

## EYFS Indoor provision

**Continuous provision:** class library, mark making and writing table, maths area, small world, construction, geography area, art area junk modelling area, playdough area, role play,

**Enhancements** are added when needed, based on the children’s interests, core text or topic to promote their next steps in learning.

Autumn term	Spring term	Summer term
<p><b>Adults role:</b></p> <ul style="list-style-type: none"> <li>• <b>Model and facilitate play by having a specific focus area each week until all the areas have had adult modelling.</b></li> <li>• Encourage children to try new things and have new experiences.</li> <li>• Ensure children look after the resources and use them safely and put them away when they aren’t needed.</li> <li>• Add enhancement to facilitate learning.</li> <li>• To use the words, I wonder...and I notice... to support the children’s learning.</li> </ul>	<p><b>Adults role:</b></p> <ul style="list-style-type: none"> <li>• <b>To support children in a focused learning experience.</b></li> <li>• <b>To support the children in meeting their next steps.</b></li> <li>• Model and facilitate play as needed.</li> <li>• Continue to encourage children to try new things and have new experiences.</li> <li>• Ensure children look after the resources and use them safely and put them away when they aren’t needed.</li> <li>• Add enhancement to facilitate learning.</li> <li>• Look for opportunities to extend their learning.</li> <li>• To use the words, I wonder...and I notice... to support the children’s learning.</li> <li>• Model writing signs for constructions</li> <li>• Take opportunities to use mathematical language during play.</li> </ul>	<p><b>Adults role:</b></p> <ul style="list-style-type: none"> <li>• <b>To support children in a focused learning experience.</b></li> <li>• <b>To support the children in meeting their next steps.</b></li> <li>• <b>Challenge children to bring writing and mathematical language into their play.</b></li> <li>• <b>Extend children’s understanding of the world</b></li> <li>• Model and facilitate play as needed in all areas. Challenge the children to develop their play in the areas.</li> <li>• Add enhancement to facilitate learning according to the children’s interest or what we are learning in class.</li> <li>• Encourage children to model their play to each other.</li> <li>• Ensure children look after the resources and use them safely and put them away when they aren’t needed.</li> <li>• Look for opportunities to extend their learning.</li> <li>• To use the words, I wonder...and I notice... to support the children’s learning.</li> <li>• Encourage children to write signs and make resources to support their play.</li> </ul>
<p><b>Indoor opportunities (emphasis on prime areas of learning)</b></p> <p><b>Physical development (fine motor)</b></p> <ul style="list-style-type: none"> <li>• Open-ended resources such as pencils, crayons, scissors, paint brushes to develop fine motor skills</li> <li>• Opportunities to make playdough and play with playdough, squeezing, twisting poking, pressing</li> <li>• Building with construction materials</li> </ul>	<p><b>All of autumn term’s opportunities and enhancements in the areas will develop the specific areas of learning. (For children who are not secure in the prime areas they need opportunities to develop these, but they need exposure to specific areas of learning.)</b></p> <p><b>Physical developments-</b> see autumn term.</p> <p><b>Literacy</b> <b>CAL/Reading / writing</b></p> <ul style="list-style-type: none"> <li>• Children are encouraged to share a book with a friend in the class library by looking at the</li> </ul>	<p><b>All of autumn term’s opportunities and enhancements in the areas will develop the specific areas of learning. (For children who are not secure in the prime areas they need opportunities to develop these but they need exposure to specific areas of learning.)</b></p> <p><b>Physical developments-</b> see autumn term.</p> <p><b>Literacy</b> <b>CAL/Reading / writing</b></p> <ul style="list-style-type: none"> <li>• Children are encouraged to read to themselves or a friend in the class library</li> </ul>

<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Class library, to build vocabulary and develop a love of reading. We display our books so that the children can clearly see the front cover. We display key questions, to prompt quality adult interactions.</li> <li>• Sharing ideas in construction (open ended resources) or Familiar role-play within the home corner e.g. kitchen unit and utensils. Dressing up outfits are available as enhancements that support familiar aspects to their life including police, firefighter, &amp; builder. To extend learning they can also access fabrics to extend their 'fantasy' thinking.</li> <li>• Learn from vocabulary from each other and adults through interactions in each area of provision</li> <li>• Performing rhymes and songs on the stage.</li> </ul> <p><b>Personal, social and emotional development</b></p> <p><b>Opportunities to develop skills:</b></p> <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Develop negotiating skills</li> <li>• Plan ideas</li> <li>• Work as a team</li> <li>• Share ideas</li> <li>• Work out disputes</li> <li>• Problem solves when things don't go to plan.</li> <li>• Learn from others</li> <li>• Flexibility to change from one thing to another.</li> <li>• Develop Self-regulation</li> </ul>	<p>pictures and talking about what they see and reading some familiar words.</p> <ul style="list-style-type: none"> <li>• Opportunities are available to read and write through enhancements. Eg reading recipes (playdough recipe), writing signs (with support as needed) using the writing resources.</li> <li>• We have a deliberately small quantity but a range of high-quality writing equipment e.g. pens/pencils/crayons/biros/chalks/highlighters, organized in a way in which the children can easily find what they require. To promote the engagement of writing we include a range of writing materials e.g. plain paper, lined paper, shaped paper, sticky notes, notebooks etc.</li> </ul> <p><b>Maths</b></p> <p>Resources help to embed number knowledge and skills to sort, match, order and compare. Equipment for writing numbers available within the provision e.g. white board pens, paper and pens</p> <p>Many different manipulatives for maths are available in the environment. e.g. numicon, ten frames, dice, counting resources, cubes.</p> <p>Enhancement for shape, capacity, mass and length are put out to support the children's practice of from adult led activities.</p> <p>Use mathematical language is encouraged e.g.</p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Capacity: full, empty, nearly full, nearly empty, half full.</li> </ul> <p>Use mathematical language in construction</p> <ul style="list-style-type: none"> <li>• Length, longer, shorter, taller, shorter,</li> <li>• Weight: heavier, lighter</li> <li>• Make Comparisons- heavier than, longer than, fuller than</li> <li>• Shape names</li> <li>• Numbers for quantities or 1 more, 1 less</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book of rhymes and songs that the children can use to perform familiar rhymes?</li> <li>• Children are encouraged to practice reading and writing through enhancements. Eg reading recipes, writing signs (with support as needed) using writing resources.</li> <li>• We have a deliberately small quantity but a range of high quality writing equipment e.g. pens/pencils/crayons/biros/chalks/highlighters, organised in a way in which the children can easily find what they require. To promote the engagement of writing we include a range of writing materials e.g. plain paper, lined paper, shaped paper, sticky notes, notebooks etc.</li> </ul> <p><b>Maths</b></p> <p>Resources help to embed number knowledge and skills to sort, match, order and compare. Equipment for writing numbers available within the provision</p> <p>3D shapes are provided as enhancements for the children to make arrangements with objects. An emphasis on the shape names and mathematical descriptions are promoted.</p> <p>Take opportunities to enable children to use mathematical language in all areas of provision. e.g.</p> <p>In enhancements in the maths area</p> <ul style="list-style-type: none"> <li>• Capacity: full, empty, nearly full, nearly empty, half full.</li> <li>• Counting</li> </ul> <p>In construction</p> <ul style="list-style-type: none"> <li>• Length: longer, shorter, taller, shorter,</li> <li>• Weight: heavier, lighter</li> <li>• Make comparisons- heavier than, longer than, fuller than</li> <li>• Shape names</li> <li>• Numbers for quantities or 1 more, 1 less</li> </ul>
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	<p><b><u>Examples of additional topic/core text themed activities</u></b></p> <p><b>Transport and People who help us</b>          Role play dressing up as people who help us          Make maps for the journey.          Vehicles with ramps outside. Explore how to make the vehicle go faster/slower</p> <p><b>Space</b>          build a space craft in construction or junk modelling, add signs and create a story line.          Create a dark space, explore light and dark, provide torches          Explore shadows by blocking the light from a torch with objects.</p>	<p><b><u>Examples of additional topic/core text themed activities</u></b></p> <p><b>Animals and minibeasts:</b>          Shadow drawing of animals.          Read animal books in the class library          Opportunities to draw, label and write about favourite animals.</p> <p><b>Traditional tales:</b>          Plant beans and observe how they grow and the parts of a plant.          Measure and compare beanstalk heights.          Opportunities for writing short stories, using Jack and the Beanstalk as a stimulus.          Traditional tales in the class library</p>