


Foundational Knowledge at Bure Park Primary School – Nursery to Year 2

This document sets out the **priorities** for our youngest learners in order to make required progress across the foundational years of their schooling and *how* we ensure that we deliver opportunities for children to rehearse and embed these key skills.


We have carefully selected key objectives which will allow children to consolidate and then build upon their learning. This is a working document, not an exhaustive list, that will be regularly adapted to the differing needs of cohorts and establishes a firm foundation upon which to build.

In addition, it outlines the progression in sophistication of our Continuous Provision model, allowing children to deepen learning opportunities by utilising a well-planned environment.

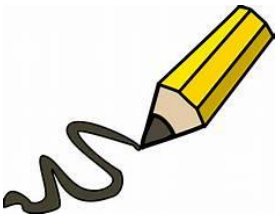
By the **end** of each year *most* children will be able to:

| | Nursery | Reception | Year 1 | Year 2 |
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| <p>Communicate</p>  | <p>Start a conversation with an adult or friend and continue it for several turns</p> <p>Use longer sentences of 4-6 words</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend</p> <p>Use talk to organise themselves and their play</p> <p>Use a wider range of vocabulary - daily story/book share as a minimum & use as a basis for topics. Adults introduce new vocabulary & model use in different contexts, lots of repetition.</p> <p>Understand a question or instruction that has 2 parts</p> | <p>Use regular verb tenses correctly, including recounting a past event and talking about things that are going to happen - regular sharing time in whole class and small groups, including sharing Tapestry posts from home. Conversations in Playing to Learn time following children's interests. Partner talk planned into English and topic sessions. WELLCOMM materials for identified children.</p> <p>Use relevant pronouns correctly</p> <p>Listen attentively to stories and class discussions, responding appropriately (up to 10 minutes) - protected daily story time, book talk, daily RWI sessions</p> | <p>Use irregular tenses accurately and maintain accuracy through conversations with peers and adults - regular sharing time in whole class and small groups. Conversations in D&D time following children's interests. Opportunities for talk during 1:1 reading sessions with TA. Partner talk planned into English and topic sessions. WELLCOMM materials for identified children.</p> <p>Listen and respond appropriately in whole class and small groups for up to 20 minutes - daily lesson structures. Adapted for individuals based upon where they sit on the carpet. Brain breaks provided in Autumn term where necessary. Reduction of</p> | <p>Speak audibly and confidently with peers and in small groups - plenty of opportunities for children to work within small groups during the school day. Mixed ability groupings for certain subjects.</p> <p>Present their work and interests to groups</p> <p>Be able to take account of alternative viewpoints and build on responses and conversations with others</p> <p>Develop topic based regular vocabulary, e.g. geographical and historical terminology such as continents and timelines - text and image rich environment to support learning in topics. Interactive displays of topic work, added to in</p> |

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| | <p>Understand “why” questions - use in conjunction with stories & books, adults model.</p> <p>Enjoy listening to longer stories and remember much of what happens - protected daily story time, same story read over the week with extensions each day eg acting it out, joining in choruses, changing endings. Book talk, use of repetition & pausing to check understanding and retention.</p> | <p><i>which have sections on comprehension daily lesson structures. Adapted for individuals based upon where they sit on the carpet. Brain breaks provided where necessary. Reduction of ‘hands up’ approach to support active listening.</i></p> <p>Use questions to clarify understanding, including answering ‘why’ questions</p> <p>Develop the ability to have dual attention - be able to stop and divert attention from play - ‘Everybody stop, hands on top’ to stop playing, the use of timers/ the bell for warnings that play is about to end</p> <p>Resources in provision to support - small world resources, puppets, role play resources linked to topic, topic objects to explore, malleable area for low</p> | <p><i>‘hands up’ approach to support active listening.</i></p> <p>Participate actively in collaborative conversations, sometimes being able to accept the viewpoints of others - opportunities for lots of peer interactions within the sessions. Opportunities to talk to children from other year groups - Buddy reading system. (Being developed).</p> <p>Develop topic based regular vocabulary, e.g. geographical and historical terminology such as continents and timelines - text and image rich environment to support learning in topics. Interactive displays of topic work, added to in collaboration with the children over the term. Sharing of floor book. Vocabulary, texts and topics shared with the parent community via Tapestry.</p> | <p><i>collaboration with the children over the term.</i></p> <p>Other Opportunities: Year group sharing assemblies, Christmas Performances, School Council Meetings, Hot chocolate with the head, sharing of work with parents via tapestry to encourage communication about the school day.</p> <p>WELLCOMM is used to assess and fill gaps in language where appropriate in readiness for KS2.</p> |


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| | | <p><i>stimulus conversation opportunities, timetable allows for non-directed time to facilitate conversations with peers and adults. WellComm is used as an assessment tool for all children initially and then on a need basis as / when children reach age related expectations.</i></p> | <p>Resources in provision to support <i>small world resources, puppets, role play resources linked to topic, topic objects to explore, malleable area for low stimulus conversation opportunities, timetable allows for non-directed time to facilitate conversations with peers and adults.</i></p> <p>Other Opportunities: <i>Year group sharing assemblies, Christmas Performances, School Council Meetings, Hot chocolate with the head, sharing of work with parents via tapestry to encourage communication about the school day.</i></p> | |
| <p>Read</p>  | <p>RWI Phonics- has begun to be introduced - 'RWI Ready' from Easter or when ready</p> <p>Understand how to hold a book</p> | <p>RWI Phonics - Green Level</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one</p> | <p>RWI Phonics - Yellow</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use</p> | <p>RWI Phonics - Off by Spring Guided Reading / Comprehension White / Lime ORT</p> <p>Read accurately by blending the sounds in words that contain the graphemes</p> |

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| | <p>Understand that print has meaning</p> <p>Able to identify words that begin with the same sound</p> <p>Understand that print goes from left to right and top to bottom</p> <p>Have been exposed to all single letter sounds</p> <p>Read a small amount of individual letters by saying the sounds for them</p> <p>Enjoy listening to and sharing a range of texts <i>Protected story time Stories & books used as a basis for topics Independent choice of class library book each week Access to range of high quality texts at all times</i></p> | <p>sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p> <p>Read common exception words up to green level RWI</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - <i>Read set 1 and some Set 2 sounds Blend set 1 and some Set 2 sounds into words Read Common Exception Words (Red words) to Green level RWI Read sentences at a Green level (RWI) Opportunities to read with peers daily.</i></p> | <p>other strategies to work out words <i>Read set 1, 3 and 3 sounds Blend set 1,2 and 3 sounds into words and words of more than one syllable Read Common Exception Words (Red words) to Blue level RWI Read sentences at a Blue level (RWI) Opportunities to read with peers daily and with TA once per week. Volunteer reading helpers to foster a love of reading.</i></p> <p>Spot split digraphs in words - regular and early exposure to songs and rhymes. Posters and prompts in the environment.</p> <p>Listen to and engage with a wide range of texts - non-fiction, stories and texts relating to topic work, favourite stories. Carefully curated lists for each term of Year 1 disseminated to the parent body.</p> | <p>taught so far, especially recognising alternative sounds for graphemes RWI provides full coverage of the mechanics of reading. Comprehension activities follow completion of RWI, allowing children to access age and stage appropriate learning.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <i>Opportunities to read with ability matched partner daily. High focus on fluency. (75+ words per minute)</i></p> <p>Read for enjoyment and choose texts independently - ERIC <i>Protected story time Buddy system (*) Change reading books independently</i></p> |


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| | | <p>Read for enjoyment and choose texts independently</p> <ul style="list-style-type: none"> - Protected story time Independent choice of library book each week Access to books at all times Summer term begin to introduce ERIC after lunch | <p><i>Books organised within themes - following children's interests and topics, with a focus on quality over quantity.</i></p> <p>Read for enjoyment and choose texts independently</p> <ul style="list-style-type: none"> - ERIC from Easter Protected story time Buddy system (*) Change reading books independently <p>Answer questions about events within a text</p> <p>Begin to make inferences - within RWI groupings and English sessions. Exposure to question formats for assessment purposes from September - e.g. ordering passages of text.</p> | <p>Answer questions about a text in different formats - a regular part of the comprehension activities following RWI. Development of a hybrid guided reading system - to align more closely with KS2.</p> <p>Make inferences and predictions about a text - by exposure to texts which may be above their decoding ability in story sessions daily.</p> <p>RWI Fresh Start is used to assess and fill gaps in phonics where appropriate in readiness for KS2.</p> |
| <p>Write</p>  | <p>Use a comfortable pencil grip with good control when holding pens and pencils - regular mark-making focus in red books from September, use of name cards on art/mark-making table, focus on letter</p> | <p>Express a preference for a dominant writing hand</p> <p>Develop wrist and hand strength through a range of activities such as dough and construction equipment</p> <p><i>Daily dough disco, Lego, fine motor continuous provision</i></p> | <p>Form lower and upper case letters using the correct sequence of movements - handwriting tasks weekly and access to fine motor equipment to develop pencil control where necessary. Focus on letter families then CEW.</p> | <p>Write about real events - context for writing from hook ins and visits, e.g, to Selly Manor. Build a sentence orally (Hold a sentence) then add to the sentence verbally with support from the teacher.</p> |


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| | <p><i>formation on whiteboards from Easter term</i></p> <p>Begin to show a preference for a dominant hand</p> <p>Form straight lines and circles</p> <p>Write most or all of their name</p> <p>Form some letters correctly</p> <p>Give meaning to marks that they make</p> <p>Develop wrist and hand strength through a range of activities such as dough, threading and construction equipment - daily dough disco, fine motor provision, weekly focus activity on fine motor control</p> | <p>Develop effective pencil grip, tripod and form letters effectively - handwriting focus within Red RWI sessions <i>Jan-Easter morning work is letter formation on white boards</i></p> <p>Write an increasing number of words using phonetic strategies</p> <p>Write red words from memory (up to green level RWI) - use of Fred fingers strategy for spelling, phoneme cards and posters readily available, CEW practised within RWI sessions.</p> <p>Begin to build and rehearse a sentence orally - hold a sentence - Build a sentence orally ('hold a sentence'), remember it and write it down. Re-read what has been written. 'Hold a sentence' is a key part of RWI practice.</p> | <p>Develop appropriate sizing of most letters, ensuring they aren't too large for the available space - use of guided lined paper (sky, grass and earth).</p> <p>Write a full sentence which can be read back by the writer, and makes sense <i>Build a sentence orally (Hold a sentence), remember it and write it down. Re-read what has been written.</i></p> <p>Use a capital letter at the beginning of a sentence, and a full stop or question mark at the end - regular verbal reminders and signage, additions to every English slide. Songs and rhymes from Autumn term. RWI hold a sentence and proofreading activities daily.</p> <p>Demarcate words with a finger space - regular verbal reminders and signage, additions to every English slide. Songs and rhymes</p> | <p><i>Opportunities to write narratives about personal experiences and those of others (real and fictional) daily in Autumn term - News sessions.</i></p> <p>Relative size of capital letters to lowercase <i>Handwriting sessions weekly, Interventions where needed.</i></p> <p>Spell common exception words to grey level RWI and high frequency words as part of RWI daily sessions and incorporated into handwriting</p> <p>Select the correct grapheme to represent sounds in decodable words - use of sound chart resources, posters and displays. Correction of own work using word bank books. Fred fingers spelling routines. Hybrid spelling aligning with KS2?</p> <p>Make simple additions, revisions and corrections to</p> |

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| | | <p><i>From Easter onwards morning work is independent sentence writing, either a recount of the weekend or creative writing based on a picture. Weekly adult led writing focus in mark making books, linked to topic. This is then followed up by a warm task (blue lolly pop stick challenge) later in the week.</i></p> <p><i>Opportunities and invitations to write in CP following on from teacher led inputs.</i></p> <p><i>Provision of exciting writing resources and materials to encourage writing for pleasure - e.g. varying sizes of paper, sparkly pens, pavement chalks.</i></p> | <p><i>from Autumn term. RWI hold a sentence and proofreading activities daily.</i></p> <p>Spell Common Exception words and make phonetically plausible attempts at regular words - use of Fred fingers strategy for spelling, phoneme cards and posters readily available, CEW practised within handwriting, CEW shared with parents at workshops in Autumn.</p> <p><i>Opportunities and invitations to write in CP following on from teacher led inputs.</i></p> <p><i>Provision of exciting writing resources and materials to encourage writing for pleasure - e.g. varying sizes of paper, sparkly pens, pavement chalks</i></p> | <p>their own writing - proofreading activities in RWI, starter SPAG slides correcting mistakes.</p> <p><i>Additional handwriting support offered.</i></p> |
| Calculate | Subitise up to 3 objects | Subitise up to 6 objects - Dice games, maths session starters, 5 and 10 frames | Write numerals 0-9 correctly - daily | Count in steps of 2, 3, and 5 from 0, and in tens from |


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|  | <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Understand the cardinal principle (the last number reached when counting is the total)</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts up to 5</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language 'more than', 'fewer than'</p> | <p>Accurately count 20 objects, using strategies such as lining up/pointing to each in turn - <i>Explicitly teaching counting strategies</i></p> <p>Recognise the numerals for numbers up to 20 - <i>Focus on each number in turn in the Autumn term, using Numberblocks as a teaching resource</i></p> <p>Give the number 1 more and 1 less than a given number to 10 - <i>Teach using concrete materials and number lines before moving on to the abstract</i></p> <p>Automatically recall number bonds for numbers 0–5 and some to 10. - <i>Explicit teaching, teach that addition is commutative but subtraction</i></p> | <p><i>opportunities to practise writing digits in the maths area, specific taught handwriting, number formation songs with tablets.</i></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Understand place value in numbers up to 100 (tens and ones) and represent these pictorially - <i>'sausages and peas', opportunities to make the number, then draw the number, then write the number. Intervention for children who by end of autumn term are not secure in PV to 20. PV resources used daily in other areas of the classroom.</i></p> <p>Use the language of: equal to, more than, less than (fewer), most, least and know the symbols to represent - <i>greedy gator imagery and songs accessed</i></p> | <p>any number, forward and backward</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Use place value and number facts to solve problems.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> |

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| | | | <p><i>regularly, physical creation of symbols with bodies, songs and games.</i></p> <p>Count in multiples of 2s, 5s and 10s - <i>songs and rhymes used in family time. BOMB game. Hundred squared coloured accordingly.</i></p> <p>Represent and use number bonds and related subtraction facts within 20 - <i>hit the button games, Numbots</i></p> <p>Solve simple addition and subtraction problems using concrete objects, pictorial representations, and mental strategies - <i>Use of part part whole models from September, both graphically and as a physical movement, access to PV resources all year, tuff trays with number representations. Number Lines always accessible and displayed in classroom.</i></p> | <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers</p> <p>Adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> |

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| <p>Personal Development, Behaviours and Attitudes</p> <p>Zones of Regulation</p>  | <p>Talk about their feelings eg happy, sad, angry, calm - <i>first topic in September The Colour Monster story & daily use of feelings jars to express emotions</i></p> <p>Talk with others to solve conflicts</p> <p>Begin to understand the feelings of others</p> <p>Become increasingly independent - changing shoes, taking coat on and off, putting on aprons, taking responsibility for their belongings, selecting resources</p> <p>Use the toilet independently, know when to wash and dry hands</p> <p>Have confidence in new situations eg when</p> | <p>Begin to be able to wait for their turn <i>hands up/ no shouting out, turn taking games in continuous provision, star of the day, games in PE sessions</i></p> <p>Refer to Visual timetable - used to prepare children for the school day, Now and Next materials used in addition for those who require further support.</p> <p>Show consistent procedures that have been taught explicitly - e.g. lining up, lunchtime etiquette to reduce cognitive load</p> <p>Work as part of a large or small group with support from an adult - task design allows for variation on grouping and approach, giving children some autonomy over how they choose to complete a given task.</p> | <p>Effectively use tools and equipment provided, understanding systems for their safe usage - the environment is gradually revealed in autumn term, so that children can become proficient in managing the tools within each area. Photographic guidance provided to show children how to use and store equipment safely.</p> <p>Visual timetable - used to prepare children for the school day, Now and Next materials used in addition for those who require further support.</p> <p>Demonstrate consistently the procedures taught - e.g. lining up, lunchtime etiquette to reduce cognitive load</p> <p>Work as part of a large or small group with support from an adult - task design allows for variation on grouping and approach,</p> | <p>Work cooperatively as a part of a small group independently on a focused task</p> <p>Become more independent when 'getting stuck' - use of environmental supports</p> <p>Visual timetable - used to prepare children for the school day, Now and Next materials used in addition for those who require further support.</p> <p>Consistently model routines and behaviours around the school - e.g. lining up, lunchtime etiquette to reduce cognitive load</p> <p>Pastoral Team support signposted to bridge gaps in readiness for KS2. Bespoke enhanced transition packages.</p> |

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| | | | <p><i>giving children some autonomy over how they choose to complete a given task.</i></p> <p>Work in pairs on a shared task, following direction from an adult- independent tasks have been modelled as part of the teacher input, pairs carefully selected to either mix ability or provide similar ability, to challenge, support or deepen learning.</p> <p>Take responsibility for areas of the provision - give children ownership over areas of the classroom, e.g. pencil pot monitor, responsibility of looking after guinea pigs.</p> | |
| <p>Executive Functioning</p>  | <p>Listen and respond appropriately in whole class and small groups for up to 10 minutes - daily lesson structures. Adapted for individuals based upon where they sit on the carpet. Brain breaks provided. Reduction of 'hands up'</p> | <p>Listen and respond appropriately in whole class and small groups for up to 15 minutes - daily lesson structures. Adapted for individuals based upon where they sit on the carpet. Brain breaks provided. Reduction of 'hands up'</p> | <p>Listen and respond appropriately in whole class and small groups for up to 20 minutes - daily lesson structures. Adapted for individuals based upon where they sit on the carpet. Brain breaks provided in Autumn term where</p> | <p>Organise themselves at the beginning of sessions - finding home places and organising own learning resources.</p> <p>Listen and respond appropriately in whole class and small groups for up to</p> |

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| | <p><i>approach to support active listening. Fidget objects provided where needed.</i></p> <p>Put on their own shoes, coat and plimsolls with decreasing adult support, knowing where to leave each item when not being used <i>clearly labelled areas for children to store belongings. Discrete teaching techniques for all in September and onwards for those who require it</i></p> <p>Collect all items needed at home time with decreasing adult support <i>explicit teaching around this for all in September and onwards for those who need it.</i></p> <p>Co-regulate emotions <i>adults to play alongside children and explicitly model and teach conflict resolution, compromise and identification of emotions using references to The Colour Monster story</i></p> | <p><i>approach to support active listening. Fidget objects provided where needed.</i></p> <p>Put on their own shoes, coat and plimsolls with decreasing adult support, knowing where to leave each item when not being used <i>clearly labelled areas for children to store belongings. Discrete teaching techniques in September for those who require it.</i></p> <p>Collect all items needed at home time with decreasing adult support <i>explicit teaching around this in September</i></p> <p>Regulating Emotions: begin to control impulses, reacting to situations in appropriate ways (e.g no physical aggression), begin to negotiate with other children <i>Adults to play alongside children and explicitly model</i></p> | <p><i>necessary. Reduction of 'hands up' approach to support active listening. Fidget objects provided where needed.</i></p> <p>Use songs and movement to consolidate key skills and knowledge - <i>routines to songs, e.g, lining up song, songs linked to curriculum areas to aid recall.</i></p> <p>Show increased independence in managing emotions - <i>regulation strategies directly taught as part of family time daily, sharing os texts and stories to support emotional literacy on display, children vote in and check in on emotions at key points in day, use and refer to Zones of Regulation materials. SPIRALs group for identified children.</i></p> <p>Put on their own shoes, coat and plimsolls, knowing where to leave each item when not being used <i>clearly</i></p> | <p>30 minutes - <i>daily lesson structures. Adapted for individuals based upon where they sit on the carpet. Brain breaks provided in Autumn term where necessary. Reduction of 'hands up' approach to support active listening. Fidget objects provided where needed.</i></p> <p>Use of songs and movement to consolidate key skills and knowledge - <i>routines to songs, e.g, lining up song, songs linked to curriculum areas to aid recall.</i></p> <p>Show increased independence in managing emotions - <i>regulation strategies directly taught as part of family time daily, sharing os texts and stories to support emotional literacy on display, children vote in and check in on emotions at key points in day, use and refer to Zones of Regulation materials.</i></p> |

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| | | <i>and teach conflict resolution, compromise and identification of emotions, Zones of Regulation</i> | <i>labelled areas for children to store belongings. Discrete teaching techniques in September for those who require it.</i> Collect all items needed at home time Reminder posters and timers from September - link to class rewards | <i>“Emotionopoly” with identified children.</i> Collect all items needed at home time Reminder posters and timers from September - link to class rewards |
| Continuous Provision / Classroom Enhancements  | <p>Access resources within the classroom and outdoor learning environment with increasing independence to develop knowledge and understanding of both learning on a theme as well as child led interests.</p> <p>Play to learn and explore on an individual basis, alongside peers and engaging with peers that are involved with the same activity.</p> <p>Talk about their playing to learn with a familiar adult /</p> | <p>Access resources within the classroom and outdoor learning environment with increasing independence to develop knowledge and understanding of both learning on a theme as well as child led interests.</p> <p>Play to learn and explore on an individual basis, alongside peers and engaging with peers that are involved with the same activity.</p> <p>Talk about their playing to learn with a familiar adult /</p> | <p>Access resources following an input from an adult, to <i>extend</i> a learning opportunity - e.g. create a model of an aeroplane following a lesson on the history of flight.</p> <p>Adapt available resources to support learning on a theme - e.g. use available equipment to build a windmill following DT sessions.</p> <p>Use available spaces with increasing independence, e.g. corridor and outdoor areas where appropriate to</p> | <p>Access extension activities following lessons to assess learning - Provision enhancements</p> <p>Work in a small group / pair on related yet independent tasks similar to lesson input</p> <p>Make links and connections through their learning - e.g. making a map of local area using lego</p> |

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| | <p>child. Use this to support Tapestry posts.</p> <p>Weekly Tapestry update to parents including key themes covered that week and updates regarding continuous provision.</p> <p>Access to resources used in adult support activities to revisit and consolidate learning.</p> | <p>child. Use this to support Tapestry posts.</p> <p>Weekly Tapestry update to parents including key themes covered that week and updates regarding continuous provision.</p> <p>Access to resources used in adult support activities to revisit and consolidate learning.</p> <p>Blue Lolly stick challenge introduced in Spring Term - independent writing.</p> <p>Red Lolly stick challenge introduced in Summer Term - independent creative challenge.</p> | <p>extend learning - children empowered to take ownership of where may be best to complete an activity.</p> <p>Access resources from lessons to consolidate learning, independently. Have spares of worksheets / word cards / resources used in lessons for children to access afterwards.</p> <p>Work independently to ensure challenges are completed - note when tasks have been completed using lolly stick board, achieve all challenges with little reminding by the end of the week.</p> <p>Record own learning using photographs - to develop use of tapestry to record own learning.</p> | |
| Key Resources | <p>Loose parts - mathematical</p> <p>Home corner</p> <p>Small world</p> <p>Construction</p> | <p>Loose parts - mathematical</p> <p>Home corner</p> <p>Small world</p> <p>Construction</p> | <p>Topic based loose parts</p> <p>Topic based small world</p> <p>Animals in classifications</p> <p>Measuring equipment with standardised units</p> | |

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| | Mark making Creative area Fine Motor opportunities Gross Motor opportunities Messy play Loose parts - general Cooking equipment Books - topic based, books to read before you are 5, books that can be accessed and read independently | Mark making Creative area Fine Motor opportunities Gross Motor opportunities Messy play Loose parts - general Books - topic based, books to read before you are 5, books that can be accessed and read independently | Bolts and screws Self-made malleable equipment Woodworking tools Cooking tools and equipment Categorized book corners on rotation across the key stage Construction needing higher level fine motor / thinking, e.g. Kiinex, Meccano, cogs and gears set Access to ICT tools - iPads, BeeBots, IWB Writing frames building upon learning in English lessons | |
| Key Terms & Organisation | <p>Playing to Learn / Discover and Do - terms used for accessing the provision enhancements</p> <p>Role of Adult: Observation, modelling, scaffolding, facilitating, questioning, recording, teaching and encouraging independence</p> | <p>Playing to Learn / Discover and Do - terms used for accessing the provision enhancements</p> <p>Rainbow Challenges - Reception: (red/blue lolly stick challenges) compulsory adult led independent activities to complete following input and modelling - usually a 'warm' task; Y1: Mix of adult and child led activities with ownership of completing tasks on the individual children by the end of the week; Y2: Child led and assessment opportunities developed as an extension to prior learning.</p> <p>Timetabling Considerations - Provision enhancements and access to resources differs from year to year. Reception: approximately 80% due to rainbow challenges, this also allows for carpet times etc. Year 1: Approximately 50% Year 2: Approximately 25%.</p> <p>Role of Adult: Reception - Observation, modelling, scaffolding, facilitating, questioning, recording; Year 1: Foster independence, assess and plan for next steps, work with small groups; Year 2: Set and collate activities</p> | | |