



Year R Continuous Provision Curriculum Overview 2026 - 2027

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	- 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	- 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	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, 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	- 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? How do you know that?
	Reading corner	Story, read, sound, title, front cover, author, illustrator	Sounds, segment, blend, digraph, trigraph, phoneme Author, illustrator, title Predict, retell	- Read a variety and range of texts - Engage in phonics / reading games - Retell and discuss what they have read	- Support with segmenting and blending if needed - Promote a love of reading through modelling enjoyments of texts	What do you think will happen next? Who are the main characters? What is the story about?



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				Promote a love of reading	Encourage retelling of stories	Who is the author?
	Construction area (small)	Build, make, height (tall, short), length (long, short), construct, structure, building	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	- 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)
	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	N/A	Phone, laptop, tablet, mobile, BeeBot Typing, Chromebook, internet	- Explore technology - Experience educational games online - Increase digital literacy skills (e.g basic typing,	Model how to use the computer effectively	N/A



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				understanding of mouse / keyboard etc)		
	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?
	Art area	Paint, mix, colour, draw, picture, artwork, collage, artist	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? <i>From Art curriculum</i>
Outdoor provision	Art area	See indoor provision				
	Small world area	See indoor provision				
	Small construction	See indoor provision				



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	Large construction	See indoor provision		• 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	Dig, spade, bucket, dry, wet, rake, pour, empty, full	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 • Narrate their play	• 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?
	Messy / sensory play	Touch, see, feel, smell, hear, look, listen.	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	Pinch, carry, transport, move, thread	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?



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	Gross motor equipment	Jump, run, skip, hop, bike, cycling, throw, climb, balance	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, empty, full, splash, pour, tip	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)	N/A	Describing music: fast, slow, high, low Name familiar percussions instruments: drum, tambourine, bell, shaker <i>From Music curriculum</i>	- 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)
	Mud Kitchen	Mix, full, empty, stir, add, pour, measure	Spade, bucket, tip, empty, full, mix, stir Add, combine, pour	- Make decisions about what resources they need - Select, hold and manipulate resources	- Awe and wonder - Encourage maths vocabulary - Give running commentary of actions	How can we do X? What would happen if...



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			Sieve, mould, measure	• 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	• Vocabulary-rich discussions around play	
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Areas of Learning in our Continuous Provision

Within our curriculum, we are continually working towards the Develop Matters objectives, and where we introduce these objectives throughout the year can be found in our termly curriculum overviews. The St. Mary's objectives outlined here are the additional objectives we would like children to achieve through our Continuous Provision across the year. Objectives with an *italicised* National Curriculum subject next to them are taken from our Whole School curriculum overview to prepare the children for successful KS1 learning. Objectives without an *italicised* subject are objectives specifically for our Early Years children.

Area of learning	Where might you see this? What might you see? <i>Note: This is not exhaustive and you will see the Areas of Learning across many parts of our provision.</i>	St. Mary's Objectives
CL	As a Prime Area of Learning, Communication and Language underpins everything that we do in Reception. You may see CL particularly in the following areas: Role play / small world / stage area – retelling stories, asking questions, using well-formed sentences, connecting ideas and actions, use new vocabulary in different context Writing area – Engage in story times, learn rhymes poems and songs, learn new vocabulary Show & Tell – develop social phrases, listen carefully, ask questions to find out more “I am an Explorer” table – ask questions to find out more, use new vocabulary in different contexts	• Use simple sentences to say what they want to do/make (<i>DT</i>) • Say how they would improve what they have made. (<i>DT</i>) • Talk about time: yesterday, today, tomorrow, day, month, year • Relative vocabulary: bigger, smaller, taller, shorter, like, dislike (<i>Geography</i>) • Directional vocabulary: forwards, backwards, turn (<i>Geography</i>) • Name different forms of technology: phone, laptop, tablet, mobile (<i>Computing</i>) • Track and respond appropriately small group discussions independently and whole class discussions with support. • Use topic appropriate vocabulary in their play. • Use tier three vocabulary in their communication with peers and adults.
PSED	As a Prime Area of Learning, Personal, Social and Emotional development underpins everything that we do in Reception. You may see PSED particularly in the following areas: Snack table – independent feeding and self-selection, managing their peers Role play – conversations between peers, relationship building, role play (which could include exploring family dynamics, caring for others etc), expressing their feelings Zones of Regulation – seeing themselves as a valuable individual, express their feelings, identify and moderate their own feelings	• Choose the resources they need for their chosen activities (<i>PSHE</i>) • Use knives, forks and spoons independently at lunchtime (<i>DT</i>) • Use the Zones of Regulation independently to discuss their feelings. • Select a Zones activity to help resolve negative or unwanted emotions with adult support. • With support, resolve conflicts using restorative justice techniques. • Attempt to resolve challenges independently and/or knowing when to ask an adult when they need.
PD	As a Prime Area of Learning, Physical Development underpins everything that we do in Reception. You may see PD particularly in the following areas: Sand area / water area / fine motor area / art area – develops small fine motor skills so that they can use a range of tools Trim trail – fluent style of movement, developing control PE Equipment – fundamental movement skills, developing body strength and coordination	• Talk about what foods they do and don't like and know whether a food is nutritious (<i>DT</i>) • To try a wide range of foods at lunchtime. • To put on their own coat and zip it up independently. • To be able to change their own socks and shoes independently. • To be independent in their toileting, including wiping, flushing and washing their hands.



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	Writing area – develop the foundations of a handwriting style Transition routines - manage the school effectively	To blow their nose independently.
L	Writing area – forming letters correctly, spell words phonologically, re-read what they have written, write captions / sentences. Reading area – read individual sounds, blend sounds, read simple books and common exception words, enjoy books	- Say their sentence out loud to orally rehearse their sentence before writing it down. - To use finger spaces, capital letters and full stops appropriately when writing. - To choose and enjoy a range of stories - To join in with predictable phrases from familiar stories and books. - To orally rehearse a story using actions and story maps to support them. - Begin to understand that they need to use different strategies to segment polysyllabic words (Summer 2 Monster Phonics)
M	Maths area - count objects, subitise, play simple maths games, complete puzzles, play with patterns Construction area – relational vocabulary, comparing size, weight etc, manipulating shapes Mud kitchen – capacity vocabulary Water area – capacity vocabulary	Use mathematical vocabulary in their play with modelling from an adult, particularly positional and comparative language
UW	Role play – talk about and explore families, discuss stories, similarities and differences, past and present discussions “I am an explorer” table – further investigate our class topics Computing station – understand technology Outdoor area – explore the natural world	- Explore BeeBots and Scratch (Computing) - Explore paint programmes (Computing) - Explore taking photos using the iPads (Computing) - Know similarities and differences in everyday materials, including both natural and man-made (<i>Science</i>) - Explore celebrations from a variety of cultures and religions.
EAD	Art area – create with different materials and explore a range of ways to do things Construction area – build with purpose, explore 3D structure, create collaboratively Stage area – watch performances, perform to others, sing in groups, experiment with music Nursery rhymes and singing time – sing with others Role play – develop storylines in pretend play	- Experiment with colour, design, texture, form and function. (<i>Music</i>) - Represent their own ideas and feelings through D&T, art, music, dance, role play and stories. - Recognise sounds, listen to and making different sounds (<i>Music</i>) - Mark making with a variety of tools (<i>Art</i>) - Explore paint mixing to create colours. (<i>Art</i>) - Explore finger painting, sponges and a variety of other tools. (<i>Art</i>) - Explore building junk modelling, Lego, magnetic blocks and Duplo (<i>Art</i>) - Experiment with a range of percussion instruments in their self-directed time (<i>Music</i>) - Make up their own songs and melodies during self-directed time (<i>Music</i>) - Listen to songs with a steady beat and attempt to clap along (<i>Music</i>) - Children are exposed to rhymes, songs and poems by different authors and composers throughout the year. (<i>Music</i>) - Glue and combine to create a collage (<i>Art</i>)



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		• Printing using stamps, blocks, potatoes, toys, cars etc (<i>Art</i>) • Using stampers with ink (<i>Art</i>) • Exploring different materials through all art media (<i>Art</i>) • Paper available in provision for children to independently access and draw pictures (<i>Art</i>) • See collage / 3D / textiles (<i>Art</i>) • Explore making sculptures with different materials – cardboard, salt doh, play doh (<i>Art</i>) • Clipboards provided for children to “write” songs or music in their own chosen format (<i>Music</i>) • Making products from their own ideas (<i>DT</i>) • Use scissors and glue or tape to combine components (<i>DT</i>) • Construction area to build small and large products (<i>DT</i>) • Be able to say what they like best about what they have made (<i>DT</i>) • Use scissors, glue and tape to achieve their goals. (<i>DT</i>) • Build a range of structures from the large and small construction available in provisions. (<i>DT</i>)
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Progression of Skills

At St. Mary's, we use the “Progression towards the Early Learning Goals and Beyond” by Clive Davies OBE to inform our ongoing assessment of the children throughout the academic year. The progression of skills and knowledge for each area of learning is set out in this document.