

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

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	• Explore sand with hands, buckets, jugs. • Begin simple filling/emptying and pouring. • Start digging with large shovels. • Notice differences between dry/wet sand.	• Basic essentials: buckets, large spades, scoops, jugs, a few containers. • Simple small-world props (e.g. 1–2 animals or vehicles). • Sticks/paintbrushes for first mark-making.	• Teach routines (using/tidying equipment). • Model simple descriptive language (wet, dry, full, empty). • Ask: "What happens if you add water?"	• Dry, wet, full, empty, big, small. • EYFS links: exploring textures, early vocab, PSED (sharing tools), physical skills (scooping, lifting).
Spring	• Use spades, cups, moulds to create shapes. • Experiment with capacity (more/less, which holds most). • Begin simple construction (sandcastles, roads). • Work more collaboratively (taking turns, sharing).	• Add varied container shapes, moulds, small cups, scoops. • Funnels/tubes for pouring challenges. • Treasure/shells for burying and finding. • Introduce fives frames for managing number of children in the area if desired.	• Encourage children to test ideas (which bucket makes the tallest castle?). • Model maths talk about capacity and comparison. • Ask: "What could you do differently to make it stand up?"	• Smooth, rough, heavy, light, tall, short, more, less. • EYFS links: Maths (capacity, size), UTW (investigating materials), C&L (descriptive vocab).
Summer	• Refine fine motor control (using teaspoons, funnels, tubes). • Combine resources for imaginative play (castles, landscapes, stories). • Experiment with patterns, burying/hiding, and mark-making in detail. • Make predictions and test ideas (which will sink/bury fastest?).	• Smaller tools: teaspoons, forks, measuring spoons. • Loose parts (gems, pebbles, sticks) for story-building. • Coloured sand, spray bottles, layered containers for experiments. • Add themed enhancements (desert, beach, fossil hunts).	• Facilitate storytelling in sand worlds. • Introduce more complex questioning: "Why do you think this one sank?" / "What would happen if...?" • Support recording patterns and ideas.	• Grainy, sticky, sprinkle, bury, excavate, pattern, design, castle, fossil. • EYFS links: EAD (patterns, imaginative play), Literacy (storytelling), UTW (investigations), Maths (measuring, comparing).

[Type here]

Water Area

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	• Fill and empty using jugs, buckets, large containers. • Explore pouring and transporting water with basic tools. • Notice properties of water (wet, splashy, heavy when full). • Begin collaborative play (sharing space, waiting turns).	• Jugs, buckets, large spoons, bowls. • A few floating/sinking items (boats, stones, shells). • Large paintbrushes for outdoor mark-making with water.	• Teach routines for safe water use. • Model descriptive language (wet, splash, heavy). • Ask: <i>"What happens if we pour it all out?"</i>	• Wet, splash, full, empty, heavy, light. EYFS links: Physical (gross/fine motor), C&L (new vocab), PSED (sharing).
Spring	• Use smaller cups, syringes, funnels to pour with more accuracy. • Experiment with floating and sinking (test a range of objects). • Explore simple capacity ideas (which container holds more?). • Begin simple problem-solving (how to move water from A to B).	• Add funnels, teapots, smaller spoons, guttering. • Clear containers for comparison • Natural objects (shells, leaves, pebbles). • Introduce water colour mixing (food colouring or natural dyes).	• Support prediction and reasoning: <i>"Which one will float?"</i> / <i>"How can you get the water over here?"</i>. • Model early scientific vocabulary.	• Float, sink, more, less, measure, pour, drip, mix. EYFS links: Maths (capacity, measure), UTW (floating/sinking, changes), PD (fine motor precision).
Summer	• Refine fine motor skills with pipettes, droppers, smaller containers. • Investigate absorbency, viscosity, and colour mixing. • Create own ways of transporting water (guttering, tubes). • Develop imaginative water play scenarios (sea, rivers, rescue missions).	• Complex tools: pipettes, turkey basters, measuring cylinders, guttering, tubes, connecting pipes. • Loose parts for experiments (sponges, corks, ice). • Open-ended setups (water beads, bubble play, frozen objects in water). • Small world props (boats, animals, people).	• Extend questioning: <i>"Why did this sink faster?"</i> / <i>"What might happen if...?"</i>. • Support storytelling in water play. • Encourage children to record or explain findings.	• Absorb, dissolve, flow, force, transparent, bubble, stream, rescue. EYFS links: UTW (materials, changes, forces), EAD (creative play), C&L (explanations, storytelling).

[Type here]

Construction Area

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	• Build simple towers and lines using large blocks. • Explore balance and stability (towers falling down, trial and error). • Begin joining with simple interlocking sets (Duplo, Stickle Bricks). • Work alongside others in the space.	• Large-scale wooden blocks, smaller scale wooden blocks, crates, foam bricks (limit numbers to begin with) • Duplo, Mobilo or Stickle Bricks for simple joining. • Space organised with clear limits for safety.	• Model safe handling of large blocks. • Narrate building process: <i>"You've made it tall, what might happen next?"</i> • Ask: <i>"How can you make it stronger?"</i>	• Tall, short, big, small, stack, balance, strong, weak. EYFS links: PD (gross motor), PSED (sharing space), C&L (describing builds).
Spring	• Use varied shapes and sizes of blocks (arches, curved pieces). • Begin designing with a purpose (houses, bridges). • Explore simple patterns in building (ABAB colour or shape). • Collaborate on small group builds.	• Add interlocking kits (Lego, Clix, Polydron). • More complex block shapes (arches, cylinders). • Introduce simple tools (tape, clipboards for drawing plans). • Role play enhancements (hard hats, hi-vis, signs).	• Encourage planning: <i>"Can you draw what you want to build first?"</i> • Support early pattern recognition in builds. • Ask: <i>"What could you add to stop it wobbling?"</i>	• Long, short, wide, narrow, pattern, design, plan, join, connect. EYFS links: Maths (patterns, shape/space), Literacy (mark-making plans), PSED (teamwork).
Summer	• Refine fine motor joining (nuts/bolts, screws, hinges). • Apply stability and balance knowledge to larger/more complex builds. • Adapt designs when problems occur; test and improve. • Work collaboratively on imaginative constructions with narratives (e.g. a city, zoo, castle).	• Add real tools for supervised use (hammers, screwdrivers). • Nuts, bolts, washers, hinges. • Loose parts (planks, reels, tubes, cardboard for large-scale builds). • Resources for recording e.g. clipboards and pencils, labels, etc.	• Introduce higher-order questioning: <i>"What would happen if...?"</i> / <i>"How could you change your design?"</i> • Support children to explain choices and test predictions. • Encourage evaluation of final models.	• Sturdy, stable, improve, adapt, hinge, fasten, measure, balance. EYFS links: UTW (forces, real-world structures), Maths (measuring, comparing), EAD (creative model making), C&L (explaining processes), Literacy (mark- making and labelling)

[Type here]

Malleable Area

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	• Explore materials with hands (squash, squeeze, roll). • Make simple shapes (balls, snakes/worms). • Begin tearing/splitting with hands. • Start early imaginative play (pretend biscuits, cakes).	• Core dough (playdough, salt dough, clay). • Basic tools: rolling pins, large cutters. • Loose parts: cupcake cases, candles for simple role play. • Hands-on exploration encouraged.	• Model vocabulary for textures and actions. • Show how to roll, press, and cut safely. • Ask: <i>"How did you make that shape?"</i>	• Soft, hard, roll, squash, squeeze, press, cut. EYFS links: PD (fine motor strength), PSED (confidence to explore), C&L (describing textures).
Spring	• Use cutters, moulds, and tools with more control. • Begin cutting with roller cutters or plastic knives. • Add details with loose parts (beads for eyes, straws for candles). • Start to represent real objects with intention.	• More varied tools: shape cutters, dough wheels, scissors. • Loose parts: beads, buttons, feathers, sequins. • Simple stamps for mark-making.	• Encourage design thinking: <i>"What are you trying to make?"</i>. • Model combining tools and materials. • Ask: <i>"What could you add to make it look more real?"</i>	• Smooth, rough, sticky, stretchy, cut, join, pattern, detail. EYFS links: Maths (shapes, patterns), EAD (design & creativity), Literacy (storytelling with creations).
Summer	• Refine fine motor techniques (using scissors, tweezers, garlic presses). • Add texture and decoration (imprints, details, combining materials). • Use malleable creations as props in role play (e.g. food, characters). • Experiment with adapting and improving designs.	• Complex tools: stampers, textured rollers, tweezers, noodle makers. • Wider range of materials (kinetic sand, gloop, foam, cornflour dough). • Loose parts for enhancements (googly eyes, natural objects).	• Extend questioning: <i>"How could you make it stronger?"</i> / <i>"What happens if you add...?"</i>. • Encourage evaluation and refinement of creations. • Support imaginative play with props made.	• Twist, pinch, flatten, imprint, decorate, adapt, improve. EYFS links: PD (fine motor precision), EAD (artistic techniques), UTW (material changes), C&L (explaining processes).

[Type here]

Role Play/ Small World Area

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	• Play alongside others, copying simple familiar roles (home, pets). • Use of vocabulary linked to own personal experience (e.g. “mummy, dinner, shop”). • Begin pretending objects are real-life items (a box is a house). • Explore basic small world play with a few characters/animals.	• Core home corner resources (cooker, table, doll, simple food). • Limited small world figures (family or farm animals, cars). • Props from everyday life (shopping bags, cups, phones).	• Model simple role play and everyday routines. • Support children in learning to share props. • Ask: “What might happen next?”	• Big, small, mummy, daddy, baby, cook, eat, home. EYFS links: PSED (confidence, turn-taking), C&L (narratives, vocabulary), UW (familiar experiences).
Spring	• Start to create and sustain simple storylines in play. • Develop imaginative play beyond real-life, using stories or themes (princesses, superheroes, class texts). • Ask questions and engage more fully with peers in shared roles. • Use props with more purpose (dressing dolls, pouring tea).	• Extend small world sets (zoo animals, train track, vehicles). • Themed role play areas (castle, hospital, post office, café). • Wider small world props (boats, dinosaurs, space, emergency vehicles).	• Encourage negotiation and problem-solving in play. • Model new role-specific vocabulary (customer, vet, patient). • Ask: “How can we work this out together?”	• Rescue, castle, princess, dragon, hospital, customer, hero, story, pretend. EYFS links: C&L (extended storytelling), EAD (imaginative play), PSED (empathy, collaboration), UW (communities, occupations).
Summer	• Extend role play to wider real-life experiences (shops, vets, cafes). • Build complex narratives collaboratively, sustaining roles and storylines. • Solve conflicts through negotiation in role play. • Use small world environments to explore wider communities (e.g. farm, city, emergency scenes).	• Add enhancements to role play (till & money, vets’ kit, shopping props). • Add mark-making opportunities (menus, shopping lists, tickets). • Loose parts and fabrics to support innovation (boxes as vehicles, fabrics for costumes).	• Facilitate storytelling and co-created narratives. • Support reflection on roles and feelings: “How do you think the patient feels?” • Ask higher-order questions: “What could happen if...?”	• Shop, money, vet, patient, ticket, next, wait, buy, sell. EYFS links: Literacy (mark-making in play), Maths (money, size, counting), PSED (negotiating roles).

[Type here]

Creative Area

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	• Explore basic tools and materials (paper, crayons, large brushes, glue sticks). • Experiment freely with colour and texture (often mixing everything together) • Begin cutting and sticking with support. • Make simple prints using hands, sponges.	• Core art materials: paper, card, crayons, chunky pencils, glue sticks, large brushes. • Simple paint (ready-mix), sponges, collage scraps. • Limited loose parts (buttons, feathers).	• Model tool use (holding scissors, spreading glue). • Narrate exploration: <i>"You're making lines with the brush."</i> • Ask: <i>"What happens if you mix these two colours?"</i>	• Cut, stick, paint, draw, glue, colour, mix, bright, dark. EYFS links: PD (tool handling), EAD (exploring materials), C&L (describing choices).
Spring	• Use a wider range of tools with more control (scissors, smaller brushes, cutters) • Begin to select materials with purpose (choosing colours, textures). • Explore early colour mixing intentionally (red + yellow = orange). • Create simple patterns, collages, or models with support.	• Add smaller brushes, textured tools (cotton buds, rollers, stamps). • Wider range of collage and loose parts (fabric scraps, sequins, natural materials). • Introduce different paints (powder paint, watercolours).	• Encourage choice-making: <i>"Which material will work best?"</i>. • Introduce vocabulary for techniques (dabbing, printing). • Ask: <i>"How could you make this stronger/more colourful?"</i>	• Pattern, mix, texture, smooth, rough, dab, stroke, design, join. EYFS links: Maths (patterns, shape), Literacy (labels, captions), EAD (techniques, artists).
Summer	• Refine cutting, joining, and painting techniques. • Combine different materials for effect (3D models, collages). • Use creative work to represent ideas, stories, or observations. • Begin evaluating and adapting own work (change/improve).	• Add more complex tools (hole punches, staplers, glue guns with supervision). • Loose parts & natural materials (twigs, shells, pinecones, recycled boxes). • Enhancements: stencils, stamps, textured rollers, clay for modelling.	• Support reflection: <i>"What could you change to make it even better?"</i>. • Introduce links to famous artists/designs. • Facilitate open-ended projects (building models, story props).	• Create, decorate, adapt, improve, design, model, sculpture, collage, evaluate. EYFS links: EAD (creative expression), UW (using natural materials), PSED (confidence, independence).

[Type here]

Investigation/ Science Area

Term	Skills & Play Behaviours	Resources & Enhancements	Adult Role & Questions	Vocabulary & EYFS Links
Autumn	- Observe immediate surroundings, comment on what they see. - Explore cause and effect through simple play (objects sink/float, magnets attract/repel). - Begin sorting and classifying basic materials (smooth/rough, heavy/light). - Show curiosity and ask simple questions.	- Basic resources: magnifying glasses, shells, stones, leaves, magnets, simple floating/sinking objects. - Clear containers for water/ice exploration. - Clipboards/paper for simple drawings.	- Model observation language ("I notice...", "It feels..."). - Introduce simple prediction: "What do you think will happen?" - Ask: "Which is heavier/lighter?"	Heavy, light, rough, smooth, float, sink, magnet, attract, repel. EYFS links: UTW (exploring natural world), C&L (descriptive vocabulary), PSED (confidence to try).
Spring	- Begin to plan simple tests (e.g. "Which one will melt fastest?"). - Use appropriate resources with more control (pipettes, timers). - Make simple predictions and comparisons. - Notice and discuss changes (ice melting, colour mixing).	- Add pipettes, droppers, measuring spoons, timers. - Natural objects (flowers, seeds, soil samples). - Simple investigation sets (colour mixing bottles, bubble solution).	- Encourage children to record (draw, tally, explain verbally). - Support vocabulary extension (transparent, opaque, dissolve). - Ask: "What changed? Why do you think that happened?"	Predict, compare, measure, dissolve, melt, freeze, transparent, opaque. EYFS links: Maths (measuring, comparing), UTW (changes of state, life cycles), Literacy (mark-making for recording).
Summer	- Plan and carry out investigations with increasing independence. - Observe over time and spot patterns (plants growing, shadows changing). - Record findings through drawings, photos, or writing. - Begin to use scientific language more confidently	- Add more complex tools (measuring cylinders, scales, thermometers, magnets with varied objects). - Materials for extended experiments (soil/water comparisons, floating/sinking with variables, colour-mixing challenges). - Loose parts and natural collections (feathers, bark, insects with supervision).	- Extend questioning: "What would happen if we changed...?" / "How could we find out?" - Support collaborative investigations - Encourage children to explain reasoning and draw conclusions.	Evaporate, react, observe, record, classify, experiment, result, change, effect EYFS links: UTW (scientific enquiry, materials, forces), C&L (explaining thinking), EAD (representing findings creatively)

[Type here]

Maths Progression

Unlike other areas, Maths is not confined to a single station, it is embedded across the whole of continuous provision. This table shows how mathematical skills and vocabulary can be introduced and extended term by term within different play areas. It is not intended as a full list of mathematical learning outcomes, but as a guide to how provision and adult support can bring maths to life in everyday contexts.

Provision Area	Autumn	Spring	Summer	Adult Role
Sand / Water	- Fill/empty containers with hands, jugs, buckets. - Use language: full/empty, big/small. - Count small sets (1–3 scoops).	- Compare capacity using cups/containers. - Use vocab: more/less, heavier/lighter. - Begin estimating (“How many scoops will fill this?”).	- Measure with accuracy (scoops, syringes, funnels). - Explore problem-solving (e.g. transporting water). - Talk about volume, prediction, fairness in sharing.	- Model language in play. Pose problems (“Which holds more?”). - Encourage counting and comparison.
Construction	- Count blocks in towers. - Use vocab: tall/short, big/small. - Explore simple balance (does it fall?).	- Build with varied shapes (arches, curves). - Make simple patterns (ABAB). - Compare size and length of pieces.	- Combine shapes to make models (bridges, houses). - Explore symmetry, stability, and measurement. - Count and record block numbers in builds.	- Encourage maths talk: “How tall is it?” - Model comparing lengths. - Support predictions about stability.
Role Play / Small World	- Count food items, toys, money in shop play. - Use size language (big apple, small cup).	- Begin using coins, prices, and amounts in play. - Sequence events (first, next, then). - Compare amounts (“Who has more?”).	- Solve problems with money (giving change). - Use time language (morning, evening, bedtime). - Apply number skills in extended role play stories.	- Extend play with purposeful vocab. Introduce challenges (“Can you buy 2 things for 5p?”). - Encourage sequencing talk.
Creative / Workshop	- Explore shape printing (circles, squares). - Sort and match materials (big/small, colours).	- Create repeating patterns with paint, collage. - Talk about symmetry and order. - Compare lengths of ribbons, paper.	- Measure and cut with accuracy. - Design models using shape and pattern ideas. - Use positional language when arranging.	- Model vocabulary for shape, size, pattern. - Encourage children to describe choices. - Pose reflective questions: “What shape comes next?”
Investigation / Scientific	- Sort and classify natural objects (big/small, heavy/light). - Count and group findings. - Explore simple comparisons.	- Measure and compare weight/length using scales and rulers. - Begin using timers to explore speed/change.	- Record findings using tallies, marks, or pictures. - Explore estimation and prediction. - Apply number and measure in real experiments.	- Support estimation (“How long will it take?”). - Model recording methods. - Introduce comparative vocabulary (longer, shorter, heavier).

[Type here]

Literacy Progression

Literacy is woven throughout continuous provision rather than being limited to one area or table. Children encounter opportunities to develop speaking, listening, reading, and writing skills in every corner of the classroom. This table highlights how literacy can be introduced and extended term by term within different play areas. It is not a comprehensive list of all literacy outcomes, but a guide to how provision and adult support can embed meaningful literacy experiences in play.

Provision Area	Autumn	Spring	Summer	Adult Role
Sand / Water	• Make early marks in wet/dry sand using fingers, sticks, paintbrushes. • Recognise and talk about initial sounds in play.	• Use letter stamps/pebbles in sand and water. • Begin forming letters in sand trays. • Retell simple stories using small world props in sand/water.	• Write simple words/labels in sand (names, objects). • Use storytelling props to create and retell narratives. • Begin applying phonics knowledge in playful contexts.	• Model mark-making. Support sound-talk and link to letters. • Encourage storytelling linked to props.
Construction	• Talk about what they are building using descriptive language. • Listen and respond to others' ideas.	• Begin drawing simple plans for models (scribbles with meaning). • Add marks or symbols to represent labels.	• Use writing tools for captions, labels, or signs (e.g. "bridge", "zoo"). • Collaboratively create storylines for their builds.	• Model drawing/writing alongside children. • Encourage children to "write like builders" (plans, labels). • Extend oral storytelling.
Role Play / Small World	• Engage in simple pretend play, using spoken language linked to role (mum, shopkeeper, driver). • Handle books, menus, and labels in play.	• Begin mark-making with purpose (shopping lists, tickets). • Retell familiar stories through role play.	• Write for extended purposes (menus, diaries, notices). • Create and act out complex narratives, drawing on story language.	• Provide print-rich enhancements (signs, labels). • Model vocabulary and phrases linked to roles. • Encourage children to add their own marks and stories.
Creative / Workshop	• Scribble and make early marks with meaning. • Talk about what they have drawn/created.	• Begin using symbols, letters, and name writing in creative work. • Link art to story characters/themes (drawing a favourite story).	• Add captions, speech bubbles, or short sentences to artwork. • Create story maps or comic strips.	• Model writing linked to artwork. • Encourage children to "tell the story" of their creation. • Support with vocabulary for describing.
Investigation / Scientific	• Use oral language to describe what they see. • Begin to record using marks or pictures.	• Label findings with initial sounds or simple words. • Begin to sequence ideas (first, next, then).	• Record findings with more detail (labels, short sentences). • Use factual vocabulary in oral and written explanations.	• Model observational language. • Support with scaffolds (word mats, labels). • Encourage writing/drawing as part of investigations.

[Type here]