

WATER: Continuous Provision



<u> 2250U</u>rces

Listen

and respond

Extend vocabulary

Ask questions

Talk ...

to plan and

organise

Use water

to make marks

Find information

from books

Boats water wheels, jugs, funnels, tubing, bottles, floating/sinking objects, kitchen utensils, bubbles, glitter, watering cans, guttering, pipes, buckets, paint brushes

exploring: Exploring:

pouring, filling, movement, freezing, changes when adding or mixing different materials, floating/sinking activities, melting, emptying, sounds, puddles. conservation

fountain

Small world:

ocean, pond, dolls tea sets.

Natural/made resources:

fir cones, conkers, leaves Treasure Chest:

coins, jewels, map

goblets, Construction

Playing and

exploring:

Show curiosity

Choose own Resources

Use senses to explore

Engage in open

ended activity

Positive

Relationships

Sharing/taking turns

Collaborating in a group

Playing co-operatively

Listening/responding

Respecting each

other's space

Enhancemenx

Creating and thinking critically:

Thinking of ideas Monitoring their

Making predictions Making changes and adapting as needed activity

Unique Child

Active

learning:

Persist when

challenges occur

Show fascination

Show fascination

when meeting

a goal

Individual interests Language development

Imagination & creativity

Exploration & discoveries

Learning and Development

Activities/resources offered alongside sustained shared thinking across all areas will ensure that all children progress in their learning and development

Enabling **Environments**

Access for all children Appropriate resources Stimulating enhancements Opportunity for children to add other resources Boundaries: safety/space

Make choices Sharing/turntaking Work as a group

Interested/Motivated Accept boundaries Dress/undress

PSED

~ aprons

Measurina Mathematical Language: more/less, heavy/light, big/small, long/short Use mathematical ideas and thinking to solve problems Estimatina

shape

EAD

Use senses to explore Express/communicate ideas

Respond to comments questions

UW

drip/ping

PD

Staying Safe

Use one handed tools

Spatial awareness

Hand/eye co-ordination

Use small/large

equipment

Investigate using objects and materials Question why things happen and how things work. Explore patterns and change, differences and similarities

Use imagination

damp





Construction: Continuous Provision Enhancemenx experimenting, Experimenting, Play mats, small Popoids, Duplo, world people/animals Magnet blocks, to encourage construction 🗻 Giant gears, Mobilo, exploring, pouring, of buildings and enclosures castle Stickle Bricks, Octons, using senses, moulding, Instruction cards discovering, patterns, Construct-o-straws, tubes Mark-making materials to aine Areas capabilities of wet/dry sand, Interstar, boxes, logs, encourage drawing props patting, building, textures guttering, blocks, or designing their tipping, filling, changes crates, tyres construction when adding/mixing Active learning: other materials Show a belief that Communicating and more effort/different negotiating Stick approach will pay off Listening to instruction Persist when challenges occur Develop an understanding of Creating and **PSED** Playing and PD Show satisfaction in concepts: big/small, thinking critically: exploring: meeting their own goals Beginning to long/short... balance Showing friendly Planning and making balance blocks Initiate ideas Not easily Show understanding behaviour decisions about how to Handles small and large Showing a 'can do' attitude distracted of prepositions Working together/joins in approach a task/reach a goal construction materials, Pretend objects are things Show confidence in asking Finding ways to solve problems safely and with increasing from their experiences for help. Unique Child Thinking of/testing ideas control. Choosing resources Accept the needs Offer resources in 'Reading' instruction Changing strategy Seeking challenge of others. different ways to as needed righ cards, following Being engaged support individual learning pictures and print Support the individual Know that print carries UW **Positive** Enabling child's interests whilst meaning Use number names Talk about why Relationships **Environments** recognising the Write own name and Compare two groups of things happen Support children in interests of Ensure children have label own work objects saying when they Enhance small world play sharing and collaborating opportunities to design and the group. have the same number with construction resources Use open ended questions to make indoors and outdoors on EAD Learning and Show an interest in shapes Use appropriate words to challenge children's a small and large scale. Use various Use positional language describe their models: Development thinking during play Review appropriateness construction materials share Activities and resources Selects particular house, castle, tower, Support children of available Join construction pieces offered alongside sustained named shape bridge, road ... when challenged resources. to build and balance shared thinking across all under Construct with a purpose areas will ensure that all in mind using a variety children progress in of resources their learning and through development