

Gateway Primary School KS1 - YEAR A - Continuous Provision
INSPIRING CURIOUS MINDS

SMALL WORLD / CONSTRUCTION / LOOSE PARTS Resources

Vocabulary - build, construct, height, length, width, tall, short, taller, shorter, longer, 2d/3d, shape names, colour names, animal names, fast, slow, fastest, slowest, aerodynamic, story, pattern, characters, problems, solutions.

Hello	We Are Conservationists	We Are Voyagers	We Are Citizens	We Are Explorers	We Are Healthy	Goodbye
Big blocks Small blocks Wooden 2D shapes Lego	Big blocks Small blocks Wooden 2D shapes Lego	Big blocks Small blocks Wooden 2D shapes Lego	Big blocks Small blocks Wooden 2D shapes Lego	Big blocks Small blocks Wooden 2D shapes Lego	Big blocks Small blocks Wooden 2D shapes Lego	Big blocks Small blocks Wooden 2D shapes Lego
Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics	Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics	Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics	Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics	Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics	Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics	Log slices Logs Stones Shells Sticks Wooden mini reels Corks Pinecones Nuts and bolts Buttons Glass beads Range of fabrics
Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs	ADD – Autumn leaves, weather related pictures, conkers, acorns Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs	Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs	Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs	Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs	Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs	Peg people (painted and neutral) Animals (reptiles, amphibians, mammals etc) Dinosaurs
Cars	Animals (reptiles, amphibians, mammals etc) Dinosaurs	Cars ADD – Aeroplanes	Cars	ADD – Antarctic creatures, fabrics to make ice/snow scenes	ADD – fruit/veg images	Cars
Books – ADD fiction books based on feelings and emotions ADD non-fiction books based on colours, paints etc	ADD – Polar bears Cars Books – ADD fiction books based on animals ADD non-fiction books on seasonal change to Autumn, habitats	Books – ADD fiction books based on planes/flight ADD non-fiction books about planes, military (RAF), aviation heroes	Books – ADD fiction books based on maps/buildings/journeys ADD non-fiction books about towns, atlases, mapping	Cars Books – ADD fiction books based on explorers, cold places and journeys ADD non-fiction books about explorers, Antarctica, penguins	Cars Books – ADD fiction books involving fruit and vegetables ADD non-fiction books about fruit, vegetables, outdoor games, Olympics	Books – ADD fiction books based on feelings and emotions
	<u>How these resources support learning and link to the NC:</u>					

<u>Support Learning:</u> • Encourage imaginative play and story telling. • Promote creativity and inspire ideas. • Take on the role of a character. • Explore feelings and emotions. • Explore everyday situations. • Explore and manipulate a variety of materials. • Construct a variety of structures and landmarks. • Deepen understanding of architecture and construction. • Incorporate fine motor skills.	<u>NC LINKS:</u> English • Being encouraged to link what they read or hear read to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher. • Use relevant strategies to build their vocabulary. Maths: Geometry - Properties of shapes • 2-D shapes 3-D shapes. Science: Everyday Materials • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. RSHE: Physical health and Mental Wellbeing • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. RSHE: Respectful Relationships • The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Physical Education • Continuing to use fine and gross motor skills to manipulate tools and materials and apply these in a range of activities.
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MATHS AREA Vocabulary – see planning documents						
Hello	We Are Conservationists	We Are Voyagers	We Are Citizens	We Are Explorers	We Are Healthy	Goodbye
Objects to count (counters, animals etc) Sorting dishes	Objects to count (counters, animals etc) Sorting dishes	Objects to count (counters, animals etc) Sorting dishes	Objects to count (counters, animals etc) Sorting dishes	Objects to count (counters, animals etc) Sorting dishes	Objects to count (counters, animals etc) Sorting dishes	Objects to count (counters, animals etc) Sorting dishes
Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames	Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames	Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames	Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames	Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames	Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames	Number lines Number tracks Number squares Number cards (numbers, representations and words) Tens frames
Sand timers	Sand timers	Sand timers	Sand timers	Sand timers	Sand timers	Sand timers
Shapes (2D and 3D)	Shapes (2D and 3D)	Shapes (2D and 3D)	Shapes (2D and 3D)	Shapes (2D and 3D)	Shapes (2D and 3D)	Shapes (2D and 3D)
Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).	Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).	Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).	Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).	Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).	Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).	Wooden puzzle games (Shut the Box, Noughts and Crosses, tangram puzzles, dominoes).
Dice	Dice	Dice	Dice	Dice	Dice	Dice
Base 10 Numicon Multilink cubes	Base 10 Numicon Multilink cubes	Base 10 Numicon Multilink cubes	Base 10 Numicon Multilink cubes	Base 10 Numicon Multilink cubes	Base 10 Numicon Multilink cubes	Base 10 Numicon Multilink cubes
					ADD - Money	ADD - Clocks
How these resources support learning and link to the NC:						
Support Learning: - Variety of items like counters, beads, buttons, Numicon, multilink beads and cubes, shells to support counting, addition, subtraction, and grouping. - Explore geometry and symmetry. - Challenge children in their mathematics ability linking to the topics taught. - Practise number recognition and counting through games. - Real world application of maths skills – time and money. - Develop a sense of problem solving. - Develop language in relation to time.		NC LINKS: Maths: Number and Place Value - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals. - Count in multiples of twos, fives and tens. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Time [for example, quicker, slower, earlier, later] - Measure and begin to record the following: Time (hours, minutes, seconds). - Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.				

WRITING/MESSAGE CENTRE Vocabulary - Pencil, pen, crayon, draw, write, letter, word, colour, paper, card, envelope, hold, grasp, copy, mark make, trace, print, stencil, sound out, spell, lower case, upper case, descender, ascender						
Hello	We Are Conservationists	We Are Voyagers	We Are Citizens	We Are Explorers	We Are Healthy	Goodbye
ADD- Enhancements – linked to topic/season, interests and assessments <i>May include:</i> comic strips, booklets, writing frames etc, Phonics Games and resources, images and pictures linked to topics/seasons etc (will depend on children’s needs and assessments).						
Pens, pencils, (assorted colours/types/thickness), sharpeners. Clipboards Rulers, glue, tape Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads Whiteboards and pens Bug Club Phonics resources to help with linking letters to sounds and recalling tricky words etc. Common Exception Word cards for Year 1 and Year 2 Magnetic letters, wooden letters (capitals and lower case) Letter formation guides						
How these resources support learning and link to the NC:						
<u>Support Learning:</u> - Continue to develop letter recognition and Phonics knowledge. - Make marks, draw and write. - Strengthen fine motor skills. - Incorporate writing into imaginative play. - Incorporate story telling into imaginative play.		<u>NC LINKS:</u> Writing – Composition - Write sentences by: Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. Spelling - Words containing each of the 40+ phonemes already taught. - Common exception words. - The days of the week. - Name the letters of the alphabet: Naming the letters of the alphabet in order. - Using letter names to distinguish between alternative spellings of the same sound. Word Reading - Apply phonic knowledge and skills as the route to decode words. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words.				

READING AREA Vocabulary - Book, page, turn, alphabet, words, cover, story, rhyme, poem, author, index, read, information, spell, letter, word. Story language: beginning, middle, end, characters, setting.						
Hello	We Are Conservationists	We Are Voyagers	We Are Citizens	We Are Explorers	We Are Healthy	Goodbye
WCR to be added after reading: The Colour Monster by Anna Llenas Mixed by Arree Chung	WCR to be added after reading: Core text – Seasons by Hannah Pang Core text – Leaf by Sandra Dieckmann Environment - The Journey by Frann Preston Gammon Environment - Tidy by Emily Gravett Seasonal – The Leaf Thief by Alice Hemming	WCR to be added after reading: Environment - Here We Are by Oliver Jeffers Non-fiction - Ameilia Earheart from Little Leaders Diversity - Malala's Magic Pencil by Malala Yousafzai Well being/ feelings - Ruby's Worry by Tom Percival Seasonal - The Cat in the Manger by Michael Foreman	WCR to be added after reading: Core text – The Snow Thief by Alice Hemming Well being/ feelings - The Lion Inside by Rachel Bright Festival – The Great Race by Emily Hiles Diversity – Coming to England by Floella Benjamin Quality Text – Footprints in the Snow by Mei Matsouka	WCR to be added after reading: Core text – Ernest Shackleton – Little People, Big Dreams Diversity – The Proudest Blue by Ibtihaaj Muhammed Festival – The Spring Rabbit by Angela McAllister Quality text - Lost and Found by Oliver Jeffers	WCR to be added after reading: Core text – Supertato – Run, Veggies, Run! By Sue Hendra Core text – Kitchen Disco by Clare Fogues Well being/feelings - The Dot by Peter H Reynolds Well being/feelings – The Couch Potato – Jory John Quality text – The Café at the Edge of the Woods by Mickey Please	WCR to be added after reading: Core text – Oh, The Places You'll Go by Dr Suess
Cushions Blankets Soft toys and puppets Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non fiction, multicultural/different needs, sensory, comics and catalogues, big books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books Books linked to Whole Class Reading and Core Texts (after sharing with class) Atlas, road/street maps						
How these resources support learning and link to the NC:						
Support Learning: - Continue to develop letter recognition and Phonics knowledge. - Incorporate story telling into imaginative play. - Retell familiar stories, encouraging sequencing and story telling skills. - Practise Phase 3 – 5 phonemes and beyond. - Develop social skills by sharing stories.		NC LINKS: Word Reading - Apply phonic knowledge and skills as the route to decode words. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words. - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. - Read other words of more than one syllable that contain taught GPCs. - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to				

	use other strategies to work out words. - Re-read these books to build up their fluency and confidence in word reading. Reading Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read to hear to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phrases. - Discussing word meanings, linking new word meanings to those already known.
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Outdoor Deconstructed Play Vocabulary - build, construct, height, length, width, tall, short, taller, shorter, longer, 2d/3d, shape names, colour names, fast, slow, fastest, slowest, aerodynamic, challenge, counting, sounds, patterns, measure.						
Hello	We Are Conservationists	We Are Voyagers	We Are Citizens	We Are Explorers	We Are Healthy	Goodbye
ADD- Enhancements – linked to topic/season, interests and assessments <i>This may include:</i> musical percussion instruments, art resources, books, clipboards, whiteboards, pens, sand, water, containers and utensils.						
Large loose parts - Large pieces of wood, log slices, planks, arrows and markers, crates, tubes, large boxes, ropes, tyres. Gross Motor – Wobble boards, balls in selection of shapes and sizes. Large scale mark making - Chalk. Maths - Large foam dice, number resources, wooden number small log slices, large odds/even log slices, numbered bean bags, large number line, timers. English - Phonics splat mats.						
How these resources support learning and link to the NC:						
<u>Support Learning:</u> - Building and bringing ideas to life. - Securing structures. - Practising gross motor skills. - Sensory exploring. - Transporting materials.		<u>NC LINKS:</u> Physical Education - Continuing to use fine and gross motor skills e.g. pouring, stirring and scooping, manipulate tools and materials and apply these in a range of activities. English – Spoken Language - Use relevant strategies to build vocabulary. Science - Everyday Materials - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. Science - Seasonal Changes - Observe changes across the four seasons. Maths - Geometry – Position and Direction - Describe position, direction and movement.				

ENHANCED AREA - SCIENCE AND INVESTIGATION – ONLY OUT FOR ENHANCEMENTS DURING CERTAIN TIMES. Vocabulary – depending on the topic area (see specific termly plans)						
Hello	We Are Conservationists	We Are Voyagers	We Are Citizens	We Are Explorers	We Are Healthy	Goodbye
ADD- Enhancements – linked to topic/season, interests and assessments						
Writing frame – half/half, speech bubbles. Magnifying glasses Mirrors ADD - books about emotions, non fiction books about body. ADD – Materials in colours linked to each zone of regulation.	Writing frame – half/half, speech bubbles. ADD – acorns, conkers, pumpkins, squash. ADD – Poppies, Remembrance resources.	Writing frame – half/half, speech bubbles. Magnifying glasses Mirrors ADD - Materials including: - Different types of metal - Fabric - Wood - Plastic - Glass - Waterproof materials ADD - Sorting hoops ADD – Books about winter, materials. ADD – Books about planes and aircraft. ADD – RAF logos, squadron badges.	Writing frame – half/half, speech bubbles. Magnifying glasses Mirrors ADD – Books about seasonal change to Spring. ADD – blossoms, leaves, Spring related natural resources. ADD – Local maps of Carterton, pictures of local landmarks in Carterton.	Writing frame – half/half, speech bubbles. Magnifying glasses Mirrors ADD – Other living things from cold places. ADD – Books about cold places, Antarctica, explorers. ADD – Globe, world maps, atlases.	Writing frame – half/half, speech bubbles. Magnifying glasses Mirrors ADD – Books about sport, healthy eating, different foods. ADD – Images of athletes. ADD – Role play fruit and veg.	Writing frame – half/half, speech bubbles. Magnifying glasses Mirrors ADD - books about emotions and feelings.
How these resources support learning and link to the NC:						
Support Learning: • Explore local area and surrounds. • Begin to understand the concept of Earth and different countries. • Promote understand of position and direction. • Explore seasonal change. • Explore items from a time different to their own and identify key events and national milestones. • Learn about significant individuals and their achievements. • To stimulate imaginative and creative play.			NC LINKS: English – Spoken Language • Use relevant strategies to build vocabulary. • Ask relevant questions to extend their understanding and knowledge. Science - Seasonal Changes • Observe changes across the four seasons. Science – Working Scientifically • Ask simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Identifying and classifying. Geography • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.			

<u>Support Learning:</u> • Explore mark making, drawing and painting. • Experiment with colour and texture. • Create artwork. • Be inspired by nature and seasonal change. • Create three-dimensional work.	<u>NC LINKS:</u> Art and Design • Use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Design and Technology • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. English – Spoken Language • Use relevant strategies to build vocabulary. • Ask relevant questions to extend their understanding and knowledge. Science - Seasonal Changes • Observe changes across the four seasons. History • Significant historical events, people and places in their own locality. • Events beyond living memory that are significant nationally or globally.
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