



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

At Middleforth C of E Primary School, our Reception continuous provision builds upon the secure foundations established in Nursery and provides opportunities for children to apply, deepen and extend their learning through meaningful play. Provision is carefully designed to support progression towards the Early Learning Goals whilst maintaining the curiosity, creativity and child-led exploration that are at the heart of effective Early Years practice.

Children are encouraged to become increasingly independent learners who can apply previously taught knowledge and skills across the environment. Opportunities for communication, reading, writing, mathematics, problem-solving, creativity and investigation are embedded throughout all areas of provision. Enhancements reflect curriculum themes, children's interests and next steps in learning, enabling children to revisit and deepen learning in increasingly purposeful ways.

Through high-quality adult interactions, carefully planned environments and ambitious continuous provision, children develop the characteristics of effective learning, becoming confident communicators, resilient problem-solvers and independent learners who are well prepared for Year 1.

Role Play Provision					
The Role Play Area supports communication and language, imagination, collaboration, early literacy and understanding of the world. The familiar home environment remains the foundation of provision, whilst enhancements reflect curriculum themes and broaden children's experiences. Children increasingly use role play to apply vocabulary, storytelling, writing, mathematics and problem-solving skills independently.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children revisit home experiences and Reception routines through play. Opportunities encourage conversation, belonging and developing relationships.	Home area enhanced with celebrations, parties, traditions and community experiences. Children recreate events and develop new vocabulary.	Enhancements encourage exploration and investigation. Children act out journeys, discoveries and space adventures.	Children use role play to retell familiar stories and create narratives. Story language and vocabulary become increasingly evident within play.	Home area enhanced with baby care, people who help us and caring for living things. Children apply understanding of responsibility and nurturing.	Children independently create and sustain imaginative scenarios, combining experiences from throughout the year. Writing, problem-solving and storytelling become naturally embedded.
By the end of Reception: children confidently sustain imaginative play, negotiate roles, develop narratives, apply vocabulary from across the curriculum and independently use literacy and mathematics within role play.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Creative Provision					
The Creative Area encourages children to express themselves confidently through a wide range of materials, media and creative experiences. It provides opportunities for children to develop imagination, creativity, communication, fine motor control and problem-solving skills whilst fostering curiosity and a love of creating. Core creative resources remain available throughout the year, including painting, drawing, collage, sculpture, transient art, junk modelling and a range of open-ended materials. Alongside these resources, carefully planned enhancements are introduced in response to children's interests, curriculum themes and seasonal experiences. This allows children to revisit, refine and apply previously taught skills whilst becoming increasingly independent in their creative thinking and decision-making. The Creative Area supports children in exploring their own ideas, communicating their experiences and developing the confidence to experiment, evaluate and create with purpose as they move towards Year 1					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore a wide range of creative materials, tools and techniques through open-ended experiences. They learn how to access resources safely, experiment with colour, texture and media, and develop confidence in expressing their own ideas. Enhancements focus on self-portraits, family artwork and representations of themselves and their interests.	Children begin to create with increasing purpose, using materials to represent celebrations, traditions and seasonal events. They make simple choices about colours, materials and techniques and begin talking about their creations and the decisions they have made.	Children investigate how materials can be changed, combined and transformed. They begin planning their creations, selecting resources for a purpose and solving problems through junk modelling, construction and creative challenges. Children develop greater independence when generating and developing their own ideas.	Children use creative materials to represent stories, characters and imaginative ideas. They begin creating with greater detail and purpose, using a growing range of techniques to design props, characters, story settings and collaborative pieces. Children increasingly use their imagination to communicate ideas through their creations.	Children use creative experiences to explore growth, life cycles and the natural world. They select resources independently, combine techniques effectively and begin evaluating and refining their work. Observational drawing, natural art and creating with natural materials support increasing accuracy and attention to detail.	Children confidently apply previously taught skills to create detailed and meaningful outcomes. They independently develop, adapt and refine their own ideas, combining a range of materials and techniques to represent their learning and experiences. Children show creativity, resilience and independence as they prepare for the expectations of Year 1.
By the end of Reception, children confidently access creative resources independently, select materials and techniques for a purpose and communicate their ideas through a wide range of media. They demonstrate imagination, creativity and increasing attention to detail, explaining their creative choices and adapting their work when needed. Children create with increasing independence and are well prepared for the creative opportunities and expectations of Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Malleable and loose part Provision					
The Malleable and Loose Parts Area provides children with opportunities to explore, create, design and problem-solve through open-ended play. Through the use of playdough, clay, natural materials, loose parts and construction resources, children develop hand strength, fine motor control, creativity, communication, mathematical thinking and critical thinking skills. Children are encouraged to investigate how materials can be manipulated, combined, arranged and transformed to represent their ideas and experiences. This area remains available throughout the year, allowing children to revisit and deepen previously taught skills whilst developing increasing independence, resilience and confidence. Carefully planned enhancements linked to curriculum themes, children's interests and seasonal experiences provide opportunities for children to apply learning, solve problems, collaborate with others and become increasingly reflective in their creative and construction play. As children move through Reception, they develop from explorers and creators into confident designers, builders and problem-solvers, preparing them for the expectations of Year 1.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore a range of malleable materials, construction resources and loose parts freely. They learn how to roll, pinch, squeeze, stack, balance, connect and create whilst developing confidence in accessing resources independently. Enhancements encourage children to represent themselves, their families and familiar environments.	Children begin creating with greater purpose, using loose parts and malleable materials to represent celebrations, traditions and seasonal experiences. They increasingly talk about their creations, make simple design choices and begin working collaboratively with others.	Children investigate how materials can be transformed, adapted and combined. Enhancements encourage problem-solving, experimentation and design challenges linked to exploration, discovery and space. Children begin planning their creations and adapting ideas when things do not work as expected.	Children use loose parts, construction materials and malleable resources to create characters, story settings and imaginative worlds. They use their creations to support storytelling, role play and narrative development whilst adding increasing detail and purpose to their work.	Children create habitats, gardens, homes and representations of life cycles using a range of resources. They increasingly select materials independently, evaluate their work and refine creations by adding detail and adapting designs.	Children independently design, build, create and evaluate using a wide range of materials and resources. They confidently apply previously taught skills to solve problems, represent ideas and develop increasingly complex creations, demonstrating resilience, creativity and independence.
By the end of Reception, children confidently manipulate malleable materials and use loose parts creatively and purposefully. They plan, create, test, adapt and evaluate their ideas whilst communicating their thinking and working collaboratively with others. Children demonstrate strong fine motor control, creativity, resilience and problem-solving skills, providing secure foundations for learning in Year 1					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Writing/Mark Making Provision					
The Writing and Mark Making Area encourages children to see themselves as writers and communicators by providing meaningful opportunities to record ideas, share information, tell stories and represent experiences. It supports the development of fine motor control, pencil grip, letter formation, communication and language, reading and early writing skills. Whilst a dedicated writing area remains available throughout the year, writing opportunities are embedded across all areas of provision, enabling children to apply their developing phonic knowledge, vocabulary and understanding of print in purposeful contexts. A range of writing tools, papers, booklets, clipboards, labels, signs and open-ended resources are available throughout the environment, encouraging children to write for real purposes during play. Carefully planned enhancements linked to curriculum themes, children's interests and current learning allow children to revisit, practise and apply previously taught skills, developing increasing independence and confidence as writers.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore a variety of mark making and writing resources, developing confidence in drawing, name writing and giving meaning to their marks. Enhancements focus on self-portraits, family drawings, labels and opportunities to record personal experiences. The emphasis is on developing confidence, control and understanding that marks and writing communicate meaning.	Children begin using writing for meaningful purposes linked to celebrations, traditions and class experiences. Enhancements may include cards, invitations, gift tags, lists and message writing. Children become increasingly confident in talking about what they have written and begin applying taught phonics within their independent writing.	Children use writing to support investigations, exploration and discovery. Enhancements encourage children to create maps, labels, captions, simple records and observational drawings. Children increasingly understand that writing can be used to share information, record ideas and communicate learning.	Children use writing to support storytelling, role play and imaginative thinking. Enhancements may include story maps, speech bubbles, captions, character descriptions and opportunities to create their own books. Children begin to write simple phrases and sentences linked to familiar stories and their own ideas.	Children apply their growing phonic knowledge to write words, captions and increasingly independent sentences linked to growth, life cycles, observations and experiences. Writing opportunities are embedded across provision, encouraging children to communicate ideas independently and for a range of purposes.	Children confidently use writing throughout the environment to record learning, tell stories, create information texts, write messages and share ideas. They independently select writing resources and apply previously taught skills across a range of meaningful contexts as they prepare for the transition to Year 1.
By the end of Reception, children confidently access writing materials across the learning environment and understand that writing can be used for a wide range of purposes. They independently choose to write within their play, apply their phonic knowledge to spell words and simple sentences and use writing to communicate ideas, tell stories, record information and solve problems. Children demonstrate increasing stamina, confidence and independence as writers and are well prepared for the writing expectations of Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Maths Provision					
The Mathematics Area provides opportunities for children to develop a deep understanding of number, pattern, shape, space and measure through practical, meaningful experiences. Children are encouraged to notice, explore, discuss and apply mathematical concepts within their play, developing confidence as mathematicians and problem-solvers. Whilst a dedicated mathematics area remains available throughout the year, mathematical learning is embedded across all areas of provision. Children encounter mathematics through construction, loose parts, water, sand, role play, small world and outdoor learning, allowing them to apply taught concepts in purposeful and meaningful contexts. Enhancements are carefully planned to reflect curriculum themes, children's interests and current learning from Mastering Number and White Rose Maths, enabling children to revisit, deepen and apply mathematical understanding with increasing independence. As children progress through Reception, they move from exploring mathematical concepts through play to confidently using mathematical language, reasoning and problem-solving skills to explain their thinking and make sense of the world around them.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children develop secure number sense through counting, subitising and exploring the composition of numbers within 5. Enhancements encourage sorting, matching, comparing and recognising numbers within meaningful contexts. Children begin using mathematical language to describe quantity, size and position whilst developing confidence in discussing their mathematical thinking.	Children continue to deepen their understanding of numbers within 5 whilst exploring pattern, shape, sorting and classification. Enhancements linked to celebrations and seasonal experiences encourage children to compare quantities, create repeating patterns and use mathematical language to explain similarities and differences	Children develop their understanding of numbers beyond 5 and begin exploring number composition, doubles and relationships between numbers. Enhancements encourage investigation, reasoning and problem-solving through hands-on experiences. Children increasingly explain their thinking using a growing mathematical vocabulary.	Children apply mathematical understanding through stories, small world play and real-life contexts. They solve practical problems, identify patterns, compare quantities and begin exploring simple calculations. Children develop increasing confidence when discussing strategies and reasoning.	Children develop fluency with numbers to 10, exploring number bonds, composition and mathematical relationships. Enhancements encourage the use of measure, length, height, time and shape within meaningful contexts. Children increasingly apply mathematical learning independently throughout provision.	Children confidently apply their mathematical knowledge across all areas of learning. They use number, shape, space and measure to solve problems, investigate ideas and explain their thinking. Enhancements encourage challenge, independence and application of previously taught skills as children prepare for the transition into Year 1.
By the end of Reception, children confidently engage with mathematics throughout the learning environment and recognise its importance in everyday life. They apply number knowledge, subitising, counting, pattern, shape and measure within their play, explain their thinking using mathematical language and solve problems with increasing independence. Children demonstrate curiosity, resilience and confidence as mathematicians and are well prepared for the expectations of the Year 1 mathematics curriculum.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Phonics Provision					
The Phonics Area provides children with opportunities to develop and apply their phonic knowledge through purposeful, engaging and meaningful experiences. It supports children in developing the skills needed for reading and writing by encouraging them to recognise, segment, blend and apply sounds in a variety of contexts. Whilst daily phonics teaching forms a key part of the Reception curriculum, opportunities to revisit, practise and apply taught sounds are embedded throughout continuous provision. Children are encouraged to use magnetic letters, sound mats, word-building resources, games, books and writing materials to develop confidence as readers and writers. Carefully planned enhancements linked to children's interests, current phonics learning and curriculum themes allow children to revisit previously taught sounds and apply their learning independently. As children progress through Reception, they move from recognising and exploring sounds to confidently using their phonic knowledge to read, write and communicate across the curriculum.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children begin learning initial phonemes and grapheme-phoneme correspondences whilst exploring a range of phonics resources. Enhancements encourage children to recognise letter shapes, match sounds to letters and begin orally blending and segmenting. The focus is on developing confidence, listening skills and an enjoyment of early reading and writing	Children continue learning new phonemes and begin applying them within words. Enhancements encourage sound matching, word building, identifying initial sounds and reading simple words. Children begin using taught sounds during independent mark making and writing opportunities.	Children apply an increasing range of phonemes and tricky words within their play and learning. Enhancements encourage blending, segmenting and word-building activities linked to exploration and discovery. Children increasingly use phonics to support both reading and writing.	Children use their growing phonics knowledge to support storytelling, early reading and writing. Enhancements may include story-themed word hunts, caption matching, simple sentence building and opportunities to apply phonics during role play and narrative activities. Children become increasingly confident readers and writers.	Children consolidate and apply taught phonemes, tricky words and blending skills across provision. Enhancements encourage independent reading and writing, sentence building and applying phonics knowledge within meaningful contexts. Children increasingly use phonics automatically to support learning.	Children confidently apply their phonic knowledge across all areas of provision. Enhancements encourage independent reading, word investigation, writing challenges and opportunities to use phonics within real-life contexts. Children demonstrate increasing fluency, accuracy and independence as they prepare for Year 1.
By the end of Reception, children confidently access phonics resources independently and apply their phonic knowledge to support reading and writing across the environment. They blend and segment sounds with increasing fluency, recognise a growing range of tricky words and use their phonics knowledge to read books and write words, captions and simple sentences. Children demonstrate confidence, independence and a secure foundation for the Year 1 phonics and English curriculum.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Small World Provision					
The Small World Area provides children with opportunities to develop communication and language, storytelling, imagination and understanding of the world through play. Using figures, animals, vehicles, loose parts, natural materials and open-ended resources, children are encouraged to recreate experiences, retell stories, explore ideas and develop increasingly complex narratives. Unlike other areas of provision, the Small World Area evolves significantly throughout the year to reflect curriculum themes, children's interests and current learning, ensuring it remains engaging, exciting and purposeful. Carefully selected resources, provocations and enhancements create an inviting environment which sparks curiosity and encourages sustained play. Through small world experiences, children develop language, creativity, problem-solving skills and the ability to apply knowledge from across the curriculum whilst becoming increasingly independent storytellers and imaginative thinkers.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
The Small World Area includes familiar people, homes, families, community figures and resources that reflect children's own experiences. The provision is designed to support settling, belonging and relationship building, encouraging children to talk about themselves and recreate familiar experiences through play.	The area is enhanced with resources linked to celebrations, traditions and seasonal events. Small world invitations may include celebration scenes, festive environments and community experiences which encourage children to recreate events, use new vocabulary and explore similarities and differences between people and experiences.	The Small World Area transforms into a place of adventure, exploration and discovery. Enhancements may include space stations, rockets, maps, transport, explorers, animals and environments that encourage investigation and imaginative journeys. Children begin creating longer narratives and solving problems within their play.	The provision is enhanced to reflect traditional tales, familiar stories and Drawing Club texts. Children use characters, settings, props and loose parts to retell stories, create their own narratives and explore imaginative worlds. Storytelling language and vocabulary are increasingly evident within children's play.	The area focuses on growth, life cycles, habitats and caring for living things. Enhancements may include farms, gardens, minibeasts, woodland environments and life cycle resources which encourage children to represent and discuss changes within the natural world. Children increasingly collaborate and develop sustained storylines together.	The Small World Area evolves to reflect oceans, sea life, exploration and new adventures. Enhancements may include underwater worlds, islands, boats and habitats that encourage children to apply knowledge from across the curriculum. Children independently create complex narratives, solve problems and combine ideas from throughout the year.
By the end of Reception, children confidently access the Small World Area independently and use resources creatively to represent experiences, stories and ideas. They create sustained imaginative play scenarios, communicate their thinking effectively, collaborate with others and develop increasingly complex narratives. The Small World Area has supported children in becoming confident communicators, storytellers and imaginative learners who are able to apply their knowledge across the curriculum and are well prepared for the transition to Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Water Provision					
The Water Area provides children with opportunities to explore, investigate and develop their understanding of the world through practical, hands-on experiences. Through pouring, filling, transporting, measuring, mixing and experimenting, children develop communication and language, mathematical understanding, scientific enquiry, problem-solving skills and fine motor control. Water provision remains available throughout the year as a core part of continuous provision, allowing children to revisit and apply previously taught skills in meaningful contexts. Opportunities within the water area support the development of early mathematical concepts such as capacity, volume and measure, whilst also encouraging children to make predictions, test ideas, observe change and communicate their thinking. Carefully planned enhancements linked to children's interests, curriculum themes and seasonal experiences ensure that learning remains engaging whilst supporting increasing independence, reasoning and investigation skills as children move towards Year 1.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore the water area confidently, becoming familiar with resources and routines. They investigate filling, emptying, pouring and transporting water whilst developing vocabulary linked to capacity, quantity and comparison. The focus is on exploration, curiosity and developing confidence when accessing resources independently.	Children investigate water using a range of containers, tools and seasonal enhancements. They begin making simple comparisons and observations whilst using mathematical language such as full, empty, more, less, heavier and lighter. Enhancements linked to celebrations and seasonal change encourage discussion and exploration.	Children use the water area as a space for scientific enquiry and investigation. Enhancements such as pipes, funnels, tubing, boats and floating and sinking challenges encourage children to predict, test, problem-solve and explain what they notice. Children begin to use increasingly ambitious vocabulary during their	Children incorporate water play into imaginative experiences and storytelling. Enhancements linked to stories and familiar texts encourage children to create narratives, solve problems and use language to explain events within their play. Mathematical and scientific concepts are increasingly applied independently.	Children explore how water supports growth and life. Enhancements linked to planting, life cycles and caring for living things encourage children to observe changes over time and develop a deeper understanding of the natural world. Children apply mathematical language and investigative skills with increasing confidence.	Children independently access and select resources within the water area to investigate, experiment and solve problems. Enhancements encourage challenge, reasoning and application of previously taught skills. Children confidently communicate their thinking, make predictions, test ideas and explain their findings as they prepare for Year 1.
By the end of Reception, children confidently use the water area to investigate, experiment and solve problems independently. They apply mathematical language linked to capacity, measure and comparison, make predictions, test ideas and explain their thinking using increasingly sophisticated vocabulary. Children demonstrate curiosity, resilience and confidence as learners and are well prepared for the scientific and mathematical learning they will encounter in Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Sand Provision					
The Sand Area provides rich opportunities for children to explore, investigate and apply their learning through sensory, hands-on experiences. Through digging, scooping, pouring, transporting, creating and problem-solving, children develop communication and language, mathematical understanding, scientific enquiry, creativity and collaborative skills. Whilst the sand area remains a consistent part of continuous provision throughout the year, enhancements are carefully planned to reflect children's interests, curriculum themes and current learning. The open-ended nature of sand play allows children to revisit previously taught skills, develop imagination and apply knowledge from across the curriculum in meaningful contexts. As children move through Reception, they become increasingly independent in their play, using the sand area as a place to investigate, create, represent ideas and solve problems.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore the sand area confidently, becoming familiar with resources and routines. They develop confidence in digging, scooping, pouring and transporting whilst using descriptive language to talk about textures, quantities and their experiences. Enhancements encourage children to represent familiar experiences, homes and family life through their play	Children investigate seasonal and celebration-themed enhancements within the sand area. They search for hidden objects, create patterns and begin incorporating storytelling and imaginative play into their exploration. Children increasingly use mathematical language to compare, sort and describe what they discover.	Children use the sand area as a space for investigation, discovery and problem-solving. Enhancements may include treasure hunts, maps, transport challenges, artefacts and exploratory resources linked to space and adventure. Children begin predicting, testing ideas and explaining their thinking during play.	Children use the sand area to recreate stories, build story settings and develop imaginative narratives. Enhancements encourage children to create story worlds, represent characters and use language to develop increasingly detailed storylines. Writing, small world resources and loose parts support storytelling opportunities	Children explore habitats, gardens, life cycles and the natural world through sand play. Enhancements may include plants, minibeasts, natural materials and small world resources that encourage children to represent and discuss growth and change. Children increasingly collaborate with others and develop sustained play ideas	Children independently select resources and develop complex play scenarios within the sand area. Enhancements linked to oceans, exploration and adventure encourage children to apply mathematical language, storytelling, problem-solving and investigative skills. Children confidently combine ideas from across the year and sustain play for longer periods of time.
By the end of Reception, children confidently access the sand area as a space for exploration, creativity, investigation and problem-solving. They independently apply mathematical concepts, scientific thinking, communication and storytelling skills within their play, working collaboratively with others and demonstrating curiosity, resilience and imagination. Children use the sand area purposefully to support learning across the curriculum and are well prepared for the expectations of Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Indoor construction					
The Indoor Construction Area provides children with opportunities to design, build, create and problem-solve through open-ended exploration and investigation. Using a range of construction kits, blocks, loose parts and open-ended materials, children develop communication and language, mathematical thinking, creativity and critical thinking skills. Children are encouraged to plan, test, adapt and evaluate their ideas whilst working independently and collaboratively with others. The construction area remains available throughout the year, allowing children to revisit and deepen previously taught skills and concepts. Enhancements linked to children's interests, curriculum themes and current learning provide opportunities for children to apply knowledge from across the curriculum whilst developing resilience, perseverance and confidence as designers and problem-solvers. As children progress through Reception, they move from exploratory building towards creating purposeful structures and solving increasingly complex challenges in preparation for Year 1.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore a variety of construction resources, learning how to stack, balance, connect and build. They create familiar structures linked to homes, families and their school environment whilst developing confidence in accessing and selecting resources independently. The focus is on exploration, collaboration and becoming familiar with the possibilities of the provision.	Children begin creating structures with greater purpose, building models linked to celebrations, traditions and community experiences. They increasingly talk about their ideas, explain what they are creating and begin working collaboratively on shared projects.	Children investigate how things work through building and design challenges. Enhancements linked to space, exploration and discovery encourage children to create rockets, vehicles, bridges and structures whilst exploring balance, stability and movement. Children begin testing and adapting their ideas when faced with challenges	Children use construction materials to create story settings, castles, houses, towers and imaginative worlds linked to stories and traditional tales. They increasingly plan their creations and use construction resources to support storytelling and imaginative play.	Children create habitats, gardens, homes and environments linked to life cycles, growth and caring for living things. They work collaboratively to build larger projects, negotiate ideas and solve problems together whilst adding increasing detail and purpose to their constructions.	Children independently design, build, adapt and evaluate increasingly complex structures. Enhancements linked to oceans, exploration and adventure encourage children to apply previously taught skills and develop their own ideas. Children demonstrate resilience, creativity and independence as they refine and improve their creations.
By the end of Reception, children confidently access construction resources independently and use them purposefully to design, build, test and improve their ideas. They communicate their thinking, solve problems, work collaboratively and show resilience when adapting their designs. Children demonstrate creativity, critical thinking and independence and are well prepared for future learning in mathematics, design and technology and Year 1 learning more broadly.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Outdoor construction					
The Outdoor Large Construction Area provides children with opportunities to design, build, collaborate and solve problems on a larger scale. Using open-ended resources such as crates, tyres, planks, blocks, tubes, fabric and loose parts, children develop communication and language, physical development, mathematical thinking, creativity and critical thinking skills. Children are encouraged to plan, test, adapt and evaluate their ideas whilst working collaboratively with others. The open-ended nature of the provision allows children to revisit and apply previously taught skills in meaningful contexts, developing resilience, independence and confidence as designers and problem-solvers. Carefully planned enhancements linked to children's interests, curriculum themes and current learning encourage children to take risks, think creatively and become increasingly reflective in their learning. As children move through Reception, they progress from exploratory building towards creating purposeful structures and complex collaborative projects, preparing them for future learning in Year 1.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore large construction resources, learning how to move, stack, balance and connect materials safely. They create familiar structures linked to homes, families and their immediate environment whilst developing confidence in accessing resources and working alongside others. The emphasis is on exploration, cooperation and becoming familiar with the possibilities of the provision.	Children begin creating larger structures with increasing purpose. Enhancements linked to celebrations, community events and traditions encourage children to build stages, houses, gathering spaces and imaginative structures. Children increasingly share ideas, negotiate roles and work collaboratively on shared projects.	Children investigate how structures can be made stronger, higher and more stable. Enhancements linked to exploration, transport and space encourage children to build rockets, vehicles, bridges and obstacle courses. Children begin planning projects, testing ideas and adapting designs when challenges arise.	Children use large construction resources to create story settings, castles, boats, houses and imaginative worlds linked to familiar stories and traditional tales. They increasingly use language to explain their ideas and work together to develop large-scale collaborative projects.	Children build habitats, gardens, homes and environments for living things. Enhancements linked to growth, life cycles and caring for the natural world encourage children to solve problems collaboratively and create increasingly detailed structures with a clear purpose.	Children independently design, build, adapt and evaluate large-scale constructions. Enhancements linked to oceans, exploration and adventure encourage children to apply previously taught skills whilst creating increasingly complex structures. Children demonstrate resilience, leadership, creativity and independence as they refine and improve their ideas
By the end of Reception, children confidently use large construction resources to design, build, test and improve their ideas. They work collaboratively, communicate effectively, solve problems and demonstrate resilience when faced with challenges. Children independently plan and carry out projects, applying mathematical thinking, creativity and critical thinking skills whilst showing the confidence and independence needed for Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Mud Kitchen					
The Mud Kitchen provides children with rich opportunities for imaginative play, communication and language, collaboration, creativity and exploration of the natural world. Through mixing, pouring, collecting, transporting, measuring, creating and investigating, children develop problem-solving skills, mathematical understanding, scientific enquiry and fine motor control whilst engaging in meaningful outdoor learning. The mud kitchen remains a permanent feature of our outdoor provision throughout the year, providing a familiar and engaging space where children can revisit skills, develop their own ideas and apply learning from across the curriculum. Carefully planned enhancements linked to children's interests, curriculum themes and seasonal experiences encourage children to become increasingly independent, creative and reflective learners. As children progress through Reception, they move from exploratory play towards purposeful investigation, collaboration and the application of skills across all areas of learning.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore the mud kitchen environment, becoming familiar with resources, routines and expectations. They enjoy mixing, pouring, transporting and investigating natural materials whilst developing confidence in imaginative play and conversation. Enhancements encourage children to recreate familiar home experiences, family routines and everyday events.	Children use the mud kitchen to explore celebrations, traditions and seasonal experiences. Enhancements may include natural loose parts, seasonal ingredients, recipe cards and celebration-themed resources. Children begin creating simple recipes, making choices about ingredients and discussing their ideas with	Children use the mud kitchen as a place for investigation, experimentation and problem-solving. Enhancements encourage exploration of capacity, measure, transporting materials and scientific enquiry. Children begin testing ideas, making predictions and adapting their play in response to outcomes.	Children incorporate storytelling, role play and imaginative narratives into their mud kitchen experiences. Enhancements linked to traditional tales, familiar stories and imaginative themes encourage children to create recipes, potions and imaginative scenarios whilst developing communication and collaboration skills.	Children use natural resources linked to planting, growing and life cycles. Enhancements may include herbs, flowers, seeds, soil and gardening resources. Children explore how natural materials change, discuss growth and life cycles and increasingly take responsibility for caring for their environment.	Children independently access resources and develop increasingly complex ideas and play scenarios. Enhancements linked to oceans, exploration and adventure encourage children to apply mathematical language, problem-solving skills, creativity and communication independently. Children show increasing leadership, resilience and confidence as they sustain play over extended periods of time.
By the end of Reception, children confidently access the mud kitchen independently and use resources creatively and purposefully. They communicate ideas effectively, work collaboratively with others, solve problems and apply mathematical, scientific and imaginative thinking within their play. Children demonstrate curiosity, resilience and independence whilst making meaningful links between their experiences, the natural world and learning across the curriculum, preparing them well for Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

Outdoor Large Creative Provision					
The Outdoor Large Creative Area provides children with opportunities to create, design, collaborate and express themselves on a large scale. Through large-scale mark making, painting, transient art, junk modelling, den building and open-ended creative experiences, children develop imagination, communication and language, physical development, problem-solving skills and creativity. The provision encourages children to explore ideas freely whilst developing the strength, coordination and control needed for writing, drawing and creating. Resources remain accessible throughout the year and are regularly enhanced to reflect children's interests, curriculum themes and seasonal experiences. As children move through Reception, they become increasingly independent in planning, creating, adapting and evaluating their work, applying previously taught skills across a range of creative experiences in preparation for Year 1.					
Autumn 1- We are Special	Autumn 2- We are celebrating	Spring 1- We are Explorers	Spring 2- We are Storytellers	Summer 1-We are Nurturing	Summer 2- We are Adventurous
Children explore a range of large-scale creative resources including easel painting, chalks, water painting, mark making tools and junk modelling materials. Enhancements encourage self-portraits, family creations and opportunities to represent themselves and their interests. The focus is on experimentation, confidence and developing control through gross motor movements.	Children use large-scale creative materials to represent celebrations, traditions and seasonal events. Enhancements may include collaborative paintings, transient art, outdoor creative displays and junk modelling projects. Children begin making purposeful creative choices and explaining their ideas to others.	Children investigate how materials can be combined, adapted and transformed through large-scale creative projects. Enhancements encourage design challenges, junk modelling, map making and creating representations linked to exploration, discovery and space. Children increasingly plan and develop their own ideas independently.	Children use large-scale creative experiences to respond to stories and imaginative themes. Enhancements may include creating story settings, character models, puppets, large collaborative artwork and outdoor storytelling spaces. Children begin to add increasing detail and purpose to their creations whilst using them to support narrative development.	Children use natural and recycled materials to create artwork linked to growth, life cycles and the natural world. Enhancements may include observational painting, natural sculptures, transient art and large collaborative projects. Children increasingly refine and adapt their creations, selecting resources independently and adding detail with purpose.	Children confidently combine materials, techniques and ideas to create large-scale projects independently. Enhancements linked to oceans, exploration and transition encourage children to apply learning from across the year whilst developing increasingly imaginative and purposeful creations. Children demonstrate creativity, resilience and independence as they plan, create, adapt and evaluate their work.
By the end of Reception, children confidently access large-scale creative resources independently and use a range of materials, tools and techniques to communicate their ideas. They demonstrate imagination, creativity and increasing physical control through painting, mark making, junk modelling and collaborative projects. Children plan, create, adapt and evaluate their work whilst applying previously taught skills across the provision, providing strong foundations for future creative learning and the expectations of Year 1.					



Reception Provision Progression 2026–2027

Continuous Provision at Middleforth C of E Primary School

By the end of Reception, children confidently and independently access all areas of provision, making purposeful choices and applying previously taught knowledge and skills across the learning environment. They communicate their ideas effectively, collaborate with others and demonstrate increasing resilience when faced with challenges. Through carefully planned continuous and enhanced provision, children develop the confidence to explore, investigate, create, problem-solve and think critically, drawing upon a rich range of experiences, vocabulary and understanding.

Children use play as a vehicle for learning, independently applying skills in reading, writing, mathematics, communication, creativity and understanding of the world across both indoor and outdoor environments. They demonstrate curiosity, imagination and a willingness to take risks in their learning, whilst showing increasing levels of concentration, independence and perseverance.

As a result of our ambitious and carefully sequenced provision, children leave Reception as confident communicators, enthusiastic readers, capable mathematicians, creative thinkers and resilient learners. They are socially, emotionally and academically prepared for the transition into Year 1 and are ready to embrace new challenges, apply their learning independently and continue their journey as successful lifelong learners.