

# Enhancing your continuous provision

## Malleable area



- Provide wooden bowls of porridge mixed to different consistencies for children to spoon and squidge. Provide dry oats as a contrast. Expect this to be messy!  
**PD MH 18; PD MH 28**
- Make magical fairy dough in a range of colours using glitter to add plenty of sparkle and texture. Provide glass beads and jewels for children to press into the dough.  
**EAD EUMM 13; EAD EUMM 21**
- Add ginger flavouring to homemade play dough and provide cookie cutters of different sizes for children to make their own gingerbread men, women and children! They can add raisins or buttons for decoration.  
**PD MH 18; PD MH 28**
- Make 'magic' soap by mixing washing-up liquid with shaving foam. Provide pots of food colouring and pipettes for children to add and mix in colours. Add sequins and glitter for interest and fairy wands for stirring and mixing!  
**EAD EUMM 11; EAD EUMM 22**

## Reading area



- Create an enchanting fairy tale environment, perhaps a castle or the three bears' cottage. Provide large and small copies of fairy tale books, story tapes, character puppets and posters for children to enjoy in pairs or independently.  
**LR 15; LR 26**
- Make story sacks based on traditional tales. For example, a *Goldilocks and the Three Bears* bag could include three teddy bears, bowls, wooden spoons, a box of porridge, a golden wig and a copy of the book.  
**LR 9; LR 25**
- Provide a series of picture cards that tell a familiar fairy tale. Write a matching sentence underneath each picture. Let the children peg the picture cards onto a washing line in the right order. Change the fairy tales according to the children's interests.  
**LR 9; LR 24**
- Find a picture of a fairy tale character, such as Pinocchio or Rapunzel. Write their name underneath the picture and make the first letter stand out. Stick the picture onto a basket with a handle and let the children collect objects beginning with the same letter.  
**LR 5; LR 21**

## Sand and water area



- Make homemade fairy dust by mixing purple food colouring and play sand then adding exciting extras such as glitter, coloured glass beads and golden nuggets. Display a sign that reads, 'Find a golden nugget to make a wish!' Provide tools for the children to use as they search.  
**PD MH 18; PD MH 28**
- Help Cinderella get ready for the ball. Provide a doll, bath tub, bubble bath, bath fizzers, whisks and straws for creating bubbles. The children can dry her off, dress her in beautiful clothes and hang the towels out to dry.  
**EAD BI 9; EAD BI 16**
- Make a *Frozen* water tray with figurines, glittery ice cubes, blue hair gel and glitter water. You can make the ice cubes by freezing water and glitter in ice cube trays. Freeze 'Elsa' in a large block of ice... when will she defrost?  
**EAD BI 10; EAD BI 16**
- Provide a range of sandcastle buckets for castle building. Add knights on horses, pebbles and sticks for building materials, and a dragon or two for hero play!  
**EAD BI 10; EAD BI 16**

## Mathematics area



- Display baked, salt dough gingerbread men of different sizes and with different numbers of buttons for children to put in order. Provide number cards for the children to match the number of buttons to the correct numeral.  
**M N 12; M N 24**
- Magic beans! Spray paint dried broad beans in a range of colours for the children to sort in different ways, such as by their colour. Offer egg cups numbered 1–20 for counting out the right amounts.  
**M N 12; M N 24**
- Fill identical, clear plastic bottles with fairy tale treasures. Seal the bottles then label them imaginatively. For example, 'The wicked queen's jewels,' 'The angry giant's gold,' or 'Jolly Jack's magic beans.' Can the children put two bottles on a pan balance and say which is heavier and which is lighter?  
**M SSM 17**
- Provide groceries, baskets, red capes and shopping lists for the children to do grandma's shopping!  
**M N 12; M N 25**

## Creative area



- Provide a range of cardboard boxes, tubes, sticky tape, glue and decorations for children to build castles and fairy tale homes. Display pictures of fantasy buildings to inspire children's creative thinking.  
**EAD EUMM 16; EAD EUMM 27**
- Provide craft materials for crown or tiara making. Offer a range of tools for cutting and sticking, including glue, masking tape, hole punches and scissors.  
**EAD BI 11; EAD BI 13**
- Magical music. Provide a CD player, streamers and instruments. Play classical pieces of music, such as *Russian Dance* from Tchaikovsky's *Nutcracker*, and let the children play and dance!  
**EAD BI 5; EAD BI 14**

## Outdoor area



- Provide large blocks, boxes and other construction materials for the children to make Rapunzel's tower. Who can make the tallest tower?  
**EAD EUMM 15; EAD EUMM 24**
- Make a 'Hansel and Gretel trail' using stale bread. Lead the children up and down stairs, over, under, around and through the setting. Ask questions such as, 'Where do you think the trail is going to lead us?'  
**PD MH 12; PD MH 13; PD MH 25**
- Provide a range of outdoor equipment, including benches, beams and wooden logs for building bridges. Create a 'river' to cross and ask the children, 'Can you build a bridge for the Billy Goats Gruff?'  
**EAD EUMM 14; EAD EUMM 24**

## Investigation area



- Explore Snow White's basket of apples or Cinderella's pumpkin! Provide the fruit whole, halved and quartered for sensory investigation. Provide pan scales, hand lenses and easy-grip tweezers for removing pips.  
**UW TW 4; UW TW 8**
- Provide dried beans, including chick peas, black beans, white cannellini beans, green split peas, butter beans and kidney beans. Offer the children hand lenses and ice cube trays for sorting.  
**Warning: children must not put the beans in their mouth.**  
**UW TW 4; UW TW 8**
- Label picture cards of animals and their young from stories that the children can match. Include ducks/ducklings, swans/cygnets, goats/kids, and cats/kittens.  
**UW TW 6; UW TW 8**

## Construction and small world area



- Create a small world fairy tale forest in a Tuff Tub. Include trees, toadstools, fairy tale figures and other small world toys for imaginative play.  
**EAD BI 10; EAD BI 16**
- Provide wooden blocks and 3-D shapes for making castles and towers.  
**M SSM 6; M SSM 18**
- Provide rocks, stones and pebbles for children to build a dragon's lair! Offer small world dragon toys for imaginative storytelling.  
**EAD EUMM 15; EAD BI 10; EAD EUMM 24; EAD BI 16**

## Role play area



- Provide a variety of fairy tale character costumes, masks and objects for the children to use as they act out stories.  
**EAD BI 11; EAD BI 18**
- Display large-sized clothes, shoes and boots for children to become giants! Provide soft mats for children to walk across, just in case they are unsteady on their feet!  
**PSD MR 5; PSD MR 9**
- Provide shields, helmets, tabards, swords and large cardboard boxes for knightly hero play. Display the question, 'What has happened at the castle today?'  
**CL S 16; CL S 18**
- Provide mirrors for children to explore their reflections. Display the sign, 'Mirror, mirror on the wall, who's the fairest of them all?'  
**EAD BI 10; EAD BI 16**

## Writing area



- Provide pre-made mini booklets with appropriate fairy tale themed covers for children's own story writing and mark-making. Which stories do they know well?  
**L W 2; L W 12**
- Provide blank, laminated speech bubbles, dry-wipe pens and picture cards of characters from familiar fairy tales for the children to write things a character might say.  
**L W 2; L W 11**
- Provide key word mats to help the children with their independent writing and mark-making. Bold the initial letter sound to help the children recognise and say them.  
**L W 2; L W 7**
- Provide 'magic beans' with letters written on them for children to word build. Give them strips of paper with blank beans drawn on them so children can write down the words they have made.  
**L W 2; L W 8; L W 10**