



Developing Outdoor Provision in the Early Years Foundation Stage

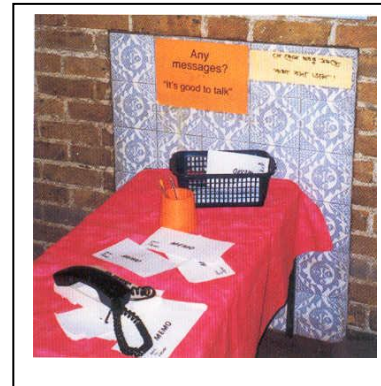
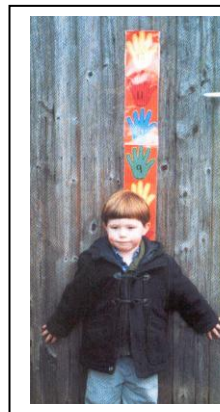


MAKING A PRINT AND NUMBER RICH OUTDOOR ENVIRONMENT

- Permanent playground markings can be used to promote literacy and numeracy, e.g. number lines/tracks, alphabet grids, games such as hopscotch or snakes and ladders, etc.
- Weave ribbons or fabric through chain link fences to make numerals and letters.
- Outdoor equipment should be labelled to promote numeracy, e.g. workers' hats labelled with numerals and matched to row of hooks on fence.
- Wheeled toys can be labelled and parked in "garages" or parking spaces with the matching number.
- Alphabet and number lines at child height (laminated for durability).
- "Real" washing lines with clothing numbered from 1 to 10.
- Large magnetic boards with numerals and letters.
- Large foam/plastic numerals and letters.
- Number and alphabet beanbags.
- Large floor game mats with giant foam/rubber dice.
- Skittles and balls (how many can you knock down?)
- Hoops for jumping into and counting
- Clipboards for scoring and tallying
- Books available for outdoor use - could have special "outdoor box" - rugs, cushions for comfort.
- Action songs can be louder and take up more room, e.g. children can be the "five speckled frogs" jumping into the pool, etc.

Print resources

- Alphabet friezes at child height
- Large magnetic boards with letters
- Large foam/plastic/wooden letters.
- Letter beanbags.
- Large floor alphabet mat
- Clipboards, with attached pen/pencil for recording
- Books available for outdoor use - could have special "outdoor box" - rugs, cushions for comfort
- Range of mark making equipment
- Range of writing formats/stationery
- Range of reading materials; fiction books, reference books, magazines, brochures, posters
- Seed packets and gardening brochures



Number resources

- Number lines at child height (laminated for durability). "Real" washing lines with clothing numbered from 1 to 10.
- Large magnetic boards with numerals
- Large foam/plastic numerals
- Number beanbags.
- Large floor game mats with giant foam/rubber dice.
- Numbered Skittles and balls (how many can you knock down?)
- Hoops for jumping into and counting
- Clipboards for scoring and tallying
- Action songs props ie 5 numbered currant buns etc
- Calculators

Number lines!

- Horizontal and vertical?
- Beyond 10?
- Birthday cards
- 0-10 children
- Real objects: pencils, lego etc
- Multi-sensory ie sandpaper, glue and glitter
- 10 green bottles
- Clothes



Creative Arts Area

Art/Design

Picnic tables or portable desks
A storage trolley containing art / craft resources, eg paint, chalk, scissors, glue
Clips to hold paper on the tables
Chalk to use on the ground
Rolls of paper to attach to walls or fences for group art
A wheeled box of junk art materials
Clay and tools
Clipboards
Buckets, paint brushes and rollers for pretend painting of walls and paintings
Squeezy bottles to squirt paint onto large sheets of paper
A large chalk board fixed to the wall and made of varnished external plywood painted with easel / blackboard paint
A selection of natural materials, eg pine cones, sawdust to mix or use for printing
Laminated children's work displayed outdoors under a covered way

Weaving and sculpture

Garden mesh or netting
Garden trellis and willow panels
Orange plastic builders mesh
Oven trays
Canes (tape the ends to protect eyes)
Ribbons including floristry, lengths of shiny fabric, coloured plastic cut into strips(carrier bags) tinsel
Old CDs, bells, beads, shells or other attractive items
Carpet roll tubes
Logs, and bits of tree
Simple woodwork tools

Dance:

Ribbons, ribbon sticks, bubbles and balloons
Feathers and leaves
Scarves, pieces of voile fabric
Soft pony tail bands
Home made May-pole
Wrist and ankle bells
Maracas and castanets, hand drums
World music on tapes

Music

Banging

A drum area including a metal dustbin, pots and pans mobile, logs and sticks, old PC cases, upturned metal buckets

Tapping

Old CD Roms hung on trees or fences
Various lengths of piping strung together and suspended at the children's height
A table tennis bat or flip flops to tap the tops of the pipes
Musical notes cut out of plastic, wood or metal and hung up. Children enjoy learning real naming words, so use musical language when appropriate

Blowing

Pipes
Tubing
Cylinders

Scraping

Ridged car mats
Willow fencing
Sticks to trail along fences, walls and tree bark

Clicking

An old computer mouse suspended by its cord

Splashing

Hoses, buckets, rainmaker, bells, and triangles for water play

Add to these scrap materials by:

- providing a range of commercially produced instruments stored in a wheeled trolley for ease of transportation, eg horns, drums, tambourines, recorders
- collecting books / booklets of rhymes / songs for staff to use outdoors.



Movement Areas

WHEELED VEHICLE AREA

Wheeled Vehicles

- Prams
- Wedding car
- Scoters
- Wheelbarrows
- Tractors
- Taxi
- Ice cream van
- Fire engine
- Bus
- Step on trikes



Playground Markings

- Road ways
- Roundabouts
- Crossings
- One way arrows
- Bicycle/pram lane
- Parking bays/disabled bays/mother and baby bays
- Yellow no-parking lines

Contexts for Wheeled Vehicles

- Garage
- Car wash / mechanic / MOT
- McDonald's drive-through
- Picnic
- Postal Service
- Building site
- Driving test centre
- Grand Prix
- Car boot sale
- Supermarket



SMALL EQUIPMENT AREA

- Pegs, washing line
- Ticket and stampers/punchers
- Old cameras
- Mobile phones
- Bean bags
- Bats
- Quoits
- Balls of different shapes, colour, textures, sizes
- Skittles
- Laundry baskets
- Skipping ropes
- Cones
- Netball rings
- Markings on ground / walls for targets
- Suspended hoops
- Top Start equipment
- Egg timers
- Whistles



Roadway Accessories

- Roadsigns
- Traffic lights
- Driving licence
- First-aid box
- Number plates
- Speed detector (old hairdryer)
- Road maps
- Car park tickets
- Road safety posters
- Traffic cones
- McDonald's drive-through
- Picnic
- Postal Service
- Building site
- Driving test centre
- Grand Prix
- Car boot sale
- Supermarket

Movement Areas

Children who begin physical activity young experience more significant and longer lasting results.

In your setting, try to allocate a space for the physical activities of running, jumping, throwing and striking with a bat. If there is no such area outside, consider using a P.E. hall.



Jumping

Stepping stones made from tree trunk sections, large floor 2D shapes, laminated coloured card
P.E. mats to practise landing

Rhymes and songs to encourage jumping, eg "One Little Speckled Frog"

CLIMBING AREA

- Planks
- Slides
- Ladders
- A-Frames
- Crates
- Barrels
- Tunnels
- Large fixed equipment, where available
- Bars
- Rope ladders
- Tree trunk sections
- Portable modular system



Running

- Cones to weave in and out of
- Crates or boxes to climb onto and jump off
- Ropes and chalk to encourage running in pathways
- Whistles so children can start the races
- Large egg timer to time races
- A windy day box containing objects which stream behind the child. These may include a windsock, a kite, plastic bags and string, lengths of ribbon



Horticultural area

Gardening / Wild

Plot of land where children can plant, tend and harvest flowers and vegetables

A digging area

Wooden boxes, tubs, plant pots, growbags, washing up bowl, a bucket, an old sink can be used if land is not available

Camera to record change over time

Books to record what happened

Child-sized spades

Trowels

Forks

Hoes

Watering cans

Hoses

Canes

Wheelbarrows

Seeds/bulbs/plants

A herb tub for smell comparisons

An area left to grow naturally

Old rotten logs or a piece of carpet to gather mini beasts

An old sink or bathtub for water-loving mini beasts

Magnifying glasses

Gathering jars

Pond dipping equipment

Pencils and clipboards

Reference books and books made by children and staff

Bird tables, bird boxes and baths

A wormery

Themed play boxes – Sunny Day Box, Windy Day Box, Snowy Day Box, Rainy Day Box



Digging Area

There needs to be a digging patch, separate from the horticulture area. This can be for building and construction works where children can build structures using mud, bricks and wood, or it can be for imaginative play, where children may be tunnellers or bury treasure.

Spades with strong shafts

Trowels

Natural materials

Bricks

Stones

Shells

Peat

Gravel

Pebbles

Bark

Leaves

Feathers

Conkers

Wooden blocks

Firewood/sticks/logs

Sand Pit

Sand

Water

Water pistols

Squirty bottles

Targets to shoot water at

Buckets

Brushes

Rakes

Combs

Moulds

Sieves

Why have a mud Kitchen?

There is little more important in our physical world than earth and water and they are truly intriguing things, especially when they interact. Mixing soil, water and a range of other natural materials has a foundational role in early childhood which has deep importance and endless possibilities for well-being, development and learning. The breadth and depth of what these experiences offer young children is truly remarkable.

Mud kitchens provide something quite different to a soil digging patch, whilst also being much more easily managed. A mud kitchen includes elements of the much-loved domestic corner and cooking from indoor play, which are then hugely enriched through the special nature of being outside. Mud kitchens work well all year round, and need to be seen as a core element of continuous provision outside.



Developing a MUD KITCHEN!



What you need!

- A water supply
- Gravel, pebbles and other natural materials
- Plant material
- Pots, pans, kettles
- Spoons, ladles, forks etc
- Bowls, bottles, containers
- Sieves and colanders



Sand area

A covered sandpit offers the best solution to keep rain and animals out. Pits can be made by building a square of bricks or laying four railway sleepers on the ground. A tyre from a large tractor or heavy goods vehicle also acts as a solid wall, which can be filled with sand.

Buckets and spades of different sizes

Moulds

Sieves

Diggers, lorries, bulldozers

Guttering

Old pots

Spoons

Sticks

Rakes, combs

Twigs, shells

Cardboard boxes

Bricks

Treasure – fake coins, play jewellery, maps

Junk materials

Sand wheels

Watering cans

Funnels

Feathers

Conkers



SAND AND WATER PLAY



Water

Nature – rain, puddles, dew, frost, snow, etc.

Umbrellas

Wellington boots

Decorator's painting brushes, sponges, rollers

Rain barrel with a tap / outside tap

Pots and pans

Buckets

Splash suits/overalls

Guttering, drainpipes

Paddling pool

Rain measuring equipment, eg wide necked bottles for rain collection

Hoses

Watering cans

Plastic spray bottles, squeeze bottles

Large transparent plastic sheets, eg shower curtain

Washing line and pegs

Shampoo, bubble bath, shaving foam

Bubble blowing equipment



Seating

Carpet squares
Materials
Blankets
Chairs and cushions
Table
Crates
Wooden seat enclosed with a pergola (if funding is available)
Gazebos
Deck and patio chairs
Garden umbrellas
Large pieces of cloth
Travelling rugs over an A-frame or play house
Tent or shed



Nature Watch

Bird tables and feeders,
small ponds,
wildlife sanctuaries
Streamers
Quiet bells,
windchimes
Binoculars
Beetle boxes
Cameras
Spotter's guide
Weather chart

Screens and boundaries

Hedges, growing plants
Trellis, net, clear plastic and fencing
Low walls, paths, cones and lines
Furniture brought out from inside

Activities

Tape recorder
Tapes – songs, stories,
rhymes, sound games
Books – reference and fiction
Dictaphones / headphones
Soft toys
Language and mathematical
games which cannot be
blown by the wind
Small motor-skill games
Writing and drawing
materials
Mirrors and magnifiers
Small world play
Small construction

Sensory ideas

Herbs and scented flowers
Tactile plants and surfaces/objects
Natural objects
Wind chimes, sound mobiles, pin
wheels, wind catchers
Sand/water
Reflective surfaces/visual stimuli
Pebbles
Dream catchers
Edible herbs -ie Dill

Protection

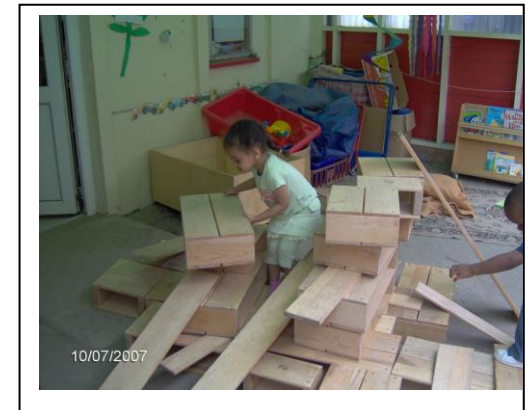
Sunshades
Gazebos
Awnings and parasols
Screens of bamboo, willow
Trees and bushes
Planting tubs with herbs or
other fragrant plants
Umbrellas and wind breaks

Quiet Reflective Area

Woodwork bench
 Wood off-cuts
 Logs, planks, balsa wood, hardwood, chipboard, plywood.
 Crates
 Guttering Drain pipes
 Builder's trays
 Real tools – hammers, pliers, hand drill
 Nails
 Nuts, bolts
 Gardening tools
 Ropes
 Plastic tubing
 Hose pipes
 Access to water – hose, water butt
 Wooden blocks
 Boxes – cardboard, wooden, plastic
 Masking tape
 Hammer, hand drills, saws, screwdrivers, pincers, sand paper, vice
 Spades
 Wheel-barrows
 Trolleys
 Builders' trowels
 Hard-hats
 Visibility tabards
 Wellington boots
 Overalls
 Tyres
 Community blocks
 Off cuts of carpet, rugs, canvas
 Ground sheets

Clothes horses
 Tents
 Buckets
 Building blocks
 Natural materials – stones, shells, twigs, leaves, bark and sand cork, gravel, straw
 Diggers, tractors, trailers
 Pulley system
 Clipboards
 Pens
 Spirit level, Tape measures, Measuring sticks and wheels
 Architect's plans, Maps
 Builder's chalk
 D.I.Y. books
 Homes magazines
 Design and construction magazines
 Construction site sign, ie, Hard Hats must be worn, Danger Keep Out
 Mobile phones
 Traffic cones
 Site warning tape
 Estate agent's signs
 Pictures of castles, houses, flats, airport terminals, office-blocks, ships, sailing boats, shops, cars, lorries, cranes, aeroplanes
 Fluorescent safety jackets – use life jackets, puffer vests, etc.
 Large sheets of paper for plans and sketches
 First-aid box
 Lunch boxes

Large and Small Construction areas



Equipment to support imaginative/constructive play:

- Hospital, airport, garage, McDonald's
- House play – renovate a kitchen, bedroom, utility room
- Camp site
- Igloo
- Desert island

*Equip each construction site above with relevant scene props, eg provide storage baskets, trolleys and boxes clearly labelled with equipment name and pictures.



An Investigation Area

Collections of mechanical/technological items

Things to assemble/disassemble
Screwdrivers
Radios
Padlocks
Cogs/wheels
Spanners
Locks and keys
Clockwork items
Telephones
Cameras
Nuts and bolts
Collecting pots
Buttons
Buckets

Resources to investigate and experiment with:

Cogs and wheels
Colour paddles
Binoculars
Bug viewers
Torches
Balances
Mirrors
Egg timers
Magnifiers
Kaleidoscopes
Periscope
Magnets
Sieves
Pipettes
Feely bags
Bubble blowers

Living things and natural resources

Pets, Guinea pigs, rabbits, mice etc
Stick insects
Mini beasts
Snails
Fruit
Vegetables
Twigs/flowers
Leaves/conkers
Acorns/fir cones
Feathers
Wool
Cotton
Blossom/buds/bulbs
Plants
Shells



Resources to record with:

Pens
Clipboards
Information books
Leaflets
Video recorders
Cameras
Tape recorders



Some suggestions for outdoor role play

Birthday party

- Party hats
- Cards and pencils
- Invitations
- Place settings for a set number of people (plates, cups etc)
- Streamers
- Wrapped presents
- Play food (can be made by the children)

Any type of shop

- Shop contents i.e shoes, hats, toys etc
- Cash register
- Money
- Shopping bags
- Labels to make price tags
- Paper to be receipts
- Purses/wallets
- Credit cards (old gift cards from places such as Debenhams, boots etc are useful)

Picnics

- Basket
- Flasks
- Cup, plates, bowls
- Blankets
- Food
- Maps/ directions

Car wash

- Sponges
- Window wipers
- Buckets
- Cloths and leathers
- Aprons
- Price list and display board - advertising signs
- Money belts



Possible resources

Mark-making materials
clipboards/paper/pens
telephone
computer keyboard
till/money
fiction/non-fiction books – linked to role-play (change on a regular basis)
pop-up tents/tunnels
“A” frames with fabric
Wheeled toys linked to role-play
Dressing up clothes and accessories
Pieces of fabric
Large cardboard boxes
Story Props
Streamers/Ribbons
Bubbles
Blankets/Sheets for den building
Small world equipment
Lengths of hosing/tubing
Carpet/Lino pieces/tiles
Tents



Imaginative Role play

Imaginative play Area

Possible Resources

A-frames
Planks – commercially made and cut to order by a DIY store
Ladders
Cubes
Heavy pieces of material
Plastic sheeting/tarpaulin
Plastic crates – bread, milk, supermarket
Blocks – wooden and plastic
Large cardboard boxes
Industrial tubing
Cable spools (a variety of sizes up to one metre in diameter)
Tree trunk sections, various sized pieces of wood
Pieces of carpet and carpet square
Tents
Large cones
Broom handles
Hose pipe – cut to lengths for the fire-fighter and for sand and water play
Large and small umbrellas
Ropes and string
Masking tape
Elastic bands



Contexts for imaginative role play

Ambulance
Building/construction site
Bus railway or airport
Camping
Garage/Carwash
Drive through McDonald's
Farm
Pizza shop/Pizza delivery
Fire-fighters
Garden centre
Market stall
Police
Picnic
Fairy-tale castle
Dinosaur land
Ice cream seller
Library
Post office
Pirate's ship
Campsite
Road safety
Zoo
Igloo

Wheeled vehicles, large and small

Trucks, hay carts, wooden pushchairs, prams, buggies, scooters, wheelbarrows

Trolleys with a host of props

Dressing up clothes – overalls, rubber gloves, aprons, uniforms, dresses, cowboy and Native American outfits
Accessories such as bags and hats, sunglasses, hard hats, police hats, suitcases, baskets
Holiday equipment – backpacks, sleeping bags, cooking equipment, picnic bags
Builders' tools and equipment – mallets, screwdrivers, spirit levels, pulleys
DIY tools and tool belts
Mechanics' tools
Decorators' tools – brushes, pots
Ropes and pegs
Gardening tools – shovels, spades, watering cans
Home tools – cameras, mobile phones, personal stereos, binoculars, umbrellas, money, purses, tickets, cards
Fire-fighter equipment
Doctor's bag and equipment



SUGGESTIONS FOR PLANTS AND FLOWERS

Climbers

Convolvulus
Ivy
Morning Glory
Honeysuckle
Nasturtiums
Hop (Humulus)
Boston Vine (Parthenocissus)
Glory Vine (Vitis Coignetiae)
Sweet peas



Sun lovers

Pinks/Carnations (Dianthus)
Aubretia
Ice plant (Sedum)
Houseleek (Sempervivum)
Blue lily (Agapanthus)
Pansies
Daisies (Bellis)
Marigolds (Calendula)
Erigeron (daisy flowers)
Geraniums
Helichrysum (everlasting)
Chinese Lantern (Physalis)
Golden Rod
Nasturtiums
Verbena
Mesembryanthemum
Achillea (Yarrow)
Montbretia (Crocsmia)
Poached-egg plant
(Limnanthes Douglasii)

Shade lovers

Hostas
Ivy
Primula/primrose
Violets
Periwinkle (Vinca)
Dead nettle (Lamium)
Forget Me Nots (Myosotis)
Lady's Mantle (Achemilla)
Astilbe
Granny's Bonnet (Aguilegia)
Bleeding Heart (Dicentra)



Tubs and baskets

Pansies
Alyssum
Busy Lizzie (Impatiens)
Petunia
Marigold (Tagetes)
Begonia
Harebell (Campanula)
Lobelia
Mimulus
Viola
Lobelia



Fast growers





Morning Glory
Nasturtiums
Sweet peas
Sunflowers
Busy Lizzie (Impatiens)
Golden Hop (Humulus)
Boston Vine (Parthenocissus)
Glory Vine (Vitis Coignetiae)











Ground dwellers

Periwinkle (Vinca)
Anthemis (Chamomile)
Thyme (Thymus)
Candytuft (Iberis)
Speedwell (Veronica)
Hardy geranium
Rock rose (Helianthemum)
Ground cover roses (Rosa)



<p>Evergreen / Winter interest</p> <p>Grasses Cyclamen Heathers Myrtle (Myrtus)</p>  <p>Flax (Phormium)</p>	<p>Perfumed foliage</p> <p>Myrtle (Myrtus) Pelargoniums Choysia</p> 	<p>Perfumed flowers</p> <p>Pinks (Dianthus) Alyssum Wallflowers</p> 
<p>Bulbs</p> <p>Crocuses Snowdrops Hyacinth Small daffodils Grape hyacinth (Muscari)</p> 	<p>Everlasting flowers</p> <p>Straw flowers (Bracteantha) Limonium Love in a Mist (Nigella) Helichrysum Chinese Lanterns (Physalis)</p> <p>Or you could sow some wild flower seeds in a patch of grass which is left to grow taller than the rest.</p>	
<p>SUGGESTIONS FOR SHRUBS</p>		
<p>Climbers</p> <p>Wisteria Thornless Blackberries Cotoneaster horizontalis Honeysuckle</p>	<p>Sun lovers</p> <p>Lavender Berberis Wygela Shade lovers</p>	<p>Perfumed trees</p> <p>Eucalyptus</p> <p>Perfumed flowers</p> <p>Lavender</p>

<p>Passion flower (Passiflora)</p> 	<p>Hydrangea St John's Wort (Hypericum) Spiraea Convolvulus Ivy Morning Glory</p> 	<p>Philadelphus Daphne Wisteria Lilac (Syringa)</p> 
<p>Fast growers Morning Glory Kerria (grows anywhere)</p> 	<p>Spiny or prickly Holly Mahonia Pryocanthus Gorse (Ulex)</p> 	<p>Screening Cotoneaster (prickly) Box (Buxus) Forsythia Lavender (Lavandula) Currant (Ribes) Lonerica Black bamboo (Phyllostachis) Striped bamboo (Pleioblastus)</p>
<p>Evergreen / Winter interest Cornus (Red stems) Choysia</p>	<p>Trees Birch (Betula) Rowan (Sorbus) Crab apple (Malus)</p>	<p>Flowering Butterfly bush (Buddleia) Ceanothus (Blue) Hebe (low growing)</p>

<p>Clematis Eucalyptus Yucca Hazel (Corylus) Tassel Bush (Garrya Eliptica) Willow (Salix) Viburnum</p>	<p>Plum and Cherry (Prunus)</p> 	<p>Prunus (flowering)</p> 
<p>Berries Cotoneaster horizontalis Hawthorn (Crataegus) Holly (Ilex) Firethorn (Pyracantha) Rowan (Sorbus)</p>		
<p>SUGGESTIONS FOR FOOD PLANTS</p>		
<p>Climbers Thornless blackberries Tomatoes French/runner beans, peas Marrows, squashes, cucumbers, courgettes Or try a grape vine!</p>	<p>Sun lovers Sage (Salvia officinalis) Nasturtiums Onions (Allium) Garlic Most herbs</p>	<p>Tubs and pots Small varieties of apples and pears (make sure you have a self-fertile type, or plant two) Strawberries French or runner beans, peas and cucumbers grow up sticks or trellis Tomato plants grow in tubs or grow bags Ornamental cabbages</p>



Potatoes in buckets
Basil and parsley

Herbs

- Marjoram (Origanum)
- Thyme (Thymus)
- Rosemary (Rosemarinus)
- Cotton lavender (Santolina)
- Lemon thyme (Melissa Officinalis)
- Mint (Mentha)
- Chives
- Fennel
- Basil
- Dill



Fast growers

- Carrots
- Beans
- Lettuce
- Marrows
- Pumpkins
- Radishes
- Spinach



Attractive to insects and butterflies

- Butterfly bush (Buddleia)
- Sedum
- Alyssum
- Calendula
- Dianthus
- Myosotis
- Solidago
- Aster
- Ceanothus
- Lavender (Lavandula)



Decorative

- Kohlrabi
- Red cabbage
- Ornamental cabbage
- Artichokes and cardoons
- Alliums, leeks and onions

Outdoor provision audit 3-5 year olds

Observation considerations	Comments from observation – how do we know?	Future development considerations - what do we need to do to develop quality
<p>Are Indoors and outdoors viewed as on combined and integrated environment. ?</p> <ul style="list-style-type: none"> •Is Indoors and outdoors available to the children simultaneously? • Outdoors is an equal player to indoors. It receives planning, management, evaluation, resourcing, staffing and adult interaction on a par with indoors. • Outdoors is both a teaching and learning environment. • Outdoor design and layout has been given careful consideration. • Outdoor play is recognised by all as being central to young children’s learning. • The outdoor classroom offers children the opportunity to utilise effective modes of learning – play, movement and sensory experience. • Children have access to versatile equipment and 		

<p>environments.</p> <ul style="list-style-type: none">• Children are able to control, change and modify their environment.• Staff are supportive toward outdoor play.		
<p>Personal, social and emotional development</p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none">• develop confidence, self-esteem and a sense of security• develop independence as they acquire new skills, eg children plan, choose and organise equipment for the day/week, manage the transition from inside to outside play co-operatively, and share resources• care for themselves and their personal safety• take care of the outside environment with respect and concern• become aware of and respect the needs and feelings of others, and reflect this in their behaviour• learn to follow rules• develop tolerance and perseverance		

<ul style="list-style-type: none"> • explore experiment and be adventurous. 		
<p>Physical development</p> <p>Children will have opportunities to</p> <ul style="list-style-type: none"> • enjoy physical play and the sense of freedom and well-being it brings • begin to understand the importance of physical activity for good health and fitness • develop spatial awareness and how to share space safely with others • move confidently with increasing control and imagination • acquire essential movement skills like: <ul style="list-style-type: none"> – Balance – develop co-ordination and control of body actions by using equipment; playing games; walking along chalk lines, rope pathways, small balancing beams, climbing equipment, and stepping stones; building using large equipment, and carrying heavier objects – Locomotion – focusing on basic motor skills such as running, jumping and moving the body around in different ways, eg games like “What’s the Time Mr Wolf?” or “Simon Says” 		

<ul style="list-style-type: none">– Manipulative skills – using equipment to develop aiming, predicting and estimating techniques, eg throwing balls into containers or through hoops– experience the vocabulary of movement and words of instruction– Understand simple rules and use tools and equipment appropriately, safely and with increasing control.		
<p>Communication and Language</p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none">• talk about their experiences in the outdoor environment• talk about features of the outdoor environment• use language to describe, explain, predict, and ask questions• interact and converse with adults and peers to extend language• develop ideas and follow directions and Instructions• listen, respond and link language with physical movement in action songs and rhymes, role play and practical experiences		

<ul style="list-style-type: none"> • talk, listen and interact with each other in all areas, including a quiet space. 		
<p>Literacy</p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • access a wide range of texts – books, leaflets, catalogues, reference materials, magazines, posters, maps, charts • enjoy stories, rhyme and songs in the outdoor environment • experience a variety of meaningful print (eg labels, symbols, signs, and directions), and begin to understand some purposes for reading. <ul style="list-style-type: none"> ▪ experiment with early writing using water and rollers, brushes, chalk, sand and paint, clipboards and pencils • use their drawings, written marks or writing to express their ideas and feelings • see themselves and adults using writing for a purpose, and discuss and agree the best way to present the writing, eg lists, messages and reminders • write during role play and other activities 		
<p>Mathematics</p> <p>Children will have opportunities to:</p>		

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| <ul style="list-style-type: none">• sort and categorise resources, equipment and naturally occurring objects• identify, understand and use numbers – both cardinal and ordinal, eg numbers on parking bays, number lines, number plates, counting games, rhymes, jingles and stories• develop appropriate mathematical language through counting games, rhymes, jingles and stories• recognise, explore and create patterns, shapes and colours, eg with leaves, pebbles and 2D shapes• match objects, eg match photographs with outdoor features• compare size, length, capacity and weight, eg playing on a see-saw• experience and talk about the routine and the passing of the time of day, the week, months and seasons• investigate and talk about patterns, colours and shapes in the outdoor environment, eg shapes of trees, leaves and clouds• sort, design, plan and build with a range of 3D shapes• explore spatial awareness through the different types of movement, eg balance, locomotion and manipulation• begin to understand and use positional and directional | | |
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<p>words – forwards, backwards, in front of, behind, above and below</p> <ul style="list-style-type: none"> • use mathematical language such as heavy, light, full, empty, long, short etc., in relevant contexts. 		
<p>Understanding the world</p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • develop their powers of observation by using their senses, eg access to tools such as magnifying glasses • recognise objects by sight, sound, touch, smell, taste, eg multisensory Garden • ask questions, experiment, design, make and solve problems, eg use flexible equipment that encourages experimentation like guttering and bricks • recognise and experience that some things change over time, eg trees during autumn and clothes people wear • talk about and experience features in their local environment, such as the school setting and community • care for and respect living things and handle them sensitively, eg a wormery • listen to stories while outside about people and places, eg 		

<p>fairy stories</p> <ul style="list-style-type: none">• talk with adults and other children about themselves, their home, their setting and people who work within the setting and local community• use drama/imaginative play to communicate their understanding of events, eg jobs done by people in the community or a barbeque• record what they have seen, made, found out (individually and in groups), eg through drawings, photographs, paintings, models and simple maps• explore through first-hand experience, eg properties of materials and sounds in the environment• become aware of everyday technology and develop the skills to use tools for woodwork, construction and gardening, including cutting, sticking, folding, pouring, joining and taking apart• learn about themselves by talking with adults and engaging in role play, eg “fire station” or “ambulance depot”• talk about their observations and predict what will happen if water is added to sand, hand is placed on an icy surface, plants are not watered, etc.• experiment, eg to find out how water will move from one		
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<p>piece of guttering to another or how some objects float and others sink</p> <ul style="list-style-type: none"> • talk about environmental issues (eg litter and recycling), and how to nurture these in the school environment. 		
<p>Expressive arts and design</p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • explore a variety of materials and appreciate colour, shape, texture and sound at vertical and horizontal levels • experience a variety of media and techniques such as painting, drawing, mark making, modelling and printing, both large and small scale • develop their sense of spatial awareness through the use of 3D and other materials, eg working with recyclable materials to shape, rearrange and create environments supporting imaginative play • observe and experience outdoor characteristics using all of their senses. • listen and respond to a variety of sounds, rhythms and songs in the outdoor environment • make music by vocal sounds, body sounds, singing, clapping and playing percussion instruments with extended 		

<p>volume</p> <ul style="list-style-type: none">• make and use instruments to invent music which expresses thoughts and feelings• participate in simple dances and singing games• listen to and recognise sounds in the outdoor environment• use outdoor features as a stimulus for music• plan, design and engage in stimulating role play, which encourages them to play co-operatively, negotiate roles, agree rules and act out scenarios• express their thoughts, ideas, feelings and imagination with confidence, enhancing self-esteem and oral language• link imaginative play scenes inside and out, providing much more scope for large movement, noisy play and involving the whole child• Access a wide range of equipment, resources and props to promote quality outdoor play.		
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