



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		Prior Learning - vocabulary	Vocabulary	Intended experience	Role of the adult	Suggested questioning
Indoor provision	Writing areas	Paper, pen, pencil, colour, letter, sound, write, phoneme, satpin	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	<ul style="list-style-type: none"> • 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 • Showing a preference for their dominant hand 	<ul style="list-style-type: none"> • Encourage children to draw things they can label • Model use of sound mats to segment and spell <u>and</u> word mats for tricky words • Model use of phoneme frames • Encourage verbal rehearsal before writing 	<p>What sounds can you hear?</p> <p>How many sounds are in that word?</p> <p>How many words are in your sentence?</p> <p>Can you read your sentence to me?</p>
	Maths areas	Subitise, count, circle, triangle, square, number, add, together, more less	Subitise, count, shape names, numberling, multilink, counters Numeral, add, subtract, numicon, equal, same, greater than, fewer than, one more, one less	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Encourage subitising • Encourage 1:1 correspondence counting • Use mathematical vocabulary, such as shapes names, colour names, relational and positional vocabulary • Highlighting patterns 	<p>Who's [tower] is taller / bigger / heavier?</p> <p>I wonder what would happen if... Can you predict what would happen if...</p> <p>What might go next in this pattern?</p> <p>How do you know that?</p>
	Reading corner	Story, read, sound, title, front cover, author, illustrator	Sounds, segment, blend, digraph, trigraph, phoneme Author, illustrator, title Predict, retell	<ul style="list-style-type: none"> • Read a variety and range of texts • Engage in phonics / reading games • Retell and discuss what they have read 	<ul style="list-style-type: none"> • Support with segmenting and blending if needed • Promote a love of reading through modelling enjoyments of texts 	<p>What do you think will happen next?</p> <p>Who are the main characters?</p> <p>What is the story about?</p>