

# Enhancing your continuous provision

## Creative area

- Provide empty plastic eggs, a variety of loose parts and stickers for the children to design their own shakers. Play some groovy Latin American music – *Latin Playground* by Putumayo Kids has plenty of catchy tunes! The children can play along with their shakers.  
**EAD BI 7; EAD EUMM 19**
- Leave an instrument on the drawing table. Add a variety of mark-making materials and different papers for the children to create observational drawings.  
**EAD EUMM 12; EAD EUMM 23**
- Use an MP3 or CD player to play lively world music, including salsa, samba, country and African songs. Give the children a variety of costume items and streamers. Let the children move freely and make up dances. Why not choose a different genre each week?  
**EAD EUMM 7; EAD EUMM 8**

## Mathematics area

- Provide a labelled orchestra diagram – you can find examples online. Children can count the instruments or answer questions such as, 'How many drums are there altogether?' Encourage them to record their answers.  
**M N 18; M N 34**
- Ask the children to order instruments according to their size and pitch. Provide descant, tenor and bass recorders, a variety of drums, different chime bars or a set of boomwhackers.  
**M SSM 12; M SSM 16**
- Arrange combi bells in different ways and take photos of the arrangements. Let the children recreate the patterns and play the tunes. You can get combi bells from educational resource companies.  
**M SSM 6; M SSM 18**
- Record counting songs for the children to listen to and learn. How about, *One Two, Buckle My Shoe, Ten Fat Sausages or The Animals Went In Two By Two*.  
**M N 9; M N 24**

## Sand and water area

- Float different-sized metal mixing bowls in a water tray. Use drum sticks to tap the bowls and explore how the sounds change.  
**UW TW 4; UW TW 8**
- Encourage the children to use funnels, spoons and scoops to fill plastic bottles, cardboard cartons and metal cake tins with sand, twigs, gravel and pebbles. Let the children shake, rattle and roll then empty the containers and start again!  
**PD MH 18; EAD EUMM 10; PD MH 28**
- Provide water flutes – available online – for the children to fill and play. See if they can make each flute play a different note. **Warning: wash or disinfect mouthpieces each time they are used.**  
**EAD EUMM 10; EAD EUMM 19**

## Reading area

- Magnetic letter hunt! Fill a Tuff Tub with magnetic letters and offer the children magnetic fishing rods. Ask them to catch the letters in alphabetical order and say them out loud.  
**L R 23**
- Record words on Talking Buttons and provide pictures that rhyme for the children to match.  
**L R 5; L R 20**
- Make a quiet area for children to read in. Add drapes, boxes, headphones and comfortable cushions. Display the sign, 'Shhh! Quiet reading.'  
**L R 17; L R 24**
- Create a listening station with headphones and a different storybook and CD set each week. Try *Peter and the Wolf* by Sergei Prokofiev and illustrated by Peter Malone or *Puff the Magic Dragon* by Peter Yarrow.  
**L R 13; L R 27**
- Make a rhyming reading corner. Display a poem of the week and provide a range of engaging poetry books.  
**L R 13; L R 25**

## Outdoor area

- Create a fantastic outdoor sound station using different materials, including pots, pans, pipes and other everyday items that children can play. Tie the items to a fence or railings so they can't be moved. Noisy!  
**EAD EUMM 10; EAD EUMM 19**
- Explore objects that make sound, such as singing tubes, boom bats, kazooes, clackers and bubble wrap. Display the question, 'How can you make sounds with these objects?'  
**EAD EUMM 10; EAD EUMM 19**
- Provide a karaoke machine, microphone and some kids' karaoke tracks for children to pick and perform their favourite songs.  
**EAD EUMM 6; EAD EUMM 18**

## Role play area

- Set up a class orchestra with chairs, instruments, music stands, sheet music, a conductor's podium, baton and dicky bow. Display the question, 'Who will be the conductor today?'  
**EAD BI 11; EAD BI 17**
- Provide a pop-up tent with sleeping bags, pillows and lanterns. Make a night time soundscape with the [www.naturesoundsfor.me](http://www.naturesoundsfor.me) sound mixer. Display the question, 'What sounds can you hear in the campsite?'  
**EAD BI 9; EAD BI 18**

## Malleable area

- Provide long pipe cleaners, beads and jingle bells for the children to make their own wrist and ankle bells. You can get jingle bells from craft suppliers.  
**PD MH 18; PD MH 28**
- Encourage the children to make musical notes and symbols using black play dough and clay tools. Provide pictures for inspiration and laminated musical bars to place them on.  
**PD MH 27; PD MH 28**

## Writing area

- Provide clipboards, paper and mark-making materials. Encourage the children to move around the setting and list the quiet and loud sounds that they hear.  
**L W 2; L W 10**
- Label baskets with initial sounds. Ask the children to gather objects that start with those sounds and place them in the correct baskets. They could write and add alliterative words on cards too.  
**L W 7; L W 11**
- Provide decorative paper and a variety of mark-making materials for children to write their own song lyrics.  
**L W 2; L W 4**
- Provide pictures and patterns of musical notes for children to copy. Include crochets, quavers, minims, semibreves, treble clefs, bass clefs and dynamics, such as *mp* and *ff*.  
**PD MH 20; PD MH 30**

## Investigation area

- Prepare picture cards of snow falling, a person talking on the phone, a drill, someone sleeping, an aeroplane taking off, a school playground and a bin lorry. Provide pegs and a washing line for children to order the sounds, from quietest to loudest.  
**UW TW 4; UW TW 8**
- Provide ear defenders and a range of percussion instruments. Let the children explore the effect of the ear defenders. Display questions such as, 'Why do road workers wear ear defenders?'  
**UW TW 5; UW TW 8**
- Set up a 'Guess the sound' station with Talking Buttons and a range of picture cards. Can the children match the pictures to the sounds?  
**UW TW 4; UW TW 8**

## Construction and small world area

- Create music-based small world settings in a Tuff Tub. You could create a forest for *Peter and the Wolf* by Prokofiev, a beautiful garden for *Flight of the Bumblebee* by Rimsky Korsakov, or a magical island labelled 'Honalee' for *Puff the Magic Dragon* by Peter Yarrow. Let the children listen to the music as they play.  
**EAD BI 10; EAD BI 18**
- Provide foam or sponge building blocks – both available online – for silent building.  
**EAD EUMM 15; EAD EUMM 23**