Year R Continuous Provision Curriculum Overview
2023 - 2024

Overview of Provision

The overview of our provision outlines what you can expect to find in each physical area of provision. At St. Mary's, we continually adapt our curriculum to meet the needs of our cohort and follow their particular interests and ideas. For this reason, we allow for flexibility in our provision and may add or remove items, or provide additional opportunities, to support well-rounded child development for our Reception pupils.

Area of provision		Vocabulary	Intended experience	Role of the adult	Suggested questioning
Indoor provision	Writing areas	Picture, pencil, paper, letter, colour, write, chop it up, alphabet Capital letter, word, phoneme, full stop, segment, blend Digraph, trigraph, caption, sentence, syllable, polysyllabic, cluster	• Planning what to do and managing themselves • Creating ways to record and document their experiences and ideas • Mark making with meaning • Using a range of tools • Expressing their thoughts and ideas	• Encourage children to draw things they can label • Model use of sound mats to segment and spell and word mats for tricky words • Model use of phoneme frames • Encourage verbal rehearsal before writing	What sounds can you hear? How many sounds are in that word? How many words are in your sentence? Can you read your sentence to me?
	Maths areas	Subitise, count, shape names, numberling, multilink, counters Numeral, add, subtract, numicon, equal, same, greater than, fewer than, one more, one less	• Talk about mathematical ideas and language • Express mathematical ideas using resources available • Create and continue patterns • Practice maths skills taught during maths inputs • Logical thinking skills and solving problems	• Encourage subitising • Encourage 1:1 correspondence counting • Use mathematical vocabulary, such as shapes names, colour names, relational and positional vocabulary • Highlighting patterns	Who's [tower] is taller / bigger / heavier? I wonder what would happen if… Can you predict what would happen if… What might go next in this pattern?
	Reading corner	Sounds, segment, blend, digraph, trigraph, phoneme Author, illustrator, title Predict, retel	• Read a variety and range of texts • Engage in phonics / reading games • Retell and discuss what they have read • Promote a love of reading	• Support with segmenting and blending if needed • Promote a love of reading through modelling enjoyments of texts • Encourage retelling of stories	What do you think will happen next? Who are the main characters? What is the story about? Who is the author?
	Construction area (small)	Build, construct, height, length	• Make decisions about what resources they need	• Model how to build things • Suggest structures to further skill development	What do you need to build X? What would happen if…

		Balance, structure, building, plan	• Cooperate with peers to achieve a common goal • Use mathematical language to describe what they are doing • Promote imaginative thinking; creating a narrative for their construction • Draw and label designs	• Encourage collaborative working	How could we make it better? What did you use to make this? (*DT*)
	Small world area	Topic related vocabulary	• Creative imaginative, small-world scenarios • Cooperating with peers • Retelling stories using small world props • Create settings, characters and plot • Draw and/or label designs • Narrating their play • Use mathematical, descriptive, scientific and geographical language to describe • Expressing their thoughts and ideas	• Encourage rich vocabulary in the role play • Model extending play, e.g. "my mummy needs a garden to play in, can you help me build a garden?" • Give running commentary of your play / the child's play to develop storytelling skills	General discussion around the play you are engaging in.
	Snack table	*N/A*	• Learn to eat socially • Decision making skills • Healthy eating	• Encourage general discussion and social skills	*N/A*
	ICT area	Phone, laptop, tablet, mobile, BeeBot Typing, Chromebook, internet	• Explore technology • Experience educational games online • Increase digital literacy skills (e.g basic typing, understanding of mouse / keyboard etc)	• Model how to use the computer effectively	*N/A*
	Role play area	Topic related vocabulary	• Create narratives for their imaginative play • Cooperate with peers to create stories together • Express their thoughts, feelings and ideas • Allowing children to explore our topic learning in their play • Using their role play and the narrative they have created to inspire writing	• Encourage rich vocabulary in the role play • Model extending play, e.g. "my dog needs to go to the vet! Can you help write a note for me" • Give running commentary of your play / the child's play to develop storytelling skills • Encourage maths/writing links	How is X feeling? What will your character do next?

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	Art area	Paint, mix, colour, draw, picture Collage, artwork, artist	• Making decisions about resources they need • Sharing resources • Planning what to do and how to do it • Create a range of artwork using resources available • Expressing their thoughts and ideas creatively • Explore properties of colours and mixing colours • Evaluate their art work	• Encourage colour mixing • Widen experiences by suggesting different ways of achieving the same goal • Model the use of various art resources • Encourage reflection of work • Awe and wonder	What can you see? What type of art is this? How is it similar or different to your artwork? How do you feel about your picture? How do you feel about your friend's picture? Which picture do you like best? What did you use to make this? *From Art curriculum*
Outdoor provision	**Art area**	See indoor provision			
	Small world area	See indoor provision			
	Small construction	See indoor provision			
	Large construction	Build, construct, height, length Balance, structure, building, plan	• Make decisions about what resources they need • Cooperate with peers to achieve a common goal • Use mathematical language to describe what they are doing • Promote imaginative thinking; creating a narrative for their construction • Draw and label designs • Facilitate gross motor skills	• Model how to build things • Suggest structures to further skill development • Encourage collaborative working	What do you need to build X? What would happen if… How could we make it better? What did you use to make this? (DT)
	Sandpit	Spade, bucket, dry, pat, wet Rake, pour, empty, full, build Sieve, mould, half full, level	• Make decisions about what resources they need • Select, hold and manipulate resources • Pour, fill and measure with increasing accuracy • Counting, sorting and comparing • Narrate what they are doing using high-level vocabulary	• Encourage different equipment to achieve end goal • Give running commentary of actions • Encourage collaborative play • Encourage rich vocabulary when discussing play • Encourage maths/writing links	What do you think will happen if… Can you use X to achieve Y? What do you need to do that?

			• Narrate their play		
Messy / sensory play		Touch, see, smell, feel, hear, look, listen Soft, hard, fluffy, smooth, slimey, rough	• Experience a variety of different sensory experiences • Inspire awe and wonder • Narrate their thoughts and feelings whilst engaged in messy play	• Encourage discussion around what the children can feel / smell (relate to senses) • Awe and wonder	What can you smell / feel / hear / see? Do you like? What does it feel / smell / sound / look like?
Fine motor area		Tweezers, pinch, carry, transport, "nip, flip and grip", move, thread	• Develop fine motor through finger gym, dough disco, threading, tweezers, sorting etc	• Model how to use resources correctly • Support and correct technique	Can you use X to do Y? Can you copy me? Can you make it the same?
Gross motor equipment		Jump, run, skip, hop, balance, throw, climb, walk, crawl, roll	• Develop gross motor skills through using the PE equipment and trim trail • Develop coordination and balance	• Model how to use resources correctly • Encourage resilience and have a go even when tricky	Can you… What would happen if…
Water area		Water, bubbles, tip, empty, splash, full Sink, float, pour, drop, half full Volume, capacity, droplet, stir, nearly empty/full	• Make decisions about what resources they need • Select, hold and manipulate resources • Pour, fill and measure with increasing accuracy • Counting, sorting and comparing • Narrate what they are doing using high-level vocabulary • Narrate their play • Stirring, whisking and mixing water to observe what happens • Dropping, sliding, blowing and pushing objects into water; investigate how water can be moved.	• Encourage different equipment to achieve end goal • Give running commentary of actions • Encourage collaborative play • Encourage rich vocabulary when discussing play • Encourage maths/writing	Can you fill / pour / empty the X? How can we pour / transport the water from X to Y (without using the buckets)? What would happen if…
Stage area (Gazebo)		Describing music: fast, slow, high, low Name familiar percussions instruments: drum, tambourine, bell, shaker *From Music curriculum*	• Create performances and engage in music independently • Work collaboratively with others • Show support and build positive relationships with peers	• Facilitate performances • Use Launchpad for Literacy to inform auditory memory skills • Use musical language to encourage vocabulary-rich discussions.	What sound do you like best? Can you make it louder / quieter / softer? What sound does this instrument make? (Encourage awe and wonder)

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	Mud Kitchen	Spade, bucket, tip, empty, full, mix, stir Add, combine, pour Sieve, mould, measure	• Make decisions about what resources they need • Select, hold and manipulate resources • Pour, fill and measure with increasing accuracy • Counting, sorting and comparing • Narrate what they are doing using high-level vocabulary • Write recipes for what they have made or menus for what they will make	• Awe and wonder • Encourage maths vocabulary • Give running commentary of actions • Vocabulary-rich discussions around play	How can we do X? What would happen if…