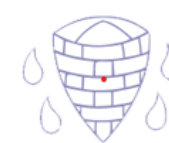




EYFS Continuous Provision Winsford High Street Primary School



Nursery → Reception

Our continuous provision provides children with opportunities to revisit, practise and deepen important knowledge and skills through purposeful play, exploration and interaction. Many areas of provision remain familiar as children move from Nursery into Reception. Progression is seen not simply through changing resources, but through the increasing complexity, independence, precision, language, thinking and purpose with which children use them. Practitioners enhance provision in response to children's needs, interests and the curriculum being taught. High-quality adult interaction supports children to notice, wonder, explain, investigate, solve problems and make connections in their learning.

VOCABULARY THROUGH CONTINUOUS PROVISION

The vocabulary identified in this document is not a checklist of words that every child must know. It identifies useful language that adults can deliberately model, extend and revisit responsively as children play, investigate, construct, create and solve problems. Vocabulary should be introduced naturally and meaningfully through children's experiences, building on the language they already use.

RESOURCES AND ENHANCEMENTS

Core resources are carefully selected to enable children to revisit and deepen learning over time. As children progress from Nursery to Reception, resources and the ways in which they are used reflect children's increasing knowledge, skills, independence and complexity of thinking. Resources are not prescribed through fixed lists; practitioners adapt and enhance provision in response to the curriculum, children's prior learning and identified next steps. Children may demonstrate progression in different ways and at different rates. Practitioners adapt interactions, resources and expectations to meet individual needs.

LANGUAGE OF THINKING AND LEARNING

Our approach to adult interaction is informed by research into high-quality adult-child interactions, including Sustained Shared Thinking and the EEF's ShREC approach. Adults tune into children's interests and thinking, share attention, respond sensitively, model and expand language, and develop sustained back-and-forth conversations. Adults scaffold learning when appropriate, providing sufficient support and challenge while enabling children to remain active, independent learners.

Share attention → Respond → Expand → Conversation
Notice → Comment → Wonder → Model → Scaffold → Extend

Alongside provision-specific vocabulary, practitioners model language that helps children notice, think, reason, solve problems and explain their ideas across continuous provision.

THINKING PROCESS	LANGUAGE ADULTS MODEL	EXAMPLES OF ADULT INTERACTION
Notice & explore	notice • observe • identify • describe	"What do you notice?"
Compare & choose	compare • decide • choose	"Which would you choose? Why?"
Wonder & predict	wonder • predict • investigate	"I wonder what might happen if...?"
Solve & adapt	solve • change • improve	"How could we solve that problem?"
Explain & reason	explain • discuss • justify • evaluate	"Can you explain how you did that?"
Recall & connect	remember • connect	"What does this remind you of?"



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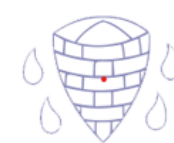
PROGRESSION THROUGH CONTINUOUS PROVISION

Provision	Nursery	Reception	What progresses?	Vocabulary adults may model
Construction	Select, carry, arrange and combine blocks and construction materials. Build simple structures; explore balancing and joining; talk about what they are making.	Plan and construct with increasing purpose and complexity. Select resources for their properties; explore stability and support; adapt and improve structures; explain choices.	Exploration → planning and designing. Simple structures → increasingly complex structures. Trial and error → purposeful problem-solving and evaluation.	N: balance, connect, design, wider, higher, join, attach, measure, curve, corner, edge, steady. R: structure, support, stability, construct, modify, symmetry, length, width, height, foundation, estimate.
Investigation	Explore objects and materials using the senses. Notice similarities, differences and changes. Compare, sort and test simple ideas through first-hand exploration.	Investigate with increasing purpose. Make simple predictions, observe carefully, compare what happens and explain findings using what they have noticed.	Explore → notice and compare → test. In Reception: predict → investigate → observe and explain findings. This builds the foundations for working scientifically.	N: explore, notice, observe, compare, sort, test, same, different, question, measure. R: predict, investigate, observe, compare, record, results, explain, identify, pattern.
Malleable	Manipulate materials using hands and simple tools. Roll, flatten, pinch, twist, stretch and mould. Explore texture and make simple representations.	Manipulate with increasing control and precision. Select techniques and tools for a purpose; combine and transform materials; adapt and refine creations.	Exploration of actions → purposeful technique. Gross manipulation → precision and control. Making → designing, representing and refining.	N: flatten, stretch, pinch, twist, mould, shape, smooth, rough, thicker, thinner, texture, imprint. R: sculpt, transform, flexible, combine, design, modify, refine, adapt, construct, represent, evaluate.
Mark Making & Writing	Give meaning to marks. Use a range of tools. Make marks for different purposes within play and begin to use writing in familiar contexts such as names, labels, lists or messages.	Use writing increasingly independently and purposefully throughout provision. Apply taught phonics to labels, captions, messages, lists, instructions and simple narratives.	Mark making → purposeful writing. Adult-supported → increasingly independent application. Writing alongside play → writing as part of play and communication.	N: label, message, list, name, card, invitation, letter, describe, caption, sign, notice, write. R: sentence, description, instruction, caption, explanation, information, sequence, edit, communicate, narrative.
Reading & Books	Enjoy and join in with familiar stories, rhymes and repeated phrases. Talk about pictures, characters and events and begin to retell familiar parts of stories.	Retell and sequence familiar stories with increasing detail. Discuss characters, settings, events and information; explain ideas and make simple predictions using what they know from the text.	Joining in → retelling. Retelling → discussing. Discussing → explaining and predicting. Increasingly draw meaning from both fiction and non-fiction.	N: story, rhyme, author, title, illustrator, character, beginning, middle, end, retell. R: fiction, non-fiction, sequence, predict, explain, information, contents, discuss, opinion, expression.
Role Play	Recreate familiar experiences from home and the wider community. Take on familiar roles, use objects symbolically and develop simple shared narratives.	Develop sustained and imaginative scenarios. Draw on experiences, stories and curriculum knowledge; negotiate roles and organise play collaboratively.	Familiar imitation → imaginative representation. Simple roles → sustained narratives. Playing alongside → negotiating, collaborating and organising.	N: ingredients, recipe, customer, appointment, shop, order, uniform, job, family, assistant, delivery. R: menu, payment, occupation, responsibility, community, service, organise, colleague, communicate, cooperate, negotiate.
Small World	Use figures and objects to represent familiar experiences. Develop simple stories and sequences. Explore positional language while moving objects and creating environments.	Create increasingly complex narratives and environments. Draw on stories, experiences and wider-world knowledge; organise and adapt environments and explain representations.	Simple representation → complex representation. Familiar experiences → wider curriculum knowledge. Simple narratives → sustained, connected storylines.	N: habitat, journey, rescue, transport, next to, between, around, near, far, behind, beside, across, through, arrive. R: environment, community, adapt, country, city, explore, navigate, represent, organise, observe, explain, describe.
Sand	Explore dry and damp sand. Scoop, pour, mould, dig and transport. Compare amounts and investigate what happens when sand is changed or combined with water.	Use sand purposefully for construction and investigation. Explore depth, capacity, stability and properties; plan structures and make predictions.	Sensory exploration → investigation. Filling and emptying → measuring and comparing. Making → constructing, predicting and problem-solving.	N: damp, dry, heavy, light, deeper, shallow, heap, mould, tunnel, crumble, transport, measure, compare, level, sieve, texture. R: excavate, construct, volume, capacity, foundation, estimate, investigate, compact, fragile, strengthen, stability, predict, observe.



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Water	Explore filling, emptying, pouring and transferring. Investigate floating and sinking. Notice flow, leakage and absorption. Compare containers and quantities.	Investigate properties with increasing purpose. Predict and test floating, sinking, absorption and waterproofing; compare capacity and volume and explain observations.	Sensory exploration → investigation. Pouring and transferring → measuring and comparing. Observing → predicting, testing and explaining.	N: absorb, dissolve, flow, container, stream, measure, transfer, full, half-full, empty, overflow, leak, floating, sinking, waterproof. R: predict, investigate, waterproof, absorbent, volume, capacity, observe, compare, properties.
Messy Play	Explore materials, tools and techniques. Cut, stick, join, paint, print and combine materials. Make choices and begin to represent ideas.	Select tools, materials and techniques purposefully. Plan and create with an intended outcome; explore fastening and joining; evaluate, modify and improve work.	Exploring materials → selecting for purpose. Making → designing. Simple joining → effective techniques. Creating → evaluating and refining.	N: attach, construct, choose, arrange, measure, plan, tools, materials, purpose, fasten, assemble, secure, strengthen, texture, layer, represent. R: design, evaluate, improve, technique, structure, adapt, process, modify, function, refine.
Maths (found in all areas)	Use mathematical ideas naturally through play. Sort, match, compare, count, make patterns and explore shape, size and position. Begin to solve practical problems.	Apply mathematical knowledge increasingly independently. Compare quantities and measures, explore pattern and number relationships, represent ideas and explain strategies.	Experiencing concepts → applying them. Sorting/counting → reasoning and representing. Finding an answer → explaining how and why.	N: compare, estimate, sequence, sort, pattern, longer, shorter, equal, unequal, arrange, position, order, combine, separate. R: measure, quantity, total, represent, strategy, reasoning, symmetry, predict, justify, solve, relationship, subitise, double.
Outdoor Provision	Develop confidence in running, jumping, climbing, balancing, throwing and travelling in different ways. Explore space, direction and manageable physical challenge.	Move with increasing control, coordination and precision. Plan routes, negotiate obstacles, combine movements, adapt strategies and persevere with challenge.	Exploration of movement → control and coordination. Trying challenges → assessing and adapting. Individual play → strategy, collaboration and perseverance.	N: direction, distance, obstacle, faster, slower, next to, between, around, balance, pathway, target, safely, forwards, backwards. R: navigate, negotiate, challenge, control, coordination, stamina, teamwork, strategy, estimate, resilience.
Loose Parts	Collect, transport, arrange, sort, stack and combine open-ended materials. Explore possibilities and use resources symbolically.	Select and combine loose parts to develop increasingly complex ideas. Design, construct, pattern and represent; adapt arrangements, collaborate and explain choices.	Moving and arranging → designing and representing. Exploring possibilities → purposeful selection. Individual ideas → collaboration, modification and problem-solving.	N: arrange, connect, pattern, balance, compare, combine, organise, position, sequence, rotate, adapt, transport, construct, transform. R: design, create, modify, structure, evaluate, sequence, justify, collaborate, investigate, resourceful, strategy, solution, invention.
Indoor Movement Area	Explore a range of gross motor movements using mats and equipment. Travel in different ways, stretch, balance and roll. Develop body awareness, strength and confidence in managing simple physical challenges.	Use equipment with increasing control, coordination and purpose. Combine movements, maintain balance, control body weight and negotiate increasingly challenging movement sequences. Develop core strength, stability and awareness of how the body moves.	Exploring movement → increasingly controlled and coordinated movement. Simple movements → combining movements and sequences. Supported physical challenge → increasing confidence, independence and perseverance. Developing whole-body strength → greater core stability and body control.	N: crawl, stretch, roll, step, balance, bend, reach, push, pull, over, under, through, steady. R: control, coordinate, strength, core, stability, sequence, position, direction, movement, balance, challenge, safely.
Jigsaws	Explore inset and simple jigsaws. Match pieces using shape, colour and picture clues. Turn and manipulate pieces to make them fit and begin to complete familiar puzzles with increasing independence.	Complete increasingly complex jigsaws independently. Use shape, position, pattern and visual clues systematically; develop strategies such as identifying edges and corners, sorting pieces and persevering when pieces do not immediately fit.	Trial and error → purposeful strategies. Simple matching → using multiple visual and spatial clues. Adult support → increasing independence and perseverance. Manipulating larger pieces → increasingly precise fine-motor and spatial control.	N: piece, puzzle, fit, match, turn, shape, picture, same, different, corner, edge. R: rotate, position, pattern, clue, complete, organise, sequence, strategy, solve, persevere.



EYFS Continuous Provision

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THE ROLE OF THE ADULT

- Observe children's interests, knowledge, skills and misconceptions.
- Recognise when to join play and when to allow children to persevere independently.
- Model rich and precise vocabulary naturally within meaningful contexts.
- Extend language through commenting, wondering and genuine conversation.
- Encourage children to explain, predict, compare, reason and solve problems.
- Introduce new possibilities, resources or ideas when these will deepen learning.
- Support children to make connections with previous learning and experiences.
- Revisit important knowledge and vocabulary over time.
- Encourage increasing independence, persistence and collaboration.
- Adapt provision so that all children can participate meaningfully.
- Review and adapt core resources and enhancements so that familiar provision offers increasing challenge and builds on prior learning.

WHAT DO WE SEE AS PROGRESSION?

Across Nursery and Reception, progression is seen in the increasing depth, complexity, independence, precision, language and thinking children bring to their play and learning.

explore → investigate	notice → observe and explain
try → plan	make → design
use → select purposefully	repeat → adapt
solve with support → persevere and solve increasingly independently	talk about what they are doing → explain their thinking and choices
play alongside others → collaborate, negotiate and develop shared ideas	experience vocabulary → understand, revisit and increasingly use precise language

Progression is not about replacing play with formal tasks. It is about ensuring that familiar provision enables children to build on prior experiences, knowledge and skills as they move from Nursery into Reception.

PROGRESSION THROUGH OBSERVATION

Adults notice progression through children's everyday play, interactions and application of learning. Evidence of progression may be seen when children increasingly:

- **explain** their thinking and choices
- **plan** before acting and work with increasing purpose
- **adapt** ideas and persevere when difficulties arise
- **recall and use** previously taught knowledge and vocabulary
- **collaborate, negotiate and develop** shared ideas
- **make connections and apply** learning in different contexts
- **work with increasing independence, precision and confidence**

Children revisit familiar resources every day, but their thinking, language, independence and application become increasingly sophisticated. This is what progression in continuous provision looks like at Winsford High Street Primary School.