

## John Bear's Continuous Provision

<p><b>PSED</b></p>	<ul style="list-style-type: none"> <li>• Leuven scale assessment to identify children who need support settling/making friendships.</li> <li>• Adults supporting children to join the play of others and engage in group games.</li> <li>• Role play areas inside and outside to support group play.</li> <li>• Children's learning &amp; development supported and encouraged during play through planning in the moment techniques.</li> <li>• Children are encouraged to be independent in their play choices. Continuous planning provision of resources in the different areas, extended when needed.</li> <li>• Parents now able to add observations and photos via Tapestry</li> <li>• Bear paws reward system - for kindness &amp; helpfulness, class treat when they reach the honey pot.</li> <li>• Thinking/calming down time &amp; Face to Face when incidents happen.</li> <li>• Talk about kind hands, saying no (using our voice and words) &amp; understanding nursery rules &amp; expectations.</li> <li>• Sensory/calming toys used when relevant.</li> <li>• Circle times for developing understanding of feelings</li> <li>• use feeling cards on lanyards to support children</li> <li>• introduce and talk about the six R's when relevant</li> </ul>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Encourage exploration of mathematical concepts and use of mathematical language when relevant during child initiated play inside and outside.</li> <li>• Number cards in different areas of the room and adults to support use of these.</li> <li>• Maths table with continuous provision including a range of Maths related resources, extended when needed.</li> <li>• Various small and large 3D shaped constructing resources.</li> <li>• Making patterns using 2D shapes/tap tap shapes.</li> <li>• Use of positional language in everyday occurrences such as; "What is the weather like today, look up at the sky?"</li> <li>• Small world play equipment for positional language.</li> <li>• Exploration of measure during water/mud/sand play</li> <li>• Use of measuring scales to weigh objects, eg in cooking/sand/play dough/mud kitchen.</li> <li>• Numicon sets in different areas.</li> <li>• Use of Maths Monkey puppet to introduce Maths focus and concepts during carpet sessions.</li> <li>• Use of Maths Mastery large pictures linked to Nursery rhymes</li> <li>• Maths Mastery ideas for depth exploration.</li> </ul>
<p><b>C&amp;L</b></p>	<ul style="list-style-type: none"> <li>• Adult inputs encourage/support turn taking in conversations, encouraged to share their ideas/thoughts related to theme of discussion.</li> <li>• Clear routines and instructions given by adults with visual reminders when relevant.</li> <li>• Visual prompts for routines in relevant areas e.g. handwashing sinks.</li> <li>• Adults to model relevant language in all areas of the room, asking open ended questions in relation to children's interests. "I wonder what is happening here..... I wonder what this is.....?"</li> <li>• Word Wizard puppet used for introduction and discussion of new vocabulary that is relevant to current topics and themes of learning.</li> <li>• Children encouraged to share their own personal experiences linked to class/group discussions.</li> <li>• Wellcomm assessment used to highlight any expressive language issues. Assessment and Phonological programme used to identify and support speech sound issues.</li> <li>• Intervention groups for children identified for extra support (WellComm and speech sounds)</li> <li>• Bucket time interventions to develop focus skills.</li> </ul>	<p><b>UW</b></p>	<ul style="list-style-type: none"> <li>• Birthday celebration routines.</li> <li>• Explore a range of festivals and cultural customs, especially those of the children in the class.</li> <li>• Carpet time discussions – Encourage children to talk about their own experiences of different things,</li> <li>• Exploration of different roles and jobs within themed role play areas.</li> <li>• Visitors to come to Nursery linked to cohort's interests.</li> <li>• Investigative play with wet &amp; dry sand, water trays, soil, clay, playdough, paint colour mixing, mud kitchen.</li> <li>• Exploration of nature area, bug hunting equipment/identification sheets/ magnifying glasses as part of continuous provision.</li> <li>• Encouraging children to think about natural outdoor habitat/animals that we might find and how to care for them, bird table/hedgehog home/food ect.</li> <li>• Resources to explore different weather such as ribbons/umbrellas.</li> <li>• Various phones/binoculars/keys available for imaginative play.</li> <li>• Share news from home via Tapestry</li> <li>• Forest School sessions – fortnightly for each class.</li> </ul>

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<b>PD</b>	<ul style="list-style-type: none"> <li>• Children reminded to walk inside and encouraged to remember why.</li> <li>• <b>Outdoors:</b> Veranda area/Astro turf/Grass/Mounds/ Woodchip/Gravel area</li> <li>• Wooden balancing planks, large tractor tyres for gross motor movements.</li> <li>• Sand and Water tray with resources.</li> <li>• Various equipment always accessible such as varied ball sizes/stilts/bean bags/hoops/quits.</li> <li>• Pivot and grip assessed and relevant larger equipment made available such as brooms/paint rollers/ribbons outside. Variety of fine motor resources available inside. Adults to observe and support use of these resources when relevant.</li> <li>• Tool use &amp; safety taught through craft area/play dough</li> <li>• Wood work bench – children taught to use tools safely.</li> <li>• Personal hygiene: Personal hygiene rules reinforced with toilet routines &amp; when getting ready for snack time/cooking etc.</li> <li>• Children are encouraged to be as independent as possible with access to welly boots, coats, aprons and dressing up clothes, &amp; supported to attempt to put these on independently and to also return them to correct place.</li> </ul>	<b>EAD</b>	<ul style="list-style-type: none"> <li>• Wall displays – specific display to show children's creations. Various display's linked to current learning.</li> <li>• Continuous access to a variety of creative media: painting area, various paper, pencils, crayons, collage materials, junk boxes, glue, tape, scissors etc.</li> <li>• Construction area with a variety of large and small building blocks. Small construction accessible on main carpet area.</li> <li>• Movement, Music &amp; Dance incorporated into planning.</li> <li>• Music pallet and performance stage outside</li> <li>• Action songs &amp; rhymes during whole class carpet time, Percussion music sessions.</li> <li>• Welcome and goodbye songs used daily.</li> <li>• Role play: both inside/outside. Regularly changed in response to children's current interests.</li> <li>• Small world continuous provision – various sets/resources available and changed in response to children's use of area/current interests.</li> </ul>
<b>L</b>	<ul style="list-style-type: none"> <li>• Letters and sound activities phase one planned for group times</li> <li>• Use of Sound Snake puppet.</li> <li>• Phonic sessions when appropriate introducing new letter sounds.</li> <li>• Identifying rhyme within the stories that we read</li> <li>• Regular story times. Weekly planned 'Book time' in small groups with focus texts repeated each week for half a term.</li> <li>• Whole school half termly traditional tale focus.</li> <li>• Story Sacks library available for children to borrow</li> <li>• Puppet theatre and various puppets.</li> <li>• Reading area with a range of fiction, non-fiction books, magazines, poetry. Books in other areas of the room when relevant.</li> <li>• Children supported to choose a book to take home</li> <li>• Visual prompts for routine and behavior expectations such as open snack time/walking inside</li> <li>• Writing resources available in different areas around the room.</li> <li>• Writing templates in role play areas.</li> <li>• Encourage all children to attempt name writing on drawings.</li> <li>• Mark making with sand, chalk, water, foam, pens &amp; white board, paint etc.</li> </ul>		