Long Term Progression Environment Enhancement Plan – Reception

	Autumn	Spring	Summer
Indoor Area			
Construction Area 	Starting with larger building equipment: Large Wooden Building Blocks and arches, Wooden Pieces, Wooden Vehicles, Large Sticks. Clipboards and paper.	Moving to smaller building equipment: Brio Building equipment (Train track), Large and small wooden blocks. Clipboards and paper.	Moving to more advanced building equipment: Whiteboards and pens, mini bricks and building equipment, smaller Lego. Clipboards and paper.
Fast Finger Area (Enhanced weekly) 	Starting with larger motor skills equipment- Elastic band boards, Large Peg Boards, links, cotton wheel threading, pom poms and tweezers, links.	Moving to fine motor skills equipment- Smaller elastic band boards, Peg boards and mini pegs, threading beads, links with patterns.	Moving to more advanced fine motor skills equipment- Balancing, peg boards with patterns, links, threading beads,
Mark Making Area (Enhanced weekly) 	Larger pencils, Pens, clipboards, A4 paper, mark making patterns to copy, stencils, large crayons, tags, blank folded cards. Large Post it notes.	Larger pencils, Colouring pencils, Pens, pens and rubbers, blank cards, A4 and A5 paper, envelopes, phonics sound boards, clipboards, post it notes, phonics pebbles.	Larger and smaller pencils, pens, chalk, Lined paper, phonics sound boards, clipboards, lined whiteboards, tags, coloured card, envelopes, blank templates linked to recently read texts.

Role Play Area (Small enhancements correlating to theme) 	House- Kitchen area, food, utensils, cutlery, plates, bed, babies, bottles, bibs, apron, parental dressing up, occupational dressing up, pets, dog bed, bowl.	**Superhero Den**- dress up, phones, phone book, **Vets** occupational dressing up, x-ray images, first aid kit, bandages, prescriptions, get well soon cards, teddies. **3 Bears Cottage** Porridge, 3 x bowls, dress up, masks and puppets	**House-** Kitchen area, food, utensils, cutlery, plates, bed, babies, bottles, bibs, apron, parental dressing up, occupational dressing up, pets, dog bed, bowl. **Travel Agents –** Suitcases, travel brochures, computer, keyboard,
Small World Area 	(Generalised baskets/tubs) Animals tub, People tub, vehicles tub, Grass tub, Conkers basket, general wood basket, pinecone basket, shells basket.	Vehicles tub, People tub, Pets tub, farm animals tub, wooden blocks, logs, road signs, fences, trees, grass, natural wood tubs, fairy tale characters	Fabrics, vehicles and signs, trees, fences, wood, pets, farm animals, woodland animals, hot place animals, cold place animals, people, wooden blocks and shapes.
Creative Area (Enhanced weekly) 	Coloured crayons/pens. Paper, Card, Sellotape, Glue sticks, lolly sticks, string, scissors, pom-poms, feathers, pipe cleaners, pasta, card tubes.	Coloured crayons/pens. Paper, Card, tracing paper, sellotape, masking tape, glue sticks, hole punch, pipe-cleaners, string, scissors, matchsticks, feathers, pom poms	Coloured crayons/pens. Paper, card, cardboard and plastic materials, glue stick, PVA, sellotape, masking tape, hole punch, string, beads, staplers, treasury tags, matchsticks,
Maths Area (Enhanced weekly) 	In baskets- Large dominoes, 2D Shapes, unifix cubes, numicon, 3D Shape, counters, counting bears, sand timers, dice, plates, wooden spoons. Clipboard and pencil, number formation sheets.	In baskets- Dominoes, 2D Shapes and pictures to copy, unifix cubes, numicon, 3D Shape, counters, counting bears, sand timers, dice, plates, wooden spoons. Clipboard and pencil, number formation sheets.	In baskets- Dominoes, 2D Shapes and pictures to copy, unifix cubes, numicon, 3D Shape, counters, counting bears, sand timers, dice, plates, wooden spoons, weighing scales, Buttons Clipboard and pencil, number formation sheets.

Malleable Area 	Dough, Boards, Pattern makers, Rolling pins, cutters, bun cases, Cake decorating materials, baking tins. Sensory activities.	Dough, Boards, Lolly sticks, matchsticks, Kitchen utensils, wooden shapes, wooden objects. Sensory activities.	Dough, Boards, bowls, shape cutters, numeral cutters, real kitchen utensils. Sensory activities.
<u>Outdoor Area</u>			
Gross Motor Skills Area 	plastic rackets and large soft balls, beanbags, cones, hoops, den building equipment, stilts, stepping stones.	Scooters, Balance Bikes Helmets, plastic rackets and tennis balls, beanbags, hoops, den building equipment, stilts, stepping stones.	Scooters, Pedal bikes with stabilisers, Helmets, skipping ropes, tennis rackets, tennis balls, beanbags, cones, hoops, , stilts, stepping stones.
Intended Experiences	Encourage children to: Develop their confidence, competence and to become adaptive regarding their movements and physical ability. Develop their gross motor skills by focusing on experiences which exercise large movements from their shoulders, arms to enable them to cross the midline of their bodies. Negotiate space and develop an awareness of others within their shared space. Make decisions about the resources they need. Follow instructions. Handle and use resources, manage and organise resources, get things out and tidy away.	Role of the Adult	Play alongside: To encourage perseverance and motivation. To encourage children to transfer skills learnt in one context into another. Raise Questions to stimulate ideas and add challenge: What do you think will happen if...? How could you...? Why does...? I wonder how you could...? Language used linked to learning: Model vocabulary regarding movement. Galloping, skipping, walking, jumping, slither, tip toeing, running, climbing. Instruction based vocabulary regarding movement. - Lead, follow, copy, push, pull, stop, go.
Sand Area 	Large tubes, large buckets, large moulds, large scoopers, large rakes, large wooden sticks, large shells, large vehicles	Funnels, varied sized buckets, varied sized scoopers, varied sized rakes, varied sized shells, varied sized wooden or natural resources. Letter/ number moulds.	Thin plastic tubes, small buckets, small scoopers, miniature tools (rakes, spades and scoopers), natural resources, pirate coins, variety of shells, stones and animals.

<table>
<tr><td>Water Area
</td><td>Water, large water tubes, large buckets, large jugs, metal bowls, metal whisks, large stones, large shells, boats.</td><td>Varied sized; water tubes, buckets, jugs, bowls, varied sized containers, funnels, shells, stones, floating and sinking materials,</td><td>Smaller; tubes, buckets, jugs, funnels, bowls, containers, sea creatures, coloured gems,

Solar fountain</td></tr>
<tr><td>Intended Experiences</td><td colspan="2">Encourage children to:
Play alongside others, communicate and share ideas, negotiate and co-operate with each other.
Fill and empty various containers using different materials.
Make simple predictions from their experiences and test out ideas.
Explore texture and form.
Experience changes in temperature, size, form, rigidity and texture.
Make decisions about the resources they need.
Handle and use resources, manage and organise resources, get things out and tidy away.
Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking.
Follow instructions.</td><td>Role of the Adult</td><td>Play alongside
Observe children and take note of their key interests.
Respond to their requests and ideas.
Suggest possibilities to extend their play/thinking.
Consider additional stimulus and add this immediately if to hand or the following day/week.
Play alongside children to take play forwards, suggest ideas and show what's possible
Play alongside to model language, correct and/or extend vocabulary
Play alongside to model use of equipment
Encourage children to experiment and test ideas
Raise Questions to stimulate ideas and add challenge:
How many...?
What do you think will happen if..?
How could you..?
Why does... 7
Language used linked to learning:
Names of equipment.
Drop, drip, puddle, think, thin, change
Wet, dry, soggy, soaked, warm, cold, hot, freezing, lumpy, smooth.
Splash, spray, trickle, pour, fast, siow, slip, slide, soak, leak, squeeze, squirt, fountain
Full, empty, bigger), smali(er), order, size, deep, deeper, deepest
Tip, float, sink
Vocabulary related to small word play ipeople, boats, pirates, sea creatures, car wash etc)</td></tr>
<tr><td>Construction Area</td><td>large building crates, wooden planks, wheelbarrows, spades,</td><td>planks, wheels, large building crates, wooden planks,</td><td>planks, wheels, large building crates, wooden planks,</td></tr>
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	brushes, cones, play bricks, hats, vests, tubes	wheelbarrows, spades, brushes, cones, play bricks, hard hats, vests, play bricks, clipboards and pens,	wheelbarrows, spades, brushes, cones, play bricks, hard hats, vests, play bricks, clipboards and pens,

Intended Experiences	Encourage children to: Play alongside others, communicate and share ideas, negotiate and co-operate with each other. To build, balance and construct with a purpose in mind. To think creatively through construction. To use appropriate language related to space and shape and measure. To develop resilience, determination, motivation, and perseverance.	Role of the Adult	Play alongside: To demonstrate how to handle equipment and resources safely. Provide a running commentary of children's play. Encourage resilience, determination, motivation, and perseverance. Raise Questions to stimulate ideas and add challenge: How many...? What do you think will happen if...? How could you...? Why does...? Language used linked to learning: Positional language: over, under, besides, beneath, above, below, through, behind, in front, etc. Size language: tall, taller, big, little, middle size, small, medium, long, short, tiny, large, centimetres, inches, thickest, thinnest, enormous, etc. Weight language: heavy, heaviest, light, lightest, etc.

Music Area 	Music wall with objects that make music	Musical Instruments, shakers, mirror, cheerleading pom poms.	Musical Instruments, mirror, cheerleading pom poms. CD Player Stage

Intended Experiences	Encourage children to: To remember and sing entire songs. To develop the ability to pitch match. To sing the melodic shape of familiar songs. To begin to create their own songs or improvise around a song they already know. To play with instruments to express their emotions, feelings and ideas. To develop the ability to hold and operate instruments correctly.	Role of the Adult	Observe children and take note of their key interests. Respond to their requests and ideas. Suggest possibilities to extend their play/thinking. Consider additional stimulus and add this immediately if to hand or the following day/week. Play alongside to model language, correct and/or extend vocabulary Play alongside to model use of equipment Encourage children to experiment and test ideas Make music alongside the children Model back rhythm or beat to the children Raise Questions to stimulate ideas and add challenge: How many...? What do you think will happen if...? How could you...? Why does.? Language used linked to learning: Provide a narrative of actions that are being created 'you are hitting the xylophone with your beater. Musical terms: bang, crash, noise, quiet, whisper, noisy, loud, shrili, squeaky, boom, shout, singing, tap, voice and shake

Mark Making Area	Mark making tools, Chalk,	Mark making tools, Chalk, Natural objects	Mark making tools, Chalk, Natural objects

	Natural objects Water sprayers, water buckets/ large paintbrushes,	Water sprayers, water buckets/ large paintbrushes, large paper, easels, Paint dabbers, paint sticks, threading	Water sprayers, water buckets/ large paintbrushes, large paper, easels, Paint dabbers, paint sticks,

Intended Experiences	Encourage children to: Develop dexterity and strength of fingers to support a correct pencil grip progression. To have books available to read and enjoy with peers and practitioners. To have opportunities to retell, recall and act out stories. To have opportunities for independent writing. To show children how what they say can be written and read.	Role of the Adult	Play alongside: To model the introduction of a storyline in play. Observe children and take note of their key interests. Demonstrate correct pencil grip by playing alongside and modelling use of equipment and mark making tools Respond to children's requests and ideas. Suggest possibilities to extend their play and thinking. Play alongside to model language, correct and/or extend vocabulary. Raise Questions to stimulate ideas and add challenge: How many.? What do you think will happen if.? How could you.? Why does.? Language used linked to learning: Repeating sentences back to children, extending sentences appropriately.

Maths Area 	Number display, shape display, natural objects, block shapes, number games, numicon, Numbers to order,	Dice, numbered cones, Number display, shape display, natural objects, block shapes, number games, numicon, Numbers to order, Number and shape hunt on clipboards.	numbered floor spots, Dice, numbered cones, Number display, shape display, natural objects, block shapes, number games, numicon, Numbers to order, Number and shape hunt on clipboards.

Intended Experiences	Encourage children to: Make simple predictions from their experiences and test out ideas. Make decisions about the resources they need. Handle and use resources, manage and organise resources, get things out and tidy away. Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking.. Follow instructions.	Role of the Adult	Play alongside: To model everyday language related to mathematics. Observe children and take note of their key interests. Respond to children's requests and ideas. Suggest possibilities to extend their play and thinking. Play alongside to model language, correct and/or extend vocabulary. Raise Questions to stimulate ideas and add challenge: How many:? What do you think will happen if.? How could you.? Why does..? Language used linked to learning: Model mathematical language: Size: tall, taller, big, bigger, little, middle size, small, medium, long, short, tiny, large, thick, thin, centimetre, inch, foot, etc. Weight: heavy, heavier, light, lightest Capacity: full, empty, half full, enough Position: next to, between, behind, under, over, in front, behind, high, on top, up, in, on, first, second, third, fourth

Creative Area		Junk modelling, scissors, masking tape, glue, paper, pens, lollypop sticks,	Junk modelling, scissors, masking tape, glue, paper, pens, lollypop sticks, hole punch, treasury tags,	Junk modelling, scissors, masking tape, glue, paper, pens, lollypop sticks, , hole punch, treasury tags, split pins.
Intended Experiences	Encourage children to: Play alongside others, communicate and share ideas, negotiate and co-operate with each other. Make simple predictions from their experiences and test out ideas. Explore the feeling of cutting different textures. Make decisions about the resources they need. Handle and use resources, manage and organise resources, get things out and tidy away. Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking. Follow instructions.		Role of the Adult	Play alongside: Model and teach the cutting song to the children and practice the opening closing of the scissors before even beginning to cut. Observe children and take note of their current cutting stage to support this. Respond to their requests and ideas. Suggest possibilities to extend their cutting and scissor control. Consider additional stimulus and add this immediately if to hand or the following day/week. Model to the child how to cut and support them practically where necessary by guiding their hand, holding the paper, etc. Play alongside to model language, correct and/or extend vocabulary. Play alongside to model use of equipment. Language used linked to learning; Sensory, soft, hard, firm, squidgy, breakable, big small Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, push, pull, turn
Investigation Station 		Outdoor hunting sheets – Autumn. Binoculars Magnifying Glasses Conkers Leaves	Outdoor hunting sheets – Spring and birds. Shells	Outdoor hunting sheets – Summer and bugs. Gardening equipment
Intended Experiences	Encourage children to: Play alongside others, communicate and share ideas, negotiate and co-operate with each other. Make simple predictions from their experiences and test out ideas. Make decisions about the resources they need. Handle and use resources, manage and organise resources, get things out and tidy away. Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking. Follow instructions.		Role of the Adult	Play alongside: Observe children and take note of their key interests. Respond to their requests and ideas. Suggest possibilities to extend their play/thinking. Consider additional stimulus and add this immediately if to hand or the following day/week. Play alongside children to take play forwards, suggest ideas and show what's possible Play alongside to model language, correct and/or extend vocabulary Raise Questions to stimulate ideas and add challenge: How many.? What do you think will happen if..? How could you.. Why does? Language used linked to learning: Summer, Autumn, Spring, animal hunt, investigate,