Year N Continuous Provision Curriculum Overview

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 Nursery pupils.

Area of provision		Vocabulary	Intended experience	Role of the adult	Suggested questioning
Indoor provision	**Writing/mark making areas**	Paper, pen, pencil, colour, letter, sound, write, phoneme, satpin	• 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 give meaning to their marks • Narrate what the child is doing to give purpose to their mark making • Offer sound mats and word mats to encourage writing • Encourage writing initial sounds, once they have been taught	Can you tell me about your picture? Can we write that together? What can you hear in that word?
	Maths areas	Subitise, count, circle, triangle, square, number, add, together, more less	• Use mathematical language • Practice maths skills that have been taught during inputs • Practice basic counting skills • Express mathematical ideas using resources available • Create and continue simple patterns • Logical thinking skills and solving problems	• Set up activities to guide the children towards intended experiences • Encourage subitising up to 3 • Encourage 1:1 correspondence counting and the cardinal principle • Use mathematical vocabulary, such as shapes names, colour names, relational and positional vocabulary • Highlighting patterns	Who's [tower] is taller / bigger / heavier? How are these different? What is this? What might go next in this pattern?
	Book corner	Story, read, sound, title, front cover, author, illustrator	• Engage with a variety and range of texts • Play phonics / reading games • Retell and discuss what they have read • Promote a love of reading	• Read stories with high levels of engagement and excitement • Promote a love of reading through modelling enjoyments of texts • Encourage retelling of stories	Can you tell me what happens in this story? What do you think will happen next? What is X doing? (Pointing to a picture)
	Construction area (small)	Build, make, height (tall, short), length (long, short), construct, structure, building	• Make decisions about what resources they need, with support • Cooperate with peers to achieve a common goal	• Model how to build things with less-able or less-confident children	What do you need to build X? How are these things the same?