Mathematics

*Traditional Tales cottage home corner- order the numbered clothes on the washing line/ match the patterns on clothing.
*weighing scales available to explore objects within the learning environment.
*Make a complete set of tableware up to counting 6 pieces.
*Water area outside with capacity themed resource box.
*Follow or write a numbered list of instructions within the Construction area.
*Daily sequencing in role play.
*Size ordering linked to Traditional tales, height ordering, and length focus linked to White Rose planning.
*Building, drawing, or creating patterns with shapes or pegs.
*Counting mats and equipment- linked to 10 tens.
*Number cards for number ordering indoors and outside.
*Lollypop sticks to create 2D shapes in playdough area.
*Mark-making big formation of numbers.
*Playdough number cutters.
*Number Focus games on computers and board games.
*Small world area- numbered instructions to build a cottage.
*3D shapes area linked to exploring and construction.

Communication and Language

*Circle Times opportunities where children can discuss topics within talking partners or whole-class discussions.
*Vocabulary learnt and explored to understanding new meanings.
* Role Play area set up as cottage to share experiences within.
*small world areas inside and outdoors for retelling stories/ imagination play linked to traditional tales.
*Word cards and new vocabulary on displays and in all areas.

Continuous Provision Planning
Medium Spring Term 2
Traditional Tales

Literacy

*Story maps to focus on structure of the traditional tales which we focus on.
*Themed borders for independent writing.
*Design sheets and to write building instructions within the construction area.
*Forming number of the week in the mathematical area using mark making resources, sand trays and paint bags.
*Comic strips/ story boards in small world areas.
*Phonics game on computer linked to sound of the day.
*Creative ideas linked to sound of the day in outside area.
*Reading books for children to access to link to their own ability and understanding.
*Phonics games to access on carpet.
*Playdough letter cutters.
*Reading games within the Reading Garden.
*Traditional tales/ non friction texts available through voting and reading areas.
*Poem Time
*Rhyme Time with follow up activities within our learning environments.
*Design a Gingerbread man

Physical Development

*Hula Hoops
*Balls and Hoop
*Cone throwing targets.
*Big pieces of paper and mark making equipment/ chalks.
*Big Builds outside
*Dough Disco
*Yoga sessions on Thursday.
*Threading area with resources to support fine motor skills.
*Get fit to music as part of our daily routines.

Expressive Arts and Design

*Playdough to shape and mould.
*Practise scissors skills using our colouring sheets.
*Create themed models in construction area to develop fine motor skills.
*Junk modelling traditional tales' ideas.
*Creative resources to create.
*Traditional Tales songs and dances during routines.
*Instruments available on stage for children to create music or themed sounds.
*Painting easels outside for mark making resources.

Personal Social and Emotional Development

*Circle Times opportunities where children can discuss topics within talking partners or whole-class discussions. Focus on Stranger Danger, Feelings Colour Monster, Internet Safety.
*Children to self-register how they are feeling using the colour monster approach.
*Adult-led and Key worker group activities.
*Team Building sessions and working partnerships.
*Children choose where they would like to play and with which children during free-flow play opportunities.
*Boards games available on carpet in basket to share and take turns.