

Progression of Skills/ Resources through our Ordinarily Available Provision (OAP)

Resources are not limited to those that are suggested within the plans and are changed or linked to children's interests as they emerge.
Language, independence, cooperation and respect are integrated throughout our provision.

SAND AREA

Control/Body Movement					
Elbow, shoulder, whole body Large workspace		Wrist, hand Medium workspace		Fingers, hand Small workspace	
Filling					
Shape and form Develop observational skills	Manipulative Skill- filling container Discuss sizes of containers. Respond to instructions (e.g. can you fill your bucket? Can you make a square sandcastle?)	Manipulative Skill- filling the bucket and turning over to make a sandcastle Match the sandcastle to the bucket. Which spade would be best to fill the largest bucket? Match the mould to the shape.	Look at properties of different sand (dry, wet). Can they make a sandcastle? Why did it work/ not work? Look at other containers and discuss 3D shapes	Vocab- describe what they are doing/ making and likes/dislikes	
Pouring/Emptying Skills					
Large vessel with handle and defined spout, small vessel with handle and defined spout	Large vessel, no handle but defined spout	Large long spout vessel, small long spout vessel	Large vessel no handle, no spout, small vessel no handle, no spout	Large vessel side pouring handle, small vessel side pouring handle	Variety of vessels with taps to open and stem the flow.
Digging Skills					
Hand, large container, small container	scoop, short-handled spade	Long handled spade, serving & wooden spoon	Spatula, dessert spoon, tablespoon	Teaspoon, small scoop, salt spoon	Fingers
Bury/enclose (see 'Digging Skills')					
Include variety of items for covering (e.g. fabric, bark, lolly sticks- large and small, cardboard, lego boards)					
Sieve/Sift					
Fingers and hands, grain sifter, large colander	Cutlery drainer, large weave fabric	Sieve, potato masher, seed tray lid	Long handled tea strainer, sink strainer	Combs- different size teeth, small weave mesh	Fingers

Moulding Skills					
Hands, container with 2 handles, container with 1 handle	Container with no handle (shell, bowl), small bucket	Large bucket, large tall container, large irregular shape	Small nature resources as moulds	Small irregular shape (e.g. jelly mould), ice cube moulds	Self-made moulds, Fingers
Imagination					
Take part in small world play		Retell a story in sequence		Design and create an environment for their stories	
Vocabulary and Discussions					
Name equipment - bucket, tray, spade, sieve, funnel etc Pour, fill, flow through Explore shape and form Develop 1-to-1 correspondence	Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity, Observe patterns-vary in height/ speed of sand falling	Sand properties- Vocab- Descriptive language- wet, cold, damp, dry, hard, soft, smooth, rough, bumpy Observe shapes made	Comparative language-Compare spoons, spades, ladles, scoops. Which is the largest/smallest? Which will hold the most/least? More than/less than. Which is the heaviest/ lightest? largest, smallest, most, least, heaviest, lightest. Create own patterns and discuss	Explain why they are doing what they are doing	



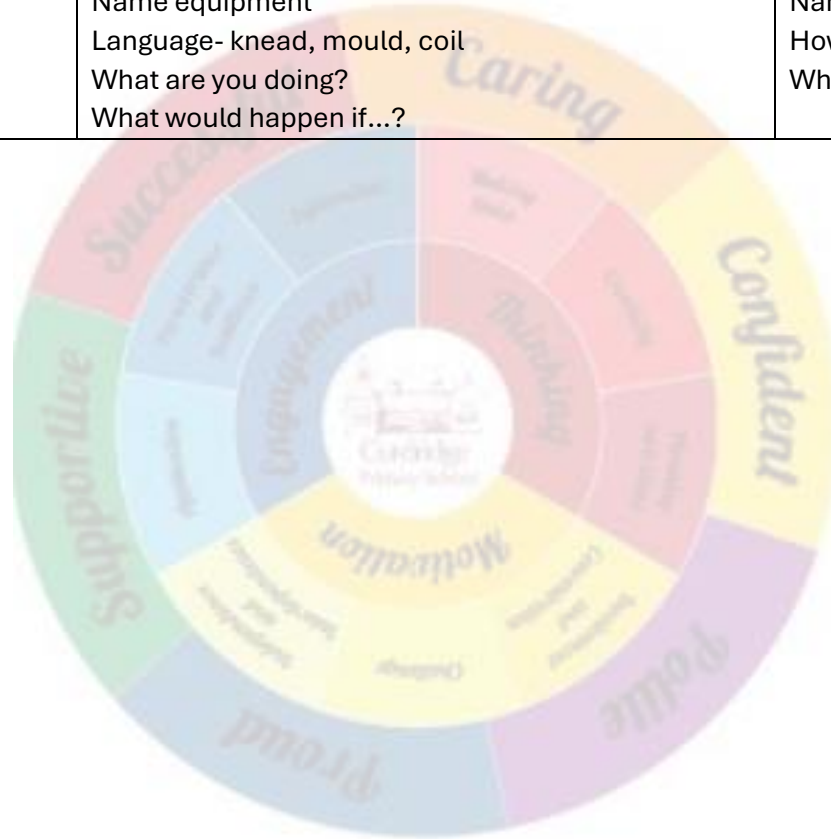
WATER AREA

Control/Body Movement					
Elbow, shoulder, whole body Large workspace		Wrist, hand Medium workspace		Fingers, hand Small workspace	
Filling/Pouring/Emptying Skills					
Develop observational skills Large vessel with handle and defined spout. Small vessel with handle and defined spout	Discuss sizes of containers. Respond to instructions (e.g. can you fill your jug?) Use both hands to transfer into a set container Large vessel, no handle, defined spout	Large vessel no handle, no spout. Small vessel no handle, no spout	Filling a stationary container	Large vessel side pouring handing, small vessel side pouring handle Filling a container and transferring to a container in the other hand	Variety of vessels with taps to open and stem the flow of water. Very small containers Oversized containers Funnels, scoops, cups, spoons
Submerging					
Dolls/ toys, body parts		Blocks, regular floating objects, flat-bottomed objects. Sponges, beads, stones		Irregular small objects, (ducks, toys) malleable materials	
Stemming (stopping flow)					
Fingers, hands		Valves, taps, dam, pre-cut blocks, toys		Malleable materials, natural materials, loose parts	
Transporting					
One handled containers, two handled containers, less water		Two water trays on different levels, ramps		More water, sponges, slatted spoons tubes + links irregular hollows containers	
Manipulation Skills					
Filling container by submerging Filling stationary container by pouring Colanders/ sieves, hands, container with 2 handles, container with 1 handle		Large jug, large tall container Water wheels, sponges, natural materials sticks, leaves, filters		Filling a container and transferring to a container in the other hand Large long spout vessel, small long spout vessel. Syringes, droppers, straws, pipes (various size), basters, spoons.	
Imagination					
Take part in small world play		Retell a story in sequence		Design and create an environment for their stories	
Vocabulary and Discussions					
Name equipment: Jug, funnel Pour, fill, flow through Talks about going under or on top when discussing floating and sinking.	Language: Full, empty, nearly full, nearly empty, half full, half empty, capacity. Uses words float and sink.	Water properties: Vocab- Descriptive language- wet, cold, bubbly, clear, waves, splashing, swirling	Comparative language- smallest, largest, most, least, heaviest, lightest. More than/less than. Compare containers	Explain why they are doing what they are doing.	

CREATION STATION

Body Movement		
Elbow, shoulder, whole body Large workspace	Wrist, hand Medium workspace	Fingers, hand Small workspace
Painting		
Printing- Vehicles, rollers (variety textures/patterns), large sponges, large blocks, hands/ feet Mixing- Dot pens, hands, two colours, premixed paints Brushing- Big rollers with handles, big brushes Working vertically	Printing- Fingers, fruit & vegetables, large/ regular shaped recycled materials, large paintbrushes, regular shaped sponges 3D shaped objects Mixing - Large brushes, sponges, primary colours, watercolours Brushing - medium brushes, natural materials (sticks/ leaves attached to handles) Working vertically & horizontally	Printing- Natural resources (dependent on size), man-made objects (marbles, nuts/bolts etc.), small/ irregular shaped recycled materials, cotton buds. Mixing - pipettes, felt pens, crayons, pastels, sticks, small brushes, powder paints Brushing - large scale marking tools, handmade brushes, variety of tools to choose for a specific purpose, small brushes
Drawing		
Uses a variety of drawing tools to mark make with some control Draws lines and shapes Draws faces with features and draws enclosed spaces, giving meaning Draws simple representation	Draws potato people (no neck or body) Demonstrates more control Draws with detail (bodies with sausage limbs and additional features) Draws bodies of an appropriate size for what they're drawing Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog)	Looks closely at lines, shapes, size and patterns when producing an observational drawing. Drawings show finer details Draws portraits, detailed pictures, landscapes, buildings and cityscapes Shading - pencils, charcoal, pastels, chalk
Cutting		
Playdoh/plastic scissors, playdoh/ pizza slicer, thinner paper, loop handled scissors, free cutting/ snipping, tearing	Thicker paper, plastic scissors/playdough, spring scissors, cutting playdough	Graters, different materials (cardboard / cloth etc.), plastic knives, regular scissors
Joining		
Use glue sticks with support Joins items which have been cut, torn or glued Play dough, glue sticks, pre prepared tape pieces	Use glue spatulas with support Join items in a variety of ways – sellotape, masking tape, string, ribbon Join items with glue, tape, pegs, bulldog clip, staplers, tape dispenser, tape (masking /scotch), blu tack	Use glue sticks and glue spatulas independently Join items in a variety of ways – string , ribbon, staplers, treasury tags, small hole punches, elastic bands, paper clips, split pins, large hole punches, plasticine

Malleable		
Joining- PVA glue brush, finger glue, glue sticks Cutting- paper strips, whole hand scissors Folding- scrunching, thin paper	Joining- Small tape dispenser, masking tape, pegs, spring scissors, glue spreader Cutting- hole punch, paper sheets, spring scissors, card, kitchen roll tubes Folding- simple fold, regular paper	Joining- split pins, tying, paper clips, large tape dispenser Cutting- fabric, corrugated paper, tissue paper, card/boxes, regular scissors Folding - complex fold, i.e. fan, thicker paper
Vocabulary and Discussions		
Name equipment Language - pat, squeeze, flat, cut, roll, mix Tell me about it	Name equipment Language- knead, mould, coil What are you doing? What would happen if...?	Name equipment How could you make it better? Why did you...?



CONSTRUCTION AREA (INSIDE AND OUTSIDE)

Stacking				
Investigates and experiments Understand safety – if a tower is taller than them what will happen? Builds towers by stackings objects (cups, blocks of even size) Builds with magnetic polydron and wooden blocks.	Builds with a purpose in mind Builds models which replicate those in real life. Can use a variety of resources – loose part play Blocks (different sizes), heavier boxes, containers (tins etc). Outside tyres, ramps	Knows how to make a structure secure Lego, blocks and objects (odd sizes) Pebbles, natural objects, recycled materials Outside stones, planks and blocks		
Enclosing				
Builds walls to create enclosed spaces Blocks, 3D shapes, magnetic polydron	Builds models which replicate those in real life. Can use a variety of resources – loose part play Duplo, boxes, tape, scissors, staplers, marble run, mobile. Outside blocks, ramps, tyres	Knows how to make a structure secure Builds models with finer details Lego, nuts and bolts, metal tools (screwdriver), hole puncher and string Outside- sheets, tarpaulins, pegs, string, material		
Joining				
Builds simple models using walls, roofs and towers. Pipe cleaners, paper and glue, Wooden blocks, train set	Builds models which replicate those in real life. Can use a variety of resources – loose part play Tape dispenser, paper clips, whole punch, string. Outside- water pipes and connectors	Knows how to make a structure secure Elastic bands, duct tape, treasury tags Outside- sheets, tarpaulins, pegs, string, material		
Bridging				
Investigates and experiments Builds simple models using walls, roofs and towers. Outside blocks, planks	Cardboard boxes, scissors, tape, rulers, blu tack Outside- guttering, water pipes, obstacle course kit	Knows how to make a structure secure Large scale resources: big tube roll, bricks		
Vocabulary and discussion				
Name equipment Language- build, push, pull, make, hold, full, break, stick, together Name square, circle Roll, fits together, sides, edges, corners, curved, straight, level Discuss textures & properties (rough, smooth, hard, soft, high, low, tall, short, heavy, light). Tell me about it. What did you use?	Name equipment Language- press, split, plan, squeeze, fit together, broken up Positional Language - behind, in front, on top, middle, over, under, next to, below, inside, between, down, above, on, forwards, backwards. Comparative language (er/est). Names triangle, rectangle. What did you do first?	Name equipment Language- apart, design, model, tilt Discuss textures & properties (bends, sticky, solid, pointed, rounded, flat, wide, narrow, thin, thick) Positional Language- beside, at the end of, across How could we make it move?	Name equipment Language- balance, left over, less, same as, as much Names of models e.g. castle, skyscraper Names 3D shapes What would happen if...? Can we make it stronger?	Name equipment Why did you...? How could you make it better?

ROLE PLAY

Dressing up		
Accessories, pre-prepared themed costumes, generic dress up boxes, ready-made masks	Different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers	Pillowcase (to turn into anything), joining materials (string, tape, pegs, velcro, safety pins)
Construction		
Different solid boxes, cushions, blankets, objects like dolls, spoons, cups etc	Planks / logs, different sized boxes, different types of fabric, tape, paper, scissors, pegs	Joining materials (string, tape, pegs, velcro, safety pins), tools, glue, padlocks and keys
Representation		
Literal representation of objects (bowls, cups, spoons, dolls etc) e.g. a teapot is a teapot Roleplays everyday events	Fabric, boxes, tubes, joining materials Makes up own situations Retells well known stories	Anything! Children choose what goes in there Recycled materials, furniture (e.g. table, chairs etc) Makes up own stories and retells well known stories in detail, using new language.
Promoting other skills		
Playing beside others Mark making to make lists, letters, cards, notes, signs, tickets etc Notices numbers in the environment, comparative language Time- next, after Problem solving- how many cups for dinner? Order, sort, match Technology- camera, tills, phones, calculator, keyboards	Sharing, taking turns, interacting, listening to other people's ideas Using letters to make lists, letters, cards, notes, signs, tickets etc Identifying numbers (e.g. on phone, calendar, prices) Time- ordering events in the day Technology- camera, tills, phones, calculator, keyboards, keyboard	Keeping play going in character, responding to each other Applying phonics to make lists, letters, cards, notes, signs, tickets, bills, leaflets etc Apply number knowledge (e.g. adding up prices in a shop) Time- refence at clock, watches Problem solving- How much money do I need? Technology- camera, tills, phones, calculator, keyboards, keyboard
Vocabulary and Discussions		
Dependent on role play set up Talk about the different characters and their role in different situation	Talk in language of different roles	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up

SMALL WORLD

Character Development		
Familiar situations e.g. home Familiar fantasy Superheroes and weapons Characters from well-known films/tv shows/books	Familiar situations e.g. home school, shop, restaurant. Shared fantasy	Unfamiliar fantasy invented by the child Unfamiliar real-life situations
Story telling		
Animals, hand puppets/puppet theatre, cars, mini wooden people, trains, dinosaurs, vehicles	Mini wooden people Finger puppets/story characters Retelling of familiar stories	Own resources Block people, mini wooden people, made up characters Resources that are not gender specific
Environment		
Specific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc)	Non-specific resources (cave, toad stools etc)	Models made in construction Junk modelling materials, fabrics, natural materials
Promoting other skills		
Playing beside others Comparative language Time- next, after Problem solving- how many cups for dinner? Order, sort, match Hand eye coordination	Sharing, takin turns, interacting, listening to other people's ideas Time- ordering events in the day Manipulate small objects	Keeping play going in character, responding to each other Time- reference clock, watches Problem solving- How much money do I need? Use small equipment with confidence, skill and coordination
Vocabulary and Discussions		
Dependent on set up Relate to own experiences Talk about the different characters and their role in different situation s	Talk in language of different roles	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up

BOOK NOOK

Concepts of print		
Engage in story time A range of fiction and non-fiction books Nursery rhymes Comics, magazines, catalogues, newspapers Known logos and words. Names	Chooses books for others to read to them Looks through books for pleasure Matching words and pictures A range of fiction and non-fiction books Nursery rhymes Comics, magazines, catalogues, newspapers	Reading books for pleasure Phonics books Matching sentences and pictures Key words Character names A range of fiction and non-fiction books Nursery rhymes Comics, magazines, catalogues, newspapers
Story telling		
Retelling well known stories or a part of a well-known story. Puppets, small world creatures, mini mes linked to well-known stories and nursery rhymes Story spoons and logs Asks about unknown vocabulary	Retelling not so familiar stories Making up own stories Puppets, small world creatures, mini mes linked to stories and nursery rhymes Own resources Story spoons and logs Understands new vocabulary	Retelling newly introduced stories Altering stories (e.g. changing the character or ending to a story) Own resources Block people, mini mes, made up characters Story spoons and logs Uses new vocabulary in context
Attention		
Comments on texts Ask questions Small group and whole class story time Books based on interests	Holds a conversation about a text Audio stories (with linked pictures or book) Books based on interests	Makes predictions about what might happen Answers questions Reading with an adult Books at current phonics level & based on interests
Reading skills		
Spots individual sounds Known logos and words Names	Short words to match to pictures of objects or characters in books (e.g. 'Mog') Audio stories with books	Books at current phonics level
Vocabulary and Discussions		
Relate to own experiences Knows meaning of the words 'character' and 'setting' Talk about the different characters and their role in different situations Answers retrieval-based questions about what has been read. E.g. Who is the main character?	Talk in language of different roles Knows the meaning of 'fiction' and 'non-fiction', 'title', 'author', 'illustrator' Talk about what might happen next.	Develop the language of dialogue Uses new vocabulary in context Perform for an audience, knowing how to entertain Discuss how stories could be changed or what would happen if.... Inference questioning – Why do you think they are sad? How do you know they are scared?

WRITING TOOLS AROUND PROVISION

Mark making / writing		
<p>Mark making for large scale movements outside- Large paint brushes, dancing ribbons, chunky chalks, parachute, squirters, large paper vertically displayed, chalk board (vertical)</p> <p>Inside writing area- Name cards, large pencils, chunky crayons, chunky felt tips, chunky chalk, variety of paper / card, envelopes, clipboards, different materials to write in (salt, glitter, hair gel, shaving foam etc)</p>	<p>Writing sounds they can hear</p> <p>Sound mats, word mats, large writing frames, chalk, felt tips, pencils, crayon, white board pens and boards, different coloured / shaped / sized paper, themed paper, pictures of places / characters</p>	<p>Writing words and captions/sentences</p> <p>As before and post it notes, writing frames, biros, writing prompts (e.g. finger spaces)</p>
Pencil control		
<p>Simple stencils, Chunky pencils, chunky crayons, chunky felt tips</p>	<p>Simple tracing of different lines</p>	<p>Detailed tracings Pencils</p>
Pencil Grip		
<p>Shows a preference for a dominant hand Mark makes in palmer grip Adult support, hand gym exercises, handwriting sessions, chunky writing instruments</p>	<p>Starting to move towards a tripod grip Holds and uses a pencil confidently Adult support, hand gym exercises, handwriting sessions</p>	<p>Holds pencil effectively- tripod grip Forms letters correctly Adult support, hand gym exercises, handwriting sessions</p>
Writing for a Purpose		
<p>Based on topics and interests- signs and labels, naming work, lists, messages, tickets, cards, books, certificates, speech bubbles, on the calendar, letters, captions, stories, instructions etc</p>		

LOOSE PARTS / TINKERING TABLE

Fine Motor and creativity		
<p>Threading, large nuts/bolts and screw, small wooden blocks, screw lids, linking toys, elastic band boards, peg boards, gems, tweezers, clipboards, pencils For inspiration- shape cards, building cards, vehicle cards</p>	<p>Locks and keys, smaller nuts/bolts and screws, tape measure, safety glasses, golf tees, child's hammer, old/broken appliances to take apart, experiment with etc, tweezers, clip boards, pencils For inspiration- shape cards, building cards, vehicle cards, simple plans Taking apart large resources using large screwdrivers</p>	<p>Split pins, small nuts/bolts and screws, screwdriver, pliers, tape measure, safety glasses, nails, heavier hammer, old/broken appliances to take apart, experiment with etc, tweezers, clip boards, pencils For inspiration- more intricate building cards, vehicle cards, more intricate plans and reflective questions Taking apart smaller equipment using smaller screwdrivers</p>

MATHS THROUGHOUT PROVISION

Counting			
<p>Objects, counters Number songs and resources Counting out plates and snack</p>	<p>Count up to 10 Counting actions, sounds (instruments, claps, steps), show a number of fingers Match some numbers to quantities- objects, counters, number cards, dice, Numicon</p>	<p>Count up to 20 Objects, Numicon and pictures that can't be moved Dice games where need to collect objects (understanding that the final number is how many they have- cardinal principle) Songs that count backwards</p>	
Ordering			
<p>Objects of different size, stacking cups</p>	<p>Order numbers to 5 Different size groups of objects to order Number cards, number stones, number hats, number puppets, number lines for support</p>	<p>Order numbers to 10 Number cards, number stones, number hats, number puppets- with numbers missing Using 1 more/less vocab</p>	
Comparing			
<p>Compare number of objects in 2 groups (obvious differences) Objects, natural objects</p>	<p>Compare number of objects in 2 groups (one with larger amount but smaller objects so pupils aren't linking the area taken up with necessarily being representative of the number) Objects, natural objects</p>	<p>Check if groups are equal by matching objects from each group on a one-to- one basis Can share objects equally Compare numbers (e.g. 8 is bigger than 2. 3 is only a little bigger than 2) Objects, natural objects, number cards, number lines</p>	
Composition			
<p>Seeing groups and combining for a total. Encourage making different arrangements of a number within a whole Numicon, cubes, multilink, counters, natural objects</p>	<p>Explore different ways that numbers can be partitioned, i.e. into more than two groups. Situations to promote this include increasing the number of pots to put a given amount into, e.g. planting ten seeds into three or more pots. Role play, e.g. in a toy shop, ten toys need arranging onto the three shelves. Sharing objects btw people/groups</p>	<p>How many are hidden in a known number of things. For example: 'Five toys go into a tent, then two come out. How many are left in the tent?' Playing hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc. Utilising classroom routines such as tidy-up time to identify how many are still missing from a pot with a number label.</p>	<p>Inverse operations- partitioning exploring songs; for example, 'Five Currant Buns' – show that the whole is still five, but some are in the shop and some have been taken away; check throughout that there are still five currant buns Playing skittles and looking at how many are standing. How many have fallen over? How many are there altogether?</p>

Representing		
Join in with number rhymes (using fingers). Represent numbers using objects (two cars) or marks. Begin to know what numbers looks like.	Show a number of fingers Represents numbers using mathematic objects that can be moved (blocks, cubes, counters, sorting animals, 5 and 10 frames, part, part, whole frames)	Represents numbers using amounts that can't be moved (Numicon, white boards, mark making tool)
Patterns		
Talks about patterns Copies patterns Continues patterns Fabric patterns, wrapping paper patterns, stacking blocks	2 objects for creating own patterns 3 or more objects for creating patters Peg boards, compare bears, natural resources, coins, shapes Language related to size, weight and capacity	Create patterns with a variety of objects and that are more intricate (e.g. 2 twigs, 1 leaf, 2 acorns and repeat).
Shape and Space		
Understand that 2D shapes are flat Identify and name circles and triangles Use language to describe 2D shapes - corner, sides, straight, curved, surface, face Combine objects to make new shapes Showing awareness of relationships properties (e.g. uses cylinders to represent wheels because they can roll). Making pictures and patterns with shapes, objects, Printing with shapes Construction, junk modelling, shape blocks, Positional Language- bottom, on top, next to Direction Language - forward, backwards Obstacle course, object hunt, Bee Botts, construction, small world, acting out stories, (We're going on a bear hunt, Little Red Riding Hood) Riding bikes/scooters around given routes	Identify and name 4-sided shapes (squares and rectangles) Understand that 3D shapes are solid Understand that 2D shapes are faces of 3D shapes See shapes in different orientations Model property language- face, surface, number of sides/ corners/ edges/ Construction activities, magnetic tiles, jigsaws, Making figures from shapes Positional Language - below, above, beside, Directional Language - around Obstacle course, object hunt, Bee Botts, construction, small world, acting out stories, (We're going on a bear hunt, Little Red Riding Hood)	Use language to describe 2D and 3D shapes - corner, sides, straight, curved, surface, face Making 3D shapes using 2D shapes Using stories as prompts to construct a 3D model, e.g. The Three Little Pigs for building houses) Create 3D representations of 2D pictures with multilink Awareness of spatial relationships (e.g. 'can you draw your construction from above, looking down on it?' Positional/directional language – position, route, map Obstacle course, object hunt, Bee Botts, construction, small world, acting out stories Making a complete circuit with a train track, directing a simple robot or remote-controlled toy vehicle along a route, (e.g. making a map)
Sorting		
Coloured objects, different size objects, beads, different animals, objects with simple categories	Weights Sorting hoops	Sorts by their own categories Realises some objects can be in more than one category and explain what they have done

Measure

<p>Recognising attributes (e.g. a stick is long, adults are tall) Model Language: long, tall, high, heavy, fully etc Play dough - discuss length of snakes, weight of different lumps etc Water and sand- capacity, weight</p> <p>Time Events in a day Sequence of events- e.g. snack, then play Use language – first, next, later</p>	<p>Comparing amounts Find something that is longer/shorter or heavier/lighter than a given reference item. Language – comparative: taller than, heavier than, lighter than and holds more than, and more general comparative phrases, such as not enough, too much, and a lot more. When comparing lengths directly align the starting points, and compare like-for-like Tipping scales, see-saw, jugs, ribbons, string, skipping ropes, twigs, pots, containers</p> <p>Time Days of the week Un-muddling visual timetables Making picture sequences for cooking instructions Describing sequences by re-telling stories Use language - after that, then, before</p>	<p>Estimating and comparing Making a bed for a teddy using blocks, selecting a box or container to store a specific item, dressing dolls, and selecting different- sized clothes.</p> <p>Finding things that will fit inside a matchbox</p> <p>Time Seasons of the year</p>	<p>Understanding relationship between size and units</p> <p>Compare units of different sizes in practical contexts (bigger we need less)- Water tray - filling bucket with teaspoon compared to filling with bottles Fill identical containers with different-sized objects, e.g. small balls or large balls. Questioning- What can help me fill the water tray? Which box is best to store the buttons.</p>	<p>Comparing indirectly problems - 'I would like to move this table outside – do you think it will fit through the door?'</p> <p>Making 'Russian doll'- type sets of nesting boxes from a collection Finding ways of seeing if the cupboard or carpet will fit in the role-play area without moving it Finding which of three pairs of shoes is heaviest for packing in a rucksack Packing a shopping bag, making sure the lightest items do not get squashed by heavier things</p> <p>Time Months of the year</p>	<p>Use units to compare Cubes, same size construction blocks, multilink, height charts, timers, measuring tapes, rulers Set up a 'filling station' with lots of different-sized containers to fill with beads, then comparing capacities. Large bricks to measure the height of individuals Metre sticks to see if an elephant or dinosaur would fit in the room Measuring the growth of a beanstalk or sunflower with multilink Comparing the capacity of different bottles by filling lots of glasses</p> <p>Time Time durations events on a class calendar to count down to Timers provided for children to set and respond to challenges Time durations with songs or music.</p>
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TEXTURE KITCHEN

Control / body movement					
Elbow, shoulder, whole body Large workspace	Wrist, hand Medium workspace		Fingers, hand Small workspace		
Filling					
Shape and form Develop observational skills	Manipulative Skill- filling container Discuss sizes of containers. Respond to instructions (e.g. can you fill your bucket? Can you make a square sandcastle?)	Manipulative Skill- filling the bucket and turning over to make a sandcastle Match the sandcastle to the bucket. Which spade would be best to fill the largest bucket? Match the mould to the shape.	Look at properties of different sand (dry, wet). Can they make a sand castle? Why did it work/ not work? Look at other containers and discuss 3D shapes	Vocab- describe what they are doing/ making and their likes/dislikes	
Pouring and emptying skills					
Large vessel with handle and defined spout. Small vessel with handle and defined spout	Large vessel, no handle, defined spout	Large, long spout vessel. Small, long spout vessel	Large vessel no handle or spout. Small vessel no handle or spout	Large vessel side pouring handle. Small vessel side pouring handle	Variety of vessels with taps to open and stem the flow.
Sieve, sift and mix					
Fingers and hands, grain sifter, large colander, large spoons and bowls	Cutlery drainer, large-weave fabric	Sieve, potato masher, smaller spoons and utensils to mix	Long handled tea strainer, sink strainer. Objects such as sticks, lolly sticks to mix smaller amounts.	Combs- different size teeth, small-weave mesh	Fingers
Following instructions / recipes					
Talks about what they are putting into their creation. Variety of natural resources (twigs, stones, leaves, water, conkers, pinecones, daisies, soil etc)	Follows simple recipes, making sure they use the correct quantities. Variety of natural resources to match recipes.		Follows longer and more detailed recipes. Experiments with changing recipes. Variety of natural resources to match recipes		Makes up their own recipes and record for others to use. Variety of natural resources (twigs, stones, leaves, water, conkers, pine cones, daisies, soil etc) Writing materials (paper, pens, pencils, whiteboards and pens, notebook)

Vocabulary / discussions

<p>Name equipment - bucket, tray, spade, sieve, funnel etc Language - pour, fill, flow through. Explore shape and form</p>	<p>Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity. Observe patterns - vary in height/ speed of sand falling</p>	<p>Vocab concerning properties- wet, cold, damp, dry, hard, soft, smooth, rough, bumpy, sticky. Observes changes.</p>	<p>Comparative language - largest, smallest, most, least, heaviest, lightest. Compare spoons, spades, ladles, scoops. Which is the largest/smallest? Which will hold the most/least? More than/less than. Which is the heaviest/ lightest? Discusses why changes happen</p>	<p>Explain why they are doing what they are doing</p>
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STAGE (also see Role Play)

Music and Singing		
Nursery rhymes/ number songs and puppets, bells, drums, shakers.	Introduce new songs and instruments once they have been used in music sessions	Cubes to be used to represent instruments and when they are played (initially taught in music sessions)
Dance		
Dancing scarves, costumes, music	Dancing ribbons, costumes, music	
Storytelling		
Props and costumes from well-known stories	Materials, things to make own props (e.g. junk modelling)	

OUTSIDE PHYSICAL AREA

Balancing Skills		
Chalk lines, wide planks, wooden blocks, tyres, coloured dots	Narrow beam, obstacle course, stepping stones, bucket stilts	Den making area
Throwing, Catching and Batting Skills		
Large balls	Bean bags, large tennis bats	Tennis balls, velcro throw and catch game, narrow bats
Arm/ Upper body Development		
Flags, dancing scarves, large paintbrushes, rollers, parachute, large plastic construction, large material cubes Monkey bars in adventure playground	Dancing ribbons, material, large wooden construction, tyres Monkey bars in adventure playground	Dancing ribbons, material, large wooden construction, tyres Monkey bars in adventure playground
Jumping Skills		
Coloured spots, chalk lines, big blocks	Stepping stones, tyres, chalked numbers/letters	Skipping ropes
Bike Skills		
3-wheeled bikes, simple track	Balance bikes, more detailed track	2-wheeled bikes, detailed track and obstacles. More bikes available
Climbing		
Wide beams, wooden blocks, tyres, stepping stones Adventure playground	Wide beams, wooden blocks, tyres, stepping stones Adventure playground	Narrow beam, larger wooden blocks, den making poles