

Enhancing your continuous provision

Outdoor area

- Set up an obstacle course using hoops, nets, benches, tyres, soft mats and cones. Encourage children to travel over it and cheer each other on.
PD MH 1; PD MH 14
- Provide a selection of large balls for children to play passing games with friends.
PD MH 4; PD MH 16
- Create 'friendship stops' where children can go if they want a friend to play with.
PSED MFB 3; PSED MFB 10
- Provide large cardboard hearts, paints and brushes for the children to decorate. Display the hearts around the setting.
PD MH 6; PD MH 17

Mathematics area

- Display simple height charts for the children to compare their height with other people and objects. You could use an 'How tall am I?' mirror (available online).
M SSM 3; M SSM 12
- Laminate pictures of typical daily routines such as getting dressed, cleaning your teeth and having breakfast. Hang the pictures on a washing line for the children to order according to their own experiences.
M SSM 5
- Label containers with numbers or dots and provide foam hearts for counting out.
M N 10
- Provide photographs showing different groups of children (from one child to 10 children) that can be counted, ordered and compared.
M N 4; M N 5; M N 10

Construction and small world area

- Provide small world people and families from a range of cultures and ethnic groups for small world play.
UW TW 1; EAD BI 2; EAD BI 9
- Attach a full-length photograph of each child to a wooden building block. The children can use their 'mini-me' in their block-building play.
UW TW 1; EAD EUMM 4; EAD EUMM 15

Creative area

- Provide a digital camera and a photobooth for children to take photographs of each other. Print and display the pictures.
UW T 1; UW T 3
- Explore their sense of hearing. Provide pots, pans and utensils and display the question: How many different sounds can you make?
EAD EUMM 2; EAD EUMM 10
- Provide coloured and textured paper for the children to decorate a cardboard heart. Offer scissors and snippers if appropriate, or pre-snip into smaller pieces. Encourage the children to give them to a loved one at the end of the day.
EAD EUMM 4; EAD EUMM 13; EAD EUMM 14

Investigation area

- Collect pictures of the children as babies. Display them next to recent photographs. Can the children match them up?
UW TW 6
- Display a statement such as 'I like running' alongside a sad and a happy face. The children can then clip a clothes peg to the face they choose. Change the statement daily to find out children's likes and dislikes.
PSED SS 2; PSED SS 7
- Provide mirrors of different sizes and magnifications for children to look closely at their own faces. Display the question: How do you look today?
UW TW 2; UW TW 4

Sand and water area

- Provide individual trays of sand with mirrors stood in them. Encourage the children to draw their own face and other faces with their hands or fine mark-making tools.
PD MH 8; PD MH 17
- Provide bowls, buckets, cloths and towels for washing fun. Offer cars, socks, plates, cups and cutlery for washing. Dry wet towels on a washing line.
PD MH 6; PD MH 18
- Make a bubble bath in the water tray and provide a variety of dolls, jugs, floating bath toys and towels to play with.
UW PC 2; UW PC 6

Reading area

- Make a comfortable reading corner and provide picture books about families. You could include *Peepo!* and *The Baby's Catalogue* by Janet and Allen Ahlberg.
L R 1; L R 15
- Ask for a photo of each child's family and make a note of everyone's name. Display the photos and names at eye level for the children to see.
L R 13; L R 14
- At the top of a notice board display the question: Why do you love me so much? Ask parents and carers to write sticky notes for their children to look at. You can also read the notes aloud at group sharing time.
L R 13; L R 19

Writing area

- Display pictures of different sorts of family groups for children to look at. Provide a range of drawing and mark-making materials for children to draw a picture of their own family.
L W 1; L W 2
- Provide red sugar paper hearts, white and black wax crayons and pastels. Decorate the hearts with marks and patterns.
PD MH 6; PD MH 19; PD MH 20
- Print photographs of the children for them to draw on. They could add glasses or even a moustache!
PD MH 7; PD MH 20
- Make name cards for children to trace and copy. Add word cards for other family members, such as 'mummy' or 'grandad'.
PD MH 8; PD MH 21

Malleable area

- Offer damp sand in Tuff Tubs for children to imprint their hands and feet.
EAD EUMM 4; EAD EUMM 13
- Provide dough, cooked spaghetti, beads, crispy leaves, bubble wrap and feathers in empty yoghurt pots or plastic trays for children to explore their sense of touch.
EAD EUMM 13
- Dough families! Make brightly coloured dough. Provide people-shaped cutters of different sizes for children to make a 'family' of dough people.
PD MH 10; PD MH 18

Role play area

- Place party props and clothes in the role play area for children to act out celebrations.
UW PC 2; UW PC 7
- Display photographs of the children's relatives and carers in their work clothes. Provide a costume basket and props for the children to act out what they know about their family's work during role play.
UW PC 1; UW PC 5; UW PC 8

