



Key Learning Opportunities

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary and use it throughout the day
- Ask questions to find out more and to check they understand what has been said to them
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally
- Manage their own needs.

All of the Development Matters ages and stages are covered via the outdoor provision.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Mathematics

- Count objects, actions and sounds.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding of the World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

Resources

Sand shed (see separate plans)

Water area (see separate plans)

Construction shed/area - tyres, large polydron sets (including wheels), bricks, stacking crates, wooden planks and blocks, hard hats, hi-vis jackets, tool box with tools, balls and connecting sticks

Activity shed - various balls, stilts, cones, wheelbarrow, buggies, hoops, bean bags, quoits

Role-play shed - table, chairs (contents vary based on theme)

Mark making resources - paper, pens, pencils, crayons, chalks, large mops, painting sponges

- Clear perspex board with pens

- Whiteboard with pens - Blackboards

- Bikes, scooters, traffic cones, signs, traffic lights, permanent painted track on playground

- Farm animals and buildings - Vehicles in various sizes

- Tuff trays, small world mats - Table and chairs

Enhancements

Natural resources relating to season

Role play equipment relating to topic

Intended Experiences

Observing and identifying what they find outside; Asking questions about their observations

Looking for similarities and differences
Experiencing and trying out new vocabulary

Observing and talking about patterns of change
Exploring freezing and melting
Differentiating between hot and cold, wet and dry, rough and smooth; Experiencing weather
Exploring a wide range of outdoor environments

Predicting, hypothesising and problem solving
Communicating observations and findings.

Making decisions about the resources needed

Handling and using resources appropriately

Managing and organising resources, getting things out and tidying away

Playing alongside and with others

Communicating, sharing ideas, negotiating and co-operating

Role of the Adult

Play alongside

- Respond to their requests and ideas, - Suggest possibilities to extend their play/thinking
- Play alongside children to take play forwards, suggest ideas and show what's possible

Role model / direct teach

- Model ways to use the equipment if unsure
- Model language, correct and/or extend vocabulary
- Model and manage behaviours, self-regulation and the characteristics of effective learning

Raise questions to stimulate ideas and add challenge

- What do you notice about?
- Can you roll? Can you crawl through the tunnel? Which toy can we spin on?
- What is it like to wobble? How can you balance?
- Can you build up the blocks?
- Can you try it on your own? Can you teach somebody else?

Use appropriate language linked to key learning

Roll, spin, crawl, turn, wobble, over, up, down, round and round, roly poly, jump

Continuous Provision

OUTDOOR AREA

