

Continuous Provision – Advent 2

Week commencing	Messy tray	Maths area	Builders' Yard <i>(Inside & Outside - on a larger scale outside)</i>	Small World <i>(Inside & Outside)</i>	Water tray	The Stage	Investigation Station
1 Text: 'In my heart'	Intent: (UW) Knows how to use all their senses in hands-on exploration of natural materials. Implementation: Different coloured rice, spoons, containers, heart shape cutters for filling,	Intent: Know to bring 1 or 2 objects when an adult requests. Implementation: number cards, counting objects	Intent: (EAD) Know how to use various construction materials. Implementation: wooden bricks, art straws, pictures of shapes from the story	Intent: (PSED) To know that some things are mine, some things are shared and some things belong to other people. Implementation: cars, garage, car mat Adults to model sharing and taking turns.	Intent: To know how to recite some number names. Implementation: fishing nets, wooden numbers, conkers/objects to count.	Intent: (PSED) To be able to show different feelings and be able to respond to the feelings of others. Implementation: mirrors, laminated cards showing different feelings.	Intent: (UW) Knows how to use all their senses in hands-on exploration of natural materials. Implementation: Conkers, autumn leaves etc
2 Text: 'In my heart'	Intent: (EAD) Know how to experiment with blocks, colours and marks Implementation: different shape cutters, sponges, trays of paint, big sheets of paper	Intent: To know how to talk about the routine of the day and use language like 'before' and 'after'. Implementation: timetable cards Adult to model using vocab to describe the order of events	Intent: (EAD) Know how to use various construction materials. Implementation: wooden bricks, art straws, pictures of shapes from the story	Intent: (PSED) To know that some things are mine, some things are shared and some things belong to other people. Implementation: cars, garage, car mat Adults to model sharing and taking turns.	Intent: (PD) Know how to use a fist grip comfortably. Implementation: soapy water, sponges, cars.	Intent: (PSED) To be able to show different feelings and be able to respond to the feelings of others. Implementation: mirrors, laminated cards showing different feelings.	Intent: (UW) Knows about and notices features of objects in the environment Implementation: Conkers, autumn leaves, magnifying glasses, clipboards & paper.
3 Text: 'Kipper's birthday'	Intent: (EAD) Know how to make-believe by pretending Implementation: (Birthday party) Birthday cake, small cakes, plates, cups, jug with 'drink' to pour, 'food'	Intent: To know how to begin to build using simple blocks. Implementation: wooden 3D shapes	Intent: (EAD) Know how to use various construction materials. Implementation: lego, stickle bricks, pictures of birthday cakes	Intent: (C&L) Know how to operate some ICT or mechanical toys. Implementation: Beebots, car mat, wooden block buildings. Adults to model	Intent: (EAD) Know how to make-believe by pretending. Implementation: jugs, tea pots, cups.	Intent: (EAD) Know how to make-believe by pretending. Implementation: cake, table cloth, candles, cups and saucers, tea pot.	Intent: (EAD) Know how to use various construction materials. Implementation: boxes, tubes, sellotape, masking tape.

<p>4</p> <p>Text: 'Kipper's birthday'</p>	<p>Intent: (EAD) Know how to experiment with blocks, colours and marks</p> <p>Implementation: (Making wrapping paper) Big sheets of paper, objects for printing, trays of paint.</p>	<p>Intent: To start to make pictures using shapes.</p> <p>Implementation: plastic 2D shapes, shape peg boards and pictures.</p>	<p>Intent: (EAD) Know how to use various construction materials.</p> <p>Implementation: lego, stickle bricks, pictures of birthday cakes</p>	<p>Intent: (C&L) Know how to operate some ICT or mechanical toys.</p> <p>Implementation: Beebots, car mat, wooden block buildings. Adults to model</p>	<p>Intent: (M) To begin to recognise and use shapes</p> <p>Implementation: plastic 2D shapes in the water</p>	<p>Intent: (PSED) Know how to make-believe by pretending.</p> <p>Implementation: cake, table cloth, candles, cups and saucers, tea pot.</p>	<p>Intent: (EAD) Know how to use various construction materials.</p> <p>Implementation: boxes, tubes, sellotape, masking tape.</p>
<p>5</p> <p>Text: 'Little Owl and the Star'</p>	<p>Intent: (UW) Knows how to use all their senses in hands-on exploration of natural materials.</p> <p>Implementation: feathers, tweezers, different colour plates.</p>	<p>Intent: To know and understand position through words alone - for example, "The bag is under the table," -with no pointing.</p> <p>Implementation: counting teddies and bowls. Adults model placing the teddy in different positions and using vocab to describe where they are.</p>	<p>Intent: (EAD) Know how to use various construction materials.</p> <p>Implementation: wooden bricks, pictures of the stable, Nativity characters</p>	<p>Intent: (UW) Knows how to play with small-world models such as a farm, a garage or a train track</p> <p>Implementation: stable and Nativity characters</p>	<p>Intent: (M) To know and understand position through words alone - for example, "The bag is under the table," -with no pointing.</p> <p>Implementation: sea creatures, fishing nets</p>	<p>Intent: (C&L) Knows how to start to put short sentences together to retell a story.</p> <p>Implementation: Nativity story puppets, puppet theatre</p>	<p>Intent: (UW) Knows to show care and concern for living things and the environment</p> <p>Implementation: insects/minibeasts, magnifying glasses, identification charts.</p>
<p>6</p> <p>Text: 'Little Owl and the Star'</p>	<p>Intent: (UW) Knows how to use all their senses in hands-on exploration of natural materials.</p> <p>Implementation: straw, sawdust, pictures of Nativity story characters.</p>	<p>Intent: To know and understand position through words alone - for example, "The bag is under the table," -with no pointing.</p> <p>Implementation: counting objects, bowls. Adults model placing objects and using vocab to compare the positions.</p>	<p>Intent: (EAD) Know how to use various construction materials.</p> <p>Implementation: wooden bricks, pictures of the stable, Nativity characters</p>	<p>Intent: (UW) Knows how to play with small-world models such as a farm, a garage or a train track</p> <p>Implementation: stable and Nativity characters</p>	<p>Intent: (UW) Knows how to play with small-world models</p> <p>Implementation: pirate ship, people</p>	<p>Intent: (EAD) To be able to sing a few familiar songs.</p> <p>Implementation: microphones and instruments</p>	<p>Intent: (UW) Knows to show care and concern for living things and the environment</p> <p>Implementation: insects/minibeasts, magnifying glasses, small logs for children to build 'homes'</p>
<p>7</p> <p>Text: ??</p>	<p>Intent: (M) To know how to fill and empty a container</p> <p>Implementation: rice/pasta/lentils</p>	<p>Intent: To know how to experiment with their own symbols and marks as well as numerals.</p>	<p>Intent: (EAD) Know how to use various construction materials.</p> <p>Implementation: wooden bricks, pictures</p>	<p>Intent: (UW) Knows how to play with small-world models such as a</p>	<p>Intent: (UW) Knows how to play with small-world models</p>	<p>Intent: (EAD) To be able to sing a few familiar songs & know how to create sounds to accompany them.</p>	<p>Intent: (EAD) Know how to use various construction materials.</p>

('Kipper's Christmas Eve'/'The best Christmas ever')	different size containers for filling	Implementation: whiteboards, pens, counting objects. Adults model recording numbers by drawing spots, lines, writing numerals etc.	of the stable, Nativity characters	farm, a garage or a train track Implementation: stable and Nativity characters	Implementation: pirate ship/boat, people, sea creatures	Implementation: microphones and instruments	Implementation: boxes, tubes, sellotape, masking tape.
--	---------------------------------------	---	------------------------------------	--	--	--	---

Home corner/mud kitchen - These areas are very child led with ongoing Intents throughout the half term:

- 'Know how to make-believe by pretending' (EAD)
- 'Know that some things are mine, some things are shared and some things belong to other people' (PSED)