



# Capturing learning opportunities in the Book Corner

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A The following skills are greatly enhanced within the Book Corner but can also be applied to other areas, so are not 'purely' developed through play here.

Handling Books Correctly, developing a love of books, using books as a source of information

## Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus theme – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Book Based – front cover, back cover, blurb, title, book, author, illustrator, fiction, non-fiction, rhyme, phonics, story, information, true, facts, pictures, text, photographs, left to right, front to back, illustrations, comic, magazine, report, folktale, myth, legend, poster, character, setting

## The Role of the Adult

- To ask open ended questions
- To read alongside the children, modelling reading
- To provide an audience for children's reading
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage engagement with a range of texts
- To refer to well-known authors and familiar stories
- To share core texts on a regular basis
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting and handling books correctly.
- Develop descriptive vocabulary
- Represent and be inspired by well-known authors
- Fine Motor Development
- Develop the ability to explain and predict,
- Mark making
- Communication and active listening

## Concrete Learning Experiences

Discussion, reading, recognising (letters, words), using pictures, gathering information, rhyme,

## Consistent Provision

- Accessible bookshelf or shelves – try not to overwhelm
- Core texts / familiar texts clearly displayed
- Readable, phonetically decodable texts, magazines, comics, rhymes, fiction and non-fiction texts
- Comfortable furnishings – bean bags, cushions, small sofa,
- Puppets, masks, reading buddies, posters, letter cards

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Automatically recall number bonds for numbers 0-5 and some to 10
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

### Expressive Arts & Design

- Develop storylines in their pretend play



# Capturing learning opportunities in the Computer Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

## Skills unique to this area (Pure)

**Typing, mouse practice, computer art, email, online safety, app selection**

## Essential Vocabulary - Talk to me

- Computer-based vocab – monitor, print, printer, mouse, speaker, keyboard, click, select, drag, programme.,
- iPad-based vocab – app, touch, application,
- General - internet, website, Google, browser, clipart, caps lock, clipboard, delete, desktop, download, email, enter, folder, format, font, file, home page, inbox, icon, link, login, log out, memory, online, page, password, save, search engine, scroll, surf, template, upload, username,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new programmes
- To refer to known websites, games, apps for sources of information and exploration
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools, programmes, and apps
- Develop computer-based vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, play, engage,
- Mark making

## Concrete Learning Experiences

**Mark making, selecting, launching, showing curiosity and interest, observation skills, research**

## Consistent Provision

- Computer / laptop, ipad, interactive whiteboard, range of software, known websites, apps

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Construction Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Construction Area but can also be applied to other areas, so are not 'purely' developed through play here.

### Building, Bridging and Enclosing

## Essential Vocabulary – Talk to me about...

- Designing – planning, selecting, choosing, investigating, improving, drawing, sketching, recording
- Building – joining, fixing, balancing, enclosing, stacking, positioning, connecting, secure
- Size – big, small, bigger, smaller, larger, largest, short, tall,
- Positional Language – on top, next to, beside, under, middle,
- Describing – rough, smooth, cold, curved, straight, highest, slope, surface, slant, length,

## The Role of the Adult

- To ask open ended questions
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Experience special awareness, weight, movement, notion, scale, trajectory, stability
- Develop descriptive vocabulary
- Develop the language of size, space, shape, counting, patterns and comparison
- Fine Motor and Gross Motor Development
- Develop the ability to explore, predict, explain, compare, describe, count, manipulate, observe,

## Concrete Learning Experiences

Designing  
Building  
Joining  
Manipulating  
Patterns  
Representing  
Problem Solving

## Consistent Provision

- Large and small blocks e.g., wooden blocks, Duplo, Lego
- Vehicles and maps
- Mark making materials
- Labels with the children's names / photos on

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

### Mathematics

- Count objects, actions and sounds
- Subitise
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Creative Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

Unique properties of a range of paint, application of artistic tools and techniques, printing

### Essential Vocabulary – Talk to me about...

- Painting – powder paint, water colour, water based, textured, experiment, mix, primary, secondary, splatter, spray, dribble, squirt, score,
- Tools – finger, spatula, paintbrush, foam, sponge, glue, scratch, splash, dot, pencil, crayon, card, paper,
- Describing – texture, colour, mood, observation, effect, light, pattern, overlapping, collage
- Techniques – rubbing, printing, imagination, observation, inspiration, relief, joining, stick,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to known artists and famous pieces of work for inspiration
- Encourage independence – putting on apron etc
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Experiment with colour, form and function
- Represent and be inspired by famous artists
- Develop artistic techniques.
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making

## Concrete Learning Experiences

Cutting, Joining, Painting, Printing, Colour Mixing, Mark Making,

## Consistent Provision

- Easels / space for large sheets of paper
- Manipulative tools – paintbrushes, sponges, cotton buds, pens, pencils, crayons, chalk, scissors, spatulas
- Materials for making – glue, spreaders, palettes, collage materials, paints (a selection at different times), paper, junk boxes, masking tape, newspaper, string, wool, ribbon, aprons
- A quality display area

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Select, rotate and manipulate shapes to develop spatial reasoning
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different from the one in which they live

### Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills





# Capturing learning opportunities in the Home Corner

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Home Corner but can also be applied to other areas, so are not 'purely' developed through play here.

### Talk, Imaginative play, Language & Listening

## Essential Vocabulary - Talk to me about...

- Language of imagination – role-play, narrate, storytelling, act out, pretend, real,
- Kitchen Vocab – bake, blend, bowl, bottle, apron, boil. Chop, cookbook, cup, cutting board, coffee, cook, cupboard, cutlery, dish, food, fork, frying pan, egg timer, freezer, glasses, jar, jug, kettle, kitchen, knife, microwave, mix, mop, measure, mug, oven, oven mitt, pan, placemat, plate, recipe, roast, sieve, serve, sink, spoon, sugar bowl, table, tablespoon, tea, teapot, tin, tray, tablecloth, utensils, whisk,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Support children in resolving potential conflict
- To take on different roles in role-play situations
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas, dressing
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

## Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting,

## Consistent Provision

- Clear storage shelves with places to hang clothes
- Mark Making Materials
- General Home-Based items – cutlery, bowls, plates, glasses, pans, kettle, microwave, kitchen furniture (oven, fridge, cupboards etc), table, chairs, soft furnishings, play food, cutting boards, cookbooks
- Dressing up clothes, dolls, magazines, newspapers

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Investigation Station

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Investigation Area but can also be applied to other areas, so are not 'purely' developed through play here.

## Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the science area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Scientific Vocabulary – biology, chemistry, physics, energy, experiment, control, fact, funnel, microscope, measure, observe, research, scale, science, test, theory, temperature, thermometer, variable, weather, weight

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To challenge children and support them through scientific enquiry
- Make suggestions and ask questions as appropriate
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Use a range of scientific equipment
- Fine Motor Development
- Develop the ability to explain, observe, explore, predict, test, ask questions and spot patterns
- Show curiosity and interest
- Mark making – particularly recording and drawing

## Concrete Learning Experiences

Observation, Investigation, Experimenting, Discussion, Challenge, Similarities and Differences, Predicting and Testing

## Consistent Provision

- Low level table for children to access resources
- Mark Making / Recording Materials
- Items to support exploration – tweezers, magnifying glasses, microscopes, slides, iPad (research), non-fiction books linked to the theme or enhancements in the area, scales, clipboard, thermometer

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
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- Understand the 'one more/ one less than' relationship between consecutive numbers
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- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the IT Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

## Skills unique to this area (Pure)

**Typing, mouse practice, computer art, email, online safety, app selection**

## Essential Vocabulary - Talk to me about...

- Computer-based vocab – monitor, print, printer, mouse, speaker, keyboard, click, select, drag, programme.,
- iPad-based vocab – app, touch, application,
- General - internet, website, Google, browser, clipart, caps lock, clipboard, delete, desktop, download, email, enter, folder, format, font, file, home page, inbox, icon, link, login, log out, memory, online, page, password, save, search engine, scroll, surf, template, upload, username,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new programmes
- To refer to known websites, games, apps for sources of information and exploration
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools, programmes, and apps
- Develop computer-based vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, play, engage,
- Mark making

## Concrete Learning Experiences

**Mark making, selecting, launching, showing curiosity and interest, observation skills, research**

## Consistent Provision

- Computer / laptop, ipad, interactive whiteboard, range of software, known websites, apps

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Malleable Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Malleable Area but can also be applied to other areas, so are not 'purely' developed through play here.

Shape, Mould, Joining, Rolling,

## Essential Vocabulary - Talk to me about...

Describing – more, less, big, little, rough, smooth, colour, shape, texture, bendy

Manipulating – squeeze, model, mould, experiment, pinch, squash, roll, wrap, print, pull, prod, twist, Pattern – print, mark, scrape, tear, stick,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To comment during play so children are clear on the process they are taking part in
- Role-play with the children's creations
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Mathematical Skills – shapes, fractions,
- Develop descriptive vocabulary
- Develop the language of size, space, shape, counting, matching, patterns, selecting, modelling, moulding, shape, and space
- Fine Motor Development
- Develop the ability to explain, design, create, investigate, predict

## Concrete Learning Experiences

Rolling, Cutting, Shaping & Moulding Imaginative Play

## Consistent Provision

- Play dough (See Literacy Shed instructions, these could be included in the area)
- Equipment – shape cutters, rolling pins (different sizes and textures) scissors, knives, forks, spoons, cake tins, baking trays, cake cases, mats, aprons
- Manipulatives – shells, sticks, stones, pinecones, pebbles, buttons, straws, pipe cleaners, jigsaws

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

### Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play





# Capturing learning opportunities in the Mark Making Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Mark Making Area but can also be applied to other areas, so are not 'purely' developed through play here.

You may choose to have Mark Making Pods or Stations throughout your learning environment,

## Essential Vocabulary - Talk to me about...

- Mark Making Equipment – pencils, crayons, pens, scissors, ruler,
- Mark Making – colours names, draw, write, straight, round, curved, curly, zig-zag, name, letter sounds, phonemes, number names, recipe, story, sign, envelope, page, read it back
- General vocab – fold, choose, select, beginning, end, picture, marks, pattern

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to writing prompts to encourage writing for a purpose
- To direct children to the area / resources when writing can support learning
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making
- Phonetically plausible attempts at writing

## Concrete Learning Experiences

Writing, Mark Making, discussion, pattern-making, drawing, story-telling, recalling, sequencing, name writing

## Consistent Provision

- Shelves with easily accessible resources
- A table and chairs, clipboards, message boards
- To support independent Mark Making – sound mats, variety of paper, pens, pencils, crayons, whiteboards, pens, notebooks, envelopes, letter formation support, finger space prompts, post-it notes, tricky word mats, themed vocab prompts, sticky labels, rulers, hole punch, pencil sharpener

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community

### Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Mathematics Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Maths Area but can also be applied to other areas, so are not 'purely' developed through play here.

You may choose to have Maths Pods or Stations throughout your learning environment, rather than an area.

## Essential Vocabulary - Talk to me about...

- Number – add, addition, answer, counting, difference, divide, even, equal, fraction, greater, half, graph, less, minus, multiply, mathematician, number, negative, number line, odd, plus, percent, quarter, subtract, symbol, times, unit,
- Shape – angle, area, circumference, curve, line, point, corner, right angle, rounded,
- Comparison – identify, same, different, more, less, least, most, tallest, smallest, heaviest, lightest,
- Positional – inside, on, under, behind, in front, next to, high, low
- Ordinal – first, second, third, last, next
- Pattern – continue, repeat, next, after, sequence

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new resources
- To make suggestions which will extend learning
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting equipment and resources
- Develop mathematical vocabulary
- Experiment with colour, number, shape, pattern and size
- Fine Motor Development
- Develop the ability to compare, order, sort and organise
- Mark making

## Concrete Learning Experiences

Counting, sorting, ordering, matching, sequencing, recognising numbers, use of mathematical language, addition, subtraction, measuring, patterns, comparing, mark making

## Consistent Provision

- Easily accessible storage for equipment
- Equipment – number lines, natural objects, 2D and 3D shapes (including real items), number cards, dice, counting beads, money, clocks, number fans, sorting hoops, tens frames, Numicon, 100 squares, squared paper, capacity resources, maths games
- Mark making equipment, rulers,

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Draw information from a simple map
- Explore the natural world around them

### Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills



# Capturing learning opportunities in the Music Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Music Area but can also be applied to other areas, so are not 'purely' developed through play here.

**Creativity, perseverance, motor skills**

## Essential Vocabulary - Talk to me about...

- Play, listen, sound, blow, strike, shake, scrape, pattern, percussion, compose, rhythm, beat, match, dynamics, tempo, long, short, pitch, conduct, beat, bass, chord, harmony, music, melody, notes,
- Instruments – tambourine, wooden blocks, xylophone, beaters, triangle, chime bars, cymbal, castanets, drums, bells, keyboard
- Blues, jazz, classical, opera, rock and roll, pop,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new equipment
- To model how to play the equipment correctly
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting equipment and resources
- Develop descriptive vocabulary
- Experiment with sound, pitch, pace and rhythm
- Represent and be inspired by a variety of music and musicians
- Fine Motor Development
- Develop the ability to move, sing, speak, collaborate
- Mark making

## Concrete Learning Experiences

**Persistence, confidence, perseverance, patience, movement, creativity, social-emotional**

## Consistent Provision

- Accessible musical instruments
- Music books, ipad, images of famous musicians linked to current theme
- Suggested patterns of play to follow
- Junk modelling instruments
- Music from a range of styles and cultures

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries

### Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups



# Capturing learning opportunities in the Outdoor Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

## Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Outdoor Area but can also be applied to other areas.

Outdoors should not be a repetition of indoors, it is an opportunity to explore new things on a bigger scale!

An appreciation of the natural environment

## Essential Vocabulary - Talk to me about...

- Actions, movement & skills – run, walk, jump, skip, hop, throw, roll, catch, aim, target, dribble, over arm, under arm, leap, stretch, spring, kick
- Directions – forwards, backwards, sideways, next to, under, over, through, beneath, below, above, behind, in front, high, low
- Equipment – ball, quoit, skittles, rope, funnel, guttering, beanbag, hoop, bench, mat, bike, trike,
- Changes to the body – hot, sweating, thirsty, out of breath, aching, muscles, energy
- Weather – wet, dry, drizzly, foggy, icy, puddle, drips, sleet, hail stone, wind, misty, frozen, sunny, warm, shade, breezy, snow,

## The Role of the Adult

- To ask open ended questions
- Observe children's interests and assess progress
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use gross motor development and skills on a larger scale
- To support children using equipment safely.
- Support children in resolving potential conflict

## Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Gross Motor Development
- Fine Motor Development
- Develop the ability to explain, design, create, predict, interact, explore,
- Mark making
- Self-help skills

## Concrete Learning Experiences

Physical development, interpersonal skills, role-play, imaginative skills, independence, counting, curiosity, and questioning

## Consistent Provision

- Physical equipment – bikes, trikes, balance bikes, scooters, beanbags, balls, parachute, large wooden blocks, football net, large branches for mark making,
- Sensory – shaded area, garden area / equipment, mud kitchen, sand area, water play, guttering, funnels, pipes, musical instruments (including pots and pans etc) weather-based equipment – including wellington boots and waterproofs.
- Quiet Play – books, area to sit, tents, easel, mark making and counting equipment

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Draw information from a simple map
- Explore the natural world around them
- Describe what they can see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

### Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups





# Capturing learning opportunities in the Reading Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A The following skills are greatly enhanced within the Reading Area but can also be applied to other areas, so are not 'purely' developed through play here.

Handling Books Correctly, developing a love of books, using books as a source of information

## Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus theme – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Book Based – front cover, back cover, blurb, title, book, author, illustrator, fiction, non-fiction, rhyme, phonics, story, information, true, facts, pictures, text, photographs, left to right, front to back, illustrations, comic, magazine, report, folktale, myth, legend, poster, character, setting

## The Role of the Adult

- To ask open ended questions
- To read alongside the children, modelling reading
- To provide an audience for children's reading
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage engagement with a range of texts
- To refer to well-known authors and familiar stories
- To share core texts on a regular basis
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting and handling books correctly.
- Develop descriptive vocabulary
- Represent and be inspired by well-known authors
- Fine Motor Development
- Develop the ability to explain and predict,
- Mark making
- Communication and active listening

## Concrete Learning Experiences

Discussion, reading, recognising (letters, words), using pictures, gathering information, rhyme,

## Consistent Provision

- Accessible bookshelf or shelves – try not to overwhelm
- Core texts / familiar texts clearly displayed
- Readable, phonetically decodable texts, magazines, comics, rhymes, fiction and non-fiction texts
- Comfortable furnishings – bean bags, cushions, small sofa,
- Puppets, masks, reading buddies, posters, letter cards

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Automatically recall number bonds for numbers 0-5 and some to 10
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

### Expressive Arts & Design

- Develop storylines in their pretend play



# Capturing learning opportunities in the Role-Play Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Role-Play Area but can also be applied to other areas, so are not 'purely' developed through play here.

### Talk, Imaginative play, Language & Listening

## Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the changing role-play area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Literacy Shed Plus Theme Planners contain suggested vocabulary linked to a range of themes, which may provide a strong start point for the team.

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment / props
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Take on different roles in role-play situations
- Support children in resolving potential conflict
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas,
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

## Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting, dressing

## Consistent Provision

The provision will vary according to the focus of the changing role-play – below is general guidance

- Dressing up clothes, hats, bags,
- Mark making materials
- Shelving / places to hang clothes / display space for images

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Sand Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:  
**Communication and Language**

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

**Personal, Social and Emotional Development**

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene

**Physical Development**

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

## Skills unique to this area (Pure)

### Exploration of the texture of sand both wet and dry

## Essential Vocabulary - Talk to me about...

- Describing – rough, smooth, cold, dry, warm, wet, particles, grains, pour, scoop, soggy, squelchy, gritty. Silky, slimy, crumble, disappear
- Comparing – Biggest, smallest, largest, longer, less than, stronger, weaker, taller, shorter, full, empty, most, least, fuller, heavier, lighter,
- Size – Big, small, long, tall, short, wide, narrow
- Shape – curved, straight, round,
- Equipment – bucket, spade, rake, container,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- Ensure safe use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Observe children's interests and assess progress
- Encourage mark making where possible

## Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Respond to others in their play – including following instructions
- Develop descriptive vocabulary
- Develop the language of size, space, shape, capacity, counting, matching, patterns, sorting and comparison
- Fine Motor Development
- Develop the ability to explain, design, create, investigate, predict, observe

## Concrete Learning Experiences

**Moulding and Manipulating  
Materials  
Digging  
Pouring  
Filling and Emptying  
Selecting, Co-operating and Sharing**

## Consistent Provision

- Wet & Dry Sand if possible
- Materials to dig with – spades, scoops, forks, spoons (made of varying materials)
- Utensils to hold – buckets, cups, egg cups, jugs, bottles, tubs, pots, funnels – all of varying sizes
- Natural manipulatives – sticks, pebbles, stones, pinecones, shells,
- A tray for enhancements to this area

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

**Literacy**

- Read individual letters by saying the sounds for them
- Read a few common exception words matched to the school's phonic programme
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s

**Mathematics**

- Count objects, actions and sounds
- Subitise
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compare length, weight and capacity.

**Understanding the World**

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Explore the natural world around them

**Expressive Arts & Design**

- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play.



# Capturing learning opportunities in the Science Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Science Area but can also be applied to other areas, so are not 'purely' developed through play here.

## Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the science area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Scientific Vocabulary – biology, chemistry, physics, energy, experiment, control, fact, funnel, microscope, measure, observe, research, scale, science, test, theory, temperature, thermometer, variable, weather, weight

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To challenge children and support them through scientific enquiry
- Make suggestions and ask questions as appropriate
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Use a range of scientific equipment
- Fine Motor Development
- Develop the ability to explain, observe, explore, predict, test, ask questions and spot patterns
- Show curiosity and interest
- Mark making – particularly recording and drawing

## Concrete Learning Experiences

Observation, Investigation, Experimenting, Discussion, Challenge, Similarities and Differences, Predicting and Testing

## Consistent Provision

- Low level table for children to access resources
- Mark Making / Recording Materials
- Items to support exploration – tweezers, magnifying glasses, microscopes, slides, iPad (research), non-fiction books linked to the theme or enhancements in the area, scales, clipboard, thermometer

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map

### Expressive Arts & Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play





# Capturing learning opportunities in the Small World Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Small World Area but can also be applied to other areas, so are not 'purely' developed through play here.

### Talk, Imaginative play, Language & Listening

## Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the changing role-play area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Small World Vocabulary – construction, build, connect, fix, join, colours, shapes, pattern,
- Positional Language – top, bottom, middle, beside, next to
- Language of imagination – role-play, narrate, storytelling, act out, pretend, real,

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Support children in resolving potential conflict
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas,
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

## Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting, designing, building, problem solving

## Consistent Provision

- Clear storage shelves with accessible resources in small boxes
- To Support imaginative play – mats, road marking, small blocks, train track, small world figures, mirrors, material, tape measures, rulers,
- Mark Making Materials
- Display area for models with name labels

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitize
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

### Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Snack Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

## Skills unique to this area (Pure)

The following skills are greatly enhanced within the Snack Area but can also be applied to other areas, so are not 'purely' developed through play here.

**Talk, Language & Listening, Healthy eating & Health routines**

## Essential Vocabulary - Talk to me about...

- Fruits – apricot, apple, avocado, blackberry, blueberry, cherry, fig, grape, kiwi, lemon, lime, melon, orange, plum, prune, raspberry, strawberry, tangerine, tomato, watermelon
- Vegetables – asparagus, sprouts, carrot, olive, peas, potato, pumpkin,
- Food from different cultures

**\*\* Be sure to check for allergies before presenting any free choice snack\*\***

## The Role of the Adult

- To ask open ended questions
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Encourage children to be aware of health and hygiene
- Support children in informal discussions
- Organise and refresh snack
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, sharing, helping, self-care, choice, take risks, try something new
- Fine Motor Skills and co-ordination
- Development of skills such as – predicting, tasting, selecting, senses, cooking, baking

## Concrete Learning Experiences

**Communication, co-operation, receptive and expressive language, fine motor skills associated with eating, recycling, clearing and cleaning, using and understanding senses**

## Consistent Provision

- A clear space for snack which is monitored and cleaned regularly – set in a manner which encourages interaction
- Table covers
- Access to fresh fruit, vegetables, chilled water, milk
- Access to water to wash hands
- An up-to-date list of allergies

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries

## Characteristics of Effective Learning (The How)

The Characteristics of Effective Learning support practitioners in reflecting on the rates children develop. This allows educators to adjust their practice appropriately.

Please display The Characteristics of Effective Learning poster within your provision.



# Capturing learning opportunities in the Water Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

## Skills unique to this area (Pure)

Changes of State – freeze, melt, evaporate  
Absorbency  
Water Pressure  
Viscosity – how water changes when adding flour etc

## Essential Vocabulary – Talk to me about...

What I can do with water – fill, pour, empty, splash, wash,  
Water Based Experiences – floating, sinking, heavy, light, leaking, freezing, melting, evaporating, steam, boiling, wet, bubbles, cold, warm, movement, drop, droplet, wave, brim,  
Water Equipment – water wheel, jug, bottle, cup, spoon, teapot, watering can, tubes, pipes, sponge

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- Ensure safe use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Put children's actions into words
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Respond to others in their play – including following instructions
- Develop descriptive vocabulary
- Develop the language of size, space, capacity, counting, sorting and comparison
- Fine Motor Development
- Develop the ability to explain, predict, observe, estimate,

## Concrete Learning Experiences

Filling, Pouring & Emptying  
Transportation  
Floating & Sinking  
Absorption

## Consistent Provision

- Water tray and tray for enhancements – ideally an uncarpeted area, mops cloths, aprons
- Containers of varying sizes – jugs, cups, bottles, teapots, cans, funnels
- Water wheel
- Sieves, sponges, pipettes, cloths, paintbrushes
- Natural Manipulatives – sticks, shells, pebbles, stones, pinecones

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read a few common exception words matched to the school's phonic programme

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Automatically recall number bonds for numbers 0-5 and some to 10
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figures from the past
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different from the one in which they live

### Expressive Arts & Design

- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Capturing learning opportunities in the Writing Area

## Prime Learning Opportunities (The What)

Children in reception will be learning to:

### Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others

### Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Writing Area but can also be applied to other areas, so are not 'purely' developed through play here.

You may choose to have Mark Making Pods or Stations throughout your learning environment, rather than an area.

## Essential Vocabulary - Talk to me about...

- Mark Making Equipment – pencils, crayons, pens, scissors, ruler,
- Mark Making – colours names, draw, write, straight, round, curved, curly, zig-zag, name, letter sounds, phonemes, number names, recipe, story, sign, envelope, page, read it back
- General vocab – fold, choose, select, beginning, end, picture, marks, pattern

## The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to writing prompts to encourage writing for a purpose
- To direct children to the area / resources when writing can support learning
- Observe children's interests and assess progress

## Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making
- Phonetically plausible attempts at writing

## Concrete Learning Experiences

Writing, Mark Making, discussion, pattern-making, drawing, story-telling, recalling, sequencing, name writing

## Consistent Provision

- Shelves with easily accessible resources
- A table and chairs, clipboards, message boards
- To support independent Mark Making – sound mats, variety of paper, pens, pencils, crayons, whiteboards, pens, notebooks, envelopes, letter formation support, finger space prompts, post-it notes, tricky word mats, themed vocab prompts, sticky labels, rulers, hole punch, pencil sharpener

## Specific Learning Opportunities (The What)

Children in reception will be learning to:

### Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

### Mathematics

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more/ one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy, and create repeating patterns
- Compare length, weight and capacity

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community

### Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Creative collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play