses new equipment in a variety of scenarios • Will talk to peers and work together to solve a problem • Sharing out • serving • ladling • whisking • moulding • crushing • mashing

Continuous Provision Progression

		<ul style="list-style-type: none">• <i>adding</i>• <i>picking</i>• <i>chop</i>• <i>Can follow a recipe that use pictorial representations</i>• <i>Has an end goal in mind and can talk about ingredients and actions needed to reach goal</i>	<ul style="list-style-type: none">• <i>measuring</i>• <i>boiling</i>• <i>sieving</i>• <i>Can follow a recipe that uses simple language and words in line with phonic knowledge.</i>• <i>Works through all stages of process of making something, combining ingredients, cooking and serving,</i>
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