

EYFS Outdoor provision

Continuous provision: Sand kitchen, Sandpit, stage for performance, water, large loose parts including tyres, crates, wooden blocks, planks, wooden stumps, reading shed, chalk boards, mark making, balance bikes, weaving, plant area.

Enhancements are added when needed, based on the children's interests, core text or topic to promote their next steps in learning.

Autumn term	Spring term	Summer term
<p>Adults role:</p> <ul style="list-style-type: none"> • Model and facilitate play by having a specific focus area each week until all the areas have had adult modelling. • Encourage children to try new things and have new experiences. • Ensure children look after the resources and use them safely and put them away when they aren't needed. • Add enhancement to facilitate learning. • To use the words, I wonder...and I notice... to support the children's learning. 	<p>Adults role:</p> <ul style="list-style-type: none"> • To support children in a focused learning experience. • To support the children in meeting their next steps. • Model and facilitate play as needed. • Continue to encourage children to try new things and have new experiences. • Ensure children look after the resources and use them safely and put them away when they aren't needed. • Add enhancement to facilitate learning. • Look for opportunities to extend their learning. • To use the words, I wonder...and I notice... to support the children's learning. • Model writing signs for constructions • Take opportunities to use mathematical language during play. 	<p>Adults role:</p> <ul style="list-style-type: none"> • To support children in a focused learning experience. • To support the children in meeting their next steps. • Challenge children to bring writing and mathematical language into their play. • Extend children's understanding of the world • Model and facilitate play as needed in all areas. Challenge the children to develop their play in the areas. • Add enhancement to facilitate learning according to the children's interest or what we are learning in class. • Encourage children to model their play to each other. • Ensure children look after the resources and use them safely and put them away when they aren't needed. • Look for opportunities to extend their learning. • To use the words, I wonder...and I notice... to support the children's learning. • Encourage children to write signs and make resources to support their play.
<p>Outdoor opportunities (emphasis on prime areas of learning)</p> <p>Physical development Open-ended resources such as wooden blocks, crates, tyres, planks of wood are available for large construction.</p> <ul style="list-style-type: none"> • Children think creatively and solve problems through building and constructing on a large scale. 	<p>All of autumn term's opportunities and enhancements in the areas will develop the specific areas of learning. (For children who are not secure in the prime areas they need opportunities to develop these, but they need exposure to specific areas of learning.)</p> <p>Physical developments- see autumn term. Literacy CAL/Reading / writing</p> <ul style="list-style-type: none"> • Children are encouraged to share a book with a friend in the reading shed by looking at the 	<p>All of autumn term's opportunities and enhancements in the areas will develop the specific areas of learning. (For children who are not secure in the prime areas they need opportunities to develop these but they need exposure to specific areas of learning.)</p> <p>Physical developments- see autumn term. Literacy CAL/Reading / writing</p> <ul style="list-style-type: none"> • Children are encouraged to read to themselves or a friend in the reading shed.

<ul style="list-style-type: none"> • Children have to be physically active to explore these resources which help to develop gross motor skills in particular. • Children explore size, shape and space by creating large scale structures • Large scale can be more challenging to use so persistence and collaboration are key skills. • Children can develop their strength and co-ordination by stacking, rolling, lifting and balancing the equipment • Child can climb and balance on A-frame and wooden planks. • Children can work on wrist, elbow and shoulder pivots by using paint brushes and water to paint fences, big weaving opportunities and chalk boards and clip boards for mark making. <p>Bikes</p> <ul style="list-style-type: none"> • Riding balance bikes <p>Sand in the sandpit and sand kitchen</p> <ul style="list-style-type: none"> • children show increasing control over an object in pushing, patting, carrying, stirring, squeezing and digging it. • Children use simple tools to effect changes to materials. • Children handles tools, objects, construction and malleable materials safely and with increasing control. • Children show a preference for a dominant hand. <p>Water</p> <p>Resources: guttering, spray bottles, funnels, 1 litre and 2 litre jugs, buckets, tubes, brushes, different sized bowls, rollers, tea pots and watering cans all organised in a manner which ensures ease of access.</p> <ul style="list-style-type: none"> • Children have the opportunity to move, redirect, capture and transport water. -Children will be seen joining, pouring, squeezing and brushing. - • Children will be able to make predictions e.g. where will it come out? -Hand-eye co-ordination will be developed. - stands are available to place guttering at different heights which will help children to develop scientific 	<p>pictures and talking about what they see and reading some familiar words.</p> <ul style="list-style-type: none"> • Opportunities are available to read and write through enhancements. Eg reading recipes, writing signs (with support as needed) using black boards, clip boards on fence and handheld ones. • We have a deliberately small quantity but a range of high quality writing equipment e.g. pens/pencils/crayons/biros/chalks/highlighters, organised in a way in which the children can easily find what they require. To promote the engagement of writing we include a range of writing materials e.g. large scale coloured paper, lined paper, shaped paper, sticky notes, notebooks etc. <p>Maths</p> <p>Resources help to embed number knowledge and skills to sort, match, order and compare. Equipment for writing numbers available within the provision e.g. chalk.</p> <p>3D resources are available for the children outdoors which enables them to make arrangements with objects. An emphasis on the shape names and mathematical descriptions are promoted.</p> <p>Use mathematical language in water play. e.g</p> <ul style="list-style-type: none"> • Counting • Capacity: full, empty, nearly full, nearly empty, half full. <p>Use mathematical language in construction</p> <ul style="list-style-type: none"> • Length, longer, shorter, taller, shorter, • Weight: heavier, lighter • Make Comparisons- heavier than, longer than, fuller than • Shape names • Numbers for quantities or 1 more, 1 less <p>Understanding the world</p>	<ul style="list-style-type: none"> • Read the book of rhymes and songs that the children can use to perform familiar rhymes? • Children are encouraged to practice reading and writing through enhancements. Eg reading recipes, writing signs (with support as needed) using black boards, clip boards on fence and handheld ones. • We have a deliberately small quantity but a range of high quality writing equipment e.g. pens/pencils/crayons/biros/chalks/highlighters, organised in a way in which the children can easily find what they require. To promote the engagement of writing we include a range of writing materials e.g. large scale coloured paper, lined paper, shaped paper, sticky notes, notebooks etc. <p>Maths</p> <p>Resources help to embed number knowledge and skills to sort, match, order and compare. Equipment for writing numbers available within the provision e.g. chalk.</p> <p>3D resources are available for the children outdoors which enables them to make arrangements with objects. An emphasis on the shape names and mathematical descriptions are promoted.</p> <p>Take opportunities to enable children to use mathematical language in all areas of provision. e.g.</p> <p>In water play.</p> <ul style="list-style-type: none"> • Capacity: full, empty, nearly full, nearly empty, half full. • Counting <p>In construction</p> <ul style="list-style-type: none"> • Length: longer, shorter, taller, shorter, • Weight: heavier, lighter • Make comparisons- heavier than, longer than, fuller than • Shape names • Numbers for quantities or 1 more, 1 less
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<p>thinking and problem solving e.g. water movement speed & flow.</p> <ul style="list-style-type: none"> Children will be encouraged to be curious and think about cause and effect. - containers to develop mathematical thinking e.g. empty/full. - items which may be realistically linked with the water e.g. a teaset, ducks and boats are available to develop imaginative skills. <p>Communication and language</p> <ul style="list-style-type: none"> Reading shed, to build vocabulary and develop a love of reading. We display our books so that the children can clearly see the front cover. We display key questions, to prompt quality adult interactions. Sharing ideas in construction (open ended resources) or Familiar role-play within the sand kitchen e.g. kitchen unit and utensils. Dressing up outfits are available as enhancements that support familiar aspects to their life including police, firefighter, & builder. To extend learning they can also access fabrics to extend their 'fantasy' thinking. Learn from vocabulary from each other and adults through interactions in each area of provision Performing rhymes and songs on the stage. <p>Personal, social and emotional development</p> <p>Opportunities to develop skills:</p> <ul style="list-style-type: none"> Turn taking Develop negotiating skills Plan ideas Work as a team Share ideas Work out disputes Problem solves when things don't go to plan. Learn from others Flexibility to change from one thing to another. Develop Self-regulation 	<p>Outdoor opportunities for the children to have the chance to develop their knowledge about the world around them. e.g. looking at plants & insects and any changes over time.</p> <ul style="list-style-type: none"> Children are able to have first-hand experience in relation to the seasons and varying weather situations. Children have the chance to use real gardening tools, to develop their enquiry and investigative skills. <p>For example</p> <ul style="list-style-type: none"> Science investigations- e.g.how water travels downwards and through tubing. Does the boat float? Naming properties of materials that float Observing seasons observing plants <p>Opportunities for den making</p> <p>Expressive arts and design</p> <ul style="list-style-type: none"> Perform songs, rhymes and stories on the stage individually or with others Use musical instruments to make music. Musical instruments available for the children to explore. Ribbon sticks enable the children to create movement in response to sound. Creating stories in role play and construction. Creating pieces of art with natural materials. 	<p>Role play</p> <ul style="list-style-type: none"> Adding to find out how many altogether. <p>Understanding the world</p> <ul style="list-style-type: none"> Children are able to have first-hand experience in relation to the seasons and varying weather situations. Children have the chance to use real gardening tools, to develop their enquiry and investigative skills. Use magnifying glasses to look closely at minibeasts and plants. <p>For example</p> <ul style="list-style-type: none"> Science investigations- What does a plant need to grow? Name properties of materials needed to make a house Observing seasons observing plants <p>Opportunities for den making</p> <p>Expressive arts and design</p> <ul style="list-style-type: none"> Perform songs, rhymes and stories on the stage individually or with others, using the book of rhymes and songs that the children have learnt throughout the year as the rhyme of the week Use musical instruments to make music Creating stories in role play and construction. Creating pieces of art with natural materials.
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