
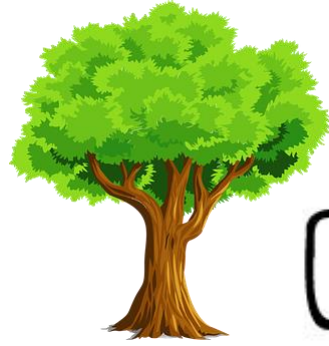


CONTINUOUS PROVISION /  
ENHANCED PROVISION MEDIUM TERM PLANS:  
SPRING TERM



Come Outside



# CONTINUOUS PROVISION

## Come Outside



### What is Continuous Provision?

All activities available each day that provide continuous and constant opportunity for discovery across all areas of the EYFS Framework (including COEL) which allows *a//* children to explore their individual interests, start their own learning projects or consolidate their learning at their own pace and freewill – where ever their starting points. These may be adapted throughout the year to allow progression but should not change too frequently - it is important that they can rely on the same/similar resources always being available to them to ensure familiarity.

Continuous provision **MUST** meet the needs of your children at that current time.

### And Enhanced ideas/provocations...?

'Enhancements' are the 'cherries on top'. Those activities that ignite extra daily excitement and lead to super learning experiences that the children can develop on their own and alongside peers. These ideas may be part of a current class topic... or they may literally be a one off due to children's interests or topical theme.



CONTINUOUS PROVISION

Come Outside

Come outside theme. What does this cover?

This is the best term to grow things! Anything! Plants, flowers, fruit and vegetables – Just grow!

Tending to plants and making a conscious effort to nurture them and really watch their progress is a skill – and a responsibility. Let the children have that responsibility – they will LOVE it!

Daily plant diaries, magnifying glasses and note books and how about using camera or iPad to create a speedy montage of a plant growing! Create something to share with parents. Get parents to support you with the resources if possible – Ask for garden donations; old pots and containers for growing things – aim to add a splash of greenery to your outdoor and indoor area!





# CONTINUOUS PROVISION

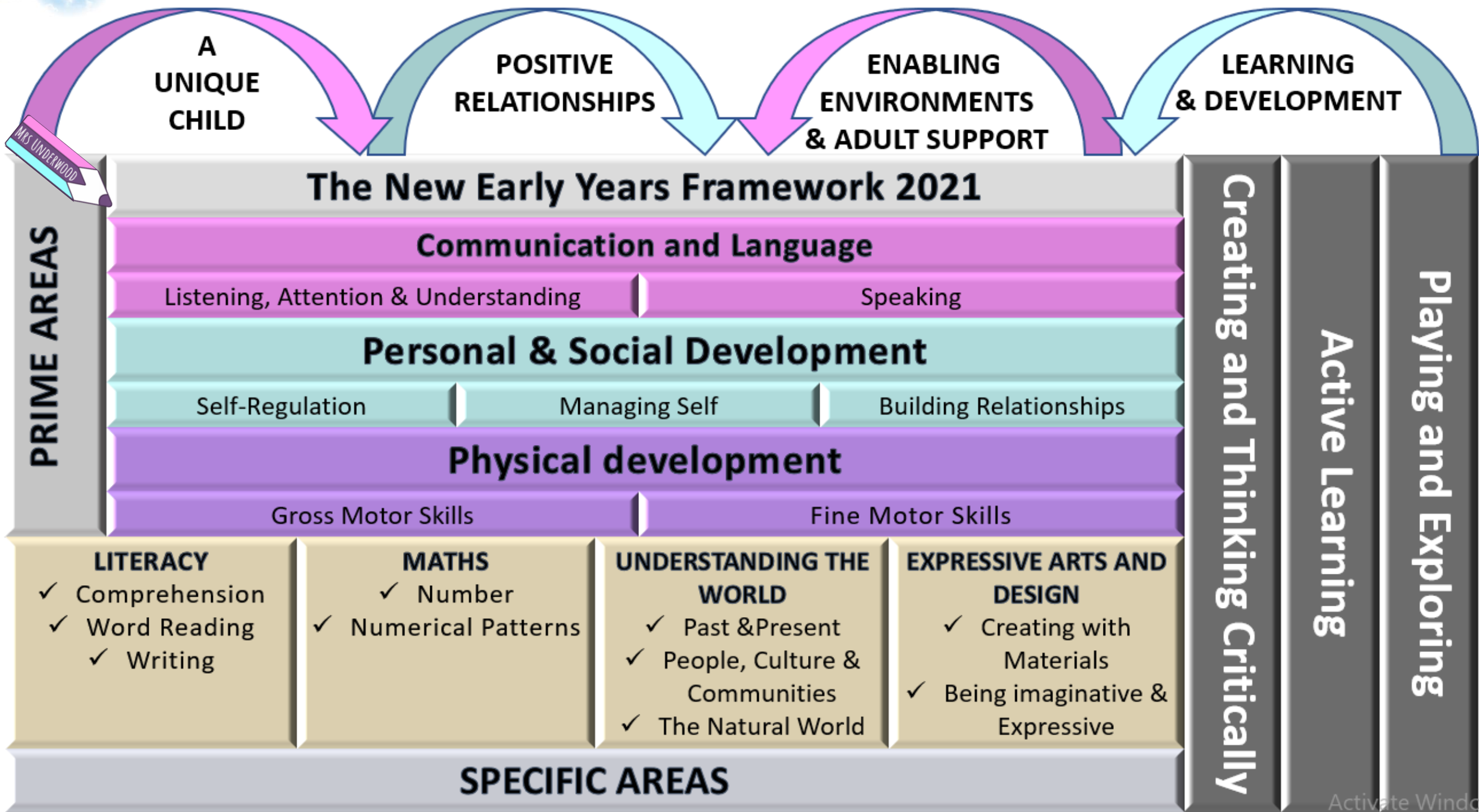
## Come Outside



### Why gardening?

- Promotes life skills such as confidence, resilience, teamwork and communication
- Improves physical and mental wellbeing
- Enhances literacy, numeracy and oracy skills
- Enriches the entire curriculum including science, mathematics, geography, art, design and languages
- Teaches children all about the environment, how to care for things and the importance of biodiversity and sustainability for future generations
- Helps young people engage with their surroundings / community & better and develop a sense of responsibility







# Characteristics of Effective Teaching & Learning...



CONTINUOUS PROVISION  
*Come Outside*

**Playing and Exploring** - Children **investigate** and experience things, and **'have a go'**



**Active learning** - Children **concentrate** and **keep on trying** if they encounter difficulties, and **enjoy achievements**

**Creating and thinking critically** - Children have and develop their **own ideas**, **make links** between ideas, and develop **strategies** for doing things





*Sand and water are super resources for play and completely open ended. Children can determine the direction and level of their own play and can often play for hours in these areas. There is no right or wrong way to play with these raw and basic materials – anything goes! Children can become highly engaged when playing in these areas as they promote experimentation, design, curiosity and imagination!*

## WATER ACTIVITIES


- FLOWERS AND LEAVES IN THE WATER – CREATE PERFUME SCENTS
- MAKE HOLES IN THE BOTTOM OF SOME PLASTIC CUPS TO REPRESENT THE RAIN
- ADD WATER BEADS TO THE WATER TRAY – USE SCOOPS AND CUPS
- EXPERIMENT WITH SPRAYS, HOSES, SHAKERS, COLANDERS, FUNNELS, PIPETTES, SYRINGES, CUPS, JUGS AND TUBING
- MAKE FISHING RODS WITH STICKS – ADD MAGNETS
- CAN YOU FIND THE CONTAINERS THAT HOLD THE SAME AMOUNT OF WATER? HOW MANY CUPS ARE NEEDED TO FILL THE BUCKET? WHICH IS HEAVIER (LIGHTER) WHEN FULL? WHY?
- 2D AND 3D SHAPES IN THE WATER
- COINS IN THE WATER – USE MAGNETS TO COLLECT THE TREASURE
- MARBLE RUN, MEASURING JUGS/BOTTLES MATERIALS TO EFFECT CHANGES: FOOD DYES, GELLI BAFF, CORN FLOUR, GLITTER
- PING PONG BALLS WITH NUMBERS – PLAY BINGO / NUMBER RECOGNITION GAMES
- SPRAY IT! USE SPRAYS TO AIM AT DIFFERENT CONTAINERS



## SAND ACTIVITIES




- SIEVE FOR TREASURE: FIND SEEDS AND SORT THEM INTO GROUPS – SIZE, SHAPE, COLOUR ETC...
- PAINT BEANS AND ADD GLITTER TO CREATE 'MAGIC BEANS'
- ATTEMPT TO GROW SEEDS IN SAND
- MARK MAKING IN THE SAND TRAY – LETTERS AND NUMBERS
- MAKE SANDCASTLES AND INVESTIGATE HOW MANY YOU CAN STACK ON TOP OF EACH OTHER – TALK ABOUT SIZE ETC. . ADD FLAG WITH NUMBERS
- CREATE A FOREST – USE STICKS / LOOSE PARTS TO CREATE YOUR OWN FOREST
- SLIMY FUN TIME – [MAKE MOON SAND](#)
- HIDE THE 2D AND 3D SHAPES IN THE SAND! DIG AND RETRIEVE!
- NATURAL RESOURCES: ADD FIR CONES, CONKERS, PEBBLES, PASTA, RICE, GLITTER, JEWELS, LENTILS, BUTTONS – USE SIEVES AND COLANDERS TO SORT
- MAKE TRACKS AND PRINTS USING CARS / ANIMALS
- FINE MOTOR – TINY JUGS TO POUR SAND DOWN STRAWS
- WEIGHING / KITCHEN EQUIPMENT TO CREATE A SAND KITCHEN – MAKE SAND PIES!
- [RAINBOW PATTERNS](#) IN A SAND TRAY – USING RAINBOW WRAPPING PAPER



	Communication and Language		Personal & Social Development			Physical development	
	Listening, Attention & Understanding	Speaking <b>S</b>	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills <b>GM</b>	Fine Motor Skills <b>FM</b>
Week 1 and 2 The Gruffalo's child Stick man	Go around the circle and mime animals for others to guess Listen carefully to two stories about arctic animals - what are the similarities and differences How can we be good listeners? Read and recall key parts of the story-Stick man, the Gruffalo child	Share Christmas News Show pictures on the white board - children shout out COLD / HOT for the different animals Sort the animals - Explain how have you sorted them? Size? Colour?	Breathing exercises - <a href="#">Go Noodle</a> Alone time - have areas of room for quiet reading and reflection Animal jigsaw puzzles /snap game Puppet emotions - make the puppets happy / sad etc.. Create reasons why? Create balloon stress balls with animal faces Meditation 5 Minutes Kim's game - with toy animals	Solving a problem discussion- What if? Putting on / fastening own coats focus Right or wrong scenarios - what would you do? Read Farmer Duck and talk about that lazy farmer	Secret friend - Children to perform acts of kindness on their secret friends Partner painting - sharing paper Parachute games - Who has? Blue eyes / who likes pizza? Find others with similarities My go/ your go - take it in turns to talk / play with a toy	Create <a href="#">sponge footprints</a> on large paper Climbing Challenges around the outside Balancing beams - can you get better each time? How many jumps in 20 seconds? Can you beat your record? Have numbers placed around hall - Play I am thinking of a number. Children to run to that number.	
Week 3 The polar bear and snow cloud The emperors egg	True or false animal game - children run to the word T or F in outside area Sound bag - pick out the animal and create a sound effect Watch David Attenborough - Frozen Planet and pause when you hear something amazing - <a href="#">BBC iPlayer - Frozen Planet - 1. To the Ends of the Earth</a>	Make a well done card for a friend and explain why What's the difference between: show two animals on screen Amazing animal creations: The body of a / the head of a / wings of a etc.... Talk about pets that the children have - bring in a photo Guess the animal game: Show part of an animal - Catchphrase. Children then say a fact about that animal	Stretching to some calm music <a href="#">Cosmic Kids</a> Sensory area outside - lavender / spices Funny animal videos - <a href="#">Have a laugh!</a> Read The Elephant and the Bad Baby and discuss healthy foods - <a href="#">Order the pictures</a> Read the Tiger who came for Tea - discuss the Tiger's actions Talk about rules and why we have them.	Proud cloud station - children write / draw when they are proud New skills - Can we do it ourselves? Praise stickers Read Peter and the Wolf and discuss the wolf's behaviour Change for PE / put own shoes on	Read me a story - read your favourite / familiar story to your friend / then swap Learn some friend facts! What does your friend like to do / eat? Write a list of random acts of kindness that we can use in class	Travelling in the style of different animals: swing like a monkey, slither like a snake... Say go: Children wait until they hear the word 'go' to complete an instruction Active resources outside: hula hoops, skipping ropes, stilts, bean bags and buckets. foam javelins Riding Bikes - create routes and roads with stop signs Play freeze tag / off ground touch	Scissors - Cut out the animals and put on red / blue paper - <a href="#">HOT / COLD climates</a> <a href="#">Clean the muddy animals</a> Cut leaves in half and ask children to put the pieces back together Letter formation station - cotton buds, pens, paint, foam, flour... Freeze Arctic / Antarctic animals in ice cubes trays - children to break ice Play Jenga / pick up sticks Hole punching tubes with long hole punches Bend pipe cleaners into animal shapes
Week 4 Dear Zoo	Say a list of four words (e.g. cat, shoe, dog, rabbit) for the children to listen to and say which is the odd one out Read Pig in the Pond True or false - thumbs up /down: Cats bark. Spiders have 8 legs etc... Talk about the characters in the story - describe them & recall facts	Go around the circle and invent a NEW animal story - make it exciting I went to the zoo and I saw - memory game Venn diagram - where does the animal belong and why? Tally charts - what are the childrens favourite animals?	Read the Tiger who came for Tea - discuss the Tiger's actions Talk about rules and why we have them.	Caring for animals - showing respect etc Whose teeth are these? Animals - talk about the importance of brushing teeth	Use large boxes / tubes in the outside area to create an animal / vehicle - team work Help a friend in need today!	Sequence 4 gross motor moves: 4 jumps, three claps, 2 star jumps and a squat. Memory game. Key word skittles made with soda bottles with a bit of water in them - write down the words you knock down	Use pipettes - drop shades of green onto kitchen roll Threading - paper plates with punched holes and black wool - create a web / dream catcher Pasta, scoops and paper bags Sort the buttons using tweezers Using the mortar and pestle to squish flowers /leaves / soil Stickers around the edge of animal shapes
Week 5	Listening activities - Animal sounds Listening partners: Ask a question a day - take it in turns to answer Whisper it! Pass around an	Giving instructions - how to draw an animal OR describe an animal on a card for others to guess Look at a detailed photo of a zoo /farm. Children to use preposition words to describe what they can	Musical chairs with animal rhymes Streamers in the outdoor area Juggle with light scarves <a href="#">Traffic Light game</a> Mindfulness colouring: Animals	Talk about drinking water as opposed to fizzy drinks - look at the sugar content in different drinks Egg shell experiment with	Team building game - Use the resources to create the tallest tower Play the over / under game with a ball	Foot / potato prints Create a birds nest using straw and twigs / watch a You Tube video to see how birds do it <a href="#">Traffic Light game</a> - add	Trim the feather shapes / snip with scissors Make <a href="#">Bird feeders</a> : hang outside on the branches Cutting station - snip and cut paper / card to create collage bits for next



	LITERACY			MATHS		
	Comprehension / Reading for pleasure <i>Read as many books as you can each day!</i>	Word Reading Rwi DAILY SESSIONS – see group plans	Writing Rwi Daily sessions- see group plans	Number <b>N</b> <b>Power maths – see weekly plans</b>	Numerical Patterns <b>N</b> <b>Power maths – see weekly plans</b>	Shapes / Measure
<b>1&amp;2</b>	What other Julia Donaldson stories do we know Join in key phrases	Sight words on stones hidden around the outdoor area Read the animal questions and answer yes or no - Do crabs sing? Can a dog jump?	Write about a favourite Christmas present Write cvc,cvcc words	Numicon Addition - Lucky Dip Game - take out two pieces and add them together. Throw the bean bags into the animal buckets - add up the points Find the numbers on animals around the setting and stick them on the wall in the write order. Games: snakes and ladders, dominoes uno, snap, hungry hippos You say a number: They say what comes next / one more  Addition calculations with animals - How many eyes / legs etc.. Black paper and chalks - write your numbers - consider formation Numbers in our environment - take photos	Tens / Fives frames / egg boxes and ice cube trays - children to represent different numbers Subatiscing snap Sort the larger numbers using the <math>\times</math> symbols Show two everyday pictures representing numbers e.g. Windows, birds in the sky, animals in field - children to say number. Which is more? Sort the compare bears according to different criteria	<ul style="list-style-type: none"> <li>Look at shapes in the environment – take photos, print and label them for display <b>S</b></li> <li>Investigate a range of 2d and 3d shapes – how can we sort them?</li> </ul>
<b>3</b>	Go around the world with a story! Where will it take us? Read animal stories from around the world and locate on map Create non-fiction library section and add posters and signs	Read the animal questions and answer yes or no - Do crabs sing? Can a dog jump? CVC / CVCC <a href="#">spelling activity</a> - can you beat the clock? Speed write - how many sight words can you write in 2 minutes? <a href="#">What's in the box game</a>	Write top trumps for your wildest animals Animal Detectives - Look at the silly animals and write down the animals you can see Learn facts about Steve Erwin / David Attenborough How can we protect the animals of the world?	Dab the largest number - use bingo dabbers Numbers on balloons - throw in air in right order - grab the balloon that is one less than 5 etc... Balloons in buckets Use Numicon to create animal shapes - what numbers have you used? Can you add them together? Draw it - child to shout out a letter / number - other draw with their foot / hand I am thinking of a number game...	- size, numbered groups / doubles etc.. Create Escape Room scenario with codes and locks - children recognise patterns e.g. the answer is always 5 so 5 is the answer! <a href="#">Maths Workout</a> Number bonds to 5 6 7 - use frames and different coloured counters	<ul style="list-style-type: none"> <li>Create patterned bracelets using coloured pasta and string</li> <li>Order lengths of ribbon in order</li> <li>Describe capacities – use a range of containers in the sand and water trays <b>S</b></li> </ul>
<b>4</b>	Read Dear Zoo and discuss each pet and why it is a good / bad idea S  Create an ambience for each story: taste the fruits in Handa's Surprise - have animal sound effects too Story lucky dip - animal themes Print out front covers of the books that we have read	Bop it! Two players - bop the sight word / or throw bean bag at sight word Read the animal word  and match to the card Tricky word challenge - treasure hunt Rhyming games - what rhymes with cat - fastest wins Sight words / cvcc words on dog biscuits Words in the sandpit - dig and read Alien or real game around setting - Zoo or Not zoo	Label the animals activity - say the sounds <a href="#">Read Walking through the jungle</a> - Children to write their own verse Dear Zoo writing area: what other pets would be a bad / good idea? Writing frames / word mats Have a range of animal photos on writing table:  use stem: I can see a / here is a / look at the - Children to add adjectives too Create strange pets - describe Change it - take a favourite story and change the ending S Write a list of things to take with you in the jungle Trays of sprinkles / glitter - write the words	Which number is missing from the animal line up? Look at the symbols - add and subtract - create a human number line and jump forward and backwards / what is before / one more Roll a dice and complete a task linked to that number - instructions chalked on ground Number rhymes / songs - whole class	Share the dog bones with the group of dogs Subatiscing game - cards that represent 5 6 7 10 - collect in different boxes Order the <a href="#">numbers on the ladders</a> - smallest to largest Fact or NOT? Spot the links and connections	<ul style="list-style-type: none"> <li>Order and compare bears according to size, weight</li> <li>Properties of shapes – shape detectives <b>S</b></li> <li>Go on a shape hunt – record</li> <li>Shape feely bag</li> </ul>
<b>5</b>	Read a story then watch the film version - talk about both / likes / similarities Read Rhyming stories - Rumble in the Jungle, Commotion in the Ocean Sort a selection of books into fiction / non-fiction	Read the animal sentences - spot the mistakes / add the missing words / sort T and F Alliteration games: Angry Alligator, beautiful Bear - talk about alphabet / letter names Words on wall with chalk - children spray the words as they read them Sight word bracelets / stickers on children's backs	Write a caption: <a href="#">ANIMAL CAPTIONS - Mrs Underwood-</a> record fascinating facts Read the simple animal clues around the outside area e.g. giraffes are big / cats are pets - T and F Write a list of baby animals Animal speech bubbles - what would they say if they could speak? Write the animal noise next to the animal Pull an animal word out of the lucky dip and draw	Arrange the frogs biggest to smallest Lilly pads - add frogs to each one Make watches Part, part whole challenges around the setting <a href="#">Batman addition</a>	Double Trouble - Fold the butterfly shapes to double the dots 100 Square challenge - can you write in the numbers? Represent the number - objects or drawings	<ul style="list-style-type: none"> <li>Create different seasonal pictures – link to months</li> <li>Shape prints – look at faces on 3D shapes</li> <li>Order lengths of ribbon or cane</li> <li>Tell the time – what times of day do we do things? <b>S</b></li> <li>Make a watch!</li> </ul>

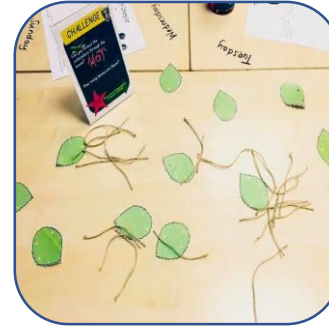
<div>  </div>	UNDERSTANDING THE WORLD			EXPRESSIVE ARTS AND DESIGN	
	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being imaginative & Expressive
Week 1&2	<p>Read Dogger – share ideas about toys that they had when they were little Guess the animal skeleton Read Whale Song – Discuss family / growing up Read some Aesop Fables and discuss that these were written a long time ago Sing songs and rhymes from the past – Polly put the Kettle on etc...</p>	<p>Discuss how people celebrate NY across the world- what is similar /different</p>	<p>Go on a winter walk and take picture- what can we see, hear, feel? Make a stick man -<a href="https://emmaowl.com/">https://emmaowl.com/</a></p> 	<p>Weaving using blue and green paper – background for some animals Animal slinkies Make Gruffalo crumble Sketch animals – have large posters to inspire</p> 	<p>Tuff Tray farm animals using cereal Sing / say rhymes all about animals: Three blind mice, Two little dicky birds.. Sing the Song: It's good to be me / Children to help create a new role paly area sharing their creating ideas Retell well known tales Learn songs from – Out of the Ark- amazing animals Add instruments to stories</p>
Week 3	<ul style="list-style-type: none"> <li>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</li> <li>Read and Look at Winnie the Pooh ( Winnie the Pooh Day 18<sup>th</sup> Jan)</li> <li>16<sup>th</sup> Jan – Martin Luther King day</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chinese New Year</a> – Listen to the story of the 12 animals</li> <li>Watch – Let's celebrate Cbeebies</li> <li>Find out about Martin Luther King</li> </ul>	<p>Discuss habitats and how animals have adapted Match animals to their habitat Different bird types? Can we learn 10? Binoculars outside – bird watching</p>	<ul style="list-style-type: none"> <li>Create paper plate animal masks</li> <li>Sketch animals – have large posters to inspire</li> <li>Ice painting</li> <li><a href="#">Create paper cup penguins</a> / <a href="#">Toilet roll penguins</a></li> </ul>	<p>Musical Statues – to animal songs and rhymes – freeze in the shape of an animal Tuff Tray farm animals using cereal Sing / say rhymes all about animals: Three blind mice, Two little dicky birds.. Sing the Song: It's good to be me / Create animal shadow puppets Learn songs from – Out of the Ark- amazing animals</p>
Week 4	<ul style="list-style-type: none"> <li>Talk about going to the Zoo – share past experiences</li> <li>How have Zoos changed? Look at photographs and discuss</li> </ul>	<p><a href="#">POV</a> Safari Look at large maps of the world – learn the Continent song Learn facts about Africa – learn an animal song African Drumming</p>	<p>African Elephants / Indian Elephants – What's the difference? Sort seashells or other natural materials by variety, size, colour, or shape Whose skin? Camouflage / pattern game. Post it note on head game: What animal am I? They are similar because / they are difference because – images n whiteboard</p> <p>Who I am? I have a long trunk / I live in the jungle etc...</p>	<ul style="list-style-type: none"> <li>Create playdough tigers with orange dough and black match sticks</li> <li>Junk model animals</li> <li>Water colour paining animals / watch you tube clips <a href="#">Kids Painting Tutorial: Happy Elephant - YouTube</a></li> </ul>	<p>Copy the rhythm – use drums to create beats for the children to copy Learn: The Lion Sleeps tonight / Eye of the Tiger songs and accompany with instruments Sing Old MacDonald – add new animals Drama games: What animal am I? Listen / watch The Lion King Movie / Madagascar – create cinema and sell tickets Green / blue spaghetti and plastic animals Learn songs from – Out of the Ark- amazing animals</p>
Week 5 National Story telling week	<p><a href="#">Changes over time</a> ideas for discussion What can I do now? Talk about Birthdays and what we can do when we are older Make sketches of <a href="#">extinct animals</a> Dodo, Mammoth, African Black Rhino – Talk about what has happened Create your own family tree</p>	<p>What would you see in the forest? Animals, trees etc. How is this the same/different to our school grounds?</p>	<ul style="list-style-type: none"> <li>Talk about the <a href="#">4 Seasons</a> – when do we see certain animals / hibernation</li> <li>Create an animal den for it hibernate in</li> </ul>	<ul style="list-style-type: none"> <li>Balloon dabbing / painting – create some colourful creatures</li> <li>Making own books Clay Hedgehogs with match sticks – can you count 10 15 sticks? <a href="#">Owl collages</a></li> </ul>	<p>Learn songs from – Out of the Ark- amazing animals Add instruments to stories</p>
Week 6	<p><a href="#">Changes over time</a> ideas for discussion What can I do now? Talk about Birthdays and what we can do when we are older</p>	<ul style="list-style-type: none"> <li>Places of worship – visit a church / temple – talk about respecting the beliefs of others Visit another country and discuss similarities</li> </ul>	<p>Night or day? Are these animals nocturnal or not – QUIZ on white board. Go for a walk in the outside area and find lots of bugs / creatures – record on detective clipboard – Describe each creature. <a href="#">Woodland areas</a> Cut out the picture and stick in box – whole class: <a href="#">ANIMAL CLASSIFICATION - Mrs Underwood</a></p>	<ul style="list-style-type: none"> <li>Loose parts animals – using natural resources</li> </ul>	<p>Learn songs from – Out of the Ark- amazing animals Add instruments to stories</p> <ul style="list-style-type: none"> <li>Moving our bodies like snowflakes, snow storms, wind, rain etc</li> </ul>





# CONTINUOUS PROVISION

## Come Outside

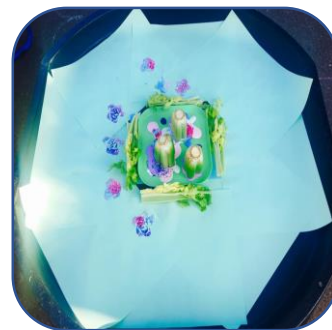
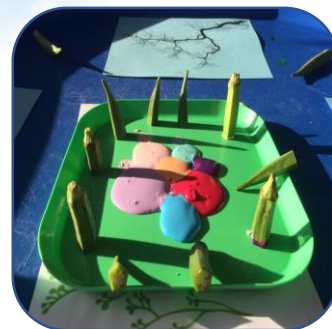






# CONTINUOUS PROVISION

## *Come Outside*







# CONTINUOUS PROVISION

## Come Outside







CONTINUOUS PROVISION  
*Come Outside*

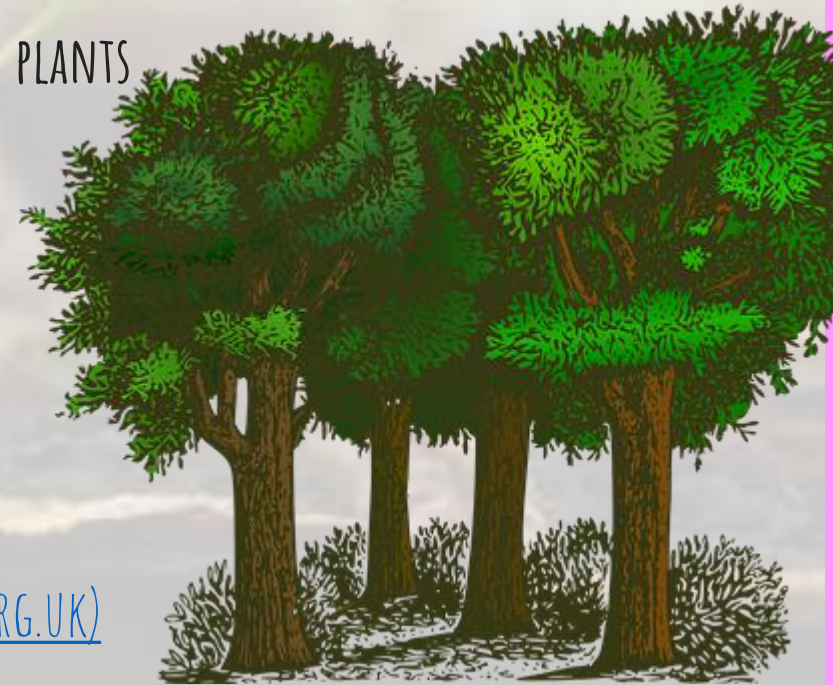


Display idea!



# FOREST SCHOOL / OUTDOOR IDEAS

- NATURE COLLAGES ON CROWNS / BRACELETS – USING DOUBLE SIDED TAPE
- STICK MAGIC WANDS WITH WOOL/ THREADS
- SCAVENGER HUNT :FEATHER, FLOWER, SOMETHING SMOOTH, SOMETHING ALIVE, SOMETHING NOT ALIVE, A NUT, A STONE, A TINY STICK, SOMETHING THAT SMELLS NICE, SOMETHING WHITE, SOMETHING YOU THINK IS TREASURE
- DINOSAUR SCAVENGER HUNT
- A QUIET PLACE TO READ! MAKE A DEN WITH NATURAL MATERIALS – WILL IT KEEP THE RAIN OUT?
- DO NATURE ART LIKE WILD CLAY OR USING COOLED DOWN CHARCOAL.
- CLIMB ROCKS OR TREES
- NOTICE WHERE THE SUNLIGHT GOES UNDER THE TREES AND HOW THIS EFFECTS THE SIZE OF DIFFERENT PLANTS
- TREE SKETCHES – USE MUD PAINT FOR THE TRUNK!
- HEALTHY CAMPFIRE RECIPES!
- WHITTILING / WEAVING
- MAKE A MUSICAL INSTRUMENT WITH NATURAL MATERIALS
- MAKE UP A FOREST CHANT TO CALL EVERYONE BACK!
- GATHER FIREWOOD AND ENJOY A FIRE
- BRING A MAGNIFYING GLASS TO LOOK AT MOSS, LICHEN, LEAVES OR ANYTHING UP CLOSE
- FOR EVEN MORE IDEAS, LOOK HERE: [FOREST SCHOOL IDEAS / LEARNING THROUGH LANDSCAPES \(LTL.ORG.UK\)](http://LTL.ORG.UK)



# COMPREHENSION QUESTIONS

- WHERE DOES THE STORY TAKE PLACE?
- WHEN DID THE STORY TAKE PLACE?
- DESCRIBE THE MAIN CHARACTER YOUNG, OLD, FRIENDLY, MISERABLE, LONELY, POPULAR...
- WHERE DO THEY LIVE?
- WHO ARE THE CHARACTERS IN THE BOOK?
- DOES THE CHARACTER REMIND YOU OF ANYONE?
- WHY DO YOU THINK THE CHARACTER DID THAT?
- WHY DO YOU THINK THE CHARACTER DID THAT?
- WHAT DO YOU THINK WILL HAPPEN NEXT?
- WHAT HAPPENED IN THE STORY?
- HOW DOES THE STORY MAKE YOU FEEL?
- WHAT DO YOU THINK ABOUT THE ENDING OF THE STORY?



# Do you have the answers?



Where do you see your Reception Class to be in Phonics by .....?

Why is your curriculum structured the way it is? How is your Curriculum designed and the reasoning behind it? Long term / mid term ideas

What topics and themes do you cover and why? Vocabulary used / Skills taught

How do you ensure the EYFS Framework is delivered?

How do you track progression?

How do you evidence progression?

What provision is in place for:

SEND / PP / Disadvantaged children / Lower ability children

How do you challenge the higher ability children?

How do you demonstrate progression across all 7 areas?

What are the children learning and why now? (sequence)

Talk in more detail about the sequence of your curriculum.

What the children could do/knew when they started with you.

What their interests are? How do you encourage / promote these interests?

What progress they have made (know, understand, can do now, compared to when they started)

What they are working on/towards with your support (in terms of teaching, resources, activities, experiences).

How does the EYFS year prepare children for Year 1 and beyond?

How do you ensure that the teaching of early reading is prioritised?

How confident are you that staff / parents are aware of the importance of reading?

Unique child

- Are all children being respected and acknowledged as individuals?

Positive relationships

- Are children being helped to build on prior learning by provision of activities, such as a play or a story, at a level that is demanding but still within the children's reach?

- Is the learning that is happening that day/week communicated to parents and carers?

Enabling environments

- Is the environment appropriate for the age group being taught?

- Is the environment stimulating and does it reflect the learning that is taking place?

- Are there resources available to children to self-select the learning through play?

- Is there a rich environment of continuous provision that the children can self-select and use to move learning forward? Is there differentiation to use at own level?

- Has the teacher ascertained what the children already know? Has the teacher built on this?

- Does the planning reflect the children's interests in order to keep them interested and motivated?

Learning and development

- Are all areas, including the outdoor area, being used? For example, does the outdoor environment have activities/resources to stimulate numeracy?

- Does the practitioner use different learning styles so that the children can interact with the staff and each other? (For example, visual aids, touch, sounds and movements)

# DIVERSITY

- ARE PRACTITIONERS FAMILIAR WITH THE LOCAL ENVIRONMENT / SCHOOL COMMUNITY, RECOGNISING ITS POTENTIAL FOR FOSTERING CHILDREN'S KNOWLEDGE AND UNDERSTANDING OF PEOPLE, CULTURE AND COMMUNITIES?
- HOW WELL DO WE EXTEND CHILDREN'S LEARNING BY ENCOURAGING VISITS AND VISITORS?
- DO WE ENCOURAGE THE SUPPORT OF FAMILY MEMBERS TO SUPPORT US IN THIS AREA?
- DO WE HAVE CLEAR POLICIES ON ARRANGING VISITS AND INVITING VISITORS TO OUR SETTING?
- HOW WELL DO WE / CAN WE WORK IN PARTNERSHIP WITH PARENTS TO ENSURE THAT STAFF, CHILDREN AND PARENTS CAN DEVELOP AN UNDERSTANDING OF DIFFERENT CULTURES, BELIEFS AND TRADITIONS?
- HOW WELL DO THE CHILDREN UNDERSTAND THE IMPORTANCE OF FOLLOWING INSTRUCTIONS AND BEHAVING APPROPRIATELY WHEN OUT ON VISITS IN THE LOCAL ENVIRONMENT OR WHEN WELCOMING AND RESPECTING GUESTS / LOCAL VISITORS?
- COULD WE IMPROVE THE RANGE OF RESOURCES WHICH WE PROVIDE TO ENSURE THAT THEY REFLECT THE CULTURAL DIFFERENCES OF DIFFERENT SECTIONS OF THE LOCAL COMMUNITY?
- HOW DO WE MAKE SURE THAT CHILDREN HAVE A DEVELOPING UNDERSTANDING OF CULTURES OTHER THAN THEIR OWN?



# WONDER!

You/EYFS staff teams are observing children constantly. Everyday, every minute, you are noticing children's interests, their skillsets, their abilities, aptitudes, understanding and knowledge and comparing this to what they could previously do. It is happening all the time – that's what we do! The information is stored in your professional heads – and yes, EYFS staff should talk and share this information as often as is possible.

It is those WOW moments that need to be recorded and it is up to you to decide on the format of this.

## QUALITY OBSERVATIONS: SUCCINCT, FOCUSED & REAL. NO NOVELS NEEDED!

- **WOW** – WHAT WAS THAT **WOW** MOMENT? BRIEFLY DESCRIBE – **WHY** AM I RECORDING THIS?
- **OVER HEAR!** – WHAT WAS ACTUALLY SAID? VOCABULARY CAN BE SO POWERFUL! **ONLY** THEIR WORDS.
- **NEW SKILLS** – WHAT **NEW** SKILLS WERE DISPLAYED THAT YOU HAVE **NOT** SEEN PREVIOUSLY?
- **DIG DEEPER** – CONSIDER COEL HERE! IS THIS AN EXAMPLE OF EMBEDDED LEARNING?
- **ENGAGEMENT** – HOW LONG DID THEY PERSIST? DID YOU INTERACT IN ORDER TO MOVE THE LEARNING ON?
- **RESULT** – WHAT HAPPENED AFTER THIS? WHAT DOES THIS MEAN FOR THIS CHILD?





# Quality Interactions

**Help children to learn**

**Teach children to listen to instructions and be attentive**

**Teach children to socialise**

**Motivate children to try things for themselves**

**Support children to manage their personal needs**

**Teach children the early stages of mathematics and reading**

**Provide good models of language**

**Extend children's vocabulary and teach them to use new words**

**Challenge children to think and find out more**

**Encourage children to speculate and test ideas through trial and error**

**Add fun and laughter at every opportunities**

**Develop children's ability to express their ideas and use their imagination**



Is your classroom environment is set up with comfortable book corners, role play areas, learning stations and interactive displays all inviting children to take part in different activities and challenges? We all want our children to be busy and happy and we are good at recognising when an activity is successful.

Give your children daily opportunities to address the 7 areas of the EYFS framework (if they want to). Let them design, produce art, tell stories, write, discover, play music, be a mathematician, be an athlete or historian. Let them find and practice their passions and become immersed in their own learning. With your guidance, they will go far. This approach gives children sufficient time to think and explore and to be fully engaged in their learning. When continuous provision is planned well, it will inspire children to tackle new ideas and also consolidate their preconceived skills. This will in turn allow them to become resilient & independent learners with great self-motivation and drive who can take on board new challenges and push themselves as far as the possible can go! When children feel safe, they take risks. Choice is key!



Children should have the opportunity to free flow between the indoor and outdoor areas – whatever the weather. The outdoors supports physical development on a much larger scale. Children can access resources such as mud kitchens, climbing equipment, large sand pits, as well as a range of large loose parts to create an endless range of open ended activities.

Reading and writing can be promoted throughout *all* areas of your provision. Words and numbers are everywhere! Replicate this as far as possible.

Tidying up is an important part of the process as it encourages following rules, respecting your environment and resources and classroom organisation – It's a life skill. If children know where things belong, they will search for them when they need them and know exactly where to find them. This promotes autonomy and independence.



## CONTINUOUS PROVISION *Come Outside*

- *Make sure that the necessary resources are on hand for the children and that they can access them independently, at all times.*
- *Ensure that resources in your provision are of a high quality – children will respect and look after them. It is a team effort and everyone has the responsibility to look after things and tidy away.*
- *Time is key - Give children plenty of immersion time to revisit what they did yesterday, last week and even last term – let THEM see that they have progressed too!*
- *Ask open-ended questions and introduce challenges which will engage the children in exciting conversations and to encourage their creativity*